

## Comprehensive Progress Report

**Mission:** The mission of Lucile Souders Elementary School is to provide a safe wholesome environment, that fosters high academic achievement and a lifelong discovery of learning for all.

**Vision:** Lucile Souders strives to be an institute of learning that creates perpetual learners equipped with resources needed to become global competitors.

**Goals:**  
Lucile Souders will achieve "met growth" for all sub groups as measured by standardized assessments.

Lucile Souders will increase the performance composite from a 51 to a 56 by the end of the 2022-2023 school year. During the 2022-23 school year, students in grades 3-5 scored a performance composite of 40.8 based on preliminary data. The goal for the upcoming school year is to increase the overall composite by 5 points with a target percent of 45.0 by the end of the 2023-2024 school year.

2023-2024: Lucile Souders's overall achievement will increase from 40.8 to 45.0 at the end of the 2023-2024 school year. 22/23 Lucile Souders' math proficiency will increase from 38.8 to 50.0 at the end of the 2022-2023 school year. Preliminary math proficiency for students in grades 3-5 received 39.0

Lucile Souders's overall reading achievement will increase from a 40.7 to a 43.1

Lucile Souders's overall math achievement will increase from a 39.0 to a 43.6

Lucile Souders's overall science achievement will increase from a 44.3 to a 55.2



! = Past Due Objectives

KEY = Key Indicator

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>		<p>We currently utilize ABE to document behaviors and assign interventions. We are a PBIS school. We have a set system of matrix, discipline flow chart, schoolwide expectations. All teachers attended a PBIS PD</p> <p>PBIS Team</p> <p>Exceptional Environment Correlate</p> <p>Restorative Groups- Ms. Whitted</p> <p>Calm Down Corner w/resources</p> <p>MTSS Process for students with inappropriate behaviors.</p> <p>Weekly SEL Lessons. Bank of daily SEL/Mindfulness activities.</p> <p>Class Dojo</p>	Limited Development 10/09/2023		
<i>How it will look when fully met:</i>		All teachers establish positive classroom environments. Social-emotional learning is explicitly taught and integrated. Students are able to self-regulate emotions and seek solutions.		Cynthia Anderson	06/06/2024
<b>Actions</b>			<b>0 of 2 (0%)</b>		
	10/15/23	To decrease inappropriate behavior, the staff will document incidents and violations of the Code of Conduct in ABE while assigning interventions to decrease reoccurrences and implement replacement behaviors.		Terea Maddox	06/01/2024
<i>Notes:</i>					
	10/15/23	To increase staff and student's social and emotional well-being, social-emotional learning will be explicitly taught and integrated into daily instruction.		Cynthia Anderson	10/01/2024
<i>Notes:</i>					

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		Curriculum and instructional alignment			
KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>Our school has made expected growth for the last two years. We have improved in reading and math but the improvement is not consistent. We have changed class schedules to have remediation during the day so that we can serve more children. Our data supports that we need to refocus our small group instruction and improve our math scores. - during PLCs, grade levels will focus on standards and how we will provide instruction with upcoming suggestions and strategies to teach that standard once we have used the data. Having classes use their strengths to help classes who struggle with certain standards. -making activities more student-centered -K: really focusing on the language of the upcoming grades so the students are introduced to it earlier - report card rubric to focus on what standards are assessed within the 9 weeks -5th: visiting other rooms and seeing other teachers/grade levels to give each other feedback. Just be mindful of what is happening in the classroom and allowing the lesson to continue. School can possibly include a plus delta - How are we monitoring these things? Dojo, mytrack, our data, plus deltas, - Visits can start after the 10 days during our individual plan times.</p>	Limited Development 10/26/2022		
<i>How it will look when fully met:</i>		<p>Consistent growth will be demonstrated across the grade levels based on end-of-grade test data. Teachers will utilize grade-level data days to analyze student performance based on formative and summative assessment data. Teachers will identify strategies to promote student growth and enhance instructional practices.</p>		Athelia Green	06/06/2024
<i>Actions</i>			<b>3 of 7 (43%)</b>		
	10/26/22	<p>The school will develop an instructional support team of teachers that will attend professional development on revised standards. These teachers will serve as liaisons between elementary education and the school to ensure alignment of instructional practices and resources.</p>	Complete 06/06/2023	Athelia Green	06/06/2023
<p><i>Notes:</i> 10/10/22 Ms. Green, Instructional Coach, will participate on the first Thursday of each month at the instructional coach meeting. A grade level representative will attend additional math professional development</p>					

offered by the county, such as a Meaningful Math Task or Number Talk training.

11/14/22 All teachers utilize the weekly district math and ela calendars that follows the NC Standard Course of Study as we develop weekly lesson plans.

Pretests and posttests are utilized as well as interim tests that are completed to identify student mastery and align our small group instruction. The district calendar keeps the staff on pace.

If we are not on pace, the staff cannot reflect and adapt. Data will be dissected before data meetings to help change our instructional practices.

12/12/22: Changed to monthly

2/13/23: October 2022  
February 2023

Advisory Team information can be shared during school Vertical Team meetings.

Bettencourt/Green: ELA Advisory Team

Mehallic: Math Advisory Team

Bynum: Science Advisory Team

05/08/23: October 2022  
February 2023

The Premier Professional correlate attends PDs to promote to the school. The staff has attended several of the Monthly Math PDs offered by the county. Ms. Sutherland gave two county PDs to the school during Focus Meetings. Ms. Jenkins gave an EOG test taking strategy PD to the whole staff. The staff is participating in the LETRS Training. Ms. Green and Ms. Bettencourt attend the ELA Advisory Team. Ms. Bynum attends the Science Advisory Team.

