



Liberty Elementary School
School Improvement Plan
2019-2020

Comprehensive Progress Report

Mission: The mission of the Randolph County School System is to maximize educational opportunities for every student by focusing on continuous improvement and having high expectations for students and staff, while preparing students for multiple options to be competitive in a diverse 21st Century global society.

The vision of the Randolph County School System is to maximize educational opportunities for every student, based on our beliefs that:

- All students can learn;

Vision:

- All students will be taught in a safe and nurturing learning environment;
- All students deserve a teacher who is qualified and well-prepared;
- All students deserve access to instructional resources managed in a fiscally-responsible manner; and
- All stakeholders share the responsibility and accountability for student learning.

Goals:

Students First in All We Do.



! = 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 teacher and collective efficacy. This will be evident in teacher planning and in how students are served across grade levels.	Limited Development 09/20/2019			
How it will look when fully met:			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.		Kelli Harrell	01/30/2022	
Actions				0 of 2 (0%)			
9/20/19			Survey teachers regarding beliefs on self and collective efficacy.		Wendy Gooch	06/12/2020	
Notes:							
9/20/19			Plan data meetings that emphasize the power of good teaching and connection to student improvement.		Wendy Gooch	06/12/2022	
Notes:							
		A1.06	ALL teachers provide sound instruction in a variety of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.(5087)	Implementation Status	Assigned To	Target Date	
Initial Assessment:			Master schedule allows for adequate time for math and reading instruction. Lesson plans reflect standards based instruction, learning targets. Low percent proficiency of students indicates a need for strengthening core instruction.	Limited Development 09/11/2018			
How it will look when fully met:			ALL teachers will consistently provide sound instruction through whole group, targeted small group and independent work. Proficiency level of students will increase.		Wendy Gooch	06/08/2020	
Actions				1 of 3 (33%)			
9/11/18			Administration and support staff will monitor implementation of weekly plans through classroom visits. Feedback will be provided on a regular basis.		Kelli Harrell	06/07/2020	
Notes:							

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
Notes:						
9/6/19			Teachers will utilize quarterly collaborative planning time to unpack standards, ensure deep understanding of content and outline lessons for each quarter. Teachers will utilize weekly collaborative planning time to detail lessons for the upcoming week following the Weekly PLC Protocol.		Wendy Gooch	06/12/2020
Notes:						
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We are a Positive Behavior Interventions and Support (PBIS) school 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. Bulldog Bucks are given to individuals in recognition of positive behaviors. We are working towards consistency in consequences among all teachers.	Limited Development 09/12/2017		
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. PowerSchool discipline reports will be used to ensure attainment of this goal.		Tabitha Judson	06/11/2020
Actions				1 of 3 (33%)		
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
Notes:						
10/3/17			Teachers will implement the Olweus Bullying Prevention Program and Second Step Lessons in the classroom weekly.		Tabitha Judson	06/08/2020

Notes: 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.

10/3/17

The PBIS team will ensure that all teachers are holding students accountable for the school-wide behavior matrix.

Tabitha Judson

06/08/2020

Notes: 5/8/18

The SIT team determined that we have not fully met this action step. We will roll this action step over to the 18-19 school year.

A1.08

ALL teachers promote a growth mindset by attributing learning success to effort and self-regulation and insist upon and reward persistence to mastery.(5089)

Implementation Status

Assigned To

Target Date

Initial Assessment:

All teachers have received an introductory training to the importance of mindset. Teachers attending the AIG Academy have received additional training. Past lessons in Project Lab have focused on the importance of "grit" and "perseverance" for all students.

Limited Development
09/23/2018

Priority Score: 3

Opportunity Score: 3

Index Score: 9

How it will look when fully met:

All classrooms will teach lessons and follow practices that are in line with a growth mindset. Classroom displays will provide a visual reminder on the importance of effort in making growth.

**Objective Met
09/13/19**

Wendy Gooch

06/07/2019

Actions

9/23/18

Lesson plans at each grade level will show evidence of teaching students about growth mindset.

Complete 02/12/2019

Wendy Gooch

01/30/2019

Notes:

9/23/18

Each classroom will display at least one visual reminder of growth mindset.

Complete 04/09/2019

Wendy Gooch

09/30/2019

Notes:

Implementation:

09/13/2019

Evidence

4/9/2019
All lesson plans and classrooms reflect work on growth mindset.

