

School: Southmont Elementary



Goal 1

100% of Southmont students in Kindergarten-second grades will show growth in reading using mClass data by increasing points on the composite score and third through fifth grades will grow on ELA EOG from 46.6 to 52 by May 2026.

Indicators

A4.01 KEY 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

D1.02 KEY The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.

E1.06 KEY 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)

Description of Strategies or Actions to Reach the Goal

Hire a consultant to observe and provide feedback on our SWD subgroup.

Implement research based supplemental and intensive reading interventions that include students with disabilities through the use of teachers, teacher assistants, and specialists.

Strengthen CORE teaching that ensures phonics, fluency, vocabulary, comprehension, and writing.

Conduct family engagement events that share at home reading strategies and provide materials to families that align with intervention and IEP goals.

Conduct a root cause analysis for reading.

Conduct universal screening three times per year using Dibels

Use of agendas for PLCs to document data talks.

Documentation of supplemental and intensive interventions.

School Improvement Plan 2025-2026

Goal 2

100% of Southmont students in Kindergarten through second grades will be proficient in Delta math. Third through fifth grades will grow on Math EOG from 58.2% to 63% May 2026

Indicators

A4.01 KEY 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

D1.02 KEY The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.

E1.06 KEY 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)

Description of Strategies or Actions to Reach the Goal

Hire a consultant to observe and provide feedback on our SWD subgroup.

Implement research based supplemental and intensive interventions in math that include students with disabilities through the use of teachers, teacher assistants, and specialists.

Conduct family engagement events that share at home math strategies and provide materials to families that align with intervention and IEP goals.

Conduct universal screening three times per year using Delta Math.

Use of agendas for PLCs to document data talks.

Documentation of supplemental and intensive interventions.

Collect and analyze feedback from parent surveys, needs assessments, and family engagement events.

School Improvement Plan 2025-2026

Goal 3

By the end of the school year, implement a comprehensive system for identifying and addressing the diverse academic and social-emotional needs of all students, including attendance and behavior as measured by discipline reports, attendance reports, and intervention plans through the use of the PBIS framework.

Indicators

A4.01 KEY 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

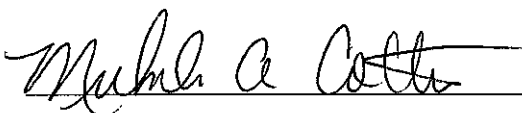
D1.02 KEY The LEA/School has aligned resource allocation (money, time, human resources) within each school's instructional priorities.

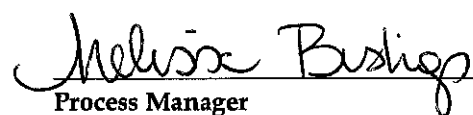
Description of Strategies or Actions to Reach the Goal

Conduct SRSS of student behaviors.

Reintroduce PBIS along with a matrix of schoolwide expectations.

Implement research based supplemental and intensive interventions for academics, attendance, and behavior that include students with disabilities.


Principal


Process Manager

School Improvement Plan Vote

YES

☒

NO

☐

Date voted

10/8/2025

