



**Liberty Elementary School  
School Improvement Plan  
2021-2022**

## Comprehensive Progress Report

**Mission:**

Liberty Elementary School's low-performing identification continues pending assessment data from the 2021-2022 school year.

We, the faculty of Liberty School, will provide high quality and effective learning experiences which prepare our students for life in the 21st Century.

**Vision:**

Success for all, whatever it takes.

**Goals:**

1. By the end of the 2021-2022 school year, Liberty Elementary School's students' reading and math scores (overall/average) will be at least 50% based on end-of-grade proficiency measures. \*Indicators: A1.06, A2.02, A2.04, B3.03
2. By the end of the 2021-2022 school year, Liberty Elementary School's exceptional students' reading and math scores will meet expected growth and TSI status will be exited. Indicators: A2.01, A3.06, B3.03
3. By the end of the 2021-2022 school year, Liberty Elementary School's teachers will have a greater understanding of the MTSS process as measured through the FAM-S instrument (20-21 overall percentage: 40%). \*Indicators A4.01, B3.05



! = Past Due Objectives      KEY = Key Indicator

| Core Function:             |       | Dimension A - Instructional Excellence and Alignment  |                                   |             |             |
|----------------------------|-------|---|-----------------------------------|-------------|-------------|
| Effective Practice:        |       | High expectations for all staff and students  |                                   |             |             |
|                            | A1.03 | The LEA/School promotes a school culture in which professional collaboration is valued and emphasized by all.(5084)   | Implementation Status             | Assigned To | Target Date |
| <i>Initial Assessment:</i> |       | Currently, there are structures 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 | Limited Development<br>09/20/2019 |             |             |

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|   | and in how students are served across grade levels.   |                                   |                              |                    |
| <b>How it will look when fully met:</b> | When this objective is fully met, professional collaboration will occur at a high level. This will be evident in teacher planning and in how students are served across grade levels. Results from collaborative efforts and professional development will be evaluated. Teacher leaders will collaborate around scheduling, problem-solving of student learning issues, and data. PLC teams will meet regularly for instructional planning, common assessment creation, and professional development. Questions will 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? Peer observations will be routine practice to help improve practice for all. |                                   | <b>Dana Albright-Johnson</b> | <b>01/17/2023</b>  |
| <b>Actions</b>                          |   | <b>1 of 3 (33%)</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 be develop a shared spreadsheet for data collaboration at PLC meetings.   |                                   | Corey Culp                   | 10/29/2021         |
| <i>Notes:</i>                           |   |                                   |                              |                    |
| 9/20/19                                 | Plan and implement data meetings that emphasize the power of good teaching and connection to student improvement.   |                                   | Corey Culp                   | 06/12/2022         |
| <i>Notes:</i>                           |   |                                   |                              |                    |
| <b>A1.06</b>                            | <b>ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)</b>  | <b>Implementation Status</b>      | <b>Assigned To</b>           | <b>Target Date</b> |
| <b>Initial Assessment:</b>              | Master schedule allows for adequate time for math and reading instruction. Lesson plans reflect standards based instruction, learning targets. Low percent proficiency of students indicates a need for strengthening core instruction.   | Limited Development<br>09/11/2018 |                              |                    |
| <b>How it will look when fully met:</b> | ALL teachers will consistently provide sound instruction through whole group, targeted small group and independent work. Proficiency level of students will increase.   |                                   | <b>Dana Albright-Johnson</b> | <b>11/29/2022</b>  |
| <b>Actions</b>                          |   | <b>2 of 4 (50%)</b>               |                              |                    |

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| 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.<br><br>Teachers will utilize weekly collaborative planning time to detail lessons for the upcoming week following the Weekly PLC 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.   |  | Gwen Hall                         | 01/20/2022         |                    |
| <i>Notes:</i> Implementation process will be once while target use is weekly. |  |  |                                   |                    |                    |
| 7/8/21  | With direction of coach Gwen Hall teams will collaborate to develop a lesson plan design with essential components to be utilized weekly.  |  | Gwen Hall                         | 10/18/2022         |                    |
| <i>Notes:</i>   |  |  |                                   |                    |                    |
| <b>KEY</b>  | <b>A1.07</b>   | <b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>  | <b>Implementation Status</b>      | <b>Assigned To</b> | <b>Target Date</b> |
| <b>Initial Assessment:</b>  |  | We are a Positive Behavior Interventions and Support (PBIS) school and have been working on Tier 1 for the last two years. After analyzing the rubric for PBIS, we will continue to work in Tier 1 to firm up our areas of need. In grades K-5, we are implementing a behavior matrix that encompasses all areas of the school and a classroom management system. We are in conversation with Grade 5 to see how best to implement a classroom management system in those classrooms. Some 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 consequences among all teachers. | Limited Development<br>09/12/2017 |                    |                    |
| <b>How it will look when fully met:</b>                                       |  | When this objective is fully met, all teachers will have a consistent and effective classroom management system. Discipline referrals will decrease at school and on the bus. Discipline reports will be used to ensure attainment of this goal.   |                                   | Tabitha Judson     | 11/16/2021         |
| <b>Actions</b>  |  |  | <b>2 of 5 (40%)</b>               |                    |                    |