Experience

4/9/2019
All teachers have been trained in growth mindset.

Sustainability

4/9/2019
This is an ongoing focus during PLCs and planning.

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
		A2.01	Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)	Implementation Status	Assigned To	Target Date
Initial Assessment:			Our instructional teams meet regularly to review practice and student progress. Classroom teachers meet for planning and review of practice four times per week. Other staff (Art/Music/PE/ART/Project Lab/Rdg Specialists/ESL/AIG) meet at least monthly to look at effective practices and problem solve areas of concern.	Full Implementation 07/05/2018		
		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:			Teachers have at least 3 times per year where they meet for 4-6 hour blocks for planning units and analyzing data. This is made possible with summer planning days, workdays and Title I funding.	Full Implementation 09/23/2018		

	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
Initial Assessment:			All grade levels meet 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 09/06/2016		
How it will look when fully met:			By June 2018, 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.		Wendy Gooch	06/12/2020
Actions				6 of 7 (86%)		
	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

Notes: 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

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.

9/27/16 All K-5 teachers will implement Number Talks and Computational Fluency in their classrooms

Complete 06/06/2017

Lindy Kirkman

06/09/2017

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

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

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

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

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

10/5/16	Implement differentiated study groups and offer additional professional development opportunities to explore sub-topics in more depth.	Complete 06/06/2017	Kelli Harrell	06/09/2017
	<p><i>Notes:</i> Specific study groups will include these topics: Guided Reading, Increasing Comprehension, MAPSS (Math Project/Problem Based Learning), Working with Special Needs Students, Student Engagement and Innovation.</p> <p>Each group will complete at least 10 hours of training in one of these topics for professional development. (Evidences: Completed on June 6, 2017)</p> <p>See uploaded Professional Development Plan for a complete listing of Professional Development.</p>			
9/19/16	Increase independent reading time for all students throughout the year.	Complete 05/08/2018	Amy Heilig	06/05/2018

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.

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

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

7/5/18 Utilize research-based units of instruction to teach reading and math. This will include the new math textbook adoption.

Schools That Lead "snowflake groups" will study areas to improve instruction and the STL Leadership group will determine which strategies to incorporate into next year's school improvement plan.

Sherri Martin

06/12/2020

Notes:

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Data analysis and instructional planning			
		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
<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 09/20/2019		
<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.		Jill Holbrook	01/30/2021
Actions				0 of 3 (0%)		
	9/20/19		Power standards will be determined for each grade level in math by quarter.		Sherri Martin	06/12/2020
<i>Notes:</i>						
	9/20/19		Power standards will be determined for each grade level in reading.		Jill Holbrook	06/12/2021
<i>Notes:</i>						
	9/20/19		Each grade level will pace out data to be collected each quarter in reading and math.		Wendy Gooch	06/12/2022
<i>Notes:</i>						

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Student support services			
	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			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		
<i>How it will look when fully met:</i>			<p>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. 80% 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.</p> <p>Evidence of completion will include data on percent of students in each tier.</p>		Emily Hendricks	06/07/2021
Actions				2 of 5 (40%)		
	9/19/16	Meet on a regular basis to discuss students needs.		Complete 06/06/2017	Lindy Kirkman	06/07/2017

Notes: Have agenda for each meeting.
 EVIDENCES:
 Ongoing through emails sent out from MTSS Chair on who is being discussed during each meeting.

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.)

6/21/17	Purchase and implement mClass/Reading 3D for grades 4-5.	Complete 08/30/2017	Amy Heilig	01/31/2018
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Notes: EVIDENCES:
 In June/July 2017, principal, Kelli Harrell purchased mClass Reading 3D for grades 4-5 for the 2017-2018 school year.

9/19/16	Resources available to support MTSS implementation are identified and made available to the school.		Emily Hendricks	11/01/2019
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Notes: (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).

