

Comprehensive Progress Report

Mission: Southern Guilford Elementary strives to develop responsible students who are given the opportunity to achieve success in academic, personal, social and emotional development in a safe and nurturing environment where caring and learning go hand in hand. By teaming the staff, students, families, and community, we bring out the highest potential in everyone.

Vision: **The vision of Southern Elementary is to become a school where students will prosper as life-long learners.**

Goals:

By June 2023, as measured by our school data card, Southern Guilford Elementary, will increase our school performance score in third grade reading to 45.4%. The baseline overall performance composite in reading will show the following increases from the current level of 49.6%. (A1.07, A2.04, A4.01, B2.03, B3.03, C2.01) By June 2023, our overall performance composite will be 51.1% By June 2024, our overall performance composite will be 52.6% By June 2025, our overall performance composite will be 54.1%

Baseline data from our 2021-2022 3rd Grade Reading End-of-Grade assessments show a proficiency gap between our White students and Hispanic students. Our White student population reflects a 52.4% proficiency level in reading while our Hispanic student population demonstrated a 38.8% proficiency level. The gap between proficiency achievement levels is 19.1 percentage points. By June 2023, Southern Elementary School will reduce the proficiency gap between the two sub groups by increasing the proficiency level of our Hispanic students by 1.5% points to 34.8%. (A1.07, A2.01, A2.03, A2.04, A4.01, A2.27, E1.01)

By June 2024, Southern Guilford Elementary School will increase parental involvement, creating a learning community of students, parents, and teachers thus enhancing the climate and culture of the school. A participation goal of 20% percent of our parents will be the measure for the 2022-2023 school year, based on volunteer registrations, attendance at school functions, and service on school committees. (A2.13, A2.14, A2.17)

As a student success indicator, Southern is concerned about the number of students who miss more than 10% of their instructional time. In May of 2022, 62 students were considered chronically absent representing 26.15 of the enrolled students. By June 2023, Southern will reduce the number of chronically absent students by 5 percentage points from the 26.1% in May of 2022 to 21.1%.

By June 30, 2024, Southern Guilford Elementary will increase overall 3rd-5th grade reading EOG proficiency by at least 3 percentage points, from 47.1% in 2022-23 to 50.1% in 2023-24.

By June 30, 2024, Southern Guilford Elementary will decrease chronic student absences (10% or more of days enrolled) by 5 percentage points, from 5% in 2022-23 to 4.5% in 2023-24.

By June 30, 2024, Southern Guilford Elementary will increase its overall Performance Composite by at least 3 percentage points, from 58.9% in 2022-23 to 61.9% in 2023-24.



Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		PBIS procedures, expectations, and rewards have been explained to staff. Students were taught school-wide expectations developed by the PBIS team. All staff members are connected to Class Dojo and use it to communicate with families on a daily basis. All staff members were stocked with reward tickets. Students can earn tickets and/or points. During the 2019-2020 school year, the PTA will sponsor a PBIS store with items that students can purchase using their Eagle points.	Limited Development 08/30/2017		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
<i>How it will look when fully met:</i>		All teachers will be implementing PBIS expectations by adhering to the 4:1 policy. They will be rewarding students for appropriate behaviors with points which they may use to purchase items at the PBIS store. Students may save points to purchase larger prizes, including an end of year trip to Celebration Station. Teachers will continue to recognize and celebrate students' positive behavior and maintain a positive ratio of 4:1.	Objective Met 04/03/23	Erin Morgan	06/09/2023
Actions					
8/30/17	Teachers will implement PBIS using all the taught components.		Complete 09/13/2017	Kim Seagraves	09/22/2017
	<i>Notes:</i> Data will be used to monitor implementation.				
8/14/19	Teachers will receive a refresher course on our PBIS guidelines. Specialists will be trained in PBIS.		Complete 09/13/2019	Andrew Seagraves	09/13/2019
	<i>Notes:</i>				
9/30/19	PTA will sponsor and host a PBIS rewards store.		Complete 11/01/2019	Andrew Seagraves	11/01/2019
	<i>Notes:</i> PTA has agreed to sponsor the PBIS store. They will purchase items which students can buy with their points as an incentive. Students may save points to purchase bigger rewards, including quarterly fun days and an end of year trip to Celebration Station.				
1/27/20	ALL teachers establish classroom norms for personal responsibility, cooperation, and concern for others.		Complete 01/17/2020	Carole Hilbert	02/14/2020
	<i>Notes:</i> Teachers will create classroom norms with their students at the beginning of the school year and will review them after winter break.				

9/10/20	Students will be taught behavioral guidelines for remote learning. Behaviors will mirror expectations for face to face instruction. Expectations will include: treat others with respect and courtesy, join the meeting a few minutes early, turn off mic, raise hand to be called on, stay in your sit, listen carefully, and participate. "If you wouldn't do it in person, don't do it online."	Complete 09/25/2020	Sarah Chrisman	09/25/2020
<i>Notes:</i> Students will be taught norms for remote learning during their online orientation.				
10/9/20	New norms for PBIS will be established for school reentry. Modifications to norms will reflect behaviors and protocols required by district and health department COVID-19 guidelines.	Complete 10/22/2020	Kelley Schucker	11/04/2020
<i>Notes:</i> School-wide norms must be reconsidered as COVID-19 protocols must be followed. PBIS has met to brainstorm changes to the behavioral guidelines established by the PBIS team. The team will present and discuss the changes with staff on October 13.				
10/9/20	New norms for PBIS school-wide behaviors will be taught face to face when students return to the school. 100% of the teachers will teach the expectations and enforce their use. Behaviors will be reviewed with students quarterly.	Complete 06/04/2021	Kelley Schucker	06/04/2021
<i>Notes:</i> Changes to the PBIS behavioral guidelines will need to agreed upon by staff. Staff will need to teach their students the new procedures for school due to COVID-19 safety regulations. Staff will review the norms quarterly.				
10/7/22	A new PBIS team has been created to review operations and procedures. The team has been tasked with creating student incentives for classrooms and individuals who demonstrate the school's expectations.	Complete 11/03/2022	Devana Snyder	10/13/2022
<i>Notes:</i>				
12/7/22	Reteach staff and students PBIS guidelines.	Complete 01/31/2023	Devana Snyder	01/31/2023
<i>Notes:</i>				
Implementation:		04/03/2023		
Evidence	01/31/2023 100% of teachers provided an orientation for PBIS guidelines. PBIS norms are posted throughout our school. 100% of teachers are participating with PBIS and using their Class Dojo accounts to maintain communication with parents. Students are being rewarded on a ratio of 4:1. Eagles are earned throughout the day for having appropriate behaviors as a class. Individuals are earning ClassDojo points.			

Experience	01/31/2023 Teachers reviewed PBIS norms and procedures during a staff meeting.			
Sustainability	10/31/2023 01/31/2023 Teachers continue to support students as needed to maintain PBIS norms and procedures. Rewards will be given monthly for students exhibiting SOAR behaviors.			