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| 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<br>The SIT team determined that we have not met this Action Step. It will roll over to the 18-19 school year.<br>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. |                     | Taylor Buettell | 10/23/2021 |
| <i>Notes:</i>   |  |                     |                 |            |
| 7/8/21  | The PBIS team will implement a weekly incentive program for student motivation and reward.                                     |                     | Taylor Buettell | 10/23/2021 |
| <i>Notes:</i>   |  |                     |                 |            |
| 7/8/21  | Teachers and other personnel will receive coaching and professional development regarding student behavior.                    |                     | Taylor Buettell | 06/07/2022 |
| <i>Notes:</i>   |  |                     |                 |            |

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| <b>Core Function:</b>      |              | <b>Dimension A - Instructional Excellence and Alignment</b>  |                                   |                    |                    |
| <b>Effective Practice:</b> |              | <b>Curriculum and instructional alignment</b>  |                                   |                    |                    |
|                            | <b>A2.01</b> | <b>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)</b>   | <b>Implementation Status</b>      | <b>Assigned To</b> | <b>Target Date</b> |
| <b>Initial Assessment:</b> |              | In September 2021 the school improvement team revisited this Standard and studied the "Wise Way" document. The team agreed that this Standard, though marked fully implemented in 2020, is not yet fully implemented.<br><br>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. | Limited Development<br>09/23/2020 |                    |                    |

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| <b>How it will look when fully met:</b> | When fully implemented, in addition to meeting regularly teams will use common formative assessment data to "drill down" to determine next steps for student success. Collegial interaction will follow establishing more rigorous assessments that occur at least every two weeks. A number of opportunities to learn from one another would occur throughout the school year.              |  | <b>Gwen Hall</b>             | <b>02/07/2023</b>  |                    |
| <b>Actions</b>                          |  | <b>0 of 1 (0%)</b>   |                              |                    |                    |
| 9/8/21                                  | After initial professional development about common formative assessments, 2021-2022 professional learning community sessions will focus on developing rigorous assessments.   |  | Gwen Hall                    | 06/07/2022         |                    |
| <i>Notes:</i>                           |  |  |                              |                    |                    |
|   |  | <b>A2.02 Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(5092)</b> | <b>Implementation Status</b> | <b>Assigned To</b> | <b>Target Date</b> |
| <b>Initial Assessment:</b>              | At this time instructional teams have some inconsistency in terms of implementing plans and instructional strategies.<br><br>Currently there is some inconsistency in the planning and instructional strategies used by grade levels. For example, some grade levels need only refinement in practices such as Number Talks while other grade levels need a more foundational understanding. | Limited Development<br>09/23/2020  |                              |                    |                    |
| <b>How it will look when fully met:</b> | When fully implemented instructional teams will consistently plan together and use the same instructional strategies. At a more advanced level, teams will work collaboratively to understand their impact on student learning outcomes. Teams will assess student work products in terms of rigor and alignment.  |  | <b>Dana Albright-Johnson</b> | <b>06/06/2023</b>  |                    |
| <b>Actions</b>                          |  | <b>0 of 2 (0%)</b>   |                              |                    |                    |
| 9/25/21                                 | Formal feedback by principal will note evidences of collaborative lesson planning.   |  | Dana Albright-Johnson        | 05/01/2022         |                    |
| <i>Notes:</i>                           |  |  |                              |                    |                    |
| 9/8/21                                  | Teachers will participate in regular professional development offered by Karen Binns and Dr. Ana Floyd on topics specific to reading and math.   |  | Dana Albright-Johnson        | 06/07/2022         |                    |