10/26/22	Instructional teams will utilize digital resources such as BrainPop, Learning A-Z, NearPod, LearnEd and enVision to provide learning activities that promote student growth towards standards mastery.	Complete 06/06/2023	Terea Maddox	06/06/2023
	<p><i>Notes:</i> 11/14/22 All teachers utilize the weekly district math and ela calendars that follows the NC Standard Course of Study as we develop weekly lesson plans.</p> <p>Pretests and posttests are utilized as well as interim tests that are completed to identify student mastery and align our small group instruction. The district calendar keeps the staff on pace.</p> <p>If we are not on pace, the staff cannot reflect and adapt. Data will be dissected before data meetings to help change our instructional practices.</p> <p>12/12/22: Changed to quarterly.</p> <p>02/13/23: November 2022</p> <p>Envision is used daily. Nearpod is no longer used. Brainpop: 34,000 movies 16,000 quizzes 84% of students have accessed Brainpop Brainpop needs to be utilized through Clever through individual students LearnEd: 5th grade team uses it</p> <p>Learning Plans need to be used with the students.</p> <p>05/08/23: Digital resources are used throughout the grade levels. Brainpop, Envision, and Wonders are used. The team decided against Nearpod and Learning A-Z at the beginning of the year due to other vetted resources.</p>			

10/26/22	Vertical Teams comprised of members from various grade levels will meet monthly to develop strategies to ensure continuity between grade levels through common academic vocabulary, instructional strategies, and resources.	Complete 06/06/2023	Athelia Green	06/06/2023
<p><i>Notes:</i> 12/12/22: November 28th: Vertical team met to discuss activities for whole group, small group, and station for each subject to share with each team. Teams created anchor charts to display all information so all individuals on each grade level knows the same expectations.</p> <p>1/9/23: There was no vertical team meeting in December due to Winter Break. The next will be conducted on January 23rd.</p> <p>January 12th: Any teacher who did not participate in the November training with Ms. Suther, the training should be joined.</p> <p>02/13/23: January 23rd: Reviewed Previewing strategies and information shared at the 1/11 principals meeting. Teachers annotated their manuals to identify previewing strategies.</p> <p>05/08/23: Meetings occur one Mondays each month. The ELA, Math, and Science teams meet to discuss standard alignment and school needs. The last meeting was April 22, 2023.</p> <p>06/07/2023: Last meeting: 5/22/23</p> <p>ELA Math Science</p> <p>Staff read two math books and created a presentation to share with colleagues to implement math strategies next week.</p> <p>Next year: 4th Monday of the month</p>				

10/26/22 The administrative team will conduct walk-throughs/iRounds to provide feedback on instructional strategies and assess alignment with district and state standards.

Chickia West

11/13/2023

*Notes:* 10/10/22 The instructional team, along with the math curriculum specialist completed iRounds to identify instructional needs. Information was utilized to plan upcoming math PD on October 17, 2022.

11/14/22 As team does walk-throughs, they have the county calendar to ensure teachers are on pace and teaching the appropriate standards.

12/12/22: Monthly. Walk throughs occur daily.

1/9/23: iRounds will be done three a day, or fifteen of week. Some teachers who need additional support will have an additional form (Learning Walk form) to look at exactly was said and done to have a discussion about it. It will be an intensive support for Tier 2 and Tier 3 teachers.

The Math team will be taken to a different school to see how other teachers are teaching math.

02/13/23: Admin does three a day walk-throughs. Small group activities: hands on and engaging. They should be preparing students for the assessments that are coming up.

Evidence of center rotation schedule. Make sure timers are being used.

05/08/23: Walk throughs are conducted as least hree times a week. iRound and Learning Walk forms are sent out promptly after walk-throughs. The Math curriculum specialists and Social Studies curriculum specialists did observations throughout the year. There was a county-wide learning walk through the school with the instructional coaches.

06/07/2023: Admin provided feedback through conferences and the iRound form. Admins conducted official and unofficial walk-throughs as well as county observations.

09/11/2023: A schedule has been completed. Admin will complete 30 minutes of I-Rounds using the district tool. Coaches will utilize District

Learning Walks for standardized instruction.

10/09/2023: Instructional Coaches complete three to five Learning Walks per day. Admin completes three to six I-Rounds per day. This information is used to identify professional development needs and to provide immediate feedback for teachers. Instructional Coaches have created a feedback/reflection form for teachers to utilize after receiving Glows and Grows.

10/26/22

Instructional support staff (remediation teachers and instructional assistants) will maintain documentation of student progress to provide targeted support using formative and summative data.

Athelia Green

12/11/2023

*Notes:* 12/12/22: After school remediation: changed to three times a year. It changes based on student data and will be changed after MOY data is collected. Data collected, such as pre, interim, and post assessments can be used to create groups. Students should be chosen strategically. All teachers need to ensure that each student is in a specific small group. Students who can attend after school remediation should not be in an in-school group.

1/9/23: The team went into identify students in grades 3-5 to participate in the FEV virtual tutoring. Twenty six students were identified who scored 2+ on the Mastery Connect assessment.

Make sure teachers are paying attention to exit tickets.

Make sure teachers are keeping documentation on who is in attendance and to see who is making progress. Exit ticket scores should be documented by the students.

Tutoring will begin after MOY data. Students should each be getting a type of tutoring. Make sure one child is not getting everything at once, especially with the 3-5 students. Tutoring can be split amongst levels.

02/13/23: Remediation Team:

Let admin know if remediation team is not showing up for the students consistently.

How does the grade level document which students are being worked with?

Each grade level should use the Targeted Support Log.



05/08/23: utilized as tutors and have worked with groups daily. Ms. Bynum also works with consistent groups each morning. Some classes have tutors from NC Corp and others have virtual tutors from FEV.

06/07/2023: Targeted Support Logs were used for PEPs and retention folders.

IAs and Remediation worked with students in small groups until the week of EOGs. The final day was May 12th.

09/11/2023: We will continue to use the Targeted Support Log. Teachers and IAs need to complete the Targeted Support Log. IAs have created schedules.