Core Function:	Dimension A - Instructional Excellence and Alignment			
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Effective Practice:	Curriculum and instructional alignment			
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A2.02		Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(5092)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Currently, grade levels are meeting in weekly PLCs. Grade level bands will meet vertically at the beginning of each quarter to review instructional progressions.	Limited Development 09/01/2022		
		Priority Score: 3 Opportunity Score: 2	Index Score: 6		
How it will look when fully met:		Teachers will have a greater understanding of students' depth of knowledge and needs for intervention and enrichment. Grade bands will meet formally as vertical teams at the beginning of each quarter. Minutes from meetings will be kept and shared.		Erin Morgan	04/30/2024
Actions			2 of 3 (67%)		
	9/1/22	Choose dates for vertical team meetings <i>Notes:</i> FAM-S item #16	Complete 08/31/2023	Erin Morgan	08/31/2023
	9/1/22	Secure substitute teachers to cover classroom teachers during intentional, focused team meetings. <i>Notes:</i> FAM-S item #16	Complete 09/29/2023	Krista Seagraves	09/30/2023
	7/13/23	PLC agendas will be created incorporating processes/procedures and decision rules for data-based problem solving at each tier.		Erin Morgan	04/30/2024

Notes: FAM-S item #16

Implementation:		10/07/2022		
Evidence	10/7/2022 Substitutes have been secured for October 21, January 13, and March 20 so that teachers have a sustained window of time for in-depth planning.			
Experience	10/7/2022 Substitutes have been secured to cover classes so that grade levels and grade spans can meet prior to the new quarter for in-depth planning.			
Sustainability	10/7/2022 An outline of expectations for the work to be done needs to be created, discussed, and distributed. An agenda, minutes, and lesson plans will be used as documentation for planning days.			

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Teachers will develop rigorous, engaging lesson plans based on standards set for each grade level. Teachers in grades K-2 will use CKLA for their reading instruction while teachers in grades 3-5 will use ARC materials for their literacy instruction. Teachers in grades K-5 will use Eureka math as their core curriculum for math. Teachers will align their lessons and instruction to the state standards and the district curriculum. Planning will be informed by their data analysis.	Limited Development 07/28/2016		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			All teachers will create lessons aligned to the state standards and the district curriculums. Daily lessons will reflect a high level of content knowledge and teacher capacity. Evidence will include: Minutes from the PLC meetings. Lesson plans will reflect CKLA/ARC and Eureka Math materials aligned to state standards. Intervention plans and progress monitoring, Classroom walkthroughs and observations by the Instructional Leadership Team and Administration. Formal and informal assessments will reflect student growth.	Objective Met 09/29/23	Lorie Brown	06/09/2023
Actions						
	8/11/16		Teachers will attend professional development as provided.	Complete 06/09/2017	Maya Arnold	06/09/2017
			<p><i>Notes:</i> Southern Elementary staff members have attended a variety of Professional Development since the start of the 2016-2017 academic school year. These would include:</p> <ul style="list-style-type: none"> 4th & 5th Grade ARC trainings (off-site and with on-site coaches) Kindergarten: KEA & Foundations 3rd - 5th Grade Math: Problem Solving and Inclusive Practice with Exceptional Children K-2nd Grade Math: CCSS NBT Domain AIG: AAMI & Monthly AIG meetings CF: Monthly CF meetings Media Specialist: Monthly webmaster training sessions <p>OTHER PD:</p> <ul style="list-style-type: none"> Service Learning/Energy Bus Canvas: Making Thinking Visible Discovery Education workshop 			
	8/11/16		Use of the GCS standards maps and DPI wikkispaces resources.	Complete 06/09/2017	Maya Arnold	06/09/2017

Notes: Teachers in grades K-5 used a variety of tools and resources to develop curriculum aligned lessons. Teachers regularly used the GCS standard maps, DPI wikkispaces, and engageNY.

8/30/17 Plans are to create a MakerSpace to provide students with hands-on, interactive learning opportunities to support all curricular areas. Students will develop critical thinking skills, creativity, and problem solving.

Complete 10/31/2017

Carole Ashby

10/31/2017

Notes: Grants have been written to fund the creation of our MakerSpace. Parent donations will support the implementation of this 21st century learning environment. Plans to purchase some equipment with Title 1 funds is being sought.

9/18/17 School-wide Book study – Strategies That Work: Teaching Comprehension for Understanding and Engagement by Stephanie Harvey and Anne Goudvis. Introduced on September 12 with syllabus, study guide, and text. Discussion groups begin on September 27 with teachers bringing their reflective journals and student work samples.

Complete 02/27/2018

Carole Ashby

02/28/2018

Notes: The book study will facilitate teacher discussion about reading comprehension strategies. Teachers will use the study guide, maintain a reflection journal, and implement the strategies learned in the classroom. Monthly discussion meetings will allow teachers the opportunity to dialogue about the strategies and share research from its use.

9/18/17 Tutors will provide additional instructional support for students in math and ELA.

Complete 05/23/2018

Carole Ashby

06/08/2018

Notes: A tutor schedule has been developed based on funding available. Tutors will start January 29, 2018 and will work 3 days a week with students until May 18, 2018

9/18/17 Teachers will use Eureka math materials to supplement current resources.

Complete 06/08/2018

Carole Ashby

06/08/2018

Notes: Teachers will use materials available through Eureka math to support instructional objectives.

9/18/17 Fifth grade teachers will use science centers (task cards) and hands-on investigations with student reflection journals to show evidence of learning.

Complete 06/08/2018

Lorie Brown

06/08/2018

Notes:

9/18/17	Students will keep interactive notebooks to house vocabulary, diagrams, pictures, and other pertinent information to the understanding of the 5th grade science curriculum.	Complete 06/08/2018	Lorie Brown	06/08/2018
<i>Notes:</i> Note-taking is explicitly taught with detailed outlines for expectations. Student notebooks are checked for accuracy and quality.				
9/18/17	A team of volunteers from our Hispanic community will provide additional support for our Hispanic students in reading. They will tutor during guided reading and assist with developing vocabulary skills, comprehension, and fluency.	Complete 10/24/2017	Kim Seagraves	06/08/2018
<i>Notes:</i> Orientation for the group of volunteers will take place on Friday, September 22. Volunteers will work in the school daily to support our Hispanic learners.				
9/18/17	Teachers in Grade K-1 will attend professional development to learn more about the implementation of Core Knowledge on October 4 and November 8.	Complete 11/08/2017	Wanda Edwards	06/08/2018
<i>Notes:</i> Teachers in grades Kindergarten and 1st have attended district training for the Core Knowledge Language Arts literacy implementation. In addition, they have attended optional trainings offered by the district and worked collaboratively with colleagues and administration to review the materials.				
9/18/17	Students in grades 2 and 3 will use Flocabulary, intensive small group instruction, and tutors to support students in developing literacy skills.	Complete 06/08/2018	Kim Seagraves	06/08/2018
<i>Notes:</i>				
9/18/17	Teachers in grades 2 and 3 will increase interventions and progress monitoring for all students based on Reading 3D in mclass. Small groups have been created to work on accuracy, fluency, comprehension, and vocabulary.	Complete 06/08/2018	Kim Seagraves	06/08/2018
<i>Notes:</i>				
9/18/17	Teachers in grades 4 and 5 will work with our American Reading Company coach for 9 days throughout the year.	Complete 05/24/2018	Lorie Brown	06/08/2018
<i>Notes:</i> Four coaching days have been allotted by the district with 5 being purchased by the school using Title 1 funding.				
9/18/17	Fifth grade teachers will attend Science Focus Area Professional Development sessions hosted by the district.	Complete 01/22/2018	Lorie Brown	06/08/2018
<i>Notes:</i>				
9/18/17	Our fourth grade math teacher will attend the Fourth Grade Math Focus Professional Development sessions hosted by the district.	Complete 05/24/2018	Kim Seagraves	06/08/2018
<i>Notes:</i>				