Notes:

|  | KEY     | A2.04   | Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)  | Implementation Status             | Assigned To   | Target Date |
|--|---------|---|---|-----------------------------------|---------------|-------------|
| <b>Initial Assessment:</b>   |         |   | All grade levels meet three times a week. Two of those are at grade level and one with the administrator and lead teacher. We are working on the collaboration among each grade level in planning. 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<br>09/06/2016 |               |             |
| <b>How it will look when fully met:</b>  |         |   | By June 2021, each grade level will develop at least three units of instruction using backwards design to improve CORE instruction and student achievement. This objective has many pieces embedded within it. When this objective is fully met at our school, we will have developed integrated units of study across all content areas at all grade levels. Below are initial steps in the process for fully meeting this objective. We will increase stamina where students are engaged and respond to their reading consistently and for greater amounts of time. We will build academic and Tier 2 vocabulary in each unit of study. We will increase written comprehension of all students as indicated by the EOY mClass Reading 3D reading levels of K-5 students. Full implementation will include Problem/Project-Based learning tasks and the incorporation of the 5 Standards of Authentic Instruction. |                                   | Gwen Hall     | 06/12/2022  |
| <b>Actions</b>   |         |   |   | <b>8 of 9 (89%)</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>Notes: 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</li> </ul> |         |   |   |                                   |               |             |

a PBL.

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)

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)

9/19/16

Continue using the Jan Richardson model for Guided Reading.

Complete 03/28/2017

Amy Heilig

03/28/2017

*Notes:* 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.

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.

Offer refresher training for teachers on the new Guided Reading Next Steps Forward in Guided Reading book from Jan Richardson.

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 PLCs 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.



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| 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 |
| <p><i>Notes:</i> 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.)</p> <p>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.)</p> <p>Provide opportunities for students to practice their math facts. (Evidences: Math Challenge from October to December 2016)</p> <p>Participate in a Math Challenge to build fact fluency.( Evidences: Math Challenge from October to December 2016)</p> <p>Lindy Kirkman will work on a training for Computational Fluency with Addition and Subtraction &amp; Computational Fluency with Multiplication and Division.</p> |  |                     |               |            |
| 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>  |  |                     |               |            |

\*\*\* October 25, 2016

By May, Grades 3-5, will be able to sustain reading for 1 hour to build stamina.

By May, Grade 2 students will be able to sustain reading for 25 minutes.

By May, Grade K and 1 students will be able to sustain reading for 20 minutes.

Develop lessons to encourage "growth mindset" versus competition. Encourage students to select texts they won't abandon.

We will check in February to see how students and teachers are doing with building the stamina.

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

*Notes:* We will incorporate the gradual release of responsibility model, as well as, scaffold instruction.

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.)

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| 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 |
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Notes:

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| 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 |
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Notes:

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| 6/2/21 | CFA professional development for classroom teachers |  | Gwen Hall | 01/10/2022 |
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| <b>Core Function:</b> | <b>Dimension A - Instructional Excellence and Alignment</b> |  |  |  |
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| <b>Effective Practice:</b> | <b>Data analysis and instructional planning</b> |  |  |  |
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| A3.06 | ALL teachers maintain and utilize a record of each student's mastery of specific learning objectives.(5115) | Implementation Status | Assigned To | Target Date |
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| <i>Initial Assessment:</i> | 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. | Limited Development<br>09/20/2019 |  |  |
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| <i>How it will look when fully met:</i> | When fully met, each grade level will have clearly defined power standards. Data will be tracked consistently for reading and math each quarter. |  | <b>Gwen Hall</b> | <b>06/30/2022</b> |
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| <b>Actions</b> |  | <b>2 of 4 (50%)</b> |  |  |
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| 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 |
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Notes:

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| 9/20/19 | Power standards will be determined for each grade level in reading. | Complete 01/12/2021 | Jill Holbrook | 06/12/2021 |
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| <i>Notes:</i> |   |  |           |            |
| 7/8/21        | i-Ready (reading) will be used weekly as a data tool to assess student mastery.   |  | 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 PLC emphasis on math assessments. |  | Gwen Hall | 06/12/2022 |
| <i>Notes:</i> |   |  |           |            |

| <b>Core Function:</b>                   |       | <b>Dimension A - Instructional Excellence and Alignment</b>  |                                   |                    |                    |
|---|-------|--|-----------------------------------|--------------------|--------------------|
| <b>Effective Practice:</b>              |       | <b>Student support services</b>  |                                   |                    |                    |
| KEY                                     | A4.01 | <b>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)</b>  | <b>Implementation Status</b>      | <b>Assigned To</b> | <b>Target Date</b> |
| <b>Initial Assessment:</b>              |       | We have been implementing a tiered system for several years. Our current Multi-Tiered System of Support team meets at least twice per month on average and works diligently to identify interventions that will support student learning and refer students for further testing as needed. Our school psychologist has been an integral part of this team's success. Our first step is to track any at-risk students through our grade level data tracking sheets. If 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. This is considered an ongoing process that will take years to fully implement. | Limited Development<br>09/06/2016 |                    |                    |
| <b>How it will look when fully met:</b> |       | 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 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 on a regular basis 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.<br><br>Evidence of completion will include data on percent of students in each tier.                                      |                                   | Emily Hendricks    | 06/07/2022         |

| <b>Actions</b> |   | <b>5 of 9 (56%)</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:<br/>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.<br/>(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:<br/><br/>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:<br/>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</p>   |                     |                 |            |

interventions.