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.		Kelly Bowman	02/01/2020
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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		Emily Hendricks	06/12/2020
<p><i>Notes:</i> (Evidences: Document was finished on Feb. 14, 2107 and shared with Sharon Clark, the MTSS Chair for review.)</p> <p>This will include some new assessment and problem solving pages from the new Jan Richardson Guided Reading book.</p> <p>The more data teachers bring the more information the team has to better assess student needs.</p>				

	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>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 behaviors and positively reinforce desired behaviors.</p> <p>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.</p>	Limited Development 09/06/2016		
How it will look when fully met:			When Positive Behavioral Interventions and Support (PBIS) has been fully implemented at our school, 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	06/09/2020
Actions				2 of 4 (50%)		
	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.			Keisha Sims	06/09/2020
<i>Notes:</i>						

10/3/17			Implement targeted behavior interventions; track data and make adjustments.		Christy Burgess	06/12/2020
Notes:						
	KEY	A4.16	The school develops and implements consistent, intentional, and ongoing plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>We currently work with Pre-K students in the spring to transition them to kindergarten by increasing their activities that relate more with kindergarten. We hold a kindergarten registration night where parents are able to view a kindergarten readiness video, meet and talk to the kindergarten teachers and schedule a kindergarten screening. During the kindergarten screening day, we gather information from parents through a survey to learn more about incoming kindergarten students. We hold a Transition Night where parents and students get to visit a classroom in the next year's grade to learn about the expectations and curriculum. Grade 5 students and teachers are involved in tours of the middle schools. Guidance lessons for grade 5 students address common transition concerns like using lockers.</p> <p>We currently survey parents about whether or not students attended a Pre-K program. We do not receive any detailed data regarding their experiences and skill bases if they didn't attend preschool at Liberty Elementary.</p> <p>Vertical planning among grade levels is intermittent. This is an area for growth.</p>	Limited Development 09/18/2017		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
How it will look when fully met:			When fully met, students will transition seamlessly from grade to grade. There will be ongoing communication between all stakeholders. The Title I Transition Plan will be used as evidence of activities. We will consider parent surveys to rate the effectiveness of our transition plan.	Objective Met 09/16/18	Kelli Harrell	06/05/2018
Actions						
10/3/17			Revise our kindergarten screening to gather more useful data for transition into kindergarten.	Complete 06/12/2018	Jill Holbrook	06/05/2018
Notes:						
10/3/17			Document transition activities in the Title I Transition Plan.	Complete 04/23/2018	Lindy Kirkman	06/05/2018

Notes:

Implementation:		09/16/2018		
Evidence	6/12/2018 There are multiple activities documented to address transitions. There is ongoing communication with all stakeholders. We provide parents with surveys for all parent nights and especially Transition Night to gather information on the effectiveness.			
Experience	6/12/2018 We feel the new information gathered from the revised screening will provide more beneficial information to classroom teachers. Teachers will know more when the 18-19 school year begins.			
Sustainability	6/12/2018 We will continue to work on vertical planning from grade-to-grade, adjust and revise screenings as necessary. We will continue to provide a Transition Night and activities to help our students transition to middle school.			

		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 are needed, 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.		Tabitha Judson	01/30/2022
Actions				0 of 3 (0%)		
	9/20/19		Use current social/emotional programs regularly. Track lessons at least once per week.		Keisha Sims	06/12/2020
<i>Notes:</i>						
	9/20/19		Research additional social-emotional programs for our most at risk students.		Emily Hendricks	06/12/2021
<i>Notes:</i>						
	9/20/19		Develop protocols for referring and intervening with students with significant social emotional learning needs.		Kelly Bowman	06/12/2022
<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

Initial Assessment:			<p>The LEA has an LEA Support and Improvement Team</p> <p>Catherine Berry, Assistant Superintendent for Curriculum and Instruction</p> <p>Larry Chappell, Director of Director of Instructional Support Services/Title II/Title V</p> <p>Nancy Cross, Director of CTE and Middle Schools</p> <p>Beth Davis, Director of Testing and Accountability/PowerSchool</p> <p>Lynette Graves, Director of Elementary Schools and Title I</p> <p>Cathy Waddell, Director of High Schools and ESL</p> <p>Brooke Johnston, Director of Exceptional Children</p> <p>Shenna Creech, Director of Digital Teaching and Learning</p>	Full Implementation 10/02/2019		
	KEY	B1.03	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices. (5137)	Implementation Status	Assigned To	Target Date
Initial Assessment:			In 2015-2016, our team only met once per month. We do have members from each instructional team and all necessary support staff as a part of this team. In 206-2016 and currently, we added one or more days per month to increase our fidelity of plan monitoring and implementation.	Limited Development 09/06/2016		
			<p>Priority Score: 3</p> <p>Opportunity Score: 3</p> <p>Index Score: 9</p>			
How it will look when fully met:			When this objective is fully met, the leadership team will meet at least twice a month to review implementation of effective practices. The team will review tasks and establish an accountability system.	Objective Met 09/16/18	Kelli Harrell	01/31/2017
Actions						
	9/6/16	Create a Google Document to make a schedule of coverage for teams to meet towards the end of the day. This schedule will help us get initial tasks created for the objectives for the indicators.		Complete 09/08/2016	Teje Simms	10/11/2016

Notes: There may need to be an A-Week and a B-Week schedule. The time may need to be a range within 1:00-2:30pm.