9/11/23 To solidify student understanding before providing classroom instruction, the instructional staff will utilize the Unpacking the Standards Protocol to identify what students need to know, do, understand, and integrate prior to attending PLC meetings.

Athelia Green

12/11/2023

*Notes:* 09/11/2023: Implement new action created on 09/11/2023.

10/09/2023: We are unpacking standards inside PLCs at least one week prior to instruction. Standard manuals for ELA and Math have been printed and utilized during PLCs to highlight and identify the verbs, nouns, and vocabulary. The goal is for instructional teams to complete this task prior to the PLC meeting.

9/11/23 To monitor student understanding of grade-level standards, the instructional staff will use Mastery Connect to provide pre-, interim, and post-assessments within the allocated assessment window.

Athelia Green

12/11/2023

*Notes:* 09/11/2023: Pre-, Interim, and Post- assessment window dates will be placed on the calendar. Teachers need to ensure assessments are completed during window of time.

10/09/2023: Currently all teachers are using Pre-, Interim, and Post-assessments. Continued efforts to complete assessments in the designated window need to be made. Grade levels will place assessment windows in their lesson plans.

**Core Function:**

**Dimension A - Instructional Excellence and Alignment**

**Effective Practice:**

**Student support services**

	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>All students receive small group instruction on targeted skills based on performance data. The Encore teachers provide remediation during the school day for students who are at-risk. During the 2021-2022 school year 24 students(K-3; 1st-9;; 2nd-6; 3rd-3; 4th-1; 5th-2) were retained from Lucile Souders and TC Berrien who now attend Souders. The school has been paired with NC Ed Corp tutors who will dedicate majority of their time with students in 1st and 2nd grade due to higher retention numbers.</p> <p>Most recent school performance results indicate that all subgroups met or exceeded growth. (Black 1.76 : MET, EDS 1.97 : MET, SWD 0.57 : MET) Although we exceeded and met in our academic areas of reading and math, there is a significant difference between our impact in reading +4.38 (exceeded) over math -0.24. After school remediation will begin on 10/25/2022 for students in grades 3-5 who demonstrate a need for additional support beyond the school day. ESSER funds have been utilized to fund staff to facilitate tutoring sessions. A full time remediation teacher has also been hired to provide students that may not have transportation from after-school tutoring with support in reading, math, and science.</p>	Limited Development 10/10/2022		

<p><b>How it will look when fully met:</b></p>	<p>Based on data trends, math is a weakness across grade levels. 2021-2022 data indicates a significant difference between fifth grade (20.8), fourth grade (40.7), and third grade (41.9). The fifth-grade students have transitioned to middle school. Teachers must be adequately prepared to teach students to reach high achievement for students. Incoming fifth graders must be adequately prepared for fifth-grade math.</p> <p>Monthly focus meetings will be focused on Math Professional Development. All Lucile Souders Professional Development will be focused on Math. Staff will focus on adequately using our 90 minutes of math instruction to prepare the students. Staff will review math data frequently. Vertical team meetings identify school-wide trends and best practices monthly.</p> <p>The instructional staff will utilize vetted resources (district coherency map, mClass lessons, Wonders, enVision, MDS, Heggerty, Words Their Way) to facilitate math and reading remediation and enrichment efforts.</p> <p>All students will receive tiered support based on their instructional needs while considering their accessibility to after-school transportation. Our goal is for all subgroups to increase the achievement to a minimum of 50%.</p>		<p>Gloria Garner</p>	<p>06/13/2024</p>
<p><b>Actions</b></p>		<p><b>2 of 9 (22%)</b></p>		
<p>10/10/22</p>	<p>Instructional staff will participate in professional development to focus on mathematical practices utilizing an aligned text and resources.</p>	<p>Complete 06/30/2023</p>	<p>Chickia West</p>	<p>06/30/2023</p>
<p><i>Notes:</i> November 2022: Focus Meeting: November 21st</p> <p>October 17th Meeting: The math curriculum specialist did a school wide presentation to model the math block using the number talk and meaningful math tasks. The team discussed the effective use of annotation and prepping for math lessons. Ms. Suther will be here the last week of November. The math team discussed the utilization of Math Notebooks, and the effective practices of Meaningful Math Tasks, and Numbered Heads.</p> <p>Team has been doing observations during the math block to look at the vetted resources. Observations have shown that teachers are using the vetted resources and team will continue to look at the effective implementation.</p>				

The students are not doing the heavy lifting. Students need to grapple and cannot be rescued too early.

School Improvement Plan SIP Addendum has been sent into the district for approval. It focused on math, purchasing of two texts. It includes focus meetings and opportunities for PD for some of the staff to visit other teachers or staff at other schools.

02/13/23: November 2022  
February 2023

Focus Meetings occur monthly. Each of our meetings have been geared towards improving our math instruction by providing strategies for best practices.

05/08/23: November 2022  
February 2023

Staff attended several county trainings this year. 3rd grade attended weekly sessions with Ms. Sutherland to discuss and annotate MMT. All grade levels annotated MMTs in PLC. Two school wide sessions with Ms. Sutherland were conducted. Staff is participating in an April Book Study.

06/07/23: 100% of instructional staff in the mathematics training provided by the district. That will continue next year as professional developments are provided.

10/25/22 Evidence-based resources vetted by the school district will be utilized to provide instruction.

Complete 06/30/2023

Athelia Green

06/30/2023

Notes: November 2022: Focus Meeting: November 21st

October 17th Meeting: The math curriculum specialist did a school wide presentation to model the math block using the number talk and meaningful math tasks. The team discussed the effective use of annotation and prepping for math lessons. Ms. Suther will be here the last week of November. The math team discussed the utilization of Math Notebooks, and the effective practices of Meaningful Math Tasks, and Numbered Heads.

Team has been doing observations during the math block to look at the vetted resources. Observations have shown that teachers are using the vetted resources and team will continue to look at the effective implementation.