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.

|         |  |                     |                 |            |
|---------|--|---------------------|-----------------|------------|
| 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 |
|---------|--|---------------------|-----------------|------------|

*Notes:* (Evidences: Document was finished on Feb. 14, 2017 and shared with Sharon Clark, the MTSS Chair for review.)

This will include some new assessment and problem-solving pages from the new Jan Richardson Guided Reading book.

The more data teachers bring the more information the team has to better assess student needs.

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| 7/28/21 | Professional development by Laurie Sypole for licensed personnel as well as teacher assistants about the foundations of MTSS. |  | Dana Albright-Johnson | 01/07/2022 |
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*Notes:*

|        |   |  |           |            |
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| 9/8/20 | Design protocols for interventions in reading and math. |  | Gwen Hall | 06/12/2022 |
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*Notes:*

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| 9/8/20 | Track intervention data to assess effectiveness. |  | Gwen Hall | 10/15/2022 |
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*Notes:*

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| 9/8/20 | Use assessments to drill down to point of need in reading and math. |  | Gwen Hall | 01/15/2023 |
|--------|---|--|-----------|------------|

*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> |       | In the summer of 2015-2016, we had the team trained and began conversations regarding Positive Behavior Interventions and Support, or PBIS. We worked with our district contact to provide some training to our whole staff. In the 2016-2017 school year, we moved forward by implementing a school-wide matrix and classroom behavior system. In 18-19, we began school-wide implementation of Class Dojo to track | Limited Development<br>09/06/2016 |             |             |

|   |  |                     |                       |                   |
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|   | behaviors and positively reinforce desired behaviors.<br><br>Our school guidance department is a critical component to success in this area. Our guidance counselor teaches every student twice per month. Lessons include how to manage emotions and make good decisions.   |                     |                       |                   |
| <b>How it will look when fully met:</b> | At full implementation for 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 referral due to behavior. |                     | <b>Tabitha Judson</b> | <b>12/13/2022</b> |
| <b>Actions</b>                          |  | <b>4 of 6 (67%)</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        |
|   | <i>Notes:</i>  |                     |                       |                   |
| 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        |
|   | <i>Notes:</i> 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        |
|   | <i>Notes:</i>  |                     |                       |                   |
| 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        |
|   | <i>Notes:</i>  |                     |                       |                   |
| 7/22/21                                 | PBIS will "restart" PBIS along with related strategies (such as Bulldog Bucks).  |                     | Taylor Buettell       | 10/30/2021        |
|   | <i>Notes:</i>  |                     |                       |                   |
| 10/3/17                                 | Implement targeted behavior interventions; track data and make   |                     | Taylor Buettell       | 11/16/2021        |

adjustments.

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 |
|---|--------|--|---|-----------------------------------|----------------|-------------|
| <i>Initial Assessment:</i>              |        |  | <p>In September 2021 the school improvement team revisited this standard. The team is in agreement that this standard remains fully implemented even during the pandemic.</p> <p>Liberty works with our two classes of Pre-Kindergarten students for visiting classrooms prior to Kindergarten transition. We also conduct a Kindergarten Orientation night and visit for all incoming Kindergarteners. We conduct an individual student screener to help with Kindergarten class placement.</p> <p>Liberty also conducts middle school visits with our fifth graders every Spring. Our counselor works with students on common fears (using lockers). Parents are invited to attend a transition night to meet with sixth grade teachers and learn expectations of middle school. In the summer, we provide academic data on at risk students to middle schools to assist with class placement. The principal visits the middle school to see students who have transitioned from the previous year.</p> | Full Implementation<br>09/23/2020 |                |             |
|   |        | A4.21  | The school selects, implements, and evaluates evidenced-based programs that enhance social/emotional competency.(5355)  | Implementation Status             | Assigned To    | Target Date |
| <i>Initial Assessment:</i>              |        |  | We currently implement some social emotional programs including Olweus, Second Step and Teachtown. More programs are needed, especially for Tier 3 students.  | Limited Development<br>09/20/2019 |                |             |
| <i>How it will look when fully met:</i> |        |  | When this objective is fully met, we will have clear protocols for students with social emotional concerns. We will teach students these skills through whole group, small group and one on one efforts. Data will be tracked to determine whether there is a decrease in students who are at risk in this area.  |                                   | Tabitha Judson | 06/12/2022  |
| <i>Actions</i>                          |        |  |   | 2 of 4 (50%)                      |                |             |
|   | 7/8/21 | Social emotional learning has a critical role in positive mental health. Using the district-provided modules, licensed personnel will complete |   |                                   | Corey Culp     | 06/07/2022  |