Evidences: Oct. 2016 - The current schedule will be used and if adjustments need to be made it will be noted and revisited.

9/6/16 The schedule for SIT meeting dates was created for the rest of the year on Oct. 10, 2016.

Complete 10/10/2016

Kelli Harrell

10/11/2016

Notes: Dates will be added to the Google Calendar.

Evidences: Dates were added to the Google Calendar in Oct. 2016.

10/11/16 Create a Google Document that will show coverage for SIT members when a meeting is needed during the day for subgroups.

Complete 09/08/2016

Kelli Harrell

11/29/2016

Notes: *Evidences:* The Google Document was created in Oct. 2016.

Implementation:

09/16/2018

Evidence

10/19/2017

In September 2016, the Google Document was created. All the meeting date were entered into the Liberty Google Calendar.

11/22/2016

The coverage schedule has been uploaded into the document file folder. Team membership is detailed in the Summary Report. Agenda and minutes document meeting dates, agenda items, and task updates. 9-15-18 - With regular monthly SIT meetings, as well as PBIS and MTSS meetings, we now have no difficulty meeting this requirement of 2 meetings per month.

Experience	<p>10/19/2017 Teje Simms and Kelli Harrell met to create the document for 2 meetings per month in September 2016. In subsequent years, MTSS and PBIS agendas were counted towards meeting this objective.</p> <p>11/22/2016 Prior to NC-Star our School Improvement Team only met once a month. Since NC-Star we are meeting two times a month. The entire School Improvement Team meets at least once a month and sub-groups meet once a month as needed. The SIT monthly meetings have been scheduled for the entire 2016-2017 school year. We created a coverage schedule to use when meeting during the school day. Grade Level PLCs meet twice a week while administration and lead teacher meet with Grade Levels once a week for School PLCs.</p>			
Sustainability	<p>10/19/2017 We will need to make sure that we have a plan and schedule for meeting coverage if the meeting will need to occur during the school day.</p> <p>11/22/2016 We will continue to make sure the right people are included on the School Improvement Team. This is critical for task completion and PLC Leadership.</p>			

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			All teachers meet in regular PLCs. K-5 teachers meet three times weekly to plan and review data. Common formative assessments, SchoolNet benchmarks, and NC Check-Ins are the driving forces in instructional decision-making. Weekly minutes are kept in Google Drive. Efforts are made to align content across classrooms, but more vertical alignment is needed. We have a Parent Teacher Advisory Council and PTO Executive Board that provide support and input on key school decisions.	Limited Development 09/06/2016		
			Priority Score: 3 Opportunity Score: 2 Index Score: 6			
How it will look when fully met:			Fully implemented PLCs	Objective Met 09/16/18	Kelli Harrell	08/01/2019
Actions						
	7/5/18	Implement PLC routines and procedures		Complete 06/08/2018	Wendy Gooch	12/15/2019
Notes:						
Implementation:				09/16/2018		
Evidence			7/5/2018 See uploads - Teacher handbook expectations. Weekly planning schedules. Data tracking samples.			
Experience			7/5/2018 The work of PLC is never fully accomplished. However, team routines and structures are in place to allow for ongoing analysis of practice.			
Sustainability			7/5/2018 Continued monitoring of PLC work will be required to maintain a high level of effectiveness.			

