



**Liberty Elementary School**  
**School Improvement Plan**  
**2023-2024**

## Comprehensive Progress Report

### Mission:

Liberty Elementary School expects and ensures success!

The staff at Liberty will

### Vision:

- be lifelong learners who are open to constructive feedback
- know students' needs and meet their needs
- have content knowledge and be prepared with challenging and engaging tasks for all students
- have high/common expectations for planning, routines, boundaries, behaviors, and academics

### Goals:

By the end of the 2023-2024 school year, Liberty Elementary School's Reading EOG proficiency will be at least 47.5%. This score will make it more likely that we will exit LPS status. (A1.06, A2.02, A2.04, B3.01)

By the end of the 2023-2024 school year, Liberty Elementary School will exit designated low-performance status, by exceeding expected growth and/or exceeding the 55% mark to become a "C" school. (A1.06, A2.02, A2.04, A3.01, A4.01, B3.03, B3.05)

By the end of the 2023-2024 school year, Liberty Elementary School will use data to implement strategies to exceed the district attendance average for elementary schools. Our target attendance rate is 94.8% for this school year. This was made in context with our historical data and will stretch us to reach for it. (A4.06, B3.05)

By the end of the 2023-2024 school year, Liberty Elementary School's Math EOG proficiency will be at or above 54%. This score will make it more likely that we will exit LPS status. (A1.06, A2.02, A2.04, B3.01)

By the end of the 2023-2024 school year, Liberty Elementary School's average amount of students on or above grade level in mClass EOY measures will be 65% or greater. We will analyze performance data from a variety of diverse groups - male vs. female, disability groups, ethnic groups, language proficiency, etc. - on a continual basis. This goal is directly linked to the FAM-S evaluation identifying this action as an instructional focus. (A1.06, A2.02, A2.04, B3.01)



! = Past Due Objectives

KEY = Key Indicator

<b>Core Function:</b>			<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>			<b>High expectations for all staff and students</b>			
		<b>A1.03</b>	<b>The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	<p>Currently, there are structures/schedules in place to ensure professional collaboration. However, continued work is needed in this area to grow teacher and collective efficacy. This will be evident in teacher planning and in how students are served across grade levels.</p> <p>Grade levels currently meet weekly to plan lessons in reading, math, science, or social studies.</p> <p>Grade-level teams also meet weekly as a CTT team. These meetings have tried focusing on looking at our data to determine the next steps for students. We also have PD during our CTT time to review our LETRS training along with other PD required by our district.</p>	Limited Development 09/20/2019		
<b>How it will look when fully met:</b>	<p>Collaborative team time (CTT) occurs with fidelity at a high level as exemplified by teacher planning and teaching around student needs. Results from collaborative efforts and professional development are evaluated regularly. Teacher leaders collaborate around scheduling, problem-solving of student learning deficits, and data. Teams meet regularly for instructional planning, common assessment creation, and professional development.</p> <p>Questions focus on: What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it?</p>		Gwen Hall	06/11/2026
<b>Actions</b>		<b>9 of 10 (90%)</b>		
9/20/19	Survey teachers regarding beliefs on self and collective efficacy.	Complete 06/12/2020	Wendy Gooch	06/12/2020
<i>Notes:</i>				
9/25/21	Grade levels will collaborate with assistant principal to develop a shared spreadsheet for data collaboration at collaborative team meetings.	Complete 11/02/2021	Corey Culp	10/29/2021
<i>Notes:</i> All grade levels collaborated to complete a data spreadsheet by 10/25/2021.				
9/20/19	Plan and implement data meetings that emphasize the power of good teaching and connection to student improvement.	Complete 05/10/2022	Gwen Hall	06/12/2022
<i>Notes:</i> As of April 2022, monthly data meetings are occurring during team time while common formative assessments are analyzed weekly at meetings.				

6/20/22	Engage teachers and administrators in intensive professional development on and collaboration around the Science of Reading to provide a foundation for shared vision, direction, and common teaching terms and practices.	Complete 05/01/2023	Gwen Hall	05/01/2023
<i>Notes:</i>				
7/19/22	Further develop collaborative teams around district-provided professional development.	Complete 05/01/2023	Gwen Hall	05/01/2023
<i>Notes:</i> In August 2022, a team including the principal, assistant principal, lead teacher, and a classroom teacher will attend professional development regarding professional learning community components such as the guiding coalition and collaborative team time.				
8/9/22	A team of four faculty members will participate in district professional development regarding successful professional learning communities.	Complete 05/01/2023	Dana Albright-Johnson	05/01/2023
<i>Notes:</i> Faculty members Albright-Johnson, Culp, Hall, and Fields represented Liberty at professional development sessions provided by Solution Tree. In addition, Albright-Johnson, Culp, and Hall participated in virtual sessions with a Coach Dr. Chad Dumas.				
11/28/22	Based on feedback from PLC coach Chad Dumas, core faculty will engage in professional development regarding school mission, vision, and commitment statements.	Complete 05/01/2023	Gwen Hall	05/01/2023
<i>Notes:</i> Target date was extended in February 2023 because team had developed mission and vision but continued to work on commitments.  We will meet with Mr. Dumas in the 2023-2024 school year to continue our work with our Guiding Coalition Team.				
8/21/22	Led by the lead teacher, grade level teams will participate in quarterly planning sessions (with substitute teachers provided through Title 1 funding) aimed at increasing collaboration.	Complete 06/01/2023	Gwen Hall	06/01/2023
<i>Notes:</i> Quarterly planning meetings were held and often involved additional personnel such as district leaders Dr. Ana Floyd and Karen Binns. Teachers used available data to make future plans. For the next school year, the team wants to refine this to two hour planning sessions. We will meet with Dr. Ana Floyd to plan mini-units on our math power standards.				
7/19/22	Through Title 1 funding, a lead teacher will be employed with an essential role focused on collaboration among classroom teachers including quarterly structured planning sessions.	Complete 06/06/2023	Gwen Hall	06/07/2023

*Notes:* Lead teacher Mrs. Hall prepared for and arranged quarterly planning meetings with grade level teams of teachers. For 23-24, the team would like to refine the process to two hour planning times.

9/26/23 Grade-level CTT teams will meet weekly for PD and data-reviewing purposes. We will focus our efforts on the following four questions: "What do we expect our students to learn? How will we know they are learning? How will we respond when they don't learn? How will we respond if they already know it?" We will target the "How will we respond when they don't learn?" question.

Gwen Hall

06/11/2025

*Notes:*

**A1.06**

**ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)**

**Implementation Status**

**Assigned To**

**Target Date**

*Initial Assessment:*

Master schedule allows for adequate time for math and reading instruction. Lesson plans reflect standards-based instruction and learning targets. The low percent proficiency of students indicates a need for strengthening core instruction.

We are currently working on a Core plan for the district to increase the reading proficiency of our students. We are seeing some small steps towards literacy improvement. Our K-3 students have made the goal of 80% for mapping and decoding single-syllable words. We are in the process of updating the plan to increase the next step in phonics skills. Our 4-5 students are working on fluency. We have not seen the same results at these grade levels but will continue to work on this skill.

After looking at our Core plan for the district, we need to continue working on our literacy skills. Next year we plan to do some cross-grade level teaming to work on literacy skills during our small group time and our PAW time. These skills will focus on phonics for students who are not on grade level and fluency for students who are on grade level.

Limited Development  
09/11/2018

Priority Score: 3

Opportunity Score: 2

Index Score: 6

***How it will look when fully met:***

All teachers will consistently provide sound instruction through whole group, targeted small group and independent work. Proficiency level of students will increase.