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|               | mental health professional development.   |                     |                 |            |
| <i>Notes:</i> |   |                     |                 |            |
| 9/20/19       | Use current social/emotional programs regularly. Track lessons at least once per week.                          |                     | Taylor Buettell | 06/12/2022 |
| <i>Notes:</i> |   |                     |                 |            |
| 9/20/19       | Research additional social-emotional strategies for our most at risk students.                                  | Complete 07/02/2021 | Emily Hendricks | 06/12/2022 |
| <i>Notes:</i> |   |                     |                 |            |
| 9/20/19       | Develop protocols for referring and intervening with students with significant social emotional learning needs. | Complete 01/12/2021 | Kelly Bowman    | 06/12/2022 |
| <i>Notes:</i> |   |                     |                 |            |

| <b>Core Function:</b>      |              | <b>Dimension B - Leadership Capacity</b>  |                                   |                    |                    |
|----------------------------|--------------|---|-----------------------------------|--------------------|--------------------|
| <b>Effective Practice:</b> |              | <b>Strategic planning, mission, and vision</b>  |                                   |                    |                    |
| <b>KEY</b>                 | <b>B1.01</b> | <b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>   | <b>Implementation Status</b>      | <b>Assigned To</b> | <b>Target Date</b> |
| <i>Initial Assessment:</i> |              | <p>The LEA has an LEA Support and Improvement Team</p> <p>B1.01: The LEA has an LEA Support and Improvement Team</p> <p>Cathy Waddell, Assistant Superintendent for Curriculum and Instruction</p> <p>Larry Chappell, Director of Director of Instructional Support Services/Title II/Tile V</p> <p>Shenna Creech, Director of Digital Teaching and Learning</p> <p>Beth Davis, Director of Testing and Accountability/PowerSchool</p> <p>Lynette Graves, Director of Elementary Schools and Title I</p> <p>Brooke Johnston, Director of Exceptional Children</p> <p>Tammie Abernethy, Director of 6-8 Instruction and Continuous Improvement</p> <p>Dr. David Cross, Director of CTE</p> | Full Implementation<br>10/02/2019 |                    |                    |
| <b>KEY</b>                 | <b>B1.03</b> | <b>A Leadership Team consisting of the principal, teachers who lead the Instructional Teams. and other professional staff meets regularly (at</b>   | <b>Implementation Status</b>      | <b>Assigned To</b> | <b>Target Date</b> |

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|                            |  |  | <b>least twice a month) to review implementation of effective practices.(5137)</b>  |                                   |  |  |
| <i>Initial Assessment:</i> |  |  | <p>In September 2021 the school improvement team revisited this standard. The team is in agreement that this standard remains fully implemented at Liberty Elementary School. The leadership team continuously works on multiple projects to lead change processes.</p> <p>The school improvement team consisting of the administration, lead teacher, media specialist, grade level leadership, specialist representative and parent representative meet on a regular basis. Additional teams meet for PBIS and MTSS goals at least monthly. Grade level PLCs meet weekly to review the implementation of effective practices.</p> | Full Implementation<br>09/23/2020 |  |  |

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| <b>Core Function:</b>                   |            |              | <b>Dimension B - Leadership Capacity</b>  |                                   |                              |                    |
| <b>Effective Practice:</b>              |            |              | <b>Distributed leadership and collaboration</b>   |                                   |                              |                    |
|   | <b>KEY</b> | <b>B2.03</b> | <b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>   | <b>Implementation Status</b>      | <b>Assigned To</b>           | <b>Target Date</b> |
| <i>Initial Assessment:</i>              |            |              | <p>Generally strong teams meet and plan together within the school. A school improvement team meets monthly while instructional teams meet weekly. A missing component at this time is a team focused on the family-school connection. The school has made some progress in this area (particularly through the utilization of Communities in Schools).</p> | Limited Development<br>09/05/2021 |                              |                    |
| <i>How it will look when fully met:</i> |            |              | <p>When fully met leadership and instructional teams will continue to meet routinely. In addition a team focused on family-school communication and relationship-building will exist with regularly scheduled meetings.</p>   |                                   | <b>Dana Albright-Johnson</b> | <b>06/06/2023</b>  |