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January 2023: All students utilize CCS vetted resource. January 4th: Teachers met for quarterly planning to map out Envision, NC Tools for Teachers, MMT, Wonders, Canvas. All other resources must be vetted through the Instructional Coach before used.

02/13/23: All classrooms are using district vetted resources. Currently 100% of staff has been using vetted resource for instruction. Ms. Green can approve of activities if they are rigorous enough.

05/08/23: All staff is required to use vetted resources for instruction.

06/07/23: The instructional staff solely uses resources provided by CCS to provide whole group and small group activities.

Math: Envision, NC Tools for Teachers, NCSCOS,

Reading: Wonders, mClass instructional activities, Heggerty, NCSCOS

9/11/23	To provide students with appropriate tiered support, the instructional team will analyze student response to intervention progress to determine the frequency, intensity, and duration of supplemental and intensive interventions.		Futina Bynum	12/11/2023
<p><i>Notes:</i> 10/09/2023: As of today, we have met twice for MTSS meetings. Students in K-3 (M Class, BOY data) was utilized to develop PEPs and IRPs to promote Reading Proficiency. Information from weekly Data Meetings is utilized to develop small group plans with targeted activities.</p>				
9/11/23	To provide students with targeted support, the instructional staff will utilize research-based materials and resources to provide supplemental and intensive interventions for reading and math small group and remediation sessions.		Terea Maddox	12/11/2023
<p><i>Notes:</i> 10/09/2023: District vetted resources are utilized to provide small group efforts and in-school remediation. Reading materials include: Wonders, Heggerty, MClass lessons, Amplify, Bridging the Gap, standardized reading passages, Learning Plans, Individualized Reading Passages, and Successmaker. Math materials include: Math Coherency Map, NC Tools for Teachers, Learning Plans, Envision, MDIS, and other CCS vetted resources.</p>				
10/25/22	Teachers will use performance data to provide all students with tiered instruction in reading and mathematics.		Athelia Green	01/08/2024
<p><i>Notes:</i> November 2022: Focus Meeting: November 21st</p> <p>October 17th Meeting: The math curriculum specialist did a school wide presentation to model the math block using the number talk and meaningful math tasks. The team discussed the effective use of annotation and prepping for math lessons. Ms. Suther will be here the last week of November. The math team discussed the utilization of Math Notebooks, and the effective practices of Meaningful Math Tasks, and Numbered Heads.</p> <p>Team has been doing observations during the math block to look at the vetted resources. Observations have shown that teachers are using the vetted resources and team will continue to look at the effective implementation.</p> <p>The students are not doing the heavy lifting. Students need to grapple and cannot be rescued too early.</p> <p>School Improvement Plan SIP Addendum has been sent into the district</p>				

for approval. It focused on math, purchasing of two texts. It includes focus meetings and opportunities for PD for some of the staff to visit other teachers or staff at other schools.

1/9/23: K-3, Mclass should be using progress monitoring.

Stations should be aligned with assessments that will be seen by the students. Students should recognize the assessments by progress monitoring and doing interventions.

02/13/23: Make sure grade level standards are being taught. Differentiation is important and needed in small group. How do we Tier and scaffold instruction to achieve growth and proficiency?

05/08/23: K-2 Assessments, MClass, SuccessMaker, BOGs, Mastery Connect, Benchmarks, and Wonders Assessments are the county vetted assessments used to identify students who need specific instruction in reading and math.

06/07/2023: 2023-2024 Rosters were created as data was reviewed.

MTSS PEPs were done three times a year following state assessments to provide Tiered interventions for K-3 students. We reviewed Mastery Connect and Benchmarks for 3-5 students. Students were identified as 2+ to provide additional intervention such as NCED Core Tutors, after school tutoring, Saturday academy tutoring, FEV tutoring, and building small groups.

09/11/2023: The MTSS team has been formed and will meet monthly.

10/18/23 Create indicators and measuring tools to identify at-risk students aligned with specified timelines.

Cynthia Anderson

06/01/2024

*Notes:*

10/10/22 Staff will conduct monthly focus meetings to identify math and reading trends and best practices based on instructional needs.

Athelia Green

06/07/2024

*Notes:* November 2022: Focus Meeting: November 21st

October 17th Meeting: The math curriculum specialist did a school wide presentation to model the math block using the number talk and meaningful math tasks. The team discussed the effective use of annotation and prepping for math lessons. Ms. Suther will be here the last week of November. The math team discussed the utilization of

Math Notebooks, and the effective practices of Meaningful Math Tasks, and Numbered Heads.

Team has been doing observations during the math block to look at the vetted resources. Observations have shown that teachers are using the vetted resources and team will continue to look at the effective implementation.

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School Improvement Plan SIP Addendum has been sent into the district for approval. It focused on math, purchasing of two texts. It includes focus meetings and opportunities for PD for some of the staff to visit other teachers or staff at other schools.

12/12/22: Focus Meeting: November 21st Upcoming Annotation of math manuals to provide effective whole group instruction using the vetted resources.

January 2023: Monthly Focus meeting did not occur due to Winter Break. On January 30th, there will be a math staff training.

02/13/23: Last two meetings have fallen on holidays.

Focus Meetings occur monthly. Each of our meetings have been geared towards improving our math instruction by providing strategies for best practices.

05/08/23: Monthly on Mondays

This year, we have had County presenters, and an April Book Study. Staff is creating a presentation to show what they have learned from their book.

06/07/23: Focus meetings were conducted the third Monday of each month with a variety of topics to include

Math block instruction  
High-yield strategies  
Meaningful Math Tasks  
Annotating Teacher Manuals



Pacing  
End of Year Item Analysis

Teachers implemented strategies learned for instruction.  
/  
Next year's goal is to have more professionals come to present strategies.

09/11/2023: Focus meetings are conducted on the 3rd Monday of the month.