9/18/17	Teachers will host curriculum nights twice this year to provide parents with information about how to assist their child(ren) with learning key literacy and math concepts.	Complete 03/22/2018	Sarah Chrisman	06/08/2018
<i>Notes:</i>				
9/19/17	The English Learners (EL) Department and selected EL teacher leaders have begun training all EL teachers district wide on the Council of Great City Schools Framework: The 3 Ls: Learning, Language, and Literacy	Complete 02/01/2018	Kelly Phillips	06/08/2018
<i>Notes:</i>				
9/19/17	The principal will attend and participate in Learning Walks offered through New Leaders by the district. She will use a non-inferential lens to look for learning trends in the school.	Complete 02/20/2018	Carole Ashby	06/08/2018
<i>Notes:</i>				
9/18/17	Teachers will Implement the use of Flocabulary to increase vocabulary skills. Flocabulary has been purchased for use school-wide. Teachers have begun loading vocabulary and allowing time for students to use the program.	Complete 10/20/2017	Carole Ashby	06/10/2018
<i>Notes:</i> Data suggests that students need more explicit instruction in the use of language, specifically understanding vocabulary.				
8/11/16	Grade levels will meet weekly for 80 minutes to unpack the standards with the agenda focused on reviewing standards, brainstorming best practices for instruction, and reflecting upon and analyzing the data. Keep minutes from the PLC meetings and submit to principal. Set instructional goals based on data Research, implement, review, and assess new and old practices to meet the goals	Complete 06/07/2019	Rebecca Starnes	06/10/2019
<i>Notes:</i> Teachers are currently meeting weekly during their 80 minute PLC to review data, unpack the curriculum, and plan for rigorous instruction. Ongoing dialogue to clearly define "rigor" will take place in monthly staff meetings. Teachers will create work samples based on the teachers' understanding of rigor to model for students. A rubric will accompany tasks to provide clear directions for student completion.				
10/1/19	A day-time tutor will be hired to support students who below grade level proficiency with Title 1 funds.	Complete 03/20/2020	Carole Hilbert	02/13/2020

Notes: Title 1 money has been set aside to hire a tutor to support our 3-5 grade students. Tutoring will begin in February and run through May.

Tutoring ended March 26 when schools were closed due to the COVID-19 pandemic.

9/24/19	Teachers in grades 3-5 will work with a district coach three times this year to verify IRLA levels, explore differentiated support, and focus on reading growth.	Complete 03/12/2020	Rebecca Starnes	03/12/2020
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Notes: Mrs. Lindsey Green, Learning Area 5 coach, will visit and work with the teachers at Southern on September 25, October 30, and March 11. The focus for the visits will be to verify IRLA levels, explore differentiated support, and focus on reading growth.

8/14/19	Teachers will use units of study from CKLA, ARC, and Eureka math, aligned to state standards for instruction.	Complete 03/20/2020	Rebecca Starnes	06/05/2020
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Notes: Teachers in grades K-2 are using instructional materials from Core Knowledge Language Arts and Eureka Math. Teachers in grades 3-5 are using materials from the American Reading Company and Eureka Math. Their lessons, units of study, and modules align with North Carolina state standards.

Lesson plans, walkthroughs, pacing guides, and assessments provide evidence for this action.

10/1/19	With the use of Title 1 funds, projectors in the classrooms will be replaced. The Title 1 and Technology departments have approved the purchase of new projectors to be installed by Technology.	Complete 01/03/2020	Sarah Chrisman	06/08/2020
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Notes: Projectors in the classrooms are seven to eight years old and dying out. Replacement of the devices is more cost effective and will provide us with years of use for instruction.

9/24/19	Classroom teachers will share lesson plans with the EL and EC teachers. They will collaborate on instructional practices for their students.	Complete 09/27/2019	Carole Hilbert	06/10/2020
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Notes: Teachers send their lesson plans to the EC and EL teachers. They are meeting about specific students to ensure that the student's needs are being meet.

10/27/20	Coaching visits for Eureka Math, ARC, and CKLA will be scheduled.	Complete 09/09/2020	Carol Hilbert	09/11/2020
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Notes: The district has allotted coaching visits for each of the mandated elementary curriculums. Jihan Breedlove will serve as the Eureka Math coach. She will support understanding and implementation of Eureka Math objectives in grades K-5 with six visits. Lindsey Greene will continue to serve as Southern's ARC coach with a total of four visits. Katie Daughtrey will also support staff as they continue to implement CKLA. She will have four coaching visits.

10/7/22	Grade level teams will meet bi-weekly to discuss data to inform small group instruction. Minutes of the meetings will be posted to the Southern SharePoint.	Complete 06/02/2023	Lorie Brown	06/02/2023
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Notes:

Implementation:		09/29/2023		
Evidence	9/29/2023 The scheduled coaching visits have been added to the master calendar.			
Experience	9/29/2023 The principal and CF met with the coaches to plan for professional development days.			
Sustainability	9/29/2023 Schedules for the coaching days will be submitted 10 days in advance of the visit. The pre-work requirements and schedule will be distributed to teachers so they can prepare for the visit. A review of the feedback will take place within 10 days of the visit.			

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice: Data analysis and instructional planning

	A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Baseline data points are being gathered using NWEA, DIBELS, and BOG. Fastbridge licenses have been assigned to students in the lowest 20th percentile, but more supports are needed for all students across tiers.	Limited Development 09/16/2021		
How it will look when fully met:		Students will exhibit growth in math and reading in EOY assessments. Staff will use FastBridge, DIBELS grouping, and NWEA resources to remediate and accelerate small groups.		Erin Morgan	06/01/2024
Actions			1 of 3 (33%)		
	9/16/21	Staff will bring data to weekly PLC meetings to review and receive coaching on moving students forward.	Complete 10/04/2023	Erin Morgan	11/02/2023

Notes: FAM-S items #9 & #11

9/16/21	CKLA and Eureka Squared coaches will offer support to all teachers.		Erin Morgan	04/30/2024
<i>Notes:</i> FAM-S items #9 & #11				
7/13/23	Local professional development will be offered during staff meetings to support lesson planning aligned to the NCSS and data analysis.		Lorie Brown	05/15/2024
<i>Notes:</i> FAM-S items #9 & #11				

Core Function:	Dimension A - Instructional Excellence and Alignment
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Effective Practice:	Student support services
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KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>During the 2020-21 school year, teachers participated in an MTSS course offered through GCS designed to increase knowledge and usage of the multi-tiered system. A schedule has been created and distributed for teachers to watch the webinars and meet with other staff to discuss what they learned. The tiered instructional system is not currently being fully implemented but is being embedded in our practice as we learn more.</p> <p>During the school year, the staff will implement a tiered instructional system which allows teachers to deliver evidence -based instruction aligned with the individual needs of students across all tiers.</p>	Limited Development 07/28/2016		

	Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	<p>Teachers will have a comprehensive knowledge of the MTSS system and how to use it to serve our students. The MTSS system will be fully implemented by the entire staff providing a lens through which to address the whole child. The tiered interventions are a means of intensifying and tailoring instruction to support all students in the areas of academics, behavior, attendance, and social/emotional well being. Teachers will intentionally serve students based on their individual needs through the tiered system and provide evidence of implementation. Evidence of this objective: Lesson plans, Teacher conference logs, Intervention and Progress Monitoring data chart, Discipline data, Attendance data</p> <p>By 2022, students will receive targeted instruction of supplemental supports in the areas of Behavior, Social-emotional, Attendance, Math, and Reading based on their level of need (Academic levels of support: remediation, intervention, maintenance, and enrichment). For students who are determined to be "at-risk" through an Early Warning System, will receive supplemental interventions, with progress monitoring, that follow a standard treatment protocol. If students are considered to be non-responsive to supplemental interventions, they will receive intensive interventions as well.</p> <p>By 2023, we will develop a strong intervention program utilizing research-based materials facilitated by trained community tutors to allow students to demonstrate growth in the area of reading. Students will demonstrate at least one level of growth or 5 percentage points.</p>		Objective Met 10/23/23	Erin Morgan	06/09/2023
Actions					
11/22/16	4th and 5th grade students will be able to participate and compete in the Elementary Battle of the Books.		Complete 03/15/2017	Sarah Chrisman	03/15/2017
<i>Notes:</i>					
8/11/16	Celebrate reading and readers throughout the school regularly Students will participate in the Accelerated Reader with teachers setting appropriate goals based on reading levels		Complete 06/09/2017	Sarah Chrisman	06/09/2017
<i>Notes:</i>					

8/30/17	Teachers will use the data collection chart to record interventions and progress monitoring. The principal and CF will monitor to ensure that adequate progress monitoring is taking place.	Complete 10/13/2017	Carole Ashby	10/16/2017
<i>Notes:</i> Data charts have been distributed to teachers. Teachers will keep data charts for each student. Following a required intervention schedule, teachers will provide each student with instruction to meet his/her needs based on data.				
8/11/16	Assess students to get a baseline for their individual needs. Provide interventions and record interventions and progress monitoring on a school created data sheet. Conduct progress monitoring. Principal and Curriculum Facilitator will monitor weekly to ensure that interventions are being done with fidelity.	Complete 10/27/2017	Carole Ashby	10/30/2017
<i>Notes:</i> All students (K-3) will have been assessed using Reading 3D assessments (DIBELS to assess phonics skills and TRC for students reading level) by September 22.. All students in 4th & 5th grade have been assessed using the IRLA assessment, a part of the ARC/Balanced Literacy program by October 5. Based on the data, teachers will create an Intervention/Progress Monitoring plan for each student. As students have mastered a specific skill/goal, teachers adjust their interventions and/or schedule to meet the needs of all students.				
8/11/16	Provide time daily for wide reading in grades 3-5; time for read alouds in K-2 – transitioning to wide reading as students are reading Hold conferences with students during wide reading to learn more about their reading preferences, skills, and needs on a rotating basis Provide feedback and next steps to students during wide reading conferences Engage in writing across the curriculum daily	Complete 10/26/2017	Carole Ashby	10/31/2017
<i>Notes:</i>				
10/8/19	Use Title I funds to purchase new interactive short throw projectors for all of the classrooms to enhance instruction. In addition, purchase a class set of laptops with Title I funds.	Complete 12/31/2019	Sarah Chrisman	01/17/2020
<i>Notes:</i> Short throw projectors were installed during winter break on December 31 by the GCS technology department.				
10/8/19	Use Title I funding to hire tutors to support Tier II and Tier III students.	Complete 01/31/2020	Carole Hilbert	02/01/2020
<i>Notes:</i>				

8/14/19	Teachers will receive training in the use of MTSS structures. The tiered interventions are a means of intensifying and tailoring instruction to support all students in the areas of academics, behavior, attendance, and social/emotional well being. Teachers will intentionally serve students based on their individual needs through the tiered system.	Complete 04/24/2020	Carole Hilbert	06/10/2020
	<i>Notes:</i> Teachers are assigned webinars to view, created by district MTSS coordinator, Dr. Tina Lupton. A follow up meeting will be held to facilitate a discussion about webinar. Teachers will complete a reflection sheet to explain what they learned, how they can implement the new strategy, and what wonderings they have. Teacher will meet for a debriefing session on: September 17, October 22, November 19, December 9, January 13, February 10, March 17, April 14, and April 22.			
10/9/20	All math teachers will be train in Number Worlds	Complete 10/30/2020	Rebecca Starnes	10/30/2020
	<i>Notes:</i> Guilford County Schools will provide training to teachers and Curriculum Facilitators. In PLCs, Number Worlds will be discussed as an intervention for students needing additional learning supports.			
10/9/20	Provide training for instructional leaders on problem-solving Core and Supplemental within PLC meetings.	Complete 05/28/2021	Rebecca Starnes	05/31/2021
	<i>Notes:</i> The Curriculum Facilitator and Principal are participated in district-wide trainings monthly. They will provide training to staff to enhance their understanding.			
10/9/20	In PLC meetings, teachers will identify students who need instructional support or enhancement through the use of data.	Complete 06/03/2021	Rebecca Starnes	06/05/2021
	<i>Notes:</i> Data analysis will take place during PLCs. Students in needs of supplemental support will receive research based interventions with progress monitoring.			
10/9/20	Students' academic outcomes will be monitored using universal screeners (as available), progress monitoring, benchmarks, formative and summative assessments.	Complete 06/03/2021	Rebecca Starnes	06/10/2021
	<i>Notes:</i> Daily monitoring of student understanding will take place. Reteaching and supplemental support will take place on an ongoing basis to ensure that students maintain an understanding of the content taught.			
10/9/20	Monitor supplemental and intensive interventions through forms provided by psychological services.	Complete 06/10/2021	Haley Black, school psychologist	06/10/2021
	<i>Notes:</i> With the help of the school psychologist, forms will be monitored and reviewed.			

2/11/22	Tutors will be hired by GCS to work with students who are testing at the 20% or less level.	Complete 03/31/2022	Rebecca Starnes	03/31/2022
<p><i>Notes:</i></p> <ul style="list-style-type: none"> • Tutors will be selected through an interviewing process. • They will complete the GCS application and learning sessions for tutors. • A schedule will be created to allow students to receive at least 3 days of pull-out tutoring to focus on reading for thirty minutes. • Tutors will work with no more than five students in a group who will receive supplemental and intensive reading instruction. • The tutors will use the GCS forms and documents to assess and monitor growth. • The tutors will provide a bi-weekly report on their students' progress to the admin team and monthly to the SBLT. 				
10/7/22	Tutors will be hired to address learning gaps.	Complete 08/30/2022	Carol Hilbert	08/30/2022
<i>Notes:</i>				
10/25/22	Books for classroom libraries will be purchased with Title I funding to supplement wide reading opportunities for students. Title lists curated to reflect the curriculum for each grade level with attention to the topics of social emotional learning and diversity.	Complete 10/25/2022	Sarah Chrisman	11/01/2022
<i>Notes:</i>				
10/25/22	Makerspace resources and materials will be purchased, using Title I funds, to enhance STREAM teaching and learning.	Complete 01/13/2023	Sarah Chrisman	01/01/2023
<i>Notes:</i>				
10/7/22	Teachers will use exit tickets in Eureka math to create targeted support groups. Based on the performance data from exit tickets, teachers will determine the level of support needed to help students meet current goals. Exit ticket data will be kept on the county's spreadsheet and shared bi-weekly with the curriculum facilitator and principal. Data will be discussed in weekly PLCs.	Complete 06/02/2023	Rebecca Starnes	06/02/2023
<i>Notes:</i>				
10/25/22	Virtual Science Field Trips will be purchased with Title I funds to provide students with hands-on activities and opportunities for real-life connections with the science curriculum at each grade level.	Complete 10/15/2023	Sarah Chrisman	10/15/2023
<i>Notes:</i>				
Implementation:		10/23/2023		
Evidence	9/29/2023 Teachers are using data charts to document interventions and progress monitoring.			