		B2.05	The principal focuses on building leadership capacity, achieving learning goals, and improving instruction.(5145)	Implementation Status	Assigned To	Target Date
Initial Assessment:			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 09/20/2019		
How it will look when fully met:			When fully met, all staff will be empowered to make decisions and fulfill a leadership role in some capacity.		Kelli Harrell	06/12/2022
Actions				0 of 1 (0%)		
	9/20/19		School improvement tasks/indicators will be assigned to each member of the school improvement team. Each member will report on task completion regularly.		Kelli Harrell	06/12/2021
<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
Initial Assessment:			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 documented through the formal teacher evaluation process. There is consideration of moving to a Google Form walk-through process to increase feedback to teacher.	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 timely feedback regarding instructional practices.		Kelli Harrell	01/30/2020
Actions				2 of 3 (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 PLC sessions and select subject planning sessions.		Kelli Harrell	01/30/2020
	<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				
	B3.05	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
Initial Assessment:		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		
How it will look when fully met:		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%.		Emily Hendricks	01/30/2022
Actions			0 of 3 (0%)		
	9/20/19	Track quarterly attendance data for chronically absent students. Codify the definition of chronic absence for this purpose.		Sherri Martin	01/30/2020

<i>Notes:</i>				
9/20/19	Split the discipline data into behavior and social-emotional at risk factors.		Keisha Sims	06/12/2020
<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.		Keisha Sims	06/12/2022
<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
<i>Initial Assessment:</i>			K-5 teachers monitor student progress on a regular basis through a Google Spreadsheet. Beginning, middle and end of year data is added along with district benchmarking, grades and common assessment information. Data is sorted to determine areas of need. Teachers are increasingly comfortable manipulating this data and using it to guide instruction. More professional development is needed in developing and implementing common formative assessments to guide instruction, as well as how to respond when assessments show areas of need.	Limited Development 09/06/2016	
<i>How it will look when fully met:</i>			SMART GOALS: Use data to plan professional development, in order to increase reading and math achievement by 10% by June 2019.		Jill Holbrook
<i>Actions</i>				1 of 3 (33%)	
6/21/17			Implement yearlong PD plan based on 5 Standards of Quality Instruction and best practices.	Complete 06/12/2018	Lindy Kirkman
<i>Notes:</i>					
9/6/19			Utilize PLC planning each Monday to analyze data from the previous week and assess needs for struggling students.		Sherri Martin
<i>Notes:</i>					

6/12/18	<p>Tues PLC time will use needs identified on Monday to plan instructional changes for whole group (core and spiral review), small group remediation and individual intervention needs.</p> <p>This time will also be utilized for professional development as needed.</p> <p>After school sessions will be provided that will focus on a variety of professional learning goals.</p>		Amanda Gaines	03/30/2021
Notes:				

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>The LEA/School has established a system of procedures and protocols for recruiting,</p> <p>evaluating, rewarding, and replacing staff.</p> <p>Recruiting</p> <p>☐ 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).</p> <p>☐ The LEA participated in a Virtual Job Fair to provide national exposure for applicants.</p> <p>☐ LEA administrators attend in-state and out-of-state job fairs.</p> <p>☐ The LEA collaborates with universities, etc.</p> <p>☐ The LEA recruits student teachers within RCSS.</p> <p>☐ The LEA provides possible offers of early contracts.</p> <p>☐ The new graduate list is shared with principals.</p> <p>☐ Principals make recommendations for employment</p> <p>Evaluating</p>	Full Implementation 10/02/2019		

☐ 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 interviews/recommends guidelines

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>			Currently (2017), we feel we are close to full implementation of this objective. Parents report high levels of satisfaction with our school. Each grade level regularly communicates with parents via notes, agendas, phone calls and newsletters. The school communicates regularly with our School Messenger phone system. We also provide 4-5 parent nights each year which focus on how parents can help support their child at home. We have several ideas, especially regarding use of our school website, which we believe will improve the quality of our parent communication even further. Every every year parents, students, teachers and the principal read and sign a school compact. The school compact indicates the expectations of each person.	Limited Development 09/06/2016		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
<i>How it will look when fully met:</i>			<p>When this objective is being fully met,</p> <ul style="list-style-type: none"> * parent communication folders will be going home at least once a week * parent nights will be held regularly * parent website will be established * ongoing face-to-face and/or voice-to-voice positive communication will occur with parents * grades will be updated weekly in PowerSchool SMART Goal: At least one face-to-face and/or voice-to-voice positive communication will occur with parents by February 2018. <p>Evidence may include teacher documentation of parent contacts, website, parent night schedule/surveys, PowerSchool reports.</p>	Objective Met 09/16/18	Amanda Gaines	02/20/2018
<i>Actions</i>						
	9/6/16	Purchase communication folders for whole school.		Complete 08/29/2016	Kelli Harrell	08/29/2016

Notes: Our principal, Kelli Harrell, ordered Nicky's Communication Folders for the whole school to be sent home weekly. (Evidences: September 2016 - Parent Communication Folders were ordered. In the 2017-2018, communications folder were purchased.)

