



**Liberty Elementary School
School Improvement Plan
2022-2023**

Comprehensive Progress Report

Mission:

Although students "met expected growth" based on state accountability measures in 21-22, Liberty Elementary School's low-performing identification continues.

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 2022-2023 school year, Liberty Elementary School's students' reading scores (overall/average) will be at least 50% based on end-of-grade proficiency measures *Indicators: A1.06, A2.02, A2.04, B3.01
2. By the end of the 2022-2023 school year, Liberty Elementary School will exceed expected growth to exit designated low performance status. *Indicators: A1.06, A2.02, A2.04, A3.01, A4.01, B3.03, B3.05,
3. By the end of the 2022-2023 school year, Liberty Elementary School will use data to implement strategies to exceed the district attendance average for elementary schools. *Indicators A4.06, 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
Initial Assessment:		Currently, there are structures in place to ensure professional collaboration. However, continued work is needed in this area to grow	Limited Development 09/20/2019		

	teacher and collective efficacy. This will be evident in teacher planning and in how students are served across grade levels.			
How it will look when fully met:	When this objective is fully met, collaborative team time (CTT) 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. 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.		Dana Albright-Johnson	05/01/2024
Actions		3 of 9 (33%)		
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.			
8/9/22	A team of four faculty members will participate in district professional development regarding successful professional learning communities.		Dana Albright-Johnson	05/01/2023
	<i>Notes:</i>			
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.		Gwen Hall	05/01/2023
	<i>Notes:</i>			

7/19/22	Further develop collaborative teams around district-provided professional development.		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.					
8/21/22	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.		Gwen Hall	06/01/2023	
<i>Notes:</i>					
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.		Gwen Hall	06/07/2023	
<i>Notes:</i>					
8/9/22	One teacher will participate in the district K-5 (two year) math collaborative professional development.		Tabitha Judson	05/01/2024	
<i>Notes:</i>					
	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
<i>Initial Assessment:</i>		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 09/11/2018		
<i>How it will look when fully met:</i>		All teachers will consistently provide sound instruction through whole group, targeted small group and independent work. Proficiency level of students will increase.		Dana Albright-Johnson	06/06/2023
Actions			3 of 8 (38%)		
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	Complete 06/12/2020	Wendy Gooch	12/12/2020	

		for each quarter. Teachers will utilize weekly collaborative planning time to detail lessons for the upcoming week following the Weekly CTT Protocol.				
		<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.		Gwen Hall	10/30/2022	
		<i>Notes:</i>				
	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).		Gwen Hall	11/01/2022	
		<i>Notes:</i>				
	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.		Sharon Brown	02/01/2023	
		<i>Notes:</i>				
	6/20/22	Teachers will participate in LETRS professional development to help provide a common foundation for teaching and sound instruction in reading.		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	Funded by Title 1, digital subscriptions (such as Flocabulary, Scholastic News, Let's Find Out, and RAZ Kids) will be used as supplemental resources to enhance classroom instruction and student engagement.		Gwen Hall	06/01/2023	
		<i>Notes:</i>				
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
	<i>Initial Assessment:</i>	We are a Positive Behavior Interventions and Support (PBIS) school . 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. Teachers use Class Dojo in conjunction with whole class management systems to reinforce	Limited Development 09/12/2017			

	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.			
How it will look when fully met:	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	06/06/2023
Actions		4 of 6 (67%)		
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.		Ralph Jarrett	06/05/2023
<i>Notes:</i>				
8/9/22	Teachers will implement procedures for lockdown drills and drills will be practiced monthly for fidelity purposes.		Corey Culp	06/05/2023
<i>Notes:</i>				

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
Initial Assessment:		<p>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.</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>	Limited Development 09/23/2020		
How it will look when fully met:		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 as a result of data analysis.		Gwen Hall	02/07/2023
Actions			1 of 3 (33%)		
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	
Notes:		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.			
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.		Gwen Hall	05/01/2023	
Notes:		Sessions will be held weekly in addition to the eight evening sessions throughout the school year.			
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.		Gwen Hall	06/01/2023	

Notes:

		A2.02	Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(5092)	Implementation Status	Assigned To	Target Date
Initial Assessment:			At this time instructional teams have some inconsistency in terms of implementing plans and instructional strategies. 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 09/23/2020		
How it will look when fully met:			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.		Dana Albright-Johnson	06/06/2023
Actions				2 of 5 (40%)		
	9/25/21		Formal feedback by principal will note evidences of collaborative lesson planning.	Complete 05/10/2022	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.	Complete 05/10/2022	Dana Albright-Johnson	06/07/2022
<i>Notes:</i> At the mid-year mark teachers have consistently participated in professional development with Ms. Binns and Dr. Floyd. Examples of topics have included guided reading, mClass analysis, Letterland, and Number Talks.						
	9/15/22		Provided by district reading expert Karen Binns, individualized coaching around teaching reading will be offered to core faculty members.		Dana Albright-Johnson	11/22/2022
<i>Notes:</i>						
	6/20/22		To enhance school-wide practice, teachers will participate in model reading lessons presented by Karen Binns.		Gwen Hall	05/01/2023
<i>Notes:</i>						

	6/28/22	With the direction of the lead teacher, collaborative quarterly planning will occur for grade levels based on need according to available data.		Gwen Hall	05/01/2023	
<i>Notes:</i>						
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
	<i>Initial Assessment:</i>	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		
	<i>How it will look when fully met:</i>	Working collaboratively with the lead teacher and district personnel, each grade level will develop at least three units of instruction using backwards design to improve priority 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 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	06/06/2023
Actions				10 of 13 (77%)		
	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
<i>Notes:</i> This will be done at a staff meeting between Oct. and Dec.						
Evidences:						
* The first training with staff was 11/22/16 - Discussion of 5 Standards of Authentic Instruction and created posters that reflect each standard.						
* 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.						
* 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.

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
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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 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
<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 & 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

Notes: Increase required amounts of independent reading time throughout the school year.

*** 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.

	<p>Teach and model specific lessons on text structure and its organization, text features, theme, main idea, and details.</p> <p>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.)</p>			
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
<i>Notes:</i>				
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
<i>Notes:</i>				
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
<i>Notes:</i> 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.		Gwen Hall	12/01/2022
<i>Notes:</i>				
1/30/22	Classroom teachers and lead teacher will complete LETRS professional development in 2022-2023 with the goals of implementation of best practices as well as developing a common language around reading instruction.		Gwen Hall	05/01/2023
<i>Notes:</i>				
9/15/22	Working within collaborative teams, grade levels will independently maintain their common formative assessment data.		Corey Culp	05/05/2023
<i>Notes:</i>				

A2.20		All teachers use appropriate technological tools to enhance instruction.(5306)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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.	Limited Development 07/19/2022		
<i>How it will look when fully met:</i>		When fully met, a wide array of technological resources will be used to improve educational outcomes. Teachers will consider learning goals, activities, and assessments and will be able to narrow down to individualized learning pathways for students. Resources used will align to standards. Resources may fall into a variety of categories (such as literacy, web tools, and digital information).		Corey Culp	06/06/2023
Actions			0 of 2 (0%)		
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.			Amanda Gaines	04/08/2023
<i>Notes:</i>					
7/19/22	Once a month at CTT meetings, a technology instructional resource such as Flocabulary and RAZ Kids, will be highlighted as a demonstration for teachers.			Gwen Hall	05/08/2023
<i>Notes:</i>					

Core Function: Dimension A - Instructional Excellence and Alignment

Effective Practice: Data analysis and instructional planning

A3.01		Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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.	Limited Development 07/19/2022		

How it will look when fully met:	When fully met, a collaborative school structure will lead to stronger student performance results. Teachers will 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 will develop high quality, curriculum aligned units. The data cycle will be automatic and continuous.		Gwen Hall	01/10/2023	
Actions		1 of 3 (33%)			
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 interventionist to provide intensive interventions to targeted students.		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.		Gwen Hall	05/08/2023	
<i>Notes:</i>					
	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
Initial Assessment:		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 09/20/2019		
How it will look when fully met:	When fully met, each grade level will have clearly defined power standards. Data will be tracked consistently for reading and math each quarter.		Gwen Hall	05/01/2024	
Actions		4 of 6 (67%)			
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.		Gwen Hall	01/04/2023
<i>Notes:</i>				
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.		Gwen Hall	06/01/2023
<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
Initial Assessment:		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 09/06/2016		
How it will look when fully met:		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		Gwen Hall	05/07/2024

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.

Evidence of completion will include data on percent of students in each tier.

