



**Liberty Elementary School**  
**School Improvement Plan**  
**2018-2019**

## 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:**

By the end of the 2018-2019 school year, at least 75% of the students taking EOG tests and EOC tests in the RCSS will perform at or above “Level 3” and all subgroups of students will perform at the “Expected Growth” Level or higher.



! = Past Due Objectives

KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			High expectations for all staff and students			
		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		

<b>How it will look when fully met:</b>			ALL teachers will consistently provide sound instruction through whole group, targeted small group and independent work. Proficiency level of students will increase.		Wendy Gooch	06/07/2019
<b>Actions</b>				<b>0 of 3 (0%)</b>		
	9/11/18		Lesson plan checks and walk throughs will focus on qualities and implementation of core instruction.		Kelli Harrell	06/07/2019
<i>Notes:</i>						
	9/11/18		Each grade level will determine PAW time needs in reading and math and plan instruction according to needs as identified in assessments.		Wendy Gooch	06/07/2019
<i>Notes:</i>						
	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.		Wendy Gooch	06/07/2019
<i>Notes:</i>						
	<b>KEY</b>	<b>A1.07</b>	<b>ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			We are a Positive Behavior Interventions and Support (PBIS) school and have been working on Tier 1 for the last two years. After analyzing the rubric for PBIS, we will continue to work in Tier 1 to firm up our areas of need. In grades K-5, we are implementing a behavior matrix that encompasses all areas of the school and a classroom management system. We are in conversation with Grade 5 to see how best to implement a classroom management system in those classrooms. Some teachers use Class Dojo in conjunction with whole class management systems to reinforce positive behaviors of students. While classroom rules and expectations are thoroughly reviewed, we see a need for increased focus on school-wide rules and expectations. 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		
<b>How it will look when fully met:</b>			When this objective is fully met, all teachers will have a consistent and effective classroom management system. Discipline referrals will decrease at school and on the bus. PowerSchool discipline reports will be used to ensure attainment of this goal.		Tabitha Judson	06/11/2019
<b>Actions</b>				<b>0 of 3 (0%)</b>		
	10/3/17		Teachers will implement the Olweus Bullying Prevention Program and Second Step Lessons in the classroom weekly.		Christy Burgess	06/08/2019

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 going over the school-wide behavior matrix.			Christy Burgess	06/08/2019	
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.						
7/5/18	All classroom teachers and specialists will implement Class Dojo to track behavior data and communicate with parents.			Christy Burgess	01/30/2019	
Notes:						
		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		
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.		Wendy Gooch	06/07/2019
Actions				0 of 2 (0%)		
9/23/18	Lesson plans at each grade level will show evidence of teaching students about growth mindset.			Wendy Gooch	01/30/2019	
Notes:						
9/23/18	Each classroom will display at least one visual reminder of growth mindset.			Wendy Gooch	01/30/2019	
Notes:						

<b>Core Function:</b>		<b>Dimension A - Instructional Excellence and Alignment</b>				
<b>Effective Practice:</b>		<b>Curriculum and instructional alignment</b>				
		<b>A2.01</b>	<b>Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress.(5091)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>

<b>Initial Assessment:</b>			Our instructional teams meet regularly to review practice and student progress. Classroom teachers meet for planning and review of practice three 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		
		<b>A2.02</b>	<b>Instructional Teams meet for blocks of time (e.g., 4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.(5092)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			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		
	<b>KEY</b>	<b>A2.04</b>	<b>Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<b>Initial Assessment:</b>			All grade levels meet three times a week. Two of those are at grade level and one with the administrator and lead teacher. We are working on the collaboration among each grade level in planning. Unit development is inconsistent. Most attention is focused on reading and math plans. Lessons are consistently developed around Common Core standards and learning targets are identified. Common formative assessments are used with increasing frequency, but are not yet automatic.	Limited Development 09/06/2016		
<b>How it will look when fully met:</b>			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.		<b>Wendy Gooch</b>	<b>06/14/2019</b>
<b>Actions</b>				<b>6 of 8 (75%)</b>		
	9/19/16	Teachers will develop units of study for teaching reading. Units will		Complete 06/08/2018	Lindy Kirkman	06/08/2019