**Gwen Hall**

**06/11/2026**

***Actions***

**9 of 10 (90%)**

10/1/18	All teachers will participate in yearlong professional development from district and school lead teachers regarding best practices in core instruction as well as the new NC Standards in ELA and Math.	Complete 06/11/2019	Wendy Gooch	06/07/2020
<i>Notes:</i>				
9/6/19	Teachers will utilize quarterly collaborative planning time to unpack standards, ensure deep understanding of content and outline lessons for each quarter.  Teachers will utilize weekly collaborative planning time to detail lessons for the upcoming week following the Weekly CTT Protocol.	Complete 06/12/2020	Wendy Gooch	12/12/2020
<i>Notes:</i>				
9/25/21	Implementation of i-Ready as computer-based tool for reading and math in grades 3-5.	Complete 12/14/2021	Gwen Hall	01/20/2022
<i>Notes:</i> Implementation process will be once while target use is weekly.				
7/8/21	With funding through Title 1, iReady will be used at grades 4 and 5. iReady data and lessons will be used as tools for small group learning.	Complete 12/19/2022	Gwen Hall	12/20/2022
<i>Notes:</i> Due to delays in funding/purchasing, classes completed the initial diagnostic in December 2022.				
8/21/22	Letterland will be used as a tool in all K-3 classrooms including interventions through the use of decodable texts and manuals (provided by Title 1 funds).	Complete 12/20/2022	Gwen Hall	01/11/2023
<i>Notes:</i> Prior to January 1, 2023 Letterland was in place in K-3 classrooms.				
6/20/22	Teachers will participate in LETRS professional development to help provide a common foundation for teaching and sound instruction in reading.	Complete 05/01/2023	Gwen Hall	05/01/2023
<i>Notes:</i> Teachers will participate in sessions during the school day as well as eight evening sessions throughout the school year.				
8/21/22	Through the support of Title 1 funding, the decodable reader collection for grades 2-4 will be expanded to provide greater access to tools in alignment with the Science of Reading.	Complete 04/02/2024	Gwen Hall	05/10/2023
<i>Notes:</i> The target date was updated in February 2023. Due to more pressing needs, the decodable reader collection will be expanded at a later time.				
8/21/22	Funded by Title 1, digital and print subscriptions (such as Flocabulary, Scholastic News, Let's Find Out, StoryWorks, Generation Genius and RAZ Kids) along with Letterland Intervention resources will be used as supplemental resources to enhance classroom instruction and student engagement.	Complete 05/31/2023	Gwen Hall	06/01/2023

			Notes: Resources were provided by Title 1 funding for 23-24 and lead teacher Mrs. Hall presented to the school improvement team usage information in Spring 2023. The school improvement team continues to study the utilization of available tools as resources are considered for the 23-24 school year.			
12/20/22			The lead teacher will use the Fidelity Walk Through Tools as she visits Letterland sessions January - May. She will provide individualized feedback to teachers regarding practices observed.	Complete 05/26/2023	Gwen Hall	06/08/2023
			Notes: Lead teacher Gwen Hall provided teachers with feedback regarding Letterland implementation.			
6/3/23			Year 23-24 we will use across grade level grouping for some grade levels during our small group guided reading lessons and for PAW time instruction.		Gwen Hall	06/07/2024
			Notes: We will look at our data in January 2024 to make adjustments as needed to our plan.			
Implementation:				05/29/2023		
Evidence			5/29/2023 All action steps have been checked off and completed.			
Experience			5/29/2023 Teachers participated in several district led initiatives to improve instruction in both reading and math. Classroom teachers began to use decodable readers as they learned how during the LETRS training. Both classroom teachers and reading teachers used both decodable readers and Letterland intervention kit with students who needed more instruction in phonics. All teachers used both digital subscriptions and paper subscriptions to help improve their lessons. The lead teacher observed all K-2 students in Letterland and Heggerty. Feedback was provided for anyone who was not teaching to fidelity.			
Sustainability			5/29/2023 We will continue our training in LETRS. We will use our decodable readers in grades k-5 as needed. We will look at our usage data to see which subscriptions we need to keep and which ones we need to get rid of if needed. Letterland and Heggerty will continue to be used and observed in all K-2 classes. We will add these programs to third grade next year.			
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
Initial Assessment:			We are a Positive Behavior Interventions and Support (PBIS) school. In grades K-5, we are implementing a behavior matrix that encompasses	Limited Development 09/12/2017		

	all areas of the school and a classroom management system. Teachers use Class Dojo in conjunction with whole class management systems to reinforce positive behaviors of students. While classroom rules and expectations are thoroughly reviewed, we see a need for increased focus on school-wide rules and expectations. Previously, Bulldog Bucks were given to individuals in recognition of positive behaviors. We are working towards consistency in interventions among all teachers.			
<b>How it will look when fully met:</b>	All teachers have a consistent and effective classroom management system. Proactively, students are taught expectations so that required corrections after the fact are kept to a minimum. Discipline data is used to assess progress and inform next steps. A BARK matrix is referred to and made available across the school for staff and student reference. It is made accessible to students through ongoing and explicit instruction by teachers and staff, thus embedded into the culture of the school.		Brandi Edmundson	06/11/2025
<b>Actions</b>		<b>5 of 6 (83%)</b>		
7/5/18	All classroom teachers and specialists will implement Class Dojo to track behavior data and communicate with parents.	Complete 01/30/2019	Christy Burgess	01/30/2019
<i>Notes:</i>				
10/3/17	Teachers will implement positive behavior support and social-emotional lessons weekly.	Complete 12/10/2019	Tabitha Judson	04/01/2021
<i>Notes:</i> 5/8/18 The SIT team determined that we have not met this Action Step. It will roll over to the 18-19 school year. 1/12/21 - reassessed - need to get back on track with this.				
10/3/17	The PBIS team will provide BARK matrix lessons to classroom teachers to be taught during the first quarter of the school year.	Complete 10/12/2021	Taylor Buettell	10/23/2021
<i>Notes:</i> To reinforce positive behavior, in August all classes implemented BARKS lessons provided by counselor Taylor Buettell.				
7/8/21	The PBIS team will implement a twice monthly incentive program for student motivation and reward.	Complete 10/12/2021	Taylor Buettell	10/23/2021
<i>Notes:</i> The PBIS team decided to implement every other week school-wide incentives. Incentives have been implemented steadily as of October 2021.				
7/8/21	MTSS will be expanded to provide additional support for behavior management interventions at the classroom level.	Complete 06/05/2023	Ralph Jarrett	06/05/2023



*Notes:* Through the school's additional MTSS meetings focusing more specifically on attendance and behavior, additional support for behavior management was implemented. This resulted in a decrease in office referrals for the 23-24 school year.

8/9/22 A school-wide behavior plan will be implemented in all classrooms.

Brandi Edmundson

12/20/2025

*Notes:*

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
		A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>The school improvement team has revisited this indicator and studied the "Wise Way" document. The team agreed that this indicator is not yet fully implemented.</p> <p>Though teams meet once a week at a minimum for instructional planning for periods of about 40 minutes, teams do not always fulfill all components of assessment. For example, we need to more frequently use our common formative assessments to determine which teacher had greater success than others and discuss what that teacher did differently.</p> <p>Our CTT teams met regularly this past year. They met every week to discuss data and student progress. This year we continue in LETRS training. Each month we have two 45-minute sessions to review what we have learned in the current unit. We discuss what we can use in our classroom to increase student learning. This past year the focus has been on phonics and word study. We are seeing great improvement in our K-2 students in word decoding. We will continue to use what we have learned and will learn to improve our instruction. We will continue our learning in LETRS this year geared specifically toward comprehension.</p> <p>We continue to analyze mClass assessments to target our resources and PD. This year, we are having reading specialists and the lead teacher conduct BOY, MOY, and EOY mClass assessments.</p>	Limited Development 09/23/2020		
			Priority Score: 2	Opportunity Score: 2	Index Score: 4	

<p><b>How it will look when fully met:</b></p>	<p>Scheduling is in place to be sure that teacher teams meet regularly to prioritize curriculum and use common formative assessment data to determine next steps for student success. Teachers refine their skills through collegial interaction. Teacher teams are supported by other teams such as the school improvement team.</p> <p>We are implementing the new learning from our LETRS training. We will continue to work on adding phonics lessons to our reading block so that all of our students will be proficient readers.</p> <p>We are in the process of finishing our EOY mCLASS assessments. Our Kindergarten and First Grade Scores are showing much improvement from last year. We are seeing these improvements due to more phonics lessons in both whole group and small group teaching.</p>		Gwen Hall	06/11/2026
<b>Actions</b>		<b>3 of 5 (60%)</b>		
9/8/21	After initial professional development about common formative assessments, 2021-2022 collaborative team time sessions will focus on developing rigorous assessments.	Complete 05/10/2022	Gwen Hall	06/07/2022
<p><i>Notes:</i> Initial professional development for all faculty on the topic of CFAs was led by Gwen Hall in September 2021. As of October 2021, she is also leading weekly team meetings about CFAs and related data analysis.</p>				
6/20/22	In addition to existing team meetings, during the 2022-2023 school year teachers will engage in additional sessions focused on LETRS professional development to learn more about effective reading practices to be implemented in lessons.	Complete 05/16/2023	Gwen Hall	05/09/2023
<p><i>Notes:</i> Sessions will be held weekly in addition to the eight evening sessions throughout the school year. Our teachers have completed the first year of LETRS training. We will begin year two in August 2023.</p>				
7/19/22	With the financial support of Title 1 funding, extended instructional planning for the purpose of collaboration and based on available data as well as student needs will occur quarterly.	Complete 01/31/2023	Gwen Hall	06/01/2023
<p><i>Notes:</i> Each grade level met in October to make plans for Quarter 2. The teams met with Gwen Hall (Lead Teacher) for 1/2 day. We looked at standards carefully and created plans to cover these standards. We also created a quarterly reading goal for each grade level.</p> <p>Each grade level met in January to make plans for Quarter 3. The teams met with Gwen Hall (Lead Teacher) for 1/2 day. We looked at standards carefully and created plans to cover these standards. We looked at the</p>				