10/09/2023: Our first Focus Meeting was held in August (Amplify Reading Training for Grades K-4). September was on Data. October will be on small group planning derived from data sources.

10/18/23	To meet the individual needs of students with disabilities, instructional teams will utilize student data profiles to modify classroom instruction and interventions based on modifications and accommodations outlined in personalized IEPs.		Dannie Singleton	06/13/2024
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*Notes:* 9/12/23 To ensure an understanding of the instructional and behavioral needs of students with disabilities, the special education and general education teacher will review the IEP at a Glance, classroom modifications, and testing accommodations for students with disabilities at the beginning of each school year and when revisions are made.

10/18/23	Implement a documentation system of checks and balances to identify the progression of at-risk students through the MTSS and SST processes.		Terea Maddox	12/31/2024
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*Notes:*

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
<i>Initial Assessment:</i>		All classrooms have Calm Down Corners with self-regulation resources. All teachers have access to behavior interventions in ABE. Lucile Souders has a school-wide system for acknowledging students for expected behavior through PBIS. Explicit direction instruction on Social Emotional Learning is conducted weekly by the guidance counselor.	Limited Development 10/04/2023		

<b>How it will look when fully met:</b>		All instructional staff will provide instruction, modeling, classroom norms, and caring attention that promotes students' social/emotional competency.		Cynthia Anderson	12/31/2024
<b>Actions</b>			<b>0 of 2 (0%)</b>		
10/4/23		All staff will participate in PBIS training on the effective utilization of PBIS resources and strategies.		Jamesha Brown	06/01/2024
<i>Notes:</i>					
10/4/23		To help children process their emotions, school staff will participate in professional development to identify instructional strategies to help students learn coping skills and strategies.		Cynthia Anderson	12/31/2024
<i>Notes:</i>					
	<b>KEY</b>	<b>A4.16</b>	<b>The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>			Limited Development 10/09/2023		
<b>How it will look when fully met:</b>		Strategic Actions for students in all grade levels to transition to the following grade level.		Cynthia Anderson	05/24/2024
<b>Actions</b>			<b>0 of 2 (0%)</b>		
10/9/23		To facilitate a smooth transition from grade to grade, the school will develop transitional activities and provide curriculum resources for students and parents prior to the start of the next grade level.		Cynthia Anderson	05/24/2024

Notes:

10/9/23 To create well-balanced class placements, grade-level teams will utilize student assessment and performance data for class and grade placements,

Tracey Smith

05/30/2024

Notes:

**Core Function:**

**Dimension B - Leadership Capacity**

**Effective Practice:**

**Strategic planning, mission, and vision**

	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
<b>Initial Assessment:</b>			Lucile Souders School has various leadership teams that focus on the school's needs. Representatives are comprised of the total staff. Correlate, Vertical, and SIT Leadership teams meet one Monday a month to review various school needs and actions toward academic goals. The MTSS team also meets monthly to provide progress on targeted school needs.	Limited Development 10/09/2023		
<b>How it will look when fully met:</b>			School Leadership teams comprised of grade-level representatives, school service team members, and administration will meet regularly throughout the month to collaborate on strategies to meet set priorities and goals.		Amy Mehallic	12/31/2025
<b>Actions</b>				<b>0 of 2 (0%)</b>		
		10/19/23	To develop grade-to-grade alignment with content standards, the instructional staff will participate in math, reading, and science vertical team meetings.		Futina Bynum	12/25/2025
<p>Notes:</p>						
		10/19/23	To enhance instructional practices, focus teams will meet at least once a month to provide ongoing professional development and training to staff.		Futina Bynum	12/31/2025
<p>Notes:</p>						

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>		Grade-level teams meet weekly for 80-minute PLC instructional meetings to collaborate on instructional activities. PLC protocols and collaborative plan templates are utilized to outline standards, instructional steps, and vetted resources. Teams reconvene for 40-minute data meetings each week to analyze assessment data and plan the next steps to promote proficiency. The data is disaggregated to identify the next steps for remediation, enrichment, and reteaching opportunities.	Limited Development 10/09/2023		
<i>How it will look when fully met:</i>		The school will conduct weekly planning sessions to provide opportunities for collaboration and discussion of best practices.		Athelia Green	12/31/2025
<i>Actions</i>			<b>0 of 2 (0%)</b>		
	10/19/23	To identify best practices that promote proficiency and growth, the administrative team will develop master schedules that provide protected time for instructional planning and collaboration among grade levels.		Terea Maddox	12/25/2025
<i>Notes:</i>					
	10/19/23	To identify instructional activities for remediation, reteaching, and enrichment following assessments, data meetings will be conducted to review student results and identify the next steps.		Futina Bynum	12/31/2025
<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
<i>Initial Assessment:</i>		The district's iRound tool is utilized to conduct a minimum of 3 informal classroom observations per day to address the district's Priorities and Big Ideas. The school is currently focusing on Priority 1-Compelling Instruction.	Limited Development 10/09/2023		
<i>How it will look when fully met:</i>		The instructional staff will use the timely feedback provided to make adjustments to instructional habits that do not promote student success.		Terea Maddox	05/31/2024
<b>Actions</b>			<b>0 of 2 (0%)</b>		
10/9/23		To monitor teacher effectiveness and implementation of district resources, the administrative team will conduct daily iRounds using the district's tool and rubric.		Terea Maddox	06/01/2024
<i>Notes:</i>		10/09/2023: Instructional Coaches complete three to five Learning Walks per day. Admin completes three to six I-Rounds per day. This information is used to identify professional development needs and to provide immediate feedback for teachers. Instructional Coaches have created a feedback/reflection form for teachers to utilize after receiving Glows and Grows.			
10/15/23		To hone instructional practices, the administrative team will utilize feedback from classroom observations to plan individual coaching needs and site-based professional development.		Athelia Green	06/01/2024
<i>Notes:</i>					