	include a focus on vocabulary, written comprehension, vocabulary strategies, exemplars, and common formative assessments.			
	<p><i>Notes:</i> We will incorporate the gradual release of responsibility model, as well as, scaffold instruction.</p> <p>Utilize: Jan Richardson's First 20 Days of Reading Workshop or Gail Boushey and Joan Moser's Daily 5, Comprehension Toolkit and Achieve the Core Lessons as resources</p> <p>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.</p> <p>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.</p> <p>Incorporate vocabulary instruction into each unit of study.</p> <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>			
9/19/16	Increase independent reading time for all students throughout the year.	Complete 05/08/2018	Amy Heilig	06/05/2018
	<p><i>Notes:</i> Increase required amounts of independent reading time throughout the school year.</p> <p>*** October 25, 2016 By May, Grades 3-5, will be able to sustain reading for 1 hour to build stamina.</p>			

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	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.

9/19/16	<p>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.</p> <p><i>Notes:</i> This will be done at a staff meeting between Oct. and Dec.</p> <p>Evidences:</p> <ul style="list-style-type: none"> <li>* The first training with staff was 11/22/16 - Discussion of 5 Standards of Authentic Instruction and created posters that reflect each standard.</li> <li>* The 2nd training with staff was 01/17/17 - Further discussion of the 5 Standards of Authentic Instructions. Staff created posters that reflect best practices we are already doing or could do that would demonstrate each standard.</li> <li>* The 3rd training with staff was 03/21/17 - The staff was divided into a K-2 and a 3-5 group. The MAPSS team members presented a PBL for staff to show the importance of the Know/Need to Know component of a PBL.</li> </ul> <p>Give teachers the article "Five Standards of Authentic Instruction". Jigsaw the 5 Standards. All the teachers with the same standard get together and work on creating a poster to represent their standards. Each group will share out. (Evidence: 11/22/16)</p> <p>Math and Problem/Project-Based Learning for Student Success (MAPSS) Team will demonstrate the Know/Need to Know at a different Staff Meeting. (Evidence: 03/21/17)</p>	Complete 11/22/2016	Lindy Kirkman	12/20/2016
9/27/16	<p>All K-5 teachers will implement Number Talks and Computational Fluency in their classrooms</p> <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>	Complete 06/06/2017	Lindy Kirkman	06/09/2017

	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>			
7/5/18	Continue professional support for Project Based Learning.		Rachel Heston	06/12/2019
	<i>Notes:</i>			
7/5/18	Develop 3 additional units of instruction using a backwards design model.		Samantha Breth	06/12/2019
	<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	Limited Development 09/06/2016		

	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.			
<b>How it will look when fully met:</b>	<p>SMART GOAL: To increase, by 10%, the number of students proficient in Tier 1 with Core Instruction by 10% by June 2019.</p> <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>In 2017-2018, 55% will be proficient at Tier 1. 25%-30% will be in Tier 2. 15%-20% will be in Tier 3. These numbers are based on current benchmark and EOG data. A school-wide 30 minute intervention time block will be implemented on a daily basis. This time will be utilized for MTSS interventions. Student referrals will be initiated in grade level PLC discussion.</p> <p>Evidence of completion will include data on percent of students in each tier.</p>		Amy Heilig	06/07/2019
<b>Actions</b>		<b>2 of 5 (40%)</b>		
6/13/17	Implement a 4-days per week intervention time. This will occur during PAW Time to address individual student needs in literacy. We will evaluate the effectiveness of PAW Time quarterly.		Amy Heilig	06/12/2019
<p><i>Notes:</i> Amy Heilig will work with Kelli Harrell and Lindy Kirkman to develop a plan for how PAW Time will look at Liberty Elementary School.</p> <p>EVIDENCES: The schedule was completed in September 2016 for PAW Time. We will continue to evaluate the effectiveness of PAW TIME.</p> <p>2017-2018: PAW Time is from 8:05am-8:30am with a focus on reading interventions.</p>				