			quarterly goal from quarter 2 and decided to continue working on the same goals since we did not have 80% of our students reaching their goal.			
9/26/23			Reading specialists and the lead teacher will be conducting BOY, MOY, and EOY mClass assessments this year to help provide the most reliable data for analysis.		Gwen Hall	05/24/2024
Notes:						
6/3/23			Grade level teams will meet with Jen Choken to plan math units which include student-centered lessons along with CFA's. We will meet for 2-hour sessions. Teachers will have coverage so they can attend these sessions. The planning sessions will match our power standards. We will also utilize Jen to model lessons for select teachers.		Gwen Hall	06/06/2026
Notes:			In 23-24, planning sessions occurred as scheduled. EOG results improved for the majority of cohorts with some seeing double digit percentage improvements.			
Implementation:				05/21/2023		
Evidence			5/21/2023			
Experience			5/21/2023			
Sustainability			5/21/2023			
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:		All grade levels meet weekly. We are working on the collaboration among each grade level in planning as it varies from grade to grade. Unit development is inconsistent. Most attention is focused on reading and math plans. Lessons are consistently developed around Common Core standards and learning targets are identified. Common formative assessments are used with increasing frequency, but are not yet automatic.		Limited Development 09/06/2016		
How it will look when fully met:		Working collaboratively with the lead teacher, each grade level determines annual "know and be able to lists." Units of instruction are designed to improve prioritizing instruction and student achievement. This objective has many pieces embedded within it. We develop and integrate units of study across all content areas at all grade levels. English as a Second Language teachers as well as exceptional children faculty members are included in team processes.			Gwen Hall	06/11/2026

<b>Actions</b>		<b>12 of 13 (92%)</b>		
9/19/16	The MAPSS Team will inform, share, and teach the staff the process of MAPSS using the 5 Standards of Authentic Instruction and the Know/Need to Know chart.	Complete 11/22/2016	Lindy Kirkman	12/20/2016
<p><i>Notes:</i> This will be done at a staff meeting between Oct. and Dec.</p> <p>Evidences:</p> <ul style="list-style-type: none"> <li>* The first training with staff was 11/22/16 - Discussion of 5 Standards of Authentic Instruction and created posters that reflect each standard.</li> <li>* The 2nd training with staff was 01/17/17 - Further discussion of the 5 Standards of Authentic Instructions. Staff created posters that reflect best practices we are already doing or could do that would demonstrate each standard.</li> <li>* The 3rd training with staff was 03/21/17 - The staff was divided into a K-2 and a 3-5 group. The MAPSS team members presented a PBL for staff to show the importance of the Know/Need to Know component of a PBL.</li> </ul> <p>Give teachers the article "Five Standards of Authentic Instruction". Jigsaw the 5 Standards. All the teachers with the same standard get together and work on creating a poster to represent their standards. Each group will share out. (Evidence: 11/22/16)</p> <p>Math and Problem/Project-Based Learning for Student Success (MAPSS) Team will demonstrate the Know/Need to Know at a different Staff Meeting. (Evidence: 03/21/17)</p>				
9/19/16	Continue using the Jan Richardson model for Guided Reading.	Complete 03/28/2017	Amy Heilig	03/28/2017
<p><i>Notes:</i> During Guided Reading, teachers can help their students understand the question stems for written comprehension. Have students to read the question. Talk about it as a group. Have students answer the questions. Discuss the answer.</p> <p>Train new teachers in Guided Reading using the new guided reading book by Jan Richardson, Next Steps Forward in Guided Reading, through a book study.</p> <p>Offer refresher training for teachers on the new Guided Reading Next Steps Forward in Guided Reading book from Jan Richardson.</p>				

Give students rubrics so they will see the expectations and use it when answering written comprehension questions (like the RACE and/or RAP Anchor Chart and rubric - see Lindy Kirkman's email about this).

Use the question stems for "writing day" in guided reading and have a discussion in small groups on expectations of the question. This is where the teachers will help students understand the question and what it is asking. Then teachers will guide students in developing an appropriate response that meets the need of the question.

Utilize the new Jan Richardson guided reading lesson plans. Lindy Kirkman will share Jan Richardson's new lesson plan templates for guided reading (Sept. 30, 2016 through Canvas). Through CTT Lindy Kirkman will talk to teachers about making sure they are including new vocabulary in the book introduction portion of the guided reading lesson plan template.

9/27/16

All K-5 teachers will implement Number Talks and Computational Fluency in their classrooms

Complete 06/06/2017

Lindy Kirkman

06/09/2017

*Notes:* District lead teacher will train teachers in Number Talks. (Evidence: Sept. 1, 2016 - Number Talks Training by Ana Floyd during ENCORE. Number Talks planning occurred after school with Ana Floyd.)

This will be modeled and observed throughout the school year. (Evidences: Sept. 15, 2016 - Ana presented model lessons for Grades 3-5. On Oct. 21, 2016, Ana presented model lessons for Grades K-2 and did walkthrough to observe Number Talks in Grades 3-5.)

Provide opportunities for students to practice their math facts. (Evidences: Math Challenge from October to December 2016)

Participate in a Math Challenge to build fact fluency. (Evidences: Math Challenge from October to December 2016)

Lindy Kirkman will work on a training for Computational Fluency with Addition and Subtraction & Computational Fluency with Multiplication and Division.

10/5/16	Implement differentiated study groups and offer additional professional development opportunities to explore sub-topics in more depth.	Complete 06/06/2017	Kelli Harrell	06/09/2017
<p><i>Notes:</i> Specific study groups will include these topics: Guided Reading, Increasing Comprehension, MAPSS (Math Project/Problem Based Learning), Working with Special Needs Students, Student Engagement and Innovation.</p> <p>Each group will complete at least 10 hours of training in one of these topics for professional development. (Evidences: Completed on June 6, 2017)</p> <p>See uploaded Professional Development Plan for a complete listing of Professional Development.</p>				
9/19/16	Increase independent reading time for all students throughout the year.	Complete 05/08/2018	Amy Heilig	06/05/2018
<p><i>Notes:</i> Increase required amounts of independent reading time throughout the school year.</p> <p>*** October 25, 2016</p> <p>By May, Grades 3-5, will be able to sustain reading for 1 hour to build stamina.</p> <p>By May, Grade 2 students will be able to sustain reading for 25 minutes.</p> <p>By May, Grade K and 1 students will be able to sustain reading for 20 minutes.</p> <p>Develop lessons to encourage "growth mindset" versus competition. Encourage students to select texts they won't abandon.</p> <p>We will check in February to see how students and teachers are doing with building the stamina.</p>				
9/19/16	Teachers will develop units of study for teaching reading. Units will include a focus on vocabulary, written comprehension, vocabulary strategies, exemplars, and common formative assessments.	Complete 06/08/2018	Lindy Kirkman	06/08/2018
<p><i>Notes:</i> We will incorporate the gradual release of responsibility model, as well as, scaffold instruction.</p>				

Utilize:  
Jan Richardson's First 20 Days of Reading Workshop or Gail Boushey and Joan Moser's Daily 5, Comprehension Toolkit and Achieve the Core Lessons as resources

Make sure everyone has the most recent Written Comprehension question stems (Lindy Kirkman will send the file electronically and add to the Liberty Teacher Canvas). EVIDENCES: Lindy Kirkman uploaded the Written Comprehension questions stems document to the school's Canvas course on 10/19/17 and shared in Google Drive as well.

Model lessons during whole group/shared reading on how to read and answer written comprehension and EOG type question stems. Use rubrics to score. Highlight key words in the questions. Teach vocabulary like details, central message, character feelings, character traits, text structure, author's purpose, text features, etc.

Incorporate vocabulary instruction into each unit of study.

Teach and model specific lessons on text structure and its organization, text features, theme, main idea, and details.

Utilize technology for reading responses and work towards transitioning students from responding in binders to responding in various forms of media (blogs, Edmodo, Canvas, etc.)

7/5/18	Utilize research-based units of instruction to teach reading and math. This will include the new math textbook adoption.	Complete 10/13/2020	Emily Hendricks	10/13/2020
Notes:				
9/21/20	Schools That Lead "snowflake groups" will test small ideas and track improvement results (lunch book club, missing work charts, SEL group with social worker, CIS group).	Complete 06/02/2021	Emily Hendricks	06/12/2021
Notes:				
1/30/22	Principal will complete LETRS professional development series during second semester (21-22).	Complete 05/03/2022	Dana Albright-Johnson	06/07/2022
Notes: Principal completed all requirements for LETRS by the end of April 2022.				