Actions		7 of 11 (64%)		
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. 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.) Download materials from Florida Center for Reading Research (www.fcrr.org).</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

Notes: Amy Heilig will work with Kelli Harrell and Lindy Kirkman to develop a plan for how PAW Time will look at Liberty Elementary School.

EVIDENCES:

The schedule was completed in September 2016 for PAW Time. We will continue to evaluate the effectiveness of PAW TIME.

2017-2018: PAW Time is from 8:05am-8:30am with a focus on reading 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
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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.

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
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Notes: Laurie Sypole provided professional development for both licensed and classified personnel in September 2021.

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
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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.

8/21/22	For students in need of additional academic interventions beyond the core classroom, an academic interventionist will be employed for 50% through the support of Title 1 funds.		Dana Albright-Johnson	11/01/2022
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<i>Notes:</i>						
	9/8/20	Use assessments to drill down to point of need in reading and math.		Gwen Hall	01/15/2023	
<i>Notes:</i>						
	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).		Gwen Hall	06/01/2023	
<i>Notes:</i>						
	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	
<i>Notes:</i>						
	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:			<p>Portions of Positive Behavior Interventions and Supports (PBIS) have been implemented at the end of the 2021-2022 school year.</p> <p>Earlier a school-wide matrix was implemented along with the use of Class Dojo to track behaviors and positively reinforce desired behaviors.</p> <p>Students are taught counselor lessons twice per month. Lessons include how to manage emotions and make good decisions.</p>	Limited Development 09/06/2016		
How it will look when fully met:			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.		Tabitha Judson	05/02/2023
Actions				6 of 8 (75%)		
	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		Complete 06/06/2017	Christy Burgess	06/06/2017

	newsletter introducing PBIS Tier I components, PTO support for monthly classroom rewards).			
	<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).	Complete 11/02/2021	Taylor Buettell	10/30/2021
	<i>Notes:</i> 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
	<i>Notes:</i>			
9/15/22	Beginning teachers will complete social-emotional learning modules (6 hours) and returning teachers will update learning with modules (2 hours).		Corey Culp	06/01/2023
	<i>Notes:</i>			
10/3/17	Counselor or interventionist will lead implementation of Panorama assessments to determine students who are in need of social emotional support and/or interventions.		Ralph Jarrett	06/01/2023
	<i>Notes:</i>			
	A4.21	The school selects, implements, and evaluates evidenced-based programs that enhance social/emotional competency.(5355)	Implementation Status	Assigned To
				Target Date

Initial Assessment:	We currently implement some social emotional programs including Olweus, Second Step and Teachtown. More programs/strategies are needed for support, especially for Tier 3 students.	Limited Development 09/20/2019		
How it will look when fully met:	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.		Ralph Jarrett	06/04/2024
Actions		3 of 5 (60%)		
7/8/21	Social emotional learning has a critical role in positive mental health. Using the district-provided modules, licensed personnel will complete mental health professional development.	Complete 05/11/2022	Corey Culp	06/07/2022
<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>				
8/9/22	Counselor or interventionist will lead implementation of Panorama assessments to determine students with significant social emotional needs.		Ralph Jarrett	05/01/2023
<i>Notes:</i>				
9/20/19	"Watchdogs" meetings will provide problem-solving opportunities for students identified as struggling with social emotional challenges which may appear in areas such as attendance and behavior referrals.		Ralph Jarrett	06/01/2023
<i>Notes:</i>				

Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Strategic planning, mission, and vision				
	KEY	B1.01	The LEA has an LEA Support & Improvement Team.(5135)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>B1.01: The LEA has an LEA Support and Improvement Team</p> <p>Cathy Waddell, Assistant Superintendent for Curriculum and Instruction Cathy Waddell, Secondary Education/ESL</p> <p>Larry Chappell, Director of Director of Instructional Support Services/Title II</p> <p>Shenna Creech, Director of Digital Teaching and Learning</p> <p>Meredith Weipert , Director of Testing and Accountability/PowerSchool Lynette Graves, Director of Elementary Schools and Title I</p> <p>Heather Cox, Director of Exceptional Children</p> <p>Tammie Abernethy, Director of Middle Schools and Continuous Improvement David Cross, Director of CTE</p>	<p>Full Implementation 09/15/2022</p>		
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Core Function:		Dimension B - Leadership Capacity				
Effective Practice:		Distributed leadership and collaboration				
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<p>Initial Assessment:</p>			<p>Generally strong teams meet and plan together within the school. A school improvement team meets monthly while instructional teams meet weekly.</p>	<p>Limited Development 09/05/2021</p>		
<p>How it will look when fully met:</p>			<p>When fully met leadership and instructional teams will continue to meet routinely. In addition a team focused on family-school</p>		<p>Dana Albright-Johnson</p>	<p>06/06/2023</p>