	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.			
6/21/17	Purchase and implement mClass/Reading 3D for grades 4-5.	Complete 08/30/2017	Amy Heilig	01/31/2018
	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	Examine data from strategy implementation to determine next steps for each student. Assist teachers with bringing appropriate data to the team for action.		Amy Heilig	06/12/2019
	Notes: Lindy Kirkman will work on revising a checklist of data sources for teachers. (Evidences: Document was finished on Feb. 14, 2107 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.			
9/19/16	Develop an item bank of research based strategies to implement with students at Tier 2 and Tier 3.		Amy Heilig	06/12/2019
	Notes: Lindy Kirkman will work with the MTSS team to find research-based strategies to use and implement. (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). (Evidences: Lindy Kirkman started this process in March 2017).  Lindy Kirkman has added a few more intervention strategies to the document in progress (May 2018)			
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.)

	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 are moved forward by implementing a school-wide matrix and classroom behavior system. We look forward to improved student behavioral success from these efforts.</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 5 (40%)		
	9/25/16	2016-2017 Implement Tier I (Bulldog Bucks systematic reinforcement program, school-wide behavior matrix and lesson plans taught by classroom teachers, data analyzed from Bulldogs Bucks collections and office discipline referrals, school-wide behavior chart system, parent newsletter introducing PBIS Tier I components, PTO support for monthly classroom rewards).		Complete 06/06/2017	Christy Burgess	06/06/2017
Notes:						
	9/25/16	In 2017-2018, a PBIS Team will attend Tier II/III Booster Training for 2 days.		Complete 02/08/2018	Kelli Harrell	02/13/2018
Notes: A team of 4, Christy Burgess, Clair Whitted, Jamie Yow and Tabitha						

			Judson, went to a two training on Feb. 7-8, 2018. They will come back and share what they learned at the training.			
9/25/16			2018-2019 - Implementation of Tier II. Targeted group interventions for approximately 20% of students who may not have been successful under Tier I. Include PBIS members on MTSS committee to address behavior concerns. Continue to track data and make adjustments as needed.		Christy Burgess	06/04/2019
Notes:						
9/25/16			2019-2020 - Implementation of Tier III as an additional option for at-risk students not successful until Tier I or II. Utilize daily, systematic individual check-in/check-out program; conduct functional behavior assessments and behavior intervention planning.		Christy Burgess	06/09/2020
Notes:						
10/3/17			2017-2019 Strengthen the implementation of Tier I by holding monthly meetings, analyzing and sharing data quarterly with staff.		Christy Burgess	06/12/2019
Notes:						
	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<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</p>	Limited Development 09/18/2017		

	growth.			
	Priority Score: 2	Opportunity Score: 3	Index Score: 6	
<b>How it will look when fully met:</b>	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.	<b>Objective Met 09/16/18</b>	<b>Kelli Harrell</b>	<b>06/05/2018</b>
<b>Actions</b>				
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:				
<b>Implementation:</b>		09/16/2018		
<b>Evidence</b>	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.			
<b>Experience</b>	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.			
<b>Sustainability</b>	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.			

<b>Core Function:</b>		<b>Dimension B - Leadership Capacity</b>			
<b>Effective Practice:</b>		<b>Strategic planning, mission, and vision</b>			
	<b>KEY</b>	<b>B1.01</b>	<b>The LEA has an LEA Support &amp; Improvement Team.(5135)</b>	<b>Implementation Status</b>	<b>Assigned To</b>
<b>Initial Assessment:</b>		The LEA has an LEA Support and Improvement Team. The LEA Support and Improvement Team consists of: Catherine Berry, Assistant Superintendent for Curriculum and Instruction Larry Chappell, Director		Full Implementation 03/28/2017	

			of Middle Schools/AIG/Title II Nancy Cross, Director of CTE and Innovative School Design Beth Davis, Director of Testing and Accountability/PowerSchool Lynette Graves, Director of Elementary Schools and Title I Kim Johnson, Director of High Schools and ESL Brooke Johnston, Director of Exceptional Children Nan York, Director of Media and Technology			
	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		
			Priority Score: 3                      Opportunity Score: 3                      Index Score: 9			
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		
<b>Evidence</b>	<p>10/19/2017 In September 2016, the Google Document was created. All the meeting date were entered into the Liberty Google Calendar.</p> <p>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.</p>			
<b>Experience</b>	<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 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>			
<b>Sustainability</b>	<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>			