9/6/16	Data Notebooks purchased for all students in all classrooms and used as a communication tool with students and parents.	Complete 11/08/2016	Jill Holbrook	11/15/2016
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Notes: Data Notebooks will be used at least for MOY Celebration and EOY Celebration. (Evidences: Data Notebooks were purchased and given to teachers upon arrival in Oct/Nov 2016.)

Teachers will be encouraged to use Data Notebooks in conferences with parents. (Evidences: Ongoing through school PLCs and MOY Celebration on Feb. 3, 2017)

We will move toward doing student-led conferences with parents.

Teachers will work with students in setting academic goals. (Evidences: Ongoing throughout the school year.)

9/6/16	Create a parent website with helpful resources.	Complete 02/23/2017	Amanda Gaines	02/28/2017
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Notes: Lindy Kirkman will work with Amanda Gaines and Wendy Gooch on a parent webpage.

Kelly Pugh will look at other school webpages to see what is available for parents and report back to the team.

Evidences: Wendy Gooch talked with Kelli Harrell and Lindy Kirkman and decided that a Google Site was a quick way to get the Parent Website up and going. Wendy Gooch worked on creating the Google Site and it was launch on Feb. 23, 2017. Teachers shared the site with parents during parent nights.

9/6/16	Create a survey/Google Form to be given to parents at PTO Open House (Annual Public Title I Meeting), mid-year and/or end-of-year to see how the school is doing with communicating. We will also collect email addresses for school purposes.	Complete 06/02/2017	Amy Heilig	06/06/2017
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Notes: Amy Heilig will work with Lindy Kirkman and Amanda Gaines on the Google Form. (Evidences: Lindy Kirkman and Amy Heilig created the Open House Sign-In/Communication Survey on Sept. 7, 2016. Amanda Gaines, Kelli Harrell, and Amy Heilig met for a SIT sub-groups to create the MOY Communication Survey on April 4, 2017, to be shared with parents at Transition Parent Night on April 20, 2017.)

Check with Lisa Langley about the information on blue sheets and make sure parent information has been entered. (Evidences: Lindy Kirkman checked with Lisa Langey on Nov. 10, 2016)

9/6/16 Celebrations for accomplishments of students at least twice a year.

Complete 06/02/2017

Angie Davis

06/09/2017

Notes: Data Notebooks will be used at least for MOY Celebration and EOY Celebration. (Evidences: Students shared their data notebook with parents on Feb. 3, 2017 during our MOY "Liberty Learner Mid-Year Showcase" and again at the end-of-year celebration.)

Celebrations will occur in the classroom.
Staggered times for the celebrations.
Need to be consistent across all grade levels.

Celebration for MOY is scheduled for Feb. 3, 2017.
Possibly get the Senior Citizens of the community involved and the Bridge Project (from Communities in School).

Seek help from Rachel Heston if needed.

6/13/17 At least one face-to-face and/or voice-to-voice positive communication will occur with parents by February 2018.

Complete 05/08/2018

Kelly Pugh

02/20/2018

Notes:

11/28/17 Revise parent website to include more math and literacy resources.

Complete 05/08/2018

Grade level chairs

06/09/2018

Notes:

Implementation:

09/16/2018

Evidence

5/8/2018
See folder uploads for examples of parent communication and parent survey information.

<i>Experience</i>	<p>5/8/2018</p> <p>Regular communication with parents is an ongoing goal. The expectations is reflected in our belief statements and school logo. Weekly communication is delivered via schoolwide folders and newsletters. Additional communication is given to parents in our Title I Parent Engagment nights. School messenger is used to send schoolwide messages via phone multiple times per month.</p> <p>9-17-18 In 2018-2019, we began schoolwide implementation of Class Dojo to create more immediate means of parent communication.</p>			
<i>Sustainability</i>	<p>5/8/2018</p> <p>We will need to continue monitoring of these efforts to ensure that 100% of teachers maintain a high level of communication with ALL parents.</p>			



School: Liberty Elementary

School Year: 2019-2020

Local Board Approval Signature: _____

SCHOOL IMPROVEMENT TEAM MEMBERSHIP

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

[illegible]



NCStar/SIP Mandatory Components

School Name: Liberty Elementary

School Year: 2019-2020

Duty-Free Lunch

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

The School Improvement Team approved not having daily duty free lunch in favor of maximizing teacher assistants during instructional time. PTO and office staff will strive to have duty free lunch on a monthly basis.