Experience		9/29/2023 Southern has implemented a Tiered system of instruction to meet the needs of individual students. Guidelines for progress monitoring students have been created. Teachers are documenting interventions and progress monitoring. Reteaching is occurring for students who fall below the 80% mark on unit assessments.			
Sustainability		9/29/2023 Teachers will continue to monitor student achievement and offer support for students who fall under grade level expectations.			
KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Teachers are observant of students' emotional states, and seek resources to serve the students. Teachers have participated in a two day training presented by representatives from the Department of Health and Human Resources which provided an overview of ways to support students' mental health.	Limited Development 07/28/2016		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4	
How it will look when fully met:		Teachers will strengthen their core resiliency through the book study, Onward. From their own reflections, teachers will learn more that will enable them to raise awareness about students' range of emotions. Teachers will raise concerns about students presenting academic, behavioral, SEL, or attendance concerns so that the administration, the school counselor, school psychologist and social worker can investigate ways to mitigate barriers for students. Through MTSS, students' individual needs will be addressed. Resources will be made available to assist students with concerns.		Brooke Shipman	06/07/2024
Actions			8 of 10 (80%)		
8/30/17	All staff will participate in professional development offered by the North Carolina Department of Health and Human Services in August 23 and 24.		Complete 08/24/2017	Carole Ashby	08/24/2017
<i>Notes:</i> Staff members participated in the professional development offered that provided awareness of mental health concerns among youth. Resources will given to staff to follow up when situations arise.					
1/27/20	The LEA/School has a system in place for determining the nature and extent of early learning opportunities each student has access prior to school entry.		Complete 09/06/2019	Gloria Humble	09/06/2019

	<i>Notes:</i> Kindergarten teachers and assistants conduct a screening for students entering Kindergarten. A parent questionnaire provides insights into the child's previous educational experiences.			
8/14/19	Teachers will intentionally develop positive relationships with students and families. Teachers will model positive behaviors that will promote appropriate social skills.	Complete 06/05/2020	Carole Hilbert	06/05/2020
	<i>Notes:</i> Teachers will engage students in "getting to know you activities" to build a classroom community. Teachers will eat with their students, sitting with and interviewing each student over the course of the first month to get to know each individual. Outside classroom doors a greeting poster will be placed for students to select their preferred method of greeting, a hug, high five, or wiggle dance. Teachers will continue throughout the year to provide opportunities for students to interact with each other in noncompetitive, collegiate activities. Teachers will attend school functions to show support of the our students. They will attend outside events for students such as sporting events, recitals at least twice during the semester.			
9/10/20	Teachers will host online meetings for the specific purpose of building relationships and supporting students' social, emotional learning. They will create interactive events for students to engage with their peers in a social setting.	Complete 09/11/2020	Carol Hilbert	10/20/2020
	<i>Notes:</i>			
9/24/19	Teachers will be trained in areas of social/emotional learning to build the habits and dispositions of emotionally resilient educators. Resiliency will be the focus for the 2019-2020 staff training. Teachers will read journal articles and excerpts from the book, Onward by Elena Aguilar, view TED Talks, and engage in activities based on the four-part conceptual framework of resiliency. Staff at Southern will be supported by Cynthia Brown, SEL facilitator for the district.	Complete 06/10/2021	Carole Hilbert	06/15/2021
	<i>Notes:</i> The book, Onward, is being used to develop an understanding of resiliency and strategies for attaining a deeper capacity to grow as a more resilient educator. This action was not fully implemented during the 2019-2020 school year due to several disruptions to our school, including the COVID-19 pandemic.			
10/7/22	An attendance team will be created to monitor student attendance and address chronic absenteeism.	Complete 09/09/2022	Carol Hilbert	09/09/2022

	<i>Notes:</i> The team consists of the school social worker, the data manager, and homeroom teachers. When a school social worker is hired, he or she will be added to the team.			
10/7/22	The school's social worker will make home visits to students who are absent five consecutive days without contact with the school. A record of home visits will be kept on file.	Complete 06/02/2023	Carol Hilbert	06/02/2023
	<i>Notes:</i>			
10/7/22	The school counselor will meet with the parents of chronically absent students to create a contract for attendance.	Complete 06/02/2023	Carol Hilbert	06/02/2023
	<i>Notes:</i>			
10/24/23	An SEL at Home series will be launched on Class Dojo for parents.		Jasmine Suggs	05/01/2024
	<i>Notes:</i>			
10/24/23	Southern will host an SEL Family Night		Brooke Shipman	05/09/2024
	<i>Notes:</i>			
Implementation:		08/16/2021		
Evidence	8/30/2017 All staff members took an assessment and received a certificate of completion.			
Experience	8/30/2017 Professional development was scheduled with trainers from the NC Department of Health and Human Services. The 8 hour training provided staff with tools to recognize possible mental health concerns in youth.			
Sustainability	8/30/2017 Teachers will continue to monitor the emotional needs of students. They will refer as needed to various health providers.			

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>	Students visit with the receiving grade level teachers to make them aware of expectations for the next grade level. Pre-K transition activities include pairing with a kindergarten student for the day, eating in the cafeteria, touring the school. Pre-K also has a promotional ceremony at the end of the school year. Fifth graders visit the middle school to tour the facility and learn more about the middle school expectations. They work with the counselors from the middle to select classes that would be appropriate for them in 6th grade.	Limited Development 08/30/2017				Priority Score: 2 Opportunity Score: 3 Index Score: 6
<i>How it will look when fully met:</i>	Students will visit the receiving grade levels to get a sense of what to expect. Students will be allowed to ask questions and tour the buildings.		Brooke Shipman	06/07/2024	<i>Actions</i>	2 of 3 (67%)
8/30/17	Transitional activities will be scheduled for the spring of 2018.	Complete 05/18/2018	Lorie Brown	05/18/2018	<i>Notes:</i>	
8/14/19	Students will participate in transitioning activities at each grade level by visiting classrooms, meeting the teachers, and reviewing grade level materials and activities.	Complete 05/20/2021	Rebecca Starnes	06/05/2021	<i>Notes:</i>	Transition meetings were not held in spring of 2020 due to COVID-19 pandemic. Schools were closed on March 23, the week prior to the fifth grade meeting at the middle school. Students were not in the building to participate in transition activities.
10/7/22	Pre-K students, to aid in a proper transition, will begin eating in the cafeteria mid-school year. 5th graders will visit the middle school during the spring semester.		Brooke Shipman	05/31/2024	<i>Notes:</i>	
<i>Implementation:</i>		05/26/2021			<i>Evidence</i>	5/23/2018 Transitional activities have been scheduled; some held face to face and virtually.