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>		Teachers review the results of student data to plan small group activities. Assessment data determines classroom interventions, resources, and tiered instruction.	Limited Development 10/15/2023		
<i>How it will look when fully met:</i>		Student performance data is disaggregated by sub-groups and analyzed for grade, school, and district trends. The data is used to guide School Improvement Planning, allocate funds, and make personnel decisions to meet instructional needs. Classroom observation data is used to identify school instructional strengths, weaknesses, and misconceptions. The information gained is then used to plan PD.		<b>Athelia Green</b>	<b>06/01/2024</b>
<b>Actions</b>			<b>0 of 7 (0%)</b>		
	10/18/23	Teachers will analyze student data during weekly meetings to identify trends in instructional weaknesses and strengths.		Athelia Green	11/13/2023
<i>Notes:</i>					
	10/18/23	To promote gains in student achievement, teachers will analyze performance and assessment data during weekly data discussions PLCs to identify learning targets, indicators for student understanding, and strategies to meet the learning needs of proficient, intensive, and strategic learners.		Athelia Green	12/11/2023
<i>Notes:</i>		10/09/2023: Weekly Data Meetings are held to discuss Mastery Connect Assessments, CFAs, and state required assessments. This information is documented on the CCS Data Analysis Tool to identify trends, next steps, and resources to promote proficiency. Information will be used to identify small group steps based on data in the following categories: Not Yet, Limited, Approaching, and Mastered. CCS vetted resources are utilized to provide targeted activities aligned with these categories.			
	10/18/23	To provide teacher support, instructional teams will use evidence of student learning to examine teacher effectiveness and provide modeling, sharing of best practices, and coaching opportunities to enhance instructional practices		Terea Maddox	12/11/2023

<i>Notes:</i>				
10/18/23	Analyze student remediation progress to identify tiered support, time, and duration.		Terea Maddox	12/11/2023
<i>Notes:</i>				
10/15/23	To hone instructional practices, the administrative team will utilize feedback from classroom observations to plan individual coaching needs and site-based professional development.		Athelia Green	06/01/2024
<i>Notes:</i>				
10/15/23	To identify anticipated proficiency, the instructional team will conduct Data Days to monitor student progress toward goal progress as measured by district and state reading and math assessments.		Amy Mehallic	06/01/2024
<i>Notes:</i>				
10/15/23	To promote continuous growth, instructional teams will disaggregate school performance data to identify trends and determine measurable goals to close achievement gaps between subgroups.		Amy Mehallic	10/01/2024
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension C - Professional Capacity</b>			
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<b>Effective Practice:</b>	<b>Talent recruitment and retention</b>			
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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>		Currently we are utilizing TalentEd to advertise available positions. This platform is utilized to select candidates.  We attend the yearly job fair.	Limited Development 10/09/2023		
<i>How it will look when fully met:</i>		Recruit, hire, and retain personnel.		<b>Terea Maddox</b>	<b>12/31/2024</b>
<b>Actions</b>			<b>0 of 2 (0%)</b>		
10/9/23		Utilize Social Media (Facebook) to recruit staff.		Tanisha Handley	12/31/2024
<i>Notes:</i>					
10/9/23		Teachers will attend the CCS Job Fair and participate in interviews along with administration to recruit staff.		Terea Maddox	12/31/2024
<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>		School currently works to maximize resources (time, staffing, and funding) to our best ability to ensure the focus is on school improvement and student success.	Limited Development 10/08/2023		
<i>How it will look when fully met:</i>		After reviewing the Resource Allocation Review and discussing this with the School improvement Team, the school will put strategies in place to ensure that all resources are equitable and aligned with main school improvement indicators.		Melody Boyd	05/31/2024
<i>Actions</i>			<b>0 of 1 (0%)</b>		
	10/8/23	The principal will share their current plan of resource expenditures during the BOY and MOY Data Meetings. All resources should be directly tied to their School Improvement Plan Indicators and student achievement.		Melody Boyd	03/29/2024
<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>		<p>During a recent parent survey, parents feel we need to improve in the area of communication. Parents would like to see more paper reminders and emails as well. There is also a need for more feedback from suggestions that have been rendered by parents.</p> <p>Parents are sent invitations to attend quarterly parent-teacher conferences that are held during extended hours to promote increased attendance. Parents and teachers are able to request conferences at any time throughout the school year to discuss concerns. Student data notebooks are sent home bi-monthly to keep parents abreast of student progress.</p>	Limited Development 08/04/2016		
<i>How it will look when fully met:</i>		Lucile Souders will continue building the home-school connection to improve student success. The school will engage parents in ways that directly relate to their children’s academic progress. Parents will be able to collaborate with stakeholders to identify strategies that best meet the unique needs of their learner.		Chickia West	06/01/2024
<i>Actions</i>			<b>7 of 8 (88%)</b>		
	8/4/16	Teachers and Administrative team will communicate with all stakeholders on student progress, school needs, and activities in the school.(Parent Link, Written Notices	Complete 06/08/2018	Gloria Garner	08/29/2016
<i>Notes:</i>		November 2017 - Parent surveys - send links again through class dojo - can use the school computer lab. Other surveys coming out - used for accreditation. Parent Teacher conferences - 3 throughout the year with extended nights - good ways to do conferences, something positive for the parents, something concrete for them to work with their child . Curriculum Nights. Class Newsletters. Parent Curriculum Guides.			