	communication and relationship-building will exist with regularly scheduled meetings.				
Actions		1 of 3 (33%)			
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	
<i>Notes:</i> 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.		Dana Albright-Johnson	06/05/2023	
<i>Notes:</i>					
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	06/01/2024	
<i>Notes:</i>					
	B2.05	The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.(5145)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Limited Development 09/20/2019			
		The principal currently focuses on student learning and the improvement of instruction. Staff leadership capacity development continues to be a focus of efforts.			
<i>How it will look when fully met:</i>			Dana Albright-Johnson	06/05/2023	
		When fully met, all staff will be empowered to make decisions and fulfill a leadership role in some capacity. Collaborative teams will interconnect for advancing student achievement.			
Actions		4 of 6 (67%)			
6/4/21	NC Star process manager will complete 2 day training session to prepare to take the lead with school improvement planning.	Complete 11/02/2021	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.			
11/29/21	A Cognia Accreditation Team will be designated and members will meet regularly during 21-22 for the purpose of self-assessment, gathering evidences, etc.	Complete 04/05/2022	Dana Albright-Johnson	04/19/2022
	<i>Notes:</i> As of December 2021 the Cognia team has met three times. The first two meetings were for self-assessing using Cognia's rubric. The third meeting was for the purpose of gathering evidences for the shared Google Drive.			
7/8/21	Teachers and assistants, including teachers of exceptional children, will participate in a professional development session about the "foundations of MTSS".	Complete 10/12/2021	Dana Albright-Johnson	06/07/2022
	<i>Notes:</i> Professional development led by Laurie Sypole occurred for both teachers and assistants in two separate meetings in September 2021.			
7/19/22	In August 2022 the principal will lead a professional development session focused on the "why" of LETRS/Science of Reading.	Complete 08/23/2022	Dana Albright-Johnson	08/24/2022
	<i>Notes:</i>			
4/24/22	In collaboration with the district, LETRS professional development facilitated by the lead teacher will be implemented during the 2022-2023 school year providing growth opportunities for teachers as leaders in their classrooms.		Gwen Hall	06/05/2023
	<i>Notes:</i> Professional development will occur weekly with (8) three hour virtual sessions.			
9/15/22	A guiding coalition for professional learning community (especially collaborative team time) will be established and will meet monthly.		Dana Albright-Johnson	06/05/2023
	<i>Notes:</i>			

Core Function:		Dimension B - Leadership Capacity			
Effective Practice:		Monitoring instruction in school			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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. To date, most feedback is informal and only documented through the formal teacher evaluation process.	Limited Development 09/06/2016		

	Priority Score: 2	Opportunity Score: 1	Index Score: 2		
How it will look when fully met:	Teachers will be given regular and timely feedback regarding instructional practices.			Dana Albright-Johnson	06/06/2023
Actions			4 of 6 (67%)		
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 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.		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.			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.			Corey Culp	06/05/2023
	<i>Notes:</i>				
Implementation:			09/06/2019		
Evidence	9/6/2019 See observation schedule 9/6/2019				
Experience	9/6/2019 Formal and informal observations were completed. A few informal observations gave teachers feedback via a google form. 9/6/2019				

Sustainability		9/6/2019 Continued focus on regular informal visits. 9/6/2019			
	B3.04	The LEA/School sets goals for professional development (based on data) and monitors the extent to which it has changed practice.(5150)	Implementation Status	Assigned To	Target Date
Initial Assessment:		The current reality is that quality professional development has been implemented but without specified goals regarding outcomes to monitor progress toward.	Limited Development 07/19/2022		
How it will look when fully met:		When this objective is implemented fully, expected outcomes will be generated so that professional development progress can be monitored. Benchmarks will be 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.		Gwen Hall	11/05/2024
Actions			0 of 4 (0%)		
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.			Dana Albright-Johnson	02/01/2023
<i>Notes:</i>					
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.			Gwen Hall	06/06/2023
<i>Notes:</i>					
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.			Gwen Hall	06/06/2023
<i>Notes:</i>					
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>					