<p><i>Experience</i></p>	<p>5/23/2018 Transitional activities were planned for 5th grade students to meet the 6th grade counselor at Southern Middle School. Due to COVID restrictions students were unable to tour the school during school hours. Families were invited to come for an Open House to tour the school and participate in a question and answer session. Pre-Kindergarten students will visit the kindergarten classes on June 1, 2021 to familiarize themselves with the main building and kindergarten operations.</p>			
<p><i>Sustainability</i></p>	<p>5/23/2018 Collaboration between our school counselor and the middle school counselor will be maintained. Communication to arrange, publicize, and participate in transitional programming must continue. Additional support has been offered online to ensure that students are properly registered for middle school</p>			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Strategic planning, mission, and vision			
	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>Currently Southern has several teams that work collaboratively to gather data to examine core practices. The School Based Leadership Team, Instructional Support Team, and MTSS team work in tandem to collect data, review findings, and create next steps to improvement instruction. To help us with this work the following components have been implemented.</p> <p>A new digital walk-through form has been created and distributed.</p> <p>The schedule for walk-throughs has been created and reviewed.</p> <p>Teachers have received feedback based on walk-through data.</p>	Limited Development 10/07/2022		
How it will look when fully met:		When fully implemented, teams will provide feedback on a regular and consistent basis to support improvement in instruction. We will use data from the following sources: walk-through forms, chronic absentee forms, teacher feedback, and documentation providing evidence of changed practices.		Johnathan Moore	06/07/2024
Actions			4 of 6 (67%)		
	10/7/22	Create a walk-through form that can be digitized to provide graphs, charts, and other features to provide data.	Complete 10/21/2022	Sarah Chrisman	09/16/2022
	<i>Notes:</i>				
	10/7/22	Create a schedule for walk-throughs that allow at least two people from the School Improvement Team to visit classrooms together.	Complete 10/31/2022	Carol Hilbert	09/16/2022
	<i>Notes:</i>				
	10/7/22	Incorporate the data and impressions gathered during the walk-throughs as an agenda item for SBLT	Complete 06/02/2023	Sarah Chrisman	06/02/2023
	<i>Notes:</i>				
	10/7/22	Create a plan to share the findings from the data about core instruction with the individual and staff.	Complete 06/02/2023	Carol Hilbert	06/02/2023
	<i>Notes:</i>				
	9/29/23	Using a district created Math walk through document, data will be shared during SBLT/ILT/MTSS meetings and PLCs.		Erin Morgan	04/16/2024

<i>Notes:</i>						
9/29/23	Create an Admin/Support Team to discuss academic, social emotional, and attendance concerns. This team will meet weekly.			Johnathan Moore	06/07/2024	
<i>Notes:</i>						
KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)		Implementation Status	Assigned To	Target Date
Initial Assessment:		Leadership meetings were occurring once a month with SBLT sub committee meetings occurring as needed.		Limited Development 10/06/2022		
		Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:		When this objective is fully met, SBLT meetings will occur regularly once a month and sub committee meetings will also occur monthly. Sub committees will share agendas and minutes with the SBLT. Agendas and minutes for all meetings will be held digitally in the Southern Elementary Staff SharePoint to be accessible to all staff.		Objective Met 12/07/22	Sarah Chrisman	10/31/2022
Actions						
10/6/22	Create template for sub committee agendas and minutes.			Complete 08/12/2022	Carol Hilbert	08/16/2022
<i>Notes:</i>						
10/6/22	Create SharePoint to allow staff members to access agendas and minutes from SBLT and sub committee meetings.			Complete 08/18/2022	Sarah Chrisman	09/01/2022
<i>Notes:</i>						
10/6/22	Monitor SharePoint for uploaded meeting minutes to ensure regular meeting are occurring as planned.			Complete 10/31/2022	Sarah Chrisman	10/31/2022

Notes:

Implementation:		12/07/2022		
Evidence	12/7/2022 Monthly meeting minutes are housed in the Southern Elementary Staff SharePoint.			
Experience	12/7/2022 Monitoring meetings has been made more accessible using a digital shared document space.			
Sustainability	12/7/2022 Meetings and minutes will continue to be monitored and data will be shared at SBLT meetings.			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Distributed leadership and collaboration			
KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Classroom teachers, support staff, and specialists work together throughout the school day to maintain a schedule that allows for instructional time, duties, and planning. Schedules are posted in a shared workspace to allow access by all staff.	Limited Development 10/06/2022		
<i>How it will look when fully met:</i>		Classroom teachers, support staff, and specialists work together throughout the school day to maintain a schedule that allows for instructional time, duties, and planning. Schedules are posted in a shared workspace to allow access by all staff.		Sarah Chrisman	05/31/2024
Actions			2 of 4 (50%)		
10/6/22	Create master schedule along with schedules for specialists, morning and afternoon duties, lunch and recess.	Complete 08/24/2022	Carol Hilbert	08/29/2022	
<i>Notes:</i>					
10/6/22	Add people to schedules as staff members join the school. Review schedules for efficacy as needed.	Complete 05/26/2023	Sarah Chrisman	05/26/2023	
<i>Notes:</i> Scheduling needs are monitored on a continuous basis.					
9/29/23	Weekly PLCs will be held to maximize instructional planning and collaboration.		Erin Morgan	05/22/2024	
<i>Notes:</i>					
9/29/23	Create and update master schedule to prioritize EC, EL, Speech, and AG students service times.		Erin Morgan	06/09/2024	
<i>Notes:</i>					

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:		<p>The principal has created a schedule for classroom visits, observations, and participation in professional learning communities. A calendar for Instructional Leadership Team walkthroughs has been created. Each team member has been assigned to a grade level to support and coach teachers. The principal will be in classrooms 50% of the instructional day.</p> <p>Lesson plans will be turned in on a regular schedule. Lesson plans will be reviewed for curriculum alignment, rigor, and relevancy with feedback provided.</p>	Limited Development 07/28/2016		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:		The principal will be monitoring all aspects of school activities and providing timely feedback for staff. Evidence of this objective: attendance at PLC meetings, teacher feedback emails, and walkthrough documents.		Johnathan Moore	06/07/2024
Actions			11 of 12 (92%)		
	8/11/16	Create documents to identify expectations and to record progress: Principal schedule Teacher lesson plan turn-in date Update of staff and student handbook Principal activity log	Complete 08/23/2016	Carole Ashby	06/08/2018
		<i>Notes:</i> Student and staff handbook is completed and lesson plan turn in dates established.			
	9/18/17	Teachers will post lesson plans on Canvas for review and feedback from the CF and Principal	Complete 06/01/2018	Carole Ashby	06/08/2018
		<i>Notes:</i>			
	9/18/17	Teacher teams will participate in Professional Learning Community 80 minutes weekly. Teachers will discuss data, curriculum and instruction, and student concerns. Minutes will be taken and submitted to facilitate follow up on next steps.	Complete 06/05/2018	Carole Ashby	06/08/2018
		<i>Notes:</i>			