8/4/16	Lucile Souders will establish a PTA/PTO, solicit members and elect officers for the current school year.	Complete 01/08/2018	Precious Mitchell	10/31/2017
<p><i>Notes:</i> E.E. Smith Vertical Team parent survey  Teacher Working Conditions survey  Parent Concerns  Community Involvement</p>				
7/31/18	The school will conduct Curriculum Parent Nights throughout the school year to provide parents with information about instructional strategies and curriculum.	Complete 05/31/2021	Athelia Green	05/31/2021
<p><i>Notes:</i> July 2018: Curriculum Sessions and information will be catered to the needs of each grade level</p> <p>November 2018: November 2018: We have a number of parent letters going home throughout the month, including Home Connect Letters, Math Cluster Letters, and Wit and Wisdom Parent Letters. The Data Notebook should have a resource guide in the back of their binder. These Data Notebooks can go home twice a month but some are going home every day. We need to figure out how are we holding the children accountable for the parents seeing the Data Notebook. The school is using digital Smores this year as newsletters. Smores need to be submitted by each grade level.</p> <p>February 2019: We regularly provide several avenues of communications with our parents. We use our math Cluster letters, Wit &amp; Wisdom Module reports, Reading 3D Students Reports, Retention Letters, Smore Newsletters (from each grade level), ClassDojo, Google Classroom, Google Sites, and a twitter page. We also have an open door policy and our administration is readily available to meet with parents and teachers. If our parents come during instruction, we have school wide conference requests posted outside door, where parents can state what they need without interrupting instruction.</p> <p>November 2020: Progress Reports are going out through Parent Portal. The staff had parent/teacher conferences during October. New meetings can be scheduled at any time if needed. This month's curriculum night is Science Night. We are targeting curriculum nights based on specific topics and happen monthly. Activities are engaging to encourage parent and student participation. Grade level send out monthly newsletters. Newsletters can be sent out on the Announcement page on Canvas.</p> <p>January 2021: Parent conferences are scheduled for this week.</p>				

Retention letters went home and that should be discussed and written on the conference form. Focus points for conferences include what the child is doing well and what they need help with. Discussion should include how the teacher can help, such as giving resources to the parents for use. Discussion should also include how parents can help such as making sure the parents are in class, paying attention in class, and having the students come back for small group. Smores should be included in the Announcement section of Canvas. Wit and Wisdom parent letters, envision letters, and parent portal letters can be included. Digital Focus Walls should also be included in Canvas. Ms. Cain is keeping the social media updated.

April 2021: Monthly Smores are sent out.. Wit and Wisdom and Envision letters go out on the smores. April 30th is the virtual Beginner’s Day to give parents information on upcoming Kindergarten. Possible idea: Beginner’s Day for each grade level. This could be done virtually at this time. This could be planned for the last couple of days of school. Testing could be a factor, but could spend an hour or 90 minutes in the students’ upcoming grade levels. Teachers could share what students will do next year as well as their expectations. This could be used as our May Parent Night or during the school day. It could be a combination of in class and a parent night. Possible called “Moving Up Day” for each grade level. Curriculum Night on will be held on Thursday 4/ 22 for expectations during testing. Each month has a different curriculum night.

E1.06: SIT Retreat (May 2021) The team updated the learning compact to include new expectations of students, parents, and teachers. Communication methods with parents will continue, such as dojo and monthly Smores. Open house will also be used to sign parents up for Canvas observer and Parent Portal to communicate work and grades. Data notebooks will be digital for all parents to see. We will also be having additional parent teacher conferences throughout the year.

8/24/20

The school will conduct monthly Family Engagement activities. These activities will focus on providing families with strategies aligned with NC standards, assessments, and instructional needs.

Complete 05/31/2021

Terea Maddox

05/31/2021

*Notes:* November 2020: Progress Reports are going out through Parent Portal. The staff had parent/teacher conferences during October. New meetings can be scheduled at any time if needed. This month’s curriculum night is Science Night. We are targeting curriculum nights based on specific topics and happen monthly. Activities are engaging to

encourage parent and student participation. Grade level send out monthly newsletters. Newsletters can be sent out on the Announcement page on Canvas.

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7/19/21

The school will utilize a Parent Facilitator that will serve as a liaison between internal and external stakeholders to communicate and evaluate family engagement opportunities in an effort to promote student success.

Complete 05/20/2022

Chickia West

12/31/2021

*Notes:* November 2021: Upcoming Virtual Science Night: see below  
 Quarter 2 Curriculum Night on October 21st was HalloRead Night.  
 Parent Teacher Conferences was conducted for Progress Reports and  
 on Report Cards on October 26-27. Quarter 2 Progress Reports  
 Conferences will be conducted on November 30th. They can be face to  
 face, virtual, phone conferences, etc. Make sure our logs are filled out.  
 Make sure attempts are noted and dated. Attempt a phone call, an  
 email, a letter, and Ms. Smith. Smores should be sent home to the  
 families. In the Smore, we should link in the newsletters to our vetted  
 resources. ConnectEds go out to the parents from the county. Positive  
 phone calls should go home as well. We should try one child a week to  
 make a phone call.

January 2022: Several people have donated anonymously thanks to Ms.  
 Melvin. The school needs a plan to get a PTO in place. The school will  
 begin with the staff by the end of the year. Some parents have  
 available time. Officers should have volunteer clearance. The rock has  
 been placed outside. It will be an all year fundraiser. Staff can  
 volunteer to paint the rock or parents can come paint the rock for  
 certain occasions. Ms. Melvin can be asked to phone in for Correlate  
 Meetings since she is not at school on Monday. Meeting can be  
 changed if necessary to accommodate for everyone.

April 2022: Kindergarten Beginner's Day was virtual for the rising  
 Kindergarten plan. On April 28th, there will be a schoolwide parent  
 night face to face at 7:30. Food will be provided for families who RSVP.  
 Food can be provided for students and parents only. This will go over  
 the EOY expectations.

Summer 2022: Parent Facilitator: need to be hired for 2022/2023.

8/4/16 Grade-levels will send home a monthly newsletter using the SMORE  
 program with classroom assignments, upcoming events and ways to  
 help their children at home.

Complete 05/20/2022

Chickia West

05/01/2022

*Notes:* July 2018: Grade levels will submit monthly newsletters to be  
 distributed by the parent facilitator.