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. Resources will be used to provide teachers with planning time during the school day. Our school's master schedule currently provides 45 minutes of duty-free instructional planning daily for classroom teachers. Additional planning time is provided after school.

Transition Plan for At-Risk Students

- ☒ Elementary to Middle School
- ☐ Middle School to High School

Please describe transition plan below.

Liberty conducts middle school visits with our 5th graders every Spring. Our guidance counselor works with students on common fears (using lockers). Parents are invited to attend a transition night to meet with 6th grade teachers and learn important 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 at least twice per year to see students who transitioned from the previous year.



Liberty Elementary School

Kelli Harrell, Principal

206 North Fayetteville Street
Liberty, NC 27298
Phone 336.622.2253
Fax 336.622.2255
lib.randolph.k12.nc.us

October 28, 2019

Dear Parent/Guardian,

Legislation (G.S. §115C-83.15) passed during the 2013 long session of the North Carolina General Assembly provides parents with an additional measure of school performance in the form of School Performance Grades. Beginning with the 2013–14 school year, the annual North Carolina School Report Cards display a letter grade of A, B, C, D, or F for each school in the state.

The School Performance Grades are based 80 percent on our school's achievement score (student proficiency) and 20 percent on students' academic growth. At Liberty Elementary School, our achievement score for the 2018–19 school year is based on how well our students' performed on Grades 3–5 Mathematics, Grades 3–5 English Language Arts/Reading, and Grade 5 Science.

The purpose of this letter is to inform you that Liberty Elementary School, has been designated as a low performing school by the North Carolina State Board of Education. As defined in G.S. 115C-105.37: "The State Board of Education shall design and implement a procedure to identify low-performing schools on an annual basis. Low-performing schools are those that receive a school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. 115C-83.15."

Liberty Elementary School received a School Performance Grade of a "D" and a growth designation of "met expected growth" for the 2018–19 school year. Although we are committed to improving this score, it is important to remember that just as no one single score or grade tells the whole story of a student, neither does it tell you everything about the performance of a school or the opportunities that our school provides.

As a low performing school, we are required to develop an improvement plan that specifically addresses how the school will improve both the school performance grade and school growth score. The plan will also include how the superintendent and other central office administrators in the district will work with us and monitor the progress of our school. We have refined our plan and presented it to our school board at their meeting on October 21, 2019. The plan is available for review at www.randolph.k12.nc.us.

One of our top priorities for 2019–20 is to improve our School Performance Grade. There are a number of key programs we have in place to help improve student performance. These include:

- Further implementation of a Multi-Tiered System of Support for all students.
- Implementation of Positive Behavior Intervention and Support for all students.
- Continuation of our comprehensive data analysis and progress monitoring of all students.
- Identification of focus standards in reading and math. Use these standards to guide classroom assessments and interventions needed for student learning.
- Providing teachers with professional development and increased planning time to create engaging lessons.
- Providing parents with weekly updated information on student academic progress through Parent Portal.

- Utilization of Class Dojo for frequent parent communication.
- Engaging parents in supporting their students with quality reading and math activities.
- Providing increased opportunities for parental involvement with student learning.
- Continue implementation of anti-bullying and other social-emotional programs.

We hope you will closely follow your student's academic progress and work with his or her teacher(s) to help ensure they stay on track academically. Working together as a team, we can improve not only how well our students are performing individually, but how our school is performing as a whole. There is nothing more important to administrators and teachers at Liberty Elementary School than ensuring students are ready for the next step in their academic careers. I look forward to working with you to make sure your student is on track for success.

If you have any questions or concerns regarding our School Performance Grade and how we plan to improve, please don't hesitate to contact us at 336-622-2253.

Sincerely,

Kelli Harrell
Principal, Liberty Elementary School



Liberty Elementary School

Kelli Harrell, Principal

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28 de octubre, 2019

Estimado padre, madre o tutor legal,

La legislación (G.S. §115C-83.15) aprobada durante la sesión larga de 2013 de la Asamblea General de Carolina del Norte da una medida adicional de rendimiento de escuelas con el formulario calificaciones de rendimiento escolar. A partir del ciclo escolar 2013-14, cada escuela del estado recibe una calificación de A, B, C, D o F en los Informes de Evaluación de las Escuelas de Carolina del Norte.