	6/2/21	CFA professional development for classroom teachers	Complete 05/10/2022	Gwen Hall	06/12/2022	
	<i>Notes:</i> Lead teacher Gwen Hall provided whole faculty professional development regarding common formative assessments during September 2021. Weekly CTT meetings also focus on assessments and the use of assessment data.					
	6/20/22	Grade level teams will develop grade specific, short term reading goals as a basis for instructional alignment for the school year.	Complete 12/01/2022	Gwen Hall	12/01/2022	
	<i>Notes:</i> Prior to December 1, 2022, grade specific reading goals specific to the second quarter to the school year were created by grade level teams and posted in the lead teacher's room.					
	9/15/22	Working within collaborative teams, grade levels will independently maintain their common formative assessment data.	Complete 05/01/2023	Corey Culp	05/05/2023	
	<i>Notes:</i> Monthly reminders were shared by the principal, and teams updated common formative assessment data monthly.					
	1/30/22	Classroom teachers and lead teacher will complete LETRS professional development in 2023-2024 with the goals of implementation of best practices as well as developing a common language around reading instruction.		Gwen Hall	06/11/2024	
	<i>Notes:</i> During the 23-24 school year, required licensed personnel completed LETRS professional development.					
		<b>A2.20</b>	<b>All teachers use appropriate technological tools to enhance instruction.(5306)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			Limited Development 07/19/2022			
			Currently available technology tools are used inconsistently from classroom to classroom. During the 2021-2022 school year, administrators monitored and reported the use of iReady to help teachers stay on track with using the resource. However, many resources remain underutilized and could be used to enhance student learning.			
			Our teachers have used Flocabulary more consistently during the 22-23 school year. For the upcoming school year, we will look at the data for usage for our digital subscriptions to determine which ones we will use as a school. The others will not be purchased.			
<i>How it will look when fully met:</i>				Gwen Hall	06/11/2025	
			A wide array of technological resources are used to improve educational outcomes. Teachers consider learning goals, activities, and assessments and are able to narrow down to individualized learning pathways for students. Resources are carefully aligned to standards			



	and to improve student fluency (rather than initial instruction). Resources fall into a variety of categories (such as literacy, web tools, and digital information).			
<b>Actions</b>		<b>2 of 4 (50%)</b>		
11/21/22	At grades 4 and 5, through Title 1 funding, iReady will be used as a tool to enhance and support core academic learning.	Complete 01/03/2023	Gwen Hall	01/03/2023
<i>Notes:</i> Due to delays with purchasing/funding, in December diagnostics were completed. IReady will be fully implemented after winter break (January 2023).				
7/19/22	Through Title 1 funding, technology resources (such as desktops, Chromebook batteries, and headphones) will be replenished as necessary to support student learning.	Complete 03/07/2023	Amanda Gaines	04/08/2023
<i>Notes:</i>				
9/18/23	A list of Liberty-approved, evidence-based technology tools will be compiled and made available to teachers for their use.		Emily Fields	12/15/2023
<i>Notes:</i>				
7/19/22	Once a month at CTT meetings, a technology instructional resource provided by Title 1 funds such as Flocabulary, Generation Genius, and RAZ Kids, will be highlighted as a demonstration for teachers.		Gwen Hall	05/08/2024
<i>Notes:</i> Though there was some demonstration during the 22-23 school year, the resources should be added to team meeting agendas for 23-24 for consistency.				

<b>Core Function:</b>			<b>Dimension A - Instructional Excellence and Alignment</b>			
<b>Effective Practice:</b>			<b>Data analysis and instructional planning</b>			
		<b>A3.01</b>	<b>Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			<p>During the 2021-2022 school year, collaborative teams began to make solid strides regarding data analysis and instructional planning. For example, teachers developed common formative assessments and then brought their student data to discuss and plan around at weekly meetings. An additional step needed is to determine how to better address individual student needs.</p> <p>During the 22-23 school year we have looked out our mCLASS data more consistently. Along with the benchmark data, we have also</p>	Limited Development 07/19/2022		

		looked at PM for our students. We have seen some consistent growth for these students.  We have inconsistent use of data to inform instruction. We plan to have a designated time during the 23-24 school year to look at both reading and math data to help inform better instruction for our students.			
	<b>How it will look when fully met:</b>	A collaborative school structure leads to stronger student performance results. Teachers use available resources, such as the Early Warning System, to analyze learning data to identify students who may be ready for enhancement or who may need additional support (intervention plans) for academic success. Teacher teams develop high-quality, curriculum-aligned units. The data cycle is automatic and continuous. Grade levels have access to and regularly analyze data sources to target student deficits and enhance student strengths.		<b>Gwen Hall</b>	<b>06/11/2024</b>
<b>Actions</b>			<b>3 of 4 (75%)</b>		
	7/19/22	A class size reduction teacher will be hired at fourth grade and funded by Title 1 to eliminate class sizes that exceed 27 students.	Complete 09/06/2022	Dana Albright-Johnson	09/08/2022
	<i>Notes:</i>				
	7/19/22	Through Title 1 funding, the school will hire an academic tutor to provide intensive interventions to targeted students.	Complete 10/27/2022	Dana Albright-Johnson	10/31/2022
	<i>Notes:</i>				
	7/19/22	During the 2022-2023 school year, as teachers progress through LETRS professional development, literacy-related data use will be an emphasis of collaborative team time.	Complete 05/02/2023	Gwen Hall	05/08/2023
	<i>Notes:</i> As reflected in notes and minutes, mClass data was used consistently during team time during the 22-23 school year.				
	9/18/23	Principal and AP will create and maintain student data that is shared with grade levels and shows specific as well as high-level data breakdowns of student groups for small-group intervention. Data (mClass, Check-ins, EOG, behavioral, etc.) will be analyzed through the lens of a variety of subgroups - male vs. female, disability groups, ethnic groups, language proficiency, etc. - on a continual basis.		Brandi Edmundson	06/11/2024
	<i>Notes:</i>				
	<b>A3.06</b>	<b>ALL teachers maintain and utilize a record of each student's mastery of specific learning objectives.(5115)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>	<p>We currently track mastery of specific standards at all grade levels. Some grade levels track data more consistently than others. We only track data in reading and math. We do not have clearly established "power standards" to guide our work.</p> <p>Each grade level has established power standards in reading and math. We are currently working on focusing on a quarterly ELA standard to ensure 80% of our students are successful with that standard. When teachers are successful with the first power standard, we will select a new standard to work on.</p>	Limited Development 09/20/2019		
<b>How it will look when fully met:</b>	<p>When fully met, each grade level will have clearly defined power standards. Data will be tracked consistently for reading and math each quarter.</p> <p>We have established power standards in reading and math. Our next step will be to plan CFA's to match the power standards. We will keep tracking data to see which students are successful and which ones will need more help to learn the standards.</p>		<b>Gwen Hall</b>	<b>06/11/2026</b>
<b>Actions</b>		<b>6 of 7 (86%)</b>		
9/20/19	Power standards will be determined for each grade level in math by quarter.	Complete 09/08/2020	Sherri Martin	06/12/2020
<i>Notes:</i>				
9/20/19	Power standards will be determined for each grade level in reading.	Complete 01/12/2021	Jill Holbrook	06/12/2021
<i>Notes:</i>				
7/8/21	i-Ready (reading) will be used weekly as a data tool to assess student mastery.	Complete 05/10/2022	Gwen Hall	06/07/2022
<i>Notes:</i>				
9/20/19	Lead teacher will provide professional development regarding common formative assessments and then continue with a weekly emphasis on math assessments.	Complete 05/10/2022	Gwen Hall	06/12/2022
<i>Notes:</i> Lead teacher Gwen Hall led a whole faculty professional development session about common formative assessments on the September 2021 early release date. Weekly team meetings are also focused on CFAs.				
9/15/22	The lead teacher, provided through Title 1 funding, will lead each grade level in identifying three priority standards.	Complete 05/02/2023	Gwen Hall	05/10/2023

	<i>Notes:</i> Lead teacher Gwen Hall led grade level teams in developing priorities. Priorities were posted and revisited regularly while reviewing available data.			
7/19/22	Funded by Title 1, iReady will be used at fourth and fifth grades to measure and maintain records around student mastery of learning objectives.	Complete 05/02/2023	Gwen Hall	06/01/2023
	<i>Notes:</i> Though used somewhat inconsistently due to a late start because of the availability of Title 1 funds, iReady was used in both fourth and fifth grades to support student learning.			
9/18/23	Standards will be identified across grade levels and targeted for teachers to gather and present CFA data on during specific CTT times as led by the lead teacher.		Gwen Hall	06/11/2024
	<i>Notes:</i>			