<b>Effective Practice:</b>			<b>Distributed leadership and collaboration</b>			
	<b>KEY</b>	<b>B2.03</b>	<b>The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)</b>	<b>Implementation Status</b>	<b>Assigned To</b>	<b>Target Date</b>
<i>Initial Assessment:</i>			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			
<i>How it will look when fully met:</i>			Fully implemented PLCs	<b>Objective Met 09/16/18</b>	<b>Kelli Harrell</b>	<b>08/01/2019</b>
<i>Actions</i>						
	7/5/18	Implement PLC routines and procedures		Complete 06/08/2018	Kelli Harrell	06/08/2018
<i>Notes:</i>						
<i>Implementation:</i>				09/16/2018		
<i>Evidence</i>			7/5/2018 See uploads - Teacher handbook expectations. Weekly planning schedules. Data tracking samples.			
<i>Experience</i>			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.			
<i>Sustainability</i>			7/5/2018 Continued monitoring of PLC work will be required to maintain a high level of effectiveness.			

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

	documented through the formal teacher evaluation process. There is consideration of moving to a Google Form walk-through process to increase feedback to teacher.			
<b>How it will look when fully met:</b>	Teachers will be given timely feedback regarding instructional practices.		<b>Kelli Harrell</b>	<b>06/14/2019</b>
<b>Actions</b>		<b>1 of 2 (50%)</b>		
8/3/17	Design a walk-through form to give teachers feedback on a regular basis. Both principal and AP will implement.	Complete 06/01/2018	Kelli Harrell	06/15/2018
<i>Notes:</i> Consider ELEOT tool.				
7/5/18	Conduct monthly walkthroughs and/or formal observations to give feedback to teachers. Some will be completed by administration while others may include peer feedback.		Kelli Harrell	06/12/2019
<i>Notes:</i>				

<b>Core Function:</b>			<b>Dimension C - Professional Capacity</b>			
<b>Effective Practice:</b>			<b>Quality of professional development</b>			
	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
<b>Initial Assessment:</b>			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		
<b>How it will look when fully met:</b>			SMART GOALS: Use data to plan professional development, in order to increase reading and math achievement by 10% by June 2019.		<b>Jill Holbrook</b>	<b>06/11/2019</b>
<b>Actions</b>				<b>1 of 3 (33%)</b>		
6/21/17			Implement a yearlong professional development plan based on the 5 standards of quality instruction and best practices.	Complete 06/12/2018	Lindy Kirkman	06/08/2018
<i>Notes:</i>						
6/12/18			Upon review of 17-18 data we will focus on PBIS implementation for professional development in the 18-19 school year.		Christy Burgess	06/12/2019

Notes:

6/12/18 Provide differentiate Instructional Technology training for staff.

Amanda Gaines

06/12/2019

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
<b>Initial Assessment:</b>			The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. Recruiting • 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). • The LEA participated in a Virtual Job Fair to provide national exposure for applicants. • LEA administrators attend in-state and out-of-state job fairs. • The LEA collaborates with universities, etc. • The LEA recruits student teachers within RCSS. • The LEA provides possible offers of early contracts. • The new graduate list is shared with principals. • Principals make recommendations for employment Evaluating • All 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	Full Implementation 03/28/2017		

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
<b>Initial Assessment:</b>			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	Limited Development 09/06/2016		