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| <b>Actions</b>   |  |  | <b>0 of 1 (0%)</b>                |                              |                    |
| 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.                     |  |                                   | Dana Albright-Johnson        | 06/07/2022         |
| <i>Notes:</i>  |  |  |                                   |                              |                    |
|  | <b>B2.05</b>   | <b>The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.(5145)</b>   | <b>Implementation Status</b>      | <b>Assigned To</b>           | <b>Target Date</b> |
| <i>Initial Assessment:</i>   |  | The principal currently focuses on student learning and the improvement of instruction. Work needs to be done in the development of staff leadership capacity.   | Limited Development<br>09/20/2019 |                              |                    |
| <b>How it will look when fully met:</b>  |  | When fully met, all staff will be empowered to make decisions and fulfill a leadership role in some capacity. Smaller professional learning communities will interconnect for advancing student achievement. |                                   | <b>Dana Albright-Johnson</b> | <b>06/12/2022</b>  |
| <b>Actions</b>   |  |  | <b>0 of 2 (0%)</b>                |                              |                    |
| 6/4/21   | NC Star process manager will complete 2 day training session to prepare to take the lead with school improvement planning.                                   |  |                                   | Gwen Hall                    | 11/19/2021         |
| <i>Notes:</i> At this time the principal is the only person on campus who has completed any level of NC Star professional development. |  |  |                                   |                              |                    |
| 7/8/21   | Teachers and assistants, including teachers of exceptional children, will participate in a professional development session about the "foundations of MTSS". |  |                                   | Dana Albright-Johnson        | 06/07/2022         |
| <i>Notes:</i>  |  |  |                                   |                              |                    |

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| <b>Core Function:</b>      |            | <b>Dimension B - Leadership Capacity</b>  |   |                                   |                    |                    |
| <b>Effective Practice:</b> |            | <b>Monitoring instruction in school</b>   |   |                                   |                    |                    |
|                            | <b>KEY</b> | <b>B3.03</b>  | <b>The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)</b> | <b>Implementation Status</b>      | <b>Assigned To</b> | <b>Target Date</b> |
| <i>Initial Assessment:</i> |            | Principals are required to spend at least 2 hours daily monitoring classroom instruction and providing feedback to teachers. This time is documented and reported to the Superintendent twice yearly. The half time assistant principal also assists with monitoring of instruction to the extent possible. To date, most feedback is informal and only |   | Limited Development<br>09/06/2016 |                    |                    |

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|   | documented through the formal teacher evaluation process. There is consideration of moving to a Google Form walk-through process to increase feedback to teacher.  |                              |                              |                    |
|   | Priority Score: 2  | Opportunity Score: 1         | Index Score: 2               |                    |
| <b>How it will look when fully met:</b> | Teachers will be given timely feedback regarding instructional practices.  |                              | <b>Dana Albright-Johnson</b> | <b>11/30/2021</b>  |
| <b>Actions</b>                          |  | <b>3 of 4 (75%)</b>          |                              |                    |
| 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         |
|   | <i>Notes:</i> 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         |
|   | <i>Notes:</i>  |                              |                              |                    |
| 9/6/19                                  | Principal attends and monitors quarterly planning sessions, weekly data PLC sessions and select subject planning sessions.   | Complete 12/10/2019          | Kelli Harrell                | 12/01/2020         |
|   | <i>Notes:</i>  |                              |                              |                    |
| 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.   |                              | Dana Albright-Johnson        | 06/07/2022         |
|   | <i>Notes:</i>  |                              |                              |                    |
| <b>Implementation:</b>                  |  | 09/06/2019                   |                              |                    |
| <b>Evidence</b>                         | 9/6/2019<br>See observation schedule<br>9/6/2019   |                              |                              |                    |
| <b>Experience</b>                       | 9/6/2019<br>Formal and informal observations were completed. A few informal observations gave teachers feedback via a google form.<br>9/6/2019   |                              |                              |                    |
| <b>Sustainability</b>                   | 9/6/2019<br>Continued focus on regular informal visits.<br>9/6/2019  |                              |                              |                    |
| <b>B3.05</b>                            | <b>The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, behavior monitoring) to identify students at risk for dropping out.(5151)</b> | <b>Implementation Status</b> | <b>Assigned To</b>           | <b>Target Date</b> |