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>The school's Multi-Tiered System of Support team meets at least twice per month on average and uses data to implement a standard protocol of interventions that will support student learning and refer students for further assessment as needed. An initial step is to track at-risk students through our grade level data tracking sheets. When classroom interventions fail, the student is brought to the MTSS team. Once multiple strategies are implemented as suggested by this team, students are moved to further testing if little or no progress is noted. Resources are aligned to student intervention needs.</p> <p>We established a Core plan that outlines the literacy needs at each grade level. Each grade level determined what action they would use to ensure their students are successful in one area of literacy. We have seen growth for some populations since implementing this plan. We will continue to work toward success with all students.</p>	Limited Development 09/06/2016		
<i>How it will look when fully met:</i>			When the Multi-Tiered System of Support (MTSS) has been fully implemented at our school, our referral rate will indicate a higher referral success rate. An increased number of students will be		Gwen Hall	06/05/2026

	<p>successful with Tier I and II interventions and fewer students will be in Tier III. Eighty percent of students will be successful at Tier I, 10-15% will be in Tier II, and only 3-5% in Tier III. MTSS will continue to meet twice a month to discuss the needs of students. We will increase the amount of research-based strategies at our disposal that will enable the team to better meet the needs of the students and teachers.</p> <p>Evidence of completion will include data on percent of students in each tier.</p>			
<b>Actions</b>		<b>10 of 11 (91%)</b>		
9/19/16	Meet on a regular basis to discuss students' needs.	Complete 06/06/2017	Lindy Kirkman	06/07/2017
	<p><i>Notes:</i> Have agenda for each meeting.</p> <p>EVIDENCES: Ongoing through emails sent out from MTSS Chair on who is being discussed during each meeting.</p> <p>Have dates added to the Liberty Google Calendar ahead of time so team members are aware. (Evidences: Dates are added to the school calendar when the school MTSS Chair sends each meeting date to the team. For 2017-2018, Kelli Harrell met with Sharon Clark and Christy Burgess in September to set the MTSS and PBIS dates.)</p>			
6/21/17	Purchase and implement mClass/Reading 3D for grades 4-5.	Complete 08/30/2017	Amy Heilig	01/31/2018
	<p><i>Notes:</i> EVIDENCES:  In June/July 2017, principal, Kelli Harrell purchased mClass Reading 3D for grades 4-5 for the 2017-2018 school year.</p>			
9/19/16	Resources available to support MTSS implementation are identified and made available to the school.	Complete 12/10/2019	Emily Hendricks	11/20/2019
	<p><i>Notes:</i> (Evidences: March 14, 2017 - The MTSS sub-group met and created a google doc of research-based strategies for MTSS.)</p> <p>Download materials from Florida Center for Reading Research (<a href="http://www.fcrr.org">www.fcrr.org</a>).</p>			

6/13/17	Implement a 4-days per week intervention time. This will occur during PAW Time to address individual student needs in literacy and math. We will evaluate the effectiveness of PAW Time quarterly.	Complete 12/10/2019	Kelly Bowman	02/01/2020
<p><i>Notes:</i> Amy Heilig will work with Kelli Harrell and Lindy Kirkman to develop a plan for how PAW Time will look at Liberty Elementary School.</p> <p>EVIDENCES: The schedule was completed in September 2016 for PAW Time. We will continue to evaluate the effectiveness of PAW TIME.</p> <p>2017-2018: PAW Time is from 8:05am-8:30am with a focus on reading interventions.</p> <p>2018-2019: Master schedule has been adjusted to stagger times and allow for more push in support. Each grade level analyzed data and determined whether reading or math or both would be taught during PAW time.</p>				
9/19/16	Examine student data to determine next steps. Have appropriate data. Attendance, behavior, social-emotional, and academic data are used to analyze and hypothesize reasons students are not meeting expectations	Complete 09/08/2020	Emily Hendricks	10/01/2020
<p><i>Notes:</i> (Evidences: Document was finished on Feb. 14, 2017 and shared with Sharon Clark, the MTSS Chair for review.)</p> <p>This will include some new assessment and problem-solving pages from the new Jan Richardson Guided Reading book.</p> <p>The more data teachers bring the more information the team has to better assess student needs.</p>				
7/28/21	Professional development by Laurie Sypole for licensed personnel as well as teacher assistants about the foundations of MTSS.	Complete 10/12/2021	Dana Albright-Johnson	01/07/2022
<p><i>Notes:</i> Laurie Sypole provided professional development for both licensed and classified personnel in September 2021.</p>				
8/21/22	For students in need of additional academic interventions beyond the core classroom, academic tutors will be employed for 19 hours through the support of Title 1 funds.	Complete 11/01/2022	Dana Albright-Johnson	03/01/2022
<p><i>Notes:</i></p>				

	8/21/22	Through the use of Title 1 funding, an additional teacher will be employed at fourth grade for class size reduction so that students' individual needs can be meet.	Complete 08/22/2022	Dana Albright-Johnson	09/01/2022	
Notes: Students moving to fourth grade in the 2022-2023 school year lagged behind their peers in both reading and math based on EOG assessments results.						
	9/8/20	Use assessments to drill down to point of need in reading and math.	Complete 01/10/2023	Gwen Hall	01/15/2023	
Notes: This has been accomplished through mClass, LETRS, and Bridges for math.						
	7/19/22	To address both whole class as well as individual student needs, all teachers will employ a variety of resources such as those funded by Title 1: Scholastic News/Story Works, Let's Find Out, Flocabulary, Generation Genius, Book Creator, RAZ Kids, and decodable readers (such as Letterland readers).	Complete 05/02/2023	Gwen Hall	06/01/2023	
Notes: Through Title 1 funding resources were made available. During the Spring semester, lead teacher Mrs. Hall shared usage reports to help the school improvement team make informed decisions moving forward.						
	9/8/20	Licensed personnel who work directly with students will complete LETRS professional development to further hone skills regarding reading interventions.		Gwen Hall	06/05/2024	
Notes: During the 22-23 school year 100% of required personnel completed year 1 of LETRS professional development.						
	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:			Limited Development 09/06/2016			
Positive Behavior Interventions and Supports (PBIS) have had strong implementation by the end of the 2022-2023 school year.						
A school-wide matrix has been shared with teachers along with the use of Class Dojo and a Liberty Behavior Interventions Google Form to track behaviors and positively reinforce desired behaviors.						
Students are taught counselor lessons twice per month. Lessons include how to manage emotions and make positive decisions. The counselor is working out a referral system and learning how to best utilize time when not teaching counseling lessons to target student SEL needs.						

<b>How it will look when fully met:</b>	At full implementation of Positive Behavioral Interventions and Support (PBIS), our behavioral referral rate will decrease. All teachers will implement a classroom behavior management system. All teachers will establish classroom rules and review them often. All teachers will review the school-wide expectations matrix often. We will evaluate our progress by using PowerSchool data and noting office referrals due to behavior.		Jocelyn McKoy	06/11/2024
<b>Actions</b>		<b>8 of 10 (80%)</b>		
9/25/16	2016-2017 Implement Tier I (Bulldog Bucks systematic reinforcement program, school-wide behavior matrix and lesson plans taught by classroom teachers, data analyzed from Bulldogs Bucks collections and office discipline referrals, school-wide behavior chart system, parent newsletter introducing PBIS Tier I components, PTO support for monthly classroom rewards).	Complete 06/06/2017	Christy Burgess	06/06/2017
Notes:				
9/25/16	In 2017-2018, a PBIS Team will attend Tier II/III Booster Training for 2 days.	Complete 02/08/2018	Kelli Harrell	02/13/2018
Notes: A team of 4, Christy Burgess, Clair Whitted, Jamie Yow and Tabitha Judson, went to a two training on Feb. 7-8, 2018. They will come back and share what they learned at the training.				
9/25/16	Conduct behavior analysis and intervention planning for the most at-risk students.	Complete 12/10/2019	Kelli Harrell	12/01/2020
Notes:				
9/8/20	All teachers will participate in district-created Social Emotional learning modules throughout the 20-21 school year.	Complete 06/02/2021	Taylor Buettell	06/12/2021
Notes:				
7/22/21	PBIS will "restart" PBIS along with related strategies (such as Bulldog Bucks).	Complete 11/02/2021	Taylor Buettell	10/30/2021
Notes: As of October 2021, the PBIS team has revamped considerable portions of the school's PBIS program including every other week Bark Bucks drawings to motivate students.				
2/28/22	Staff will complete mental health modules provided by the district.	Complete 05/10/2022	Corey Culp	06/07/2022
Notes:				
9/15/22	Beginning teachers will complete social-emotional learning modules (6 hours) and returning teachers will update learning with modules (2 hours).	Complete 05/02/2023	Corey Culp	06/01/2023