	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.			
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
<b>How it will look when fully met:</b>	<p>When this objective is being fully met,</p> <ul style="list-style-type: none"> <li>* parent communication folders will be going home at least once a week</li> <li>* parent nights will be held regularly</li> <li>* parent website will be established</li> <li>* ongoing face-to-face and/or voice-to-voice positive communication will occur with parents</li> <li>* 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.</li> </ul> <p>Evidence may include teacher documentation of parent contacts, website, parent night schedule/surveys, PowerSchool reports.</p>	<b>Objective Met 09/16/18</b>	<b>Amanda Gaines</b>	<b>02/20/2018</b>
<b>Actions</b>				
9/6/16	Create a parent website with helpful resources.	Complete 02/23/2017	Amanda Gaines	02/28/2017
	<p><i>Notes:</i> Lindy Kirkman will work with Amanda Gaines and Wendy Gooch on a parent webpage.</p> <p>Kelly Pugh will look at other school webpages to see what is available for parents and report back to the team.</p> <p>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.</p>			

9/6/16	Purchase communication folders for whole school.	Complete 08/29/2016	Kelli Harrell	08/29/2016
	<i>Notes:</i> 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	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
	<i>Notes:</i> 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	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
	<i>Notes:</i> 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	Celebrations for accomplishments of students at least twice a year.	Complete 06/02/2017	Angie Davis	06/09/2017
	<i>Notes:</i> 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.)			

	<p>Celebrations will occur in the classroom. Staggered times for the celebrations. Need to be consistent across all grade levels.</p> <p>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).</p> <p>Seek help from Rachel Heston if needed.</p>			
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
<i>Notes:</i>				
11/28/17	Revise parent website to include more math and literacy resources.	Complete 05/08/2018	Grade level chairs	06/09/2018
<i>Notes:</i>				
<b>Implementation:</b>		09/16/2018		
<b>Evidence</b>	<p>5/8/2018</p> <p>See folder uploads for examples of parent communication and parent survey information.</p>			
<b>Experience</b>	<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>			
<b>Sustainability</b>	<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>			





## NCStar/SIP Mandatory Components

School Name: Liberty Elementary

School Year: 2018-2019

### 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 5<sup>th</sup> 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 6<sup>th</sup> 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.

<b>Safe School Plan for</b>	
<b>Liberty Elementary School</b>	
Pursuant to General Statute 115C-105.47, this Safe School Plan provides required information regarding roles and responsibilities of district and school-level personnel with respect to establishing and maintaining a safe, secure, and orderly school.	
Name and role of person(s) responsible for implementing this plan:	
<b>Statement of Responsibility for the School District Superintendent</b> – In accordance with General Statute 115C-105.47 (b) (2), the district superintendent is responsible for coordinating adoption and implementation of this plan, evaluating the principal’s performance with respect to school safety, monitoring and evaluating implementation of this plan at the school-level, and coordinating with local law enforcement and court officials as appropriate.	
In the event the district superintendent fails to fulfill these responsibilities as required by law, the following disciplinary consequences may occur: <i>If the superintendent fails to carry out the above mentioned responsibilities, the superintendent may be subject to a reprimand in his personnel file, or withholding of the superintendent's salary or both.</i>	
<b>Statement of Responsibility for the School Principal</b> – In accordance with General Statute 115C-105.47 (b)(3), the school principal is responsible for restoring, if necessary, and maintaining a safe, secure, and orderly school environment. The duties of the principal with respect to this include exhibiting appropriate leadership for school personnel and students, providing for alternative placements for students who are seriously disruptive, reporting all criminal acts under G.S. 115C-288(g), and providing appropriate disciplinary consequences for disruptive students.	
<i>If the principal fails to carry out the above mentioned responsibilities, the principal shall be subject to disciplinary action including a reprimand in the principal’s personnel file and disciplinary proceedings under General Statute 115C-325.</i>	
<b>Statement of the Roles of Other Administrators, Teachers, and Other School Personnel</b> – In accordance with General Statute 115C-105.47 9b) (4), other school personnel are tasked as follows with restoring, if necessary and maintaining a safe, secure, and orderly school environment:	
<b>Assistant Principal(s):</b> <b>Teachers:</b>  <b>Teacher Assistants:</b> <b>Other School Staff:</b>	<b>All school personnel are responsible for maintaining a safe, secure, and orderly school environment in accordance with RCSS and school developed crisis management plans.</b>
<b>Services for At-risk Students</b> – Pursuant to General Statute 115C-105.47 (b)(5), the following procedures are used to identify and serve the needs of students at-risk of academic failure, or of engaging in disruptive or disorderly behavior, or both: <b>The Randolph County School System utilizes the Multi-Tiered System of Support (MTSS).</b>	