November 2018: We have a number of parent letters going home  
 throughout the month, including Home Connect Letters, Math Cluster  
 Letters, and Wit and Wisdom Parent Letters. The Data Notebook should  
 have a resource guide in the back of their binder. These Data

Notebooks can go home twice a month but some are going home every day. We need to figure out how are we holding the children accountable for the parents seeing the Data Notebook. The school is using digital Smores this year as newsletters. Smores need to be submitted by each grade level.

February 2019: We regularly provide several avenues of communications with our parents. We use our math Cluster letters, Wit & Wisdom Module reports, Reading 3D Students Reports, Retention Letters, Smore Newsletters (from each grade level), ClassDojo, Google Classroom, Google Sites, and a twitter page. We also have an open door policy and our administration is readily available to meet with parents and teachers. If our parents come during instruction, we have school wide conference requests posted outside door, where parents can state what they need without interrupting instruction.

November 2020: Progress Reports are going out through Parent Portal. The staff had parent/teacher conferences during October. New meetings can be scheduled at any time if needed. This month's curriculum night is Science Night. We are targeting curriculum nights based on specific topics and happen monthly. Activities are engaging to encourage parent and student participation. Grade level send out monthly newsletters. Newsletters can be sent out on the Announcement page on Canvas.

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February 2021: The Smores have been sent out. Ms. Bottine presented her Smore, including information on modules and lessons. It also included questions that parents can ask while reading and texts that parents can read with students at home. Teachers should put parent letters from Wit and Wisdom and Envision on dojo and announcements

on canvas. Smores are paid for by the school and should be used by each grade level. Grade level chairs each have a login.

April 2021: Monthly Smores are sent out.. Wit and Wisdom and Envision letters go out on the smores. April 30th is the virtual Beginner's Day to give parents information on upcoming Kindergarten. Possible idea: Beginner's Day for each grade level. This could be done virtually at this time. This could be planned for the last couple of days of school. Testing could be a factor, but could spend an hour or 90 minutes in the students' upcoming grade levels. Teachers could share what students will do next year as well as their expectations. This could be used as our May Parent Night or during the school day. It could be a combination of in class and a parent night. Possible called "Moving Up Day" for each grade level. Curriculum Night on will be held on Thursday 4/ 22 for expectations during testing. Each month has a different curriculum night.

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October 2021: Pay closer attention to what will be done with students between Tiers. Pay closer attention to those children and what interventions we are using for each child on each tier. MTSS team will be attending training with CCS using an aligned test. Targeted material for specific needs. Utilize the program letters from envision and wit and wisdom. Digital use through smore, canvas, and dojo. Specify strategies that can be used at home.

Upcoming Virtual Science Night: see below  
Quarter 2 Curriculum Night on October 21st was HalloRead Night. Parent Teacher Conferences was conducted for Progress Reports and on Report Cards on October 26-27. Quarter 2 Progress Reports Conferences will be conducted on November 30th. They can be face to face, virtual, phone conferences, etc. Make sure our logs are filled out. Make sure attempts are noted and dated. Attempt a phone call, an email, a letter, and Ms. Smith. Smores should be sent home to the families. In the Smore, we should link in the newsletters to our vetted resources. ConnectEds go out to the parents from the county. Positive

phone calls should go home as well. We should try one child a week to make a phone call.

February 2022: mClass Home Connect Letters were sent home with progress reports. Grade levels send home the Class Dojo reports as well. Kindergarten rubrics are being sent home with the students. Parent Portal should be used by parents and should go over it during conferences. Retention letters went home. The Smores should be updated monthly.

Summer 2022: Parents are highly interactive with class dojo. Parents who are not on dojo. Parent pod letters were sent out every month. The teachers will send the parent pods letters since parents respond better. Grade level smores need to be sent home as well. Parent Portal: Parents have to be logged onto it. EOG scores were sent on Parent Portal. Canvas: Every single graded assignment has to be on Canvas. Even if it is the students taking a picture of the assignment and uploading it to Canvas. Extra credit points for students whose parents log into Canvas. Parents and students need a written reminder that the written assignments need to be done within 5 days of return. Finish up Friday is a possibility. Send out a weekly dojo reminding students and parents to check missing assignments. Partial credit can be given within those 5 days. Give incentives. Discuss homework with students to reinforce what we have learned each day. School wide letter: A letter will be provided with the students' logins and barcodes for all school platforms for parents to sign to acknowledge they have seen it.

7/9/21 The school will conduct information sessions to provide parents with strategies and skills to support student mastery of upcoming quarterly standards.

Complete 05/20/2022

Athelia Green

05/31/2022

*Notes:* October 2021: Pay closer attention to what will be done with students between Tiers. Pay closer attention to those children and what interventions we are using for each child on each tier. MTSS team will be attending training with CCS using an aligned test. Targeted material for specific needs. Utilize the program letters from envision and wit and wisdom. Digital use through smore, canvas, and dojo. Specify strategies that can be used at home.



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Parent Engagement Night is next Thursday. Students will create their own academic goals for 2022. They may create a poster, collage, Jamboard, or vision board. These can be presented during Parent Engagement Night.

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Summer 2022: Upcoming Open House: Stations to help parents log onto dojo, parent portal, canvas observer, etc.

School wide letter: A letter will be provided with the students' logins and barcodes for all school platforms for parents to sign to acknowledge they have seen it.  
Quarterly Curriculum Nights will continue. Parents should leave with something to help the students.  
Conferences: Held for every progress report and report cards.

10/9/23

Increase our parent participation through Parent Portal to monitor student academic performance. A report will be run monthly.

Devine Smith

06/01/2024

*Notes:* 10/09/2023: Stations will be set up at the upcoming Curriculum Night to encourage parents to register/sign up for Parent Portal. In August, there were 323 mobile sign-ins and 151 web portal sign-ins. This month (September), there were 1,134 mobile sign-ins and 201 web portal sign-ins.