	B3.05	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)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		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 09/20/2019		
<i>How it will look when fully met:</i>		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 annual goal is to reduce the number of students with at risk factors.		Dana Albright-Johnson	06/06/2023
Actions			4 of 5 (80%)		
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.	Complete 06/07/2022	Michelle Futrell	06/07/2022	
<i>Notes:</i>					
8/21/22	Through the use of DSSF funding, an "ABC" (attendance, behavior, course completion) interventionist will be employed at 50% to focus on and address student needs in those areas.	Complete 08/29/2022	Dana Albright-Johnson	09/01/2022	
<i>Notes:</i>					
9/20/19	Track students with behavior and social emotional difficulties through "Watchdogs". Plan appropriate Tier 2 and 3 interventions for these students.		Ralph Jarrett	06/06/2024	
<i>Notes:</i>					

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Quality of professional development			
KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		As of the beginning of the 2021-2022 school year teachers were collecting data regularly and were somewhat inconsistent in the use of 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.	Limited Development 07/29/2021		
<i>How it will look when fully met:</i>		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
Actions			1 of 4 (25%)		
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.			
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.		Gwen Hall	06/05/2023
<i>Notes:</i>					

7/19/22	Based on available data and through the funding provided by Title 1, collaborative quarterly instructional planning will occur among classroom teachers.		Gwen Hall	06/06/2023
<i>Notes:</i>				
11/29/21	Teams will meet with the lead teacher monthly to update relevant data.		Gwen Hall	06/06/2023
<i>Notes:</i>				

Core Function:		Dimension C - Professional Capacity			
Effective Practice:		Talent recruitment and retention			
KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>C3.04: The LEA/School has established a system of procedures and protocols for recruiting,</p> <p>evaluating, rewarding, and replacing staff.</p> <p>Recruiting</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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). <input checked="" type="checkbox"/> LEA administrators attend job fairs. <input checked="" type="checkbox"/> The LEA collaborates with universities, etc. <input checked="" type="checkbox"/> The LEA recruits student teachers within RCSS. <input checked="" type="checkbox"/> The LEA provides possible offers of early contracts. <input checked="" type="checkbox"/> The new graduate list is shared with principals. <input checked="" type="checkbox"/> Principals make recommendations for employment. <p>Evaluating</p>	Full Implementation 09/15/2022		

- All BT 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
 - BT of the Year
 - Teacher of the Year
 - Distinguished Educator
 - Outstanding Employee
 - Retirement Banquet
 - Bus Driver Award
 - Custodian Award
 - Recognition on Social Media
- Replacing
- Recruitment plan
 - Value/utilize retirees
 - HR interview/recommendation guidelines

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	Target Date

Initial Assessment:	<p>Due to the COVID19 pandemic, this indicator became critically important. We currently have had very limited training in blended learning. All teachers have completed a CANVAS learning management system introduction course. Some teachers have had additional trainings due to self-paced online opportunities.</p> <p>September 2022- The team is in agreement that this indicator has moved down the priority list since students moved back to campus full time.</p>	Limited Development 09/08/2020		
	Priority Score: 1 Opportunity Score: 2	Index Score: 2		
How it will look when fully met:	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	05/07/2024
Actions		6 of 7 (86%)		
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 interactive boards, headphones, desktops, charging carts, etc. will be updated to support the needs of effective blended learning.		Amanda Gaines	05/01/2023
<i>Notes:</i>				
Implementation:		04/05/2022		
Evidence	4/5/2022			
Experience	4/5/2022			
Sustainability	4/5/2022			

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
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:		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 -		Dana Albright-Johnson	02/07/2023

school communication to benefit students. Greater knowledge in this area would also help parents support student learning.

Actions		6 of 8 (75%)		
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.				
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
<i>Notes:</i> 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 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>				
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>				

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.		Dana Albright-Johnson	01/04/2023
<i>Notes:</i>				
8/28/22	With the support of Title 1 family engagement funding, parents will be provided with resources to support continued learning at home.		Gwen Hall	06/05/2023
<i>Notes:</i>				



NCStar/SIP Mandatory Components

School Name: Liberty Elementary School

Year: 2022-2023

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 classes and visit students who have transitioned from the previous school year.