<p>Pursuant to General Statute 115C-105.47 (b)(6), the following mechanisms are used for assessing the needs of disruptive and disorderly students who are at risk of academic failure, providing these students with services to assist them in achieving academically and modifying their behavior, and for removing them from classrooms when necessary:</p> <p><b>The Randolph County School System utilizes the Mutli-Tiered System of Support as well as the RCSS Code of Conduct to assist students as needed.</b></p>
<p>Pursuant to General Statute 115C-105.47 (b)(13a), the following services are provided to students assigned to an alternative school or an alternative learning program:</p> <p><b>Short-Term (less than 15 days):</b>  Middle and high school students are provided an educational alternative setting. During this setting, students are provided assistance with their class work which is expected to be completed prior to returning into the regular education setting.</p> <p><b>Short-Term (minimum of 15 days):</b>  Middle and high school students assigned to Intervention Center Aggression Replacement Training (ICART) receive a minimum of 15 days (30 sessions) of character education sessions. During this time, students are also provided assistance with their class work. Students must successfully fulfill the expectations of ART as well as complete school assignments to begin the transition back into the regular education setting.</p> <p><b>Long-Term Suspended:</b>  Schools will follow the Randolph County School System Alternative Education Options procedures.</p>
<p>In accordance with General Statute 115C-105.47 (b)(7), the following measurable (goals) for improving school safety and order are in place. <i>(Copy as needed depending upon the number of goals.)</i></p>
Goal: <b>Promote a safe and orderly environment conducive to learning while maintaining a safe and orderly campus</b>
Target: <b>Increase staff awareness and implementation of safety procedures throughout the campus</b>
Indicator: <b>Rosters of staff trainings; safety drill logs; visitor logs</b>
Milestone Date: <b>Quarterly</b>
Goal:
Target:
Indicator:
Milestone Date:
Goal:
Target:
Indicator:
Milestone Date:

In accordance with General Statute 115C-105.47 (b)(8), the following measures are used to determine the effectiveness of the school's efforts to assist at-risk students, including effectiveness of procedures adopted under G.S. 115C-105.48 (Alternative Learning Programs):				
Goal: <b>Promote a safe and orderly environment conducive to learning by maintaining a secure campus</b>				
Target: <b>Decrease disciplinary referrals and suspensions while utilizing strategies provided through the MTSS team</b>				
Indicator: <b>Discipline data, attendance data, suspension data, MTSS logs</b>				
Milestone Date: <b>Quarterly</b>				
Goal:				
Target:				
Indicator:				
Milestone Date:				
In accordance with General Statute 115C-105.47(b)(9), the following planned or recently completed professional development aligns with the goals of our safe school initiative:				
Professional Development	Planned/Completed			
<b>Safe School Training</b>				
<b>MTSS Training</b>				
<b>Data Analysis</b>				
Pursuant to General Statute 115C-105.47 (b)(10), identify the district's plan to work effectively with local law enforcement and court officials:				
<b>Maintain the Sheriff's Department as a community partner as it continues to provide:</b> <ul style="list-style-type: none"> <li>• one SRO's (School Resource Officers) at each of the six traditional high schools</li> <li>• one SRO (School Resource Officer) for each of the six middle schools</li> <li>• one SRO (School Resource Officer) for the one sixth grade school</li> <li>• two SRO's (School Resource Officers) are assigned to Randolph Community College, which also serve our Randolph County Early College High School</li> <li>• one full time and one part-time DARE (Drug Abuse Resistance Education) Officer to work with our seventeen elementary schools</li> <li>• two full time CARE (Child Abuse Reduction Education) Officers to work with our seventeen elementary schools</li> </ul> <b>Maintain established protocol for communication and collaboration with community agencies that provide support to students.</b>				
Pursuant to General Statute 115C-105.47 (b)(11), identify the district's plan to provide access to information to the school community, parents, and representatives of the local community:				
<ul style="list-style-type: none"> <li>• <b>The Randolph County School System will use communication tools including the website and social media to provide safety updates and vital information when appropriate. The RCSS Public Information Officer will assist with facilitating communication needs throughout the system.</b></li> <li>• <b>District and school level safety meetings will be held quarterly to provide information updates and training.</b></li> <li>• <b>A separate detailed Crisis Management Plan is maintained per facility.</b></li> </ul>				