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| <b>Initial Assessment:</b>              | In 2018-2019, Liberty began participating in the Schools That Lead initiative. Early warning indicator lists were established for each grade level to track students at risk due to attendance, behavior, reading and math. These are tracked quarterly to determine effectiveness of efforts to reduce these factors over time.   | Limited Development<br>09/20/2019 |                       |            |
| <b>How it will look when fully met:</b> | When this objective is fully met, there will be clear criteria for marking at risk students in the areas of attendance, discipline/social emotional, reading and math. Multiple teams will analyze and respond to the data regularly to ensure maximum reduction in the number of at risk students. Our 2021 goal is to reduce the number of students with at risk factors in each grade by 10%. |                                   | Dana Albright-Johnson | 06/12/2022 |
| <b>Actions</b>                          |  | <b>2 of 4 (50%)</b>               |                       |            |
| 9/20/19                                 | Track quarterly attendance data for chronically absent students. Codify the definition of chronic absence for this purpose.  | Complete 01/30/2020               | Stephanie Huffman     | 01/30/2020 |
|   | <i>Notes:</i>  |                                   |                       |            |
| 9/20/19                                 | Update academic data monthly in grade-level data tracking. Update at-risk list quarterly based on available data.  | Complete 06/04/2021               | Stephanie Huffman     | 06/12/2021 |
|   | <i>Notes:</i>  |                                   |                       |            |
| 7/8/21                                  | Track attendance data regarding chronically absent students. Implement strategies for improvement.   |                                   | Michelle Futrell      | 06/07/2022 |
|   | <i>Notes:</i>  |                                   |                       |            |
| 9/20/19                                 | Track students with behavior and social emotional difficulties through PBIS. Plan appropriate Tier 2 and 3 interventions for these students.   |                                   | Taylor Buettell       | 06/12/2022 |
|   | <i>Notes:</i>  |                                   |                       |            |

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| <b>Core Function:</b>      |            | <b>Dimension C - Professional Capacity</b>  |  |                                   |                    |
| <b>Effective Practice:</b> |            | <b>Quality of professional development</b>  |  |                                   |                    |
|                            | <b>KEY</b> | <b>C2.01</b>  | <b>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)</b> | <b>Implementation Status</b>      | <b>Assigned To</b> |
|                            |            |   |  |                                   | <b>Target Date</b> |
| <b>Initial Assessment:</b> |            | As of the beginning of the 2021-2022 school year teachers were collecting data regularly and were somewhat inconsistent in the use of |  | Limited Development<br>07/29/2021 |                    |

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|   | the data once collected. Due to the professional development demands involved with the pandemic situation, student and classroom-specific performance data were not always top priorities for professional development decision-making at the school level.  |                    |                       |            |
| <b>How it will look when fully met:</b> | When this indicator is fully implemented student performance data will be reviewed by sub-groups (such as exceptional children and English Learners) and next steps will be planned and carried out by faculty. Patterns of professional practice will be noted in available data and used as a guide for professional development plans. Data will be used to inform the use of time and other resources. |                    | Dana Albright-Johnson | 06/06/2023 |
| <b>Actions</b>                          |  | <b>0 of 1 (0%)</b> |                       |            |
| 7/29/21                                 | The school improvement team will make decisions about the priority data to be reviewed at monthly meetings.  |                    | Dana Albright-Johnson | 11/01/2021 |
| Notes:                                  |  |                    |                       |            |

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| <b>Core Function:</b>      |            | <b>Dimension C - Professional Capacity</b> |  |                                   |                    |                    |
| <b>Effective Practice:</b> |            | <b>Talent recruitment and retention</b>    |  |                                   |                    |                    |
|                            | <b>KEY</b> | <b>C3.04</b>                               | <b>The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)</b>   | <b>Implementation Status</b>      | <b>Assigned To</b> | <b>Target Date</b> |
| <b>Initial Assessment:</b> |            |  | The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.<br><br><b>Recruiting</b><br>Positions are advertised/posted on a variety of websites, including the RCSS and State websites. The district is beginning to use social media (Facebook, Twitter, LinkedIn).<br><br>The LEA participated in a Virtual Job Fair to provide national exposure for applicants. | Full Implementation<br>10/02/2019 |                    |                    |

LEA administrators attend in-state and out-of-state job fairs.

The LEA collaborates with universities, etc.

The LEA recruits student teachers within RCSS.

The LEA provides possible offers of early contracts.

The new graduate list is shared with principals.

Principals make recommendations for employment

**Evaluating**

All beginning teachers and new employees are trained on the NC Teacher Evaluation Model.

School and District level walkthroughs occur throughout the school year.

The LEA follows district and state guidelines/laws.

HR meets with principals to review staffing plans.