El 80% de la calificación de rendimiento de la escuela es el puntaje de logro de la escuela (competencia de los alumnos) y el 20% es el crecimiento académico de los alumnos. En la escuela primaria Liberty, nuestra calificación de logro para el ciclo 2018-19 se basa en lo bien que nuestros alumnos se desempeñaron en Matemáticas Grados 3-5, Artes lingüísticas en el idioma inglés/Lectura Grados 3-5, y en Ciencias Grados 5.

El propósito de esta carta es informarle que la escuela primaria Liberty ha sido designada como escuela de bajo rendimiento por la Junta de Educación del Estado de Carolina del Norte. Como se define en G.S. 115C-105.37: "La Junta de Educación del Estado diseñará e implementará un procedimiento para identificar las escuelas de bajo rendimiento anualmente. Las escuelas de bajo rendimiento son aquellas que reciben una calificación de rendimiento escolar de D o F y un puntaje de crecimiento escolar de "crecimiento esperado cumplido" o "crecimiento esperado no cumplido" según lo definido por G.S. 115C-83.15".

La escuela primaria Liberty recibió una calificación de un "D" y una designación de crecimiento y que el "crecimiento esperado cumplido" para el ciclo escolar 2018-19. Aunque estamos comprometidos en mejorar estos resultados, es importante recordar que, igual que solo una nota o resultado no cuenta la historia completa de un alumno, tampoco nos da la historia completa de una escuela o las diferentes oportunidades que esta escuela le da a sus estudiantes.

Uno de los requerimientos de ser una escuela bajo rendimiento tendremos que crear un plan para mejorar el rendimiento escolar y la calificación de crecimiento académico. El plan también va a incluir como el superintendente escolar y los otros administradores de los servicios centrales del distrito van a trabajar con nosotros y monitorear nuestro progreso. Hemos refinado nuestro plan y lo presentamos a nuestra junta escolar en su reunión del 21 de octubre de 2019. El plan está disponible para su revisión en www.randolph.k12.nc.us.

Una de nuestras principales prioridades para el ciclo 2019-20 es mejorar nuestra calificación de rendimiento escolar. Hay programas claves que hemos establecido para mejorar el rendimiento de los alumnos. Incluyen las siguientes:

- Implementación adicional de un sistema de apoyo de múltiples niveles para todos los estudiantes.
- Implementación de intervención y apoyo de comportamiento positivo para todos los estudiantes.

- Continuación de nuestro análisis integral de datos y monitoreo del progreso de todos los estudiantes.
- Identificación de estándares de enfoque en lectura y matemáticas. Usar estos estándares para guiar las evaluaciones e intervenciones en el aula necesarias para el aprendizaje de los estudiantes.
- Brindar a los maestros desarrollo profesional y mayor tiempo de planificación para crear lecciones atractivas.
- Proporcionar a los padres información actualizada semanalmente sobre el progreso académico de los estudiantes a través del Portal de Padres.
- Utilización de Class Dojo para la comunicación frecuente con los padres.
- Involucrar a los padres en el apoyo a sus alumnos con actividades de lectura y matemáticas de calidad.
- Proporcionar mayores oportunidades para la participación de los padres en el aprendizaje de los estudiantes.
- Continuar implementando programas en contra de intimidación o anti-bullying y otros programas socioemocionales.

Esperamos que siga de cerca el progreso académico del alumno y que colabore con sus maestros para garantizar que se mantenga al día académicamente. Trabajando en equipo podemos mejorar no sólo lo bien que nuestros alumnos se desempeñan individualmente sino también la manera en que nuestra escuela rinde en sí. No hay nada más importante para los administradores y maestros de la escuela Uwharrie Ride Six-Twelve que garantizar que los alumnos estén preparados para el siguiente paso en sus carreras académica. Quedo a su disposición para colaborar con usted a fin de asegurarnos de que su alumno se mantenga al día para tener éxito.

Si tiene preguntas o preocupaciones sobre nuestra calificación de rendimiento escolar y la manera en que pensamos mejorarla, no dude en comunicarse con nosotros en 336-622-2253.

Atentamente,

Kelli Harrell
Directora