Date: October 15, 2018

Dear Parent/Guardian:

I hope the school year has started successfully for all of you. As a parent/guardian of a student in Liberty Elementary School, I am writing this letter to let you know 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."

School Performance Grades are calculated for all schools as required by the North Carolina Every Student Succeeds Act (ESSA) State Plan and North Carolina General Statute 115-C 83.15. A-F letter grades are assigned to all public schools in the state.

School Performance Grades are assigned using a weighted model of 80% achievement and 20% growth. Schools with a grade span that does not go beyond 8th grade (grades 3-8, referred to as Elementary/Middle) use a defined set of indicators for the letter grades. Schools with a grade span starting at 9th grade (grades 9-13, referred to as High School) use another set of indicators. Schools with grades in both grade spans use the indicators from each combined to create one letter grade. These grades are used to identify schools in need of Comprehensive Support and Improvement (CSI) as required by ESSA. Also, as required by state law, School Performance Grades and a school's growth status determines whether a school is low-performing or a district is low-performing. Lists of CSI schools and low-performing schools and districts will be posted on the Accountability Services website after approval by the State Board of Education in October.

#### **Elementary/Middle Indicators**

Reading/Mathematics Assessments English Learner Progress Science Assessments	<b>80%</b>
EVAAS School Growth (Reading, Mathematics and Science)	<b>20%</b>

### High School Indicators

Reading/Mathematics Assessments English Learner Progress 4-year Cohort Graduation Rate Biology Assessments ACT/WorkKeys Assessments Passing NC Math 3 Course	<b>80%</b>
EVAAS School Growth (Reading and Mathematics)	<b>20%</b>

Liberty Elementary School received a D School Performance Grade and did not meet growth; and, as a low performing school, is 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 are already engaged in the work of refining our plan and will present the plan to our school board at their next meeting, October 15, 2018 at 6:30 PM in the Central Services Board Room. After the initial approval by our board of education, we will submit the plan to the State Board of Education for review. The State Board's designee, staff members of the North Carolina Department of Public Instruction's (NCDPI) District and Regional Support division, will read each plan and provide feedback to the school. After considering the feedback from the state, our local board of education will give final approval to the plan so that the final plan for improvement can be posted on our local district website [www.randolph.k12.nc.us](http://www.randolph.k12.nc.us) , as well as the NCDPI's website ([www.ncpublicschools.org](http://www.ncpublicschools.org) ).

Our school is focused on continuous improvement and I look forward to working with each of you as we continue to focus on providing the best education for our children. Please do not hesitate to contact me with any specific questions as we move through this process.

Sincerely,

Ms. Kelli Harrell

Principal, Liberty Elementary School

Fecha: 15 de octubre de 2018

Estimados padres/tutores:

Espero que el año escolar haya comenzado satisfactoriamente para todos ustedes. Como padre/tutor de un estudiante en la escuela primaria Liberty, les escribo esta carta para informarles que esta escuela ha sido declarada como una escuela de bajo rendimiento por la Junta estatal de educación de Carolina del Norte. Como se define en G.S. 115C-105.37: “La Junta estatal de educación diseñará e implementará un procedimiento para identificar las escuelas de bajo rendimiento cada año. 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 “cumple con el crecimiento esperado” o “no cumple con el crecimiento esperado” de acuerdo con G.S. 115C-83.15”.