Notes: Required staff completed the modules at a rate of 100% during the 22-23 school year.						
10/26/22	To help students to acclimate to school setting, kindergarten classrooms will uniformly implement Teach Town to teach social skills.			Complete 05/02/2023	Sandy Alderman	06/01/2023
Notes: Based on observations and lesson plans, Teach Town was uniformly used in kindergarten where behavior issues declined from the 21-22 school year.						
9/26/23	Behavioral data will be compiled, analyzed, and shared at School Improvement Team meetings.				Corey Culp	06/11/2024
Notes:						
10/3/17	PBIS meetings will occur to discuss student behavioral data and discuss ways to support students and their behavioral growth across the school with the PBIS team.				Jocelyn McKoy	06/11/2025
Notes:						
	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
Initial Assessment:			Current transition efforts include:  - a kindergarten transition night for rising kindergarteners  - fifth-grade students visiting feeder middle schools  - middle school counselors visiting fifth-grade students to share transition information  - fifth-grade students are invited to information sessions at middle schools  - Pre-K students attend encore classes beginning in April  - Title 1 Transition Night in the Spring	Limited Development 02/16/2023		
How it will look when fully met:			The broad array of student needs (academic, social-emotional, behavioral, etc.) for a successful transition to the next grade span are considered and addressed between the two parties that students are transitioning to and from.		Jocelyn McKoy	06/11/2025
Actions				1 of 5 (20%)		

2/16/23	Kindergarteners are assessed individually and placed with a teacher to best address individual needs.	Complete 06/06/2023	Gwen Hall	09/01/2023
<i>Notes:</i> Assessments were completed in the Spring of 2023 and kindergarten placements were completed based results in June 2023.				
9/26/23	The "Reading Buddies" program of cross-grade level reading (K w/ 2nd, 1st w/ 4th, 3rd w/ 5th) is incorporated and fine-tuned across the year. Reading Buddies will take place once every two weeks.		Jamie Yow	11/14/2023
<i>Notes:</i>				
9/26/23	A student council (Liberty Leaders) for grades 3-5 will be rolled out and led by multiple 3-5 teachers to build student buy-in and leadership capacity. This will also promote student voice in school decision-making processes.		Tabitha Judson	11/14/2023
<i>Notes:</i>				
9/18/23	A Title 1 Parent "Transition" Night is being planned to incorporate a wide array of options available to students in the coming years. Options include the next year as well as middle and high school options (athletics, arts, CTE, etc.).		Corey Culp	06/11/2024
<i>Notes:</i>				
2/16/23	A list is created for the feeder middle schools regarding specific student needs for a successful start to the sixth grade year.		Jocelyn McKoy	06/11/2024
<i>Notes:</i>				

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
<i>Initial Assessment:</i>			A leadership team exists including the principal and teachers representing major constituencies in the school (such as all grade levels, a specialist, and other support personnel). The leadership team meets twice per month and collaborates around a number of different change processes.	Full Implementation 02/16/2023		

Core Function:			Dimension B - Leadership Capacity			
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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
Initial Assessment:			Generally strong teams meet and plan together within the school. A school improvement team meets monthly while instructional teams meet weekly.	Limited Development 09/05/2021		
How it will look when fully met:			Leadership and instructional teams meet routinely. In addition, a team focused on family-school communication and relationship-building will exist with regularly scheduled meetings. Teams are clear about their purpose and responsibilities. Time for meetings is established and adhered to uniformly. Agendas are utilized. Cohesiveness for student support is the outcome.		Corey Culp	06/11/2024
Actions				2 of 3 (67%)		
	9/5/21	As a starting point during the pandemic collaborate with PTO to be sure that the organization meets at least quarterly during 2021-2022.		Complete 05/10/2022	Dana Albright-Johnson	06/07/2022
		Notes: As of the fourth quarter of the 2021-2022 school year the PTO has met at least quarterly (more frequently the organization has met monthly.				
	9/15/22	A guiding coalition/leadership team for the school's professional learning community (especially collaborative team time) will be established and will meet monthly.		Complete 05/02/2023	Dana Albright-Johnson	06/05/2023
		Notes: The guiding coalition was established and met monthly. They completed several significant tasks such as collaboratively writing a new mission statement.				
	6/23/22	Teachers will learn and plan collaboratively around LETRS/Science of Reading both during team time and on four early release dates.			Gwen Hall	06/11/2024

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>Principals are required to spend at least two hours daily monitoring classroom instruction and providing feedback to teachers. The half-time assistant principal also assists with monitoring of instruction to the extent possible. In the past, most feedback was informal and only documented through the formal teacher evaluation process.</p> <p>This year, we (principal, assistant principal, lead teacher) will be conducting more walkthroughs and will capture walkthrough data via Google Forms. This feedback will be immediately shared with each teacher and stored in a Google Drive folder to analyze trends for school improvement initiatives. Our goal is 10 walkthrough forms per teacher for the year.</p>	Limited Development 09/06/2016		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
How it will look when fully met:			A feedback loop is operational in the school. Teachers are provided regular and timely feedback regarding instructional practices. As a result, faculty skill levels improve along with student achievement.		Corey Culp	06/11/2024
Actions				6 of 7 (86%)		
	8/3/17	Design a walk-through form to give teachers feedback on a regular basis. Both principal and AP will implement.		Complete 06/01/2018	Kelli Harrell	06/15/2018
Notes: Consider ELEOT tool.						
	7/5/18	Conduct monthly walkthroughs and/or formal observations to give feedback to teachers. Some will be completed by administration while others may include peer feedback.		Complete 06/12/2019	Kelli Harrell	06/12/2019
Notes:						
	9/6/19	Principal attends and monitors quarterly planning sessions, weekly data sessions and select subject planning sessions.		Complete 12/10/2019	Kelli Harrell	12/01/2020
Notes:						

12/10/19	The administrative team will pair with instructional specialists (Ana Floyd, Karen Binns) to observe and provide feedback to teachers regarding both reading and math instruction.	Complete 05/10/2022	Dana Albright-Johnson	06/07/2022
<i>Notes:</i>				
6/23/22	Due to the emphasis of the Science of Reading, the principal will focus on reading lessons during the first round of observations during 2022-2023, providing individualized feedback to teachers.	Complete 10/25/2022	Dana Albright-Johnson	10/31/2022
<i>Notes:</i>				
6/23/22	To enhance his skills at providing instructional feedback regarding reading, assistant principal will complete LETRS course.	Complete 05/02/2023	Corey Culp	06/05/2023
<i>Notes:</i> Assistant principal Corey Culp completed LETRS for Administrators in 22-23.				
6/20/23	During the 23-24 school year, a digital walk-through form will be used for all certified staff. The form will be used to provide teachers with positive feedback along with suggestions to help improve instruction. We will attempt to spread feedback equitably across subjects and time frames for each teacher, though emphasis will be on literacy and math.		Corey Culp	06/11/2024
<i>Notes:</i>				
<b>Implementation:</b>		09/06/2019		
<b>Evidence</b>	9/6/2019 See observation schedule 9/6/2019			
<b>Experience</b>	9/6/2019 Formal and informal observations were completed. A few informal observations gave teachers feedback via a google form. 9/6/2019			
<b>Sustainability</b>	9/6/2019 Continued focus on regular informal visits. 9/6/2019			
	<b>B3.04</b>	<b>The LEA/School sets goals for professional development (based on data) and monitors the extent to which it has changed practice.(5150)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>		Limited Development 07/19/2022		<b>Target Date</b>
The current reality is that quality professional development has been implemented but without specified goals regarding outcomes to monitor progress toward.				

<b>How it will look when fully met:</b>	Professional development is monitored. Benchmarks are set and reviewed at regular intervals. Professional development will be aligned with school, district, and state goals. Teachers will be left without uncertainty regarding what and how to teach. Effectiveness of professional development data will be gathered, shared, and used.		<b>Gwen Hall</b>	<b>05/01/2025</b>
<b>Actions</b>		<b>3 of 4 (75%)</b>		
8/21/22	Related to the Science of Reading as well as the school's lagging performance in reading, the Joy of Reading will be emphasized by the principal at the opening meeting and district lead teacher Karen Binns will provide model lessons demonstrating passion for reading. As a related strategy, through Title 1 funding, students will receive take home books for independent reading on their birthdays from the vending machine purchased by PTO.	Complete 02/01/2023	Dana Albright-Johnson	02/01/2023
	<i>Notes:</i> At the opening faculty meeting the principal provided a reading data review, introduced the Science of reading, and shared strategies to enhance the joy of reading in the classroom. District lead teacher Karen Binns coached a small group of teachers during 2022-2023 with the aim to improve reading teaching skills. Students received take home books for their birthdays or "half" birthdays for those born during the summer.			
7/19/22	Grade level teams will use available data to set reading-specific goals to monitor the progress and effectiveness of LETRS professional development. Data will be reviewed at the mid-year mark so that adjustments may be made as necessary.	Complete 05/02/2023	Gwen Hall	06/06/2023
	<i>Notes:</i> In January we had one of our LETRS review sessions. Each grade level discussed what they have learned that they can begin using in the classroom. Every grade level chose one activity to work on during the guided reading block or the remediation block. In February we again looked at LETRS training and what we can use to help our students. All grade levels practiced using the phoneme graphing activity. This activity will help our students with the phonics they need to become better readers.			
7/19/22	Quarterly planning sessions funded by Title 1 will be tailored to the particular needs and improvement goals of each grade level team.	Complete 05/02/2023	Gwen Hall	06/06/2023
	<i>Notes:</i> Our grade level teams met in October and January for 1/2 day sessions for planning. We incorporated new learning from LETRS in our planning session. Our teachers are beginning to see the benefits of phonics training for our students. We discussed specific plans for each grade level to incorporate during the word work section of the guided reading			