9/18/17	Teachers will meet monthly in professional discussion groups to clearly define rigor and create activities/lessons that exemplify that definition. Rubrics and models will be created to clarify the expectations for student tasks.	Complete 02/13/2018	Carole Ashby	06/08/2018
<i>Notes:</i>				
9/19/17	The Principal will participate in district leadership learning walks.	Complete 02/20/2018	Carole Ashby	06/08/2018
<i>Notes:</i>				
9/19/17	The principal will attend and participate in the New Leaders training offered by the district.	Complete 04/24/2018	Carole Ashby	06/08/2018
<i>Notes:</i>				
8/11/16	The principal will update the walk-through form to create a document to provide immediate feedback. The principal will provide feedback in a timely manner from walk-throughs and observations	Complete 09/29/2017	Carole Ashby	06/09/2018
<i>Notes:</i> The Principal created a checklist based on the Look-For's when conducting Classroom Walkthroughs on Google.docs. The document was shared with staff.				
8/11/16	Attend weekly PLC meetings	Complete 06/05/2018	Carole Ashby	06/09/2018
<i>Notes:</i> PLC meetings have been attended regularly.				
8/14/19	A schedule has been created to monitor plans for instruction. Lesson plans will be reviewed for pacing, standards alignment, and quality of activities.	Complete 06/05/2020	Carole Hilbert	06/05/2020
<i>Notes:</i> Lesson plans are due each Wednesday for the next week. They are reviewed in weekly PLC meetings with teachers engaging in deliberate practice. PLC meetings and weekly conferences were held when schools were closed in March due to the COVID-19 pandemic. The principal and CF reviewed plans, viewed lessons, provided feedback, and monitored instruction via the online learning platform, Canvas.				
9/10/20	The principal will monitor Canvas pages created and used by teachers for remote learning and provide feedback to teachers.	Complete 09/04/2020	Rebecca Starnes	10/20/2020
<i>Notes:</i>				

10/7/22	The principal works closely with the School Improvement Team to monitor instruction. Lesson plans, walk-throughs, observations, and discussions provide feedback about core instruction.	Complete 06/02/2023	Rebecca Starnes	06/02/2023
<i>Notes:</i>				
9/29/23	Principal will meet with members of the ILT team, conduct instructional walkthroughs, attend weekly PLCs, meet with teachers to provide feedback, and collaborate with Curriculum Facilitator.		Johnathan Moore	06/07/2024
<i>Notes:</i>				
Implementation:		10/27/2020		
Evidence	6/11/2018 Data acquired through the review of the TRC/Dibel assessments indicate growth for nearly every student K-2. Increased teacher efficacy is indicated on the NC Teacher Working Conditions Survey.			
Experience	6/11/2018 The monitoring of lesson plans, increase in walk-throughs, the data discussions, and planning conversations proved to be very beneficial. Student growth was supported by these efforts.			
Sustainability	6/11/2018 Walk-throughs will need to be conducted with timely feedback. Reviewing the lesson plans in PLCs to ensure that teachers understand the standard and are teaching the material with rigorous activities and lessons will need to continue next year.			

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		This is currently occurring at each grade level in PLC meetings.	Limited Development 09/01/2022		
<i>How it will look when fully met:</i>		<p>SBLT/MTSS team will develop a professional development calendar based on data interpretation and needs that will be used to inform the SIP.</p> <p>SBLT/MTSS meeting minutes will be kept and shared. The impact of how the data is utilized, student scores, and progress at the core level will be reviewed.</p>		Johnathan Moore	05/31/2024
Actions			2 of 3 (67%)		
	9/1/22	Gather BOY DIBELS data and BOG scores to bring to the monthly SBLT/MTSS meeting	Complete 10/25/2022	Rebecca Starnes	10/25/2022
<i>Notes:</i>					
	9/1/22	Review data from core observations by ILT.	Complete 11/29/2022	Erin Morgan	10/25/2022
<i>Notes:</i>					
	10/7/22	The attendance team will meet monthly to review the school performance for students who are deemed chronically absent. The impact of the lack of instruction will be shared with parents and the student. Decisions concerning how the school will address the instructional gaps caused by absences will be shared with the staff.		Jasmine Brown Suggs	06/03/2024
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		An interviewing team has been established to vet candidates for hire. Grade level teams and area teams are included when candidates are interviewed. Pertinent questions have been collected to assist in gathering data about the candidates. The team discusses the candidates to determine which candidate will best support our students.	Limited Development 10/07/2022		
<i>How it will look when fully met:</i>		An effort to recruit candidates for hire to fill vacancies will include key school leaders, as well as, classroom teachers and department representatives. Participation during interviews will provide evidence of implementation.		Johnathan Moore	06/07/2024
Actions			2 of 4 (50%)		
	10/7/22	Create a team to participate in the interviews of candidates for hire.	Complete 07/19/2023	Johnathan Moore	07/19/2023
<i>Notes:</i>					
	10/24/23	Team will curate a list of questions for candidates to help standardize the interview process.	Complete 08/01/2023	Johnathan Moore	08/01/2023
<i>Notes:</i>					
	9/29/23	Staff recognition program will be implemented to recognize one staff member monthly during staff meetings. Staff members will be selected by their peers.		Johnathan Moore	05/14/2024
<i>Notes:</i>					
	9/29/23	Recruitment efforts will include mass emails to qualified candidates as well as advertising using social media outlets.		Johnathan Moore	06/07/2024
<i>Notes:</i>					

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Resource Allocation			
KEY	D1.02	The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.(5171)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Title 1 funds will be used to make purchases to enhance the technology and instructional needs of the school. The proposed Title 1 budget includes:</p> <p>21 Lightspeed Audio Systems to enhance sound in the classrooms ensuring that all students can hear instruction.</p> <p>18 Charging Carts to ensure that students have a way to charge their devices at school to make them available for instruction.</p> <p>300 Headsets to provide students with a way to interact with their devices with enhanced sound quality and fewer distractions.</p> <p>130 Wired computer mouse to allow students and teachers to use a mouse with their laptops to improve functionality.</p> <p>325 Stylus pens for the iPads and laptops to allow greater functionality for students and staff.</p> <p>20 Swivel robots with tripods, wide-angle lens, and markers to allow teachers to present instruction "live" for remote learning or to record instruction to supplement student instruction</p> <p>Library books (digital and print) to supplement the current library collection as well as replace copies lost due to family moves and challenges during remote learning</p>	Limited Development 10/09/2020		
		Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<i>How it will look when fully met:</i>		All technology will be ordered, received, and fully implemented. Teachers will use the enhancements to support instruction.	Objective Met 10/25/22	Sarah Chrisman	06/05/2021
<i>Actions</i>					
	10/9/20	Reach out to technology to discuss technology purchases	Complete 09/18/2020	Sarah Chrisman	09/30/2020

	<i>Notes:</i> Technology services provides support for technology purchases. They are aware of products and vendors to use so that schools can receive the benefits of bulk purchasing and product reviews. Sarah Chrisman has been in contact with the technology department to learn more about products to serve our purposes.			
10/9/20	Purchases will be placed with the help and support of the technology office and the Title 1 office.	Complete 10/30/2020	Carol Hilbert	10/31/2020
	<i>Notes:</i>			
10/27/20	Curate a list of library books and resources needed to support teaching and learning as well as leisure reading for students. Purchase digital and print books using Title I funding.	Complete 12/18/2020	Sarah Chrisman	12/21/2020
	<i>Notes:</i>			
10/9/20	Teachers will be taught how to store and use the new technology equipment.	Complete 12/04/2020	Sarah Chrisman	02/28/2021
	<i>Notes:</i>			
10/9/20	As items are received they will be cataloged as needed so that they can be distributed for use.	Complete 01/07/2021	Sarah Chrisman	03/02/2021
	<i>Notes:</i>			
Implementation:		10/25/2022		
Evidence	5/26/2021 Device distribution plan Device Log			
Experience	5/26/2021 A plan for the distribution of new devices was created and approved by SBLT and the MTECH.			
Sustainability	5/26/2021 As devices are received they are cataloged and distributed.			