Las Calificaciones del rendimiento escolar se calculan para todas las escuelas de acuerdo a lo exigido por el plan estatal de Carolina del Norte de la Every Student Succeeds Act (ESSA) o Ley cada estudiante triunfa y el Estatuto general de Carolina del Norte 115-C 83.15. Las calificaciones con las letras de la A a la F se asignan a todas las escuelas públicas en el estado.

Las Calificaciones del rendimiento escolar se asignan utilizando un modelo que pondera el 80% de logro y el 20% de crecimiento. Las escuelas que sólo llegan hasta grado 8º (escuelas con los grados 3º a 8º, conocidas como primarias o secundarias) utilizan un conjunto definido de indicadores para las calificaciones con letras. Las escuelas que comienzan con el grado 9º (escuelas con los grados 9º a 13º, conocidas como preparatorias) utilizan otro conjunto de indicadores. Las escuelas con ambos intervalos de grados utilizan los indicadores para cada una y los combinan para una calificación con letras. Estas calificaciones se utilizan para identificar a las escuelas que necesitan Apoyo y Mejoras Exhaustivos (CSI, por sus siglas en inglés) según lo exigido por la ESSA. También, como lo obliga la ley estatal, las Calificaciones de rendimiento escolar y el estado de crecimiento de una escuela determinan si una escuela o un distrito tienen bajo rendimiento. Las listas de las escuelas y los distritos que necesitan CSI o que tienen bajo rendimiento se publicarán en el sitio web de servicios de contabilidad o Accountability Services después de ser aprobado por la Junta estatal de educación, en octubre.

#### **Indicadores para escuelas primarias / medias**

Evaluaciones en Lectura / Matemáticas Progreso del estudiante de aprendizaje inglés Evaluaciones en Ciencia	<b>80%</b>
Crecimiento escolar EVAAS (Lectura, Matemáticas y Ciencia)	<b>20%</b>

### Indicadores para escuelas secundarias

Evaluaciones en Lectura / Matemáticas Progreso del estudiante de aprendizaje inglés Tasa de graduación de cohorte de 4 años Evaluaciones en Biología Evaluaciones ACT/WorkKeys Aprobación del curso Matemáticas 3 de CN	<b>80%</b>
Crecimiento escolar EVAAS (Lectura, Matemáticas y Ciencia)	<b>20%</b>

La escuela primaria Liberty recibió una calificación de D en rendimiento escolar y cumplió con el crecimiento y, como escuela de bajo rendimiento, se requiere que desarrolle un plan de mejora que cubra específicamente cómo la escuela mejorará la calificación de rendimiento escolar y el puntaje de crecimiento escolar. El plan también incluirá cómo el superintendente y otros administradores de la oficina central en el distrito trabajarán con nosotros y harán seguimiento al progreso de nuestra escuela. Ya estamos comprometidos con el trabajo de perfeccionar nuestro plan y lo presentaremos a nuestra junta escolar en su próxima reunión, el 15 de octubre de 2018 a las 6:30 p.m., en la Sala de juntas de Servicios centrales. Después de la aprobación inicial por parte de nuestra junta de educación, enviaremos el plan a la Junta estatal de educación para su revisión. La persona asignada por la Junta estatal, los miembros del personal de la división de apoyo distrital y regional del North Carolina Department of Public Instruction (NCDPI), leerán cada plan y presentarán los comentarios respectivos a la escuela. Después de tomar en consideración estos comentarios del estado, nuestra junta local de educación dará la aprobación final del plan de mejora para que se pueda publicar en nuestro sitio web local del distrito [www.randolph.k12.nc.us](http://www.randolph.k12.nc.us), así como en el sitio web del NCDPI ([www.ncpublicschools.org](http://www.ncpublicschools.org)).

Nuestra escuela está enfocada en la mejora continua y espero trabajar con cada uno de ustedes en la medida en que continuemos concentrándonos en proporcionar la mejor educación para nuestros niños. Por favor, no duden en contactarme si tienen preguntas específicas durante este proceso.

Atentamente,

Sra. Kelli Harrell

Directora, Liberty Elementary School