**Rewarding**

Pride Pens

Star 3 Recognitions

Beginning Teacher-of-the-Year

Teacher-of-the-Year

Distinguished Educator

Outstanding Employee

Retirement Banquet

Bus Driver Award

Custodian Award

Recognition on Social Media

**Replacing**

|  |   |  |  |  |
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|  | Recruitment plan<br>Value/utilize retirees<br>HR interviews/recommends guidelines |  |  |  |
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| <b>Core Function:</b> | <b>Dimension D - Planning and Operational Effectiveness</b> |  |  |  |
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| <b>Effective Practice:</b> | <b>Facilities and technology</b> |  |  |  |
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|  | D2.08 | All teachers receive initial and ongoing training and support in effective use of blended learning methods.(5312) | Implementation Status | Assigned To | Target Date |
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| <b>Initial Assessment:</b> |  | Due to the COVID19 pandemic, this indicator has become critically important. We currently have had very limited training in blended learning. Most teachers have at least had an initial introduction course to our CANVAS learning management system. Some teachers have had additional trainings due to self-paced online opportunities. | Limited Development<br>09/08/2020 |  |  |
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| <b>How it will look when fully met:</b> |  | When this objective is fully implemented, all teachers will receive training in the use of Canvas and other digital tools. This training will be differentiated to meet individual needs of staff. In addition to teachers receiving direct training from district and school support staff, teachers will self-select additional training opportunities as needed. |  | Amanda Gaines | 06/10/2022 |
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| <b>Actions</b> |  |  | <b>2 of 4 (50%)</b> |  |  |
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| 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 |
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| 9/8/20 | Send selected staff members to NCTIES or other technology specific trainings. |  | Complete 06/02/2021 | Amanda Gaines | 06/12/2021 |
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| 9/8/20 | All teachers will complete the district-provided Canvas refresher course. |  |  | Dana Albright-Johnson | 10/02/2021 |
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| 9/25/21 | Core class teachers will complete iReady professional development regarding blended learning. |  |  | Gwen Hall | 01/20/2022 |
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| <i>Notes:</i> |  |  |  |  |  |
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| Core Function:                          |         | Dimension E - Families and Community  |                                   |                       |             |
|---|---------|---|-----------------------------------|-----------------------|-------------|
| Effective Practice:                     |         | Family Engagement   |                                   |                       |             |
| KEY                                     | E1.06   | The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)  | Implementation Status             | Assigned To           | Target Date |
| <i>Initial Assessment:</i>              |         | The 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 agrees 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<br>09/23/2020 |                       |             |
| <i>How it will look when fully met:</i> |         | When fully implemented, in addition to using the tools already in place, teachers and other staff members would be able to communicate skillfully to meet the diverse needs of the community. This professional growth would allow for fewer misunderstandings and greater home - school communication to benefit students. Greater knowledge in this area would also help parents support student learning.  |                                   | Dana Albright-Johnson | 02/07/2023  |
| <i>Actions</i>                          |         |   | <b>1 of 3 (33%)</b>               |                       |             |
|   | 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  |
|   |         | <i>Notes:</i> Contacts were completed prior to first school day. Significant improvement was noted in the attendance for these students in the first school month.  |                                   |                       |             |
|   | 9/8/21  | During the 2021-2022 school year all licensed personnel will complete modules specific to learning more about mental health.  |                                   | 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.  |                                   | 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.   |                                   |                       |             |

| Core Function:             |       | Dimension E - Families and Community  |                                   |             |             |
|----------------------------|-------|---|-----------------------------------|-------------|-------------|
| Effective Practice:        |       | Community Engagement  |                                   |             |             |
|                            | E2.02 | The school provides a broad spectrum of communication to the community through meetings, announcements, newsletters, and a consistently updated website.(5189)  | Implementation Status             | Assigned To | Target Date |
| <i>Initial Assessment:</i> |       | We communicate with our entire school community with a variety of tools. We have active Facebook, Instagram and Twitter pages in addition to the maintenance of an up-to-date website. We also have schoolwide Class Dojo which allows for daily, easy communication between all parents, students with teachers, administrators and support staff. In addition, we host face-to-face and virtual parent meetings as needed and as required by Title I. | Full Implementation<br>04/28/2021 |             |             |



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## NCStar/SIP Mandatory Components

School Name: Liberty Elementary School

School Year: 2021-2022

### 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.

In lieu of duty-free lunch provided by teacher assistants the school improvement team built a master schedule to maximize instructional time.

### 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.

Master schedules have been developed with the priority of maximizing instructional time and for providing collaborative planning time. As much as is possible, resources will be used to provide teachers with planning time during the school day. Our school's master schedule currently provides 40 minutes of duty-free instructional planning daily for classroom teachers. Additional planning time is provided after school.

### Transition Plan for At-Risk Students

- X Elementary to Middle School
- Middle School to High School

Please describe transition plan below.

Liberty collaborates with feeder middle schools to arrange visits with fifth graders during the second semester. The counselor works with students on obstacles to success (such as learning to use lockers and combination locks). Parents are invited to attend a transition program to meet with sixth grade teachers and learn expectations of middle school. In the summer, we provide academic data on at-risk students to middle schools to assist with class placement. The principal visits the middle school to observe and visit students who have transitioned from the previous school year.