Core Function:		Dimension D - Planning and Operational Effectiveness			
Effective Practice:		Facilities and technology			
	D2.05	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (5854)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently furniture is static and not conducive to flexible, collaborative grouping.	Limited Development 07/13/2023		
<i>How it will look when fully met:</i>		Students will be able to work in flexible groups to encourage collaboration amongst peers. Learning environments will be fluid and easily adaptable to student needs.		Sarah Chrisman	05/01/2024
Actions			0 of 1 (0%)		
	7/13/23	Flexible seating will be selected and purchased using Title I funds.		Sarah Chrisman	10/31/2023
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		The school has a variety of methods of communicating all school aspects to parents and community members, including weekly grade-level/classroom newsletters, weekly ConnectEd messages, and daily Class Dojo updates. Teachers are required to return phone calls or emails within 24 business hours to parents. Several academic nights are being scheduled to invite parents to come to school to learn more about how they can help their children at home. The annual Title 1 meeting has been scheduled for September and will be offered two times during the day to allow parents access to this information. Parent conferences will be held regularly as needed and are expected for all students in quarters 1 and 3.	Limited Development 08/09/2016		
		Priority Score: 2 Opportunity Score: 2	Index Score: 4		
<i>How it will look when fully met:</i>		Teachers will maintain their class webpages and distribute their weekly newsletters. ConnectEd calls will keep parents informed. Teachers will use ClassDojo to communicate with parents daily as needed. Parents will utilize opportunities to learn more about the workings at Southern Elementary School.		Kevin Mong	06/07/2024
<i>Actions</i>			12 of 13 (92%)		
	8/30/17	Teachers will develop and maintain weekly newsletters and class website. A school newsletter, The Backpack Express will go home biweekly. Newsletters are attached to the school web page. Teachers will use Class Dojo to inform parents of students' behaviors at school. Teachers will schedule ongoing conferences as needed but required at the end of the 1st and 3rd quarters. Emails and phone calls will occur as needed. ConnectEd messages will be sent out weekly. Parents are also encouraged to sign up for the Parent Assist system so that they can monitor students' academic progress.	Complete 06/08/2018	Sarah Chrisman	06/08/2018
<i>Notes:</i>					
	9/30/19	Usage of ClassDojo will be 100% implemented by teachers in grades K-5.	Complete 09/06/2019	Andrew Seagraves	09/06/2019
<i>Notes:</i> Southern Elementary communicates with parents in multiple ways.					

10/8/19	Provide an EEA for bilingual to serve as an interpreter four hours per week.	Complete 11/01/2019	Carole Hilbert	11/01/2019
<i>Notes:</i>				
10/1/19	Family fun nights have been scheduled to bring the community together in a relaxed, informal setting to build relationships and connections.	Complete 04/22/2021	Carole Hilbert	05/14/2021
<p><i>Notes:</i> The first event will be held on September 26 in conjunction with our Title 1 meeting. In celebration of Hispanic Heritage month, we will host an evening event to highlight the traditions and culture of our Hispanic families. On October 11, families are invited to come out for a movie night. The PTA is paying for rights to show the movie, Coco. Families will bring a dinner picnic and PTA will provide popcorn. A spring family event has been scheduled for April 24 at Southwest Park.</p> <p>Due to the COVID-19 restrictions, the last family event was canceled. Schools in North Carolina were closed on March 20 for students and did not reopen. Family engagement activities will resume when bans are lifted for the assembly of large groups. Southern Elementary is committed to hosting at least two family engagement activities during the second semester of school during the 2020-2021 school year.</p>				
10/7/22	The principal will post a principal newsletter to ClassDojo to update parents on current events and activities at Southern Elementary.	Complete 06/09/2023	Carol Hilbert	06/02/2023
<i>Notes:</i>				
10/7/22	The school attendance team will ensure that contact is made with parents of students who have unexcused absences after 6 days and 10 days.	Complete 06/09/2023	Cathy Fraley	06/09/2023
<i>Notes:</i> This is an ongoing action. As students meet this criteria, the letters will go out.				
10/7/22	The attendance team will make personal contact with students after three consecutive days without school contact.	Complete 06/09/2023	Carol Hilbert	06/09/2023
<i>Notes:</i>				
10/7/22	The school worker and/or school counselor will meet with the parents of chronically absent students to create attendance contracts.	Complete 06/09/2023	Carol Hilbert	06/09/2023
<i>Notes:</i>				
10/25/22	The school will host curriculum nights in conjunction with our book fairs and food will be provided, using Title I funds, to encourage family participation. A portable PA system will be purchased to use at these events.	Complete 06/09/2023	Sarah Chrisman	06/09/2023
<i>Notes:</i>				

8/30/17	Southern Elementary will host its Title I meeting on September 14th at 7:30am and 5:00pm so that parents can attend the meeting to learn more about our Title 1 status and plan.	Complete 09/14/2023	Sarah Chrisman	09/14/2023
<i>Notes:</i>				
10/1/19	A parent curriculum night will be held to provide parents with an overview of Eureka Math and CKLA. Title I funds will be used to pay for refreshments at the events.	Complete 10/27/2023	Sarah Chrisman	10/31/2023
<i>Notes:</i>				
10/25/22	An interpreter (.5) will be employed using Title I funding to assist with and facilitate school/family communication with our Hispanic families.	Complete 10/17/2023	Johnathan Moore	10/31/2023
<i>Notes:</i>				
8/30/17	Various community partnerships will take place throughout the year to facilitate relationships with all stakeholders. Southern will host a fall movie night in October. Two book fair nights will be held in October and March that will serve as teaching and learning opportunities for parents.		Sarah Chrisman	03/30/2024
<i>Notes:</i> Plans are underway for a number of events which will draw parents in and provide them with information about how to help their students at home. Academic, social, and service dates are being determined.				
Implementation:		05/26/2021		
Evidence	09/06/2019 ClassDoJo Records ConnectED calls Weekly Newsletters Back Pack Express			
Experience	09/06/2019 Parents are informed of school activities, student behaviors, class performance, classroom information through ClassDojo. ConnectEd phone calls go out weekly for announcements and as needed for important updates. Each grade level sends home a weekly newsletter that is unique to that grade level. Our web page is constantly updated to provide parents with the latest information about our school community. We also create and send out a weekly school newsletter called the Back Pack Express. Teachers send home weekly newsletters.			
Sustainability	09/06/2019 We will continue to use a variety of ways to ensure communication with parents is at a maximum.			

	E1.08	Professional development for teachers includes support for working effectively with families.(5184)	Implementation Status	Assigned To	Target Date
Initial Assessment:		Confidentiality is stressed. Staff is trained via Vector regarding HIPPA and FERPA guidelines.	Limited Development 07/13/2023		
How it will look when fully met:		Teachers will understand and be able to implement appropriate interactions with parents. These interactions will be informed by Vector trainings as well as local professional development. Implementation will be determined using data from "Let's Talk" feedback and principal's parent contact log.		Erin Morgan	11/02/2023
Actions			2 of 3 (67%)		
	7/13/23	Professional development will be held to ensure that all teachers have the capacity to interact in a positive, professional manner.	Complete 10/25/2023	Erin Morgan	11/02/2023
<i>Notes:</i> FAM-S item #11					
	7/13/23	SBLT will reach out to Guilford Parent Academy to set up training opportunities. SBLT will provide professional development sessions. SBLT, along with principal, will monitor data.	Complete 10/03/2023	Brooke Shipman	11/02/2023
<i>Notes:</i> FAM-S item #11					
	7/13/23	Principal and CF will monitor data monthly.		Erin Morgan	06/07/2024
<i>Notes:</i> FAM-S item #11					