	block. In addition, most grade levels will also use at least 2 days a week during their remediation block to practice phonics skills that are needed at their grade level.			
8/9/22	One teacher will participate in the district's K-5 math collaborative (two year program).		Tabitha Judson	05/01/2024
<i>Notes:</i> Tabitha Judson participated in the series during the 22-23 school 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
<i>Initial Assessment:</i>			Our SIT meetings have included looking at data (attendance, academics, behavior) at each meeting. We have a much better understanding our where our strengths and weaknesses are in each area. We have implemented strategies to increase our attendance this school year with some positive results. We have discussed which areas of academics we need to address for the upcoming school year.	Limited Development 07/29/2021	
			Priority Score: 3      Opportunity Score: 2      Index Score: 6		
<i>How it will look when fully met:</i>			Student performance data is reviewed by grade level and by sub-groups (such as exceptional children and English Learners) and next steps are planned and carried out by a collaborative faculty. Patterns of professional practice are noted in available data (such as mClass, EOG, and Check-Ins) and used as a guide for professional development plans. Data is used to inform the use of time and other resources. For instance, a goal for cumulative attendance has been made for the year and we have incorporated practices to help reach this goal.		Gwen Hall 06/11/2025
<b>Actions</b>				<b>5 of 7 (71%)</b>	
7/29/21			The school improvement team will make decisions about the priority data to be reviewed at monthly meetings.	Complete 10/25/2021	Dana Albright-Johnson 11/01/2021
<i>Notes:</i> As of October 2021, the school improvement team had deferred decisions about data to individual grade level teams. The assistant					

	principal has made himself available as a resource for developing each grade level's spreadsheet.			
1/3/23	Between January 2023 and April 2023, the lead teacher will visit K-3 classrooms and provide teachers with individual feedback about Letterland lessons.	Complete 03/31/2023	Gwen Hall	05/08/2023
	<i>Notes:</i> The lead teacher visited classrooms and provided teachers with group and individual feedback.			
6/23/22	Based on EOG data from 2021-2022 indicating that about one in three students in grades 3-5 are reading at grade level, reading will be the focus of professional development (esp. LETRS) in 2022-2023.	Complete 05/16/2023	Gwen Hall	06/05/2023
	<i>Notes:</i> Year 1 of LETRS professional development was completed by 100% of required personnel in 22-23.			
7/19/22	Based on available data and through the funding provided by Title 1, collaborative quarterly instructional planning will occur among classroom teachers.	Complete 02/10/2023	Gwen Hall	06/06/2023
	<i>Notes:</i> Quarterly planning occurred across the school year and often involved outside leaders such as Dr. Ana Floyd and Karen Binns.			
11/29/21	Teams will meet with the lead teacher monthly to update relevant data.	Complete 05/30/2023	Gwen Hall	06/06/2023
	<i>Notes:</i> Teams updated their data monthly.			
6/3/23	During the 23-24 school year each grade level will look at BOY mCLASS data and HMH data to see what standards we need to address. PD will be planned to help achieve our goals.		Gwen Hall	06/11/2024
	<i>Notes:</i>			
9/26/23	The data manager will share daily attendance (overall and by grade level) by the end of the school day and compare cumulative school year attendance against our goal (94.8%) for the year. This will help keep the goal fresh in our minds for the year.		Lisa Langley	06/11/2024
	<i>Notes:</i>			
<b>Implementation:</b>		05/29/2023		
<b>Evidence</b>	5/29/2023 Our K-2 teachers were observed by the lead teacher in both Letterland and Heggerty lessons. Suggestions were made to any teacher who was not implementing these programs to fidelity. We finished our LETRS training and all review session on May 16, 2023. We used our title one budget to pay for subs so that all classroom teachers could have 1/2 day of planning lessons in math and reading.			



<b>Experience</b>	5/29/2023 Lead teacher observed all K-2 teachers in Letterland and Heggerty. All teachers completed the first part of LETRS training. Lead teacher met with all teachers to update data into ECATS. Our staff had planning sessions 3 times this year.			
<b>Sustainability</b>	5/29/2023 We will continue our training in LETRS in the 23-24 school year. Our ECATS data will continue to be updated each month. We will have extended planning sessions with our teachers and lead teacher.			

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
Initial Assessment:			In an effort to create and maintain a culture of unity, collaboration, and celebration, we will reward and celebrate staff on an ongoing basis as much as possible. This will include continuing our weekly staff shoutouts, kind daily gestures, and intentional activities as well.	Limited Development 09/15/2022		
How it will look when fully met:			Staff feel appreciated and honored in their work at Liberty. Though it is hard, they are encouraged through random acts of kindness and noticed in their work. Intentional actions by staff members are embedded into the culture, and staff want to work at this school because it is a fun and rewarding job.		Corey Culp	06/11/2025
Actions				0 of 3 (0%)		
9/27/23		Jeans passes are distributed to teachers and staff when they go above and beyond and on their birthdays.			Corey Culp	06/11/2024
Notes:						
9/27/23		A monthly culture-building, staff-celebrating idea is generated and implemented by office staff toward the rest of the staff in the school.			Lisa Langley	06/11/2024
Notes:						
9/27/23		An anonymous, quarterly "teacher working conditions survey" will be shared with staff to allow them feedback on what is going well and what could be improved across the school.			Leah Kimrey	06/11/2024
Notes:						

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
Initial Assessment:			<p>The teacher assistant, reading specialist, and PAW time schedules have been tailor-fitted to the master schedule in order to maximize our literacy and math small group times with students.</p> <p>We have begun an after-school daycare program (Bulldog Buddies) as a resource to the community and to our school. This has also served as an effective fundraising tool for us to be able to fund resources for our teachers and staff.</p>	Limited Development 09/26/2023		
How it will look when fully met:			<p>Teacher assistants and reading specialists move across grade levels into literacy small group times to work with small groups of students to help minimize students working independently. Groups are made by the homeroom teachers with the use of mClass data and students are grouped by skill levels. The teacher prepares materials ahead of time for his/her groups as well as the teacher assistant groups. Materials are targeted to align with student skill level and skill deficits, for both enrichment and remediation efforts. The teacher effectively communicates with the teacher assistant his/her expectations and provides ongoing feedback.</p> <p>Teachers will receive and be trained by the lead teacher in the utilization of UFLI as a remediation resource.</p> <p>The Bulldog Buddies after-school daycare program is a resource to our community and to our school, and the fundraising it has provided has allowed us to fund many classroom resources and initiatives.</p>		Corey Culp	06/11/2024
Actions				0 of 3 (0%)		
	9/26/23	The teacher assistant and reading specialist schedules are tailor-fit to the master schedule to target literacy small group times. This schedule is modified as needed based on available personnel and feedback from teachers and TAs.			Corey Culp	10/31/2023
Notes:						

9/26/23	Bulldog Buddies will be spearheaded, resourced, and set up for success to have a successful re-inaugural year at Liberty.		Sharon Brown	11/14/2023
<i>Notes:</i>				
9/26/23	The lead teacher will train teachers on the proper utilization of the UFLI Foundation resource purchased by the school for K-2 teachers.		Gwen Hall	12/31/2023
<i>Notes:</i>				

Core Function:			Dimension D - Planning and Operational Effectiveness		
Effective Practice:			Facilities and technology		
		D2.08	All teachers receive initial and ongoing training and support in effective use of blended learning methods.(5312)	Implementation Status	Assigned To
<i>Initial Assessment:</i>			Our media specialist offered optional professional development on the Securely program, and a handful of teachers took advantage of the training. By October 31, 2023, teachers will need to demonstrate proficiency in the usage of this program in monitoring student screens when away from the teacher.	Limited Development 09/08/2020	
			Priority Score: 2      Opportunity Score: 3      Index Score: 6		
<i>How it will look when fully met:</i>			All teachers have demonstrated proficiency in the utilization of Securely and regularly incorporate its usage in the school day when students are accessing Chromebooks.		Amanda Gaines
					11/10/2023
<b>Actions</b>				<b>7 of 8 (88%)</b>	
9/8/20	Identify school personnel that have "advanced" skills in various technology aspects and share with staff via google doc.		Complete 11/10/2020	Stephanie Huffman	11/16/2020
<i>Notes:</i>					
9/8/20	Send selected staff members to NCTIES or other technology specific trainings.		Complete 06/02/2021	Amanda Gaines	06/12/2021
<i>Notes:</i>					
9/8/20	All teachers will complete the district-provided Canvas refresher course.		Complete 11/02/2021	Dana Albright-Johnson	10/02/2021
<i>Notes:</i> As of September 2021, teachers have completed the district-provided Canvas refresher course.					

9/25/21	Core class teachers will complete iReady professional development regarding blended learning.	Complete 02/08/2022	Gwen Hall	01/20/2022
<i>Notes:</i>				
1/30/22	During the second semester in 21-22, the team will develop and then implement a plan for remote learning that includes blended instruction.	Complete 04/05/2022	Dana Albright-Johnson	06/14/2022
<i>Notes:</i>				
8/9/22	As new recipients of the ClearTouch panels, the second grade team will attend district professional development on effectively using the boards for instruction.	Complete 08/31/2022	Jamie Yow	09/01/2022
<i>Notes:</i>				
7/19/22	Through Title 1 funding, technology, such as mice, headphones, desktops, charging carts, etc. will be updated to support the needs of effective blended learning.	Complete 05/01/2023	Amanda Gaines	05/01/2023
<i>Notes:</i> Through available Title 1 funds, technology needs were funded and new equipment was acquired.				
9/18/23	Staff will have the option to be trained and will demonstrate competency with the use of the Securely screen monitoring program.		Amanda Gaines	10/31/2023
<i>Notes:</i>				
<b>Implementation:</b>		05/18/2023		
<b>Evidence</b>	5/19/23 Our teachers are proficient in blended learning. Our staff know how to teach using google meet including the basic components of sharing the screen, using a doc camera and google slides when teaching.			
<b>Experience</b>	5/18/23 Our staff learned to use google meet during the Covid pandemic. We learned the basic techniques such as sharing our screen and using the doc camera in order to teach our students. We were trained in other techniques to make our teaching more powerful by Ron Clark who shared PD tips with us remotely.			
<b>Sustainability</b>	5/19/23 We will continue to use google meet for conferences and meetings with parents and other teachers in order to stay up to date on how to use this platform.			

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
Initial Assessment:			The standard had been marked as "Fully Implemented" by the school improvement team in an earlier review. When revisited by the team in September 2021 the team was in agreement that the school uses several strong strategies for regular communication, such as Class Dojo, School Messenger, and open houses. However, the team agreed that professional development to meet the diverse needs of families (in areas such as trauma, mental health, and cultural awareness) would improve further school-home communication.	Limited Development 09/23/2020		
How it will look when fully met:			Realizing the importance of the home-school connection, teachers and other staff members are able to communicate skillfully to meet the diverse needs of the community resulting in fewer misunderstandings and greater connections to benefit students. Parents are provided with tools, resources, and training to support student learning. Student learning increases based on available assessment data due to the support of parents/guardians.		Corey Culp	06/07/2025
Actions				8 of 10 (80%)		
	9/25/21	Prior to the start of the school year, key personnel will make phone contact with the families of students who missed 10% of school days (or more) during 2020-2021 to provide them with an offer of support and an invitation to open house.		Complete 08/20/2021	Michelle Futrell	08/24/2021
Notes: Contacts were completed prior to first school day. Significant improvement was noted in the attendance for these students in the first school month.						
	2/28/22	Teachers will submit daily attendance accurately and timely to support School Messenger phone calls. Automated phone calls regarding student attendance will begin again to advise parents/guardians of student absences.		Complete 03/01/2022	Lisa Langley	03/01/2022
Notes: Teachers are completing attendance via Power School. Mrs. Langley follows up with any teachers not completing attendance in a timely manner each morning. A daily attendance list is sent to teacher emails as a double check process.						

9/8/21	During the 2021-2022 school year, all licensed personnel will complete modules specific to learning more about mental health.	Complete 04/05/2022	Corey Culp	06/07/2022
<i>Notes:</i> Modules are created by the district and completed monthly.				
9/25/21	Principal will emphasize the importance of attendance in phone messages.	Complete 05/03/2022	Dana Albright-Johnson	06/07/2022
<i>Notes:</i> The messaging will include "when able" to avoid encouraging in person attendance by students who may have Covid symptoms. As of April 2022 the principal had stressed school attendance in phone messages more than four times. She also had featured the Spring Break - June attendance incentive by phone multiple times.				
7/19/22	A team will be deployed prior to the 2022-2023 to contact parents of chronically absent parents and communicate expectations.	Complete 08/25/2022	Dana Albright-Johnson	08/26/2022
<i>Notes:</i> Parent contacts were made by the social worker, secretary, and principal in August 2022.				
8/9/22	In collaboration with the Liberty Public Library, the school will invite parents of kindergarteners to a dinner where concepts related to reading will be emphasized.	Complete 08/25/2022	Dana Albright-Johnson	08/26/2022
<i>Notes:</i> Parents were invited and a dinner was held at the school's neighboring church in August of 2022.				
8/21/22	The school-wide reading initiative, funded through Title 1 and PTO funding, will include encouragement for families, via School Messenger, to discuss topics related to the reading.	Complete 05/09/2023	Dana Albright-Johnson	05/10/2023
<i>Notes:</i> Throughout the school year reading was emphasized in School Messenger messages to families.				
8/28/22	With the support of Title 1 family engagement funding, families will be provided with resources to support continued learning at home. We will use Title 1 funds to provide materials for multiple family nights including literacy, math, STEM, and transition nights.	Complete 05/09/2023	Gwen Hall	06/05/2023
<i>Notes:</i> Through the available Title 1 funds, families received information put together by lead teacher Gwen Hall for use to support learning at home.				
9/25/23	Grade levels each have "sponsors" that they will continually interface with in order to share needs and enrichment activities that can be done to support students and staff (pen pals, volunteers, community partners, etc.). We can use these partnerships as a "pulse" to our reputation and relationship with the community at large.		Jason Boggs	06/11/2024
<i>Notes:</i>				

9/25/23	We will offer new ways to connect with parents and the community (offering food at Parent Nights, parent-child dances) in order to garner their support.		Jason Boggs	06/11/2024
Notes:				



School: Liberty Elementary School

School Year: 2023-2024

Local Board Approval Signature: \_\_\_\_\_

### SCHOOL IMPROVEMENT TEAM MEMBERSHIP

From GS §115C-105.27: “ The principal of each school, representatives of the assistant principals, instructional support personnel, and teacher assistants assigned to the school building, and parents of children enrolled in the school shall constitute a school improvement team to develop a school improvement plan to improve student performance. Representatives of the assistant principals , instructional personnel, instructional support personnel, and teacher assistants shall be elected by their respective groups by secret ballot...Parents serving on school improvement teams shall reflect the racial and socioeconomic composition of the students enrolled in that school and shall not be members of the building-level staff.”

Committee Position	Typed Name	Signature	Date
Kindergarten Teacher	Sandy Alderman		
Parent Representative	Jason Boggs		
4th Grade Teacher	Kelly Bowman		
Principal	Corey Culp		
Assistant Principal	Brandi Edmundson		
1st Grade Teacher	Emily Fields		
Media Specialist	Amanda Gaines		
Pre-K Teacher	Sarah Gooch		
Lead Teacher	Gwen Hall		
5th Grade Teacher	Tabitha Judson		
Teacher Assistant	Kristy Kimrey		
3rd Grade Teacher	Leah Kimrey		
School Counselor	Jocelyn McKoy		
EC Speech Teacher	Alyssa Pugh		
2nd Grade Teacher	Jamie Yow		





## NCStar/SIP Mandatory Components

School Name: Liberty Elementary School

School Year: 2023-2024

### Duty-Free Lunch

A duty-free lunch period will be provided for every teacher on a daily basis or as otherwise approved by the School Improvement Team. Please describe the plan below.

The master schedule has been formulated to operate in conjunction with the teacher assistant schedule to provide teachers with duty-free coverage for either lunch or recess on a daily basis (30 minutes total each day). This provides teachers with an added break during the day to take a “breather” and work on classroom-related tasks to better serve their students.

### Duty-Free Instructional Planning

Duty-free instructional planning will be provided for every full-time assigned classroom teacher, with the goal of providing an average of at least five hours of planning time per week. Please describe the plan below.

All teachers receive daily duty-free instructional planning when they take their students to Encore classes. This provides 45 minutes of uninterrupted planning time where teachers can work within their team, attend weekly CTT meetings (Tuesday), or work in their respective classrooms and lesson plans.

### Transition Plan for At-Risk Students

☒ Elementary to Middle School

☐ Middle School to High School

Please describe transition plan below.

We attempt to bridge the gap for our 5th-grade students throughout their 5th-grade year. They attend a tour of their middle schools where they learn the layout of the school and hear about the classes that are available to them, all prepared by the middle school counselors. The middle and high school bands also make a trip to Liberty to showcase what the band could look like for any of our students who are interested. Our final parent night of the year, Transition Night, will also include some elements that will assist our students as they make their way to middle school.