

Comprehensive Progress Report

Mission: Through excellence and a commitment to our students and families, Liberty Drive Elementary School will build unity through communication, teach with an understanding of equity and diversity, and develop pride in students as members of the community. We are Bulldog Nation!

The staff at Liberty Drive Elementary School will create a consistent and connected partnership between the home, the school, and the community in an effort to ensure that students leave us as better versions of themselves academically, socially, and emotionally with a solid mindset for their future.

Vision:

Goals:

By June 2021, the math proficiency for grade level proficient students will increase from 29% to 35% and the college and career ready proficiency from 15.4% to 17.4% based on the End-of Grade testing data.

By the fall of 2021, the reading proficiency for grade level proficient students will increase from 30.4% to 35% and the college and career ready proficiency from 22% to 24% based on the End-of Grade testing data.

By June 2021, the science proficiency for 5th grade, grade level proficient students will increase from 59.5% to 62.5% and college and career ready proficiency from 45.1% to 48% based on the End-of Grade testing data.

By June 2021, LDES will implement additional interventions to: (a.) reduce the number of out of school suspensions (OSS) by 10 % from 85 occurrences to 77 occurrences; (b.) reduce the number of in-class referrals by 10% from 509 referrals to 459 referrals; and (c.) reduce the number of office referrals by 10% from 269 referrals to 243 referrals.

By June 2021, LDES will implement additional attendance incentives to reduce the number of chronic absenteeism for students with: (a.) 3-9 absences from 190 students to 171 students; (b.) 10-17 absences from 75 students to 67 students; and (c.) 18 or more absences from 27 students to 24 students.



Activity in the last 3 months

! = 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
<i>Initial Assessment:</i>			<p>All teachers have been trained in the gradual release model of instruction (I Do, We Do, Few Do, You Do) and use this model in PLC's to plan, create, and implement instruction for all core subjects and special subjects. The gradual release model includes teacher whole group directed instruction, collaborative practice with student partnerships, and teacher-directed small group instruction. Also within the gradual release model of instruction, teachers are expected to explicitly model and teach content, practice new instruction with students, and allow students to practice together as well as independently.</p> <p>NOTE: For Plan B and C - gradual release will only include the components of I Do, We Do, and Few Do. For Plan C, teachers will teach all components via Google Meet with students staying online via Google Meet for the I Do and We Do portions. Students will log off during the You Do portion to complete independent assignments in Google Classroom, and the teacher will still keep the Google Meet live for students that need assistance or clarification during the You portion. For Plan B, teachers will teach in a hybrid fashion to remote and in class students. For Plan C, teachers will teach all components via Google Meet with students staying online via Google Meet for the I Do and We Do portions. Students will log off during the You Do portion to complete independent assignments in Google Classroom, and the teacher will still keep the Google Meet live for students that need assistance of clarification during the You portion. For Plan B, teachers will teach in a hybrid fashion to remote and in class students. Teachers will explicitly teach and model the I Do portion to both remote (via Google Meet) and in-person students. For the We Do portion, students will practice along with the teacher to reinforce skills and strategies taught and modeled during the I Do portion. For the You Do portion, remote students will log off and complete practice work independently assigned in Google Classroom, and the teacher will scaffold and assist in class students with their independent assignment. For remote students, the teacher will keep their Google Meet active so that these students can ask questions or get clarifications as needed.</p>	Limited Development 09/10/2020		

How it will look when fully met:			<p>When this objective is fully met, all teachers (classroom, specials, EC and ESL) will fully use the entire gradual release model of instruction for every core lesson that is taught daily. Each lesson will have a clear I Do (explicit, modeled instruction), We Do (teachers practice new instruction with students), Few Do (student partnerships practice content together), and You Do (students practice content independently). NOTE: For Plan B and C - When this objective is fully met, all teachers (classroom, specials, EC and ESL) will fully use the entire gradual release model of instruction for every core lesson that is taught daily. Each lesson will have a clear I Do (explicit, modeled instruction), We Do (teachers practice new instruction with students), and You Do (students practice content independently) with remote students having access to the classroom teacher via Google Meet.</p> <p>The information that we will use to determine that the objective is fully met is</p> <ul style="list-style-type: none"> walkthrough checklists for Plan A and Plans B and C classroom observations recorded video lessons 		Tania Simmons	06/05/2021
Actions				0 of 2 (0%)		
	9/10/20	Teacher refresher PD of Gradual Release Model of Instruction			Tania Simmons	11/15/2020
	<i>Notes:</i>					
	9/10/20	Create Gradual Release of Instruction Walk through Checklist			Tania Simmons	11/15/2020
	<i>Notes:</i>					
	KEY	A1.07	ALL teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.(5088)	Implementation Status	Assigned To	Target Date

Initial Assessment:	<ul style="list-style-type: none"> Currently, there are about 50-60 office/classroom referrals inputted into Review 360 each month. Teachers will be participating in a variety of classroom management PD's that have been given by the district to help teachers understand our students and their cultural backgrounds, as well as how to create and develop classroom rules and procedures that align with PBIS expectations. Selected teachers will be completing PBIS/classroom management PD modules in Review 360, district PD, and outside PD (PTEC). Selected teachers will be observing in other classrooms to gain new ideas on how to fully implement and reinforce classroom rules and procedures. This school year our Student Support Specialists (CIS) are case managing students to help with needs of students in order for them to be successful in the classroom. Every classroom has procedures and expectations posted. Teachers will be participating in a variety of trauma and cultural relevant school-based PD's throughout the year to address mental health and racial equity within the classroom. 	Limited Development 11/21/2017		
	Priority Score: 3	Opportunity Score: 3	Index Score: 9	
How it will look when fully met:	All teachers and staff will implement school-wide PBIS classroom procedures and expectations that decrease classroom/office referrals inputted into Review 360 by 10% (June 2021). All teachers and staff will consistently implement school and class-wide procedures and expectations everyday and within each block of instruction. The principal will review a PBIS procedure and expectation of a targeted area each week during morning announcements. All teachers and staff will help to fully implement the procedure and expectation of the reviewed targeted area by modeling and assisting students with practice in order to implement with fidelity. Once a targeted area's expectation/procedure is met, another area will be targeted until all areas are met with a 10% decrease in referral to Review 360. Teachers will review, model, and assist students with practice each day and in each block for classroom procedures/expectations in order to decrease these referrals in Review 360 by 10%.	Add Actions	Jennifer Tallant	06/04/2021
Actions		4 of 5 (80%)		
11/21/17	Breakfast Clubs will meet daily from 7:30 AM - 7:50 AM to support students who have 3 or more office referrals monthly.	Complete 05/31/2018	Jennifer Tallant	02/28/2018
<i>Notes:</i>				

5/9/18	Principal will have monthly behavior assemblies to show classroom/office referral data, classroom paws earned, monthly positive behavior incentives/consequences, and the monthly goal for the grade level and school regarding PBIS expectations.	Complete 06/07/2020	Jennifer Tallant	10/31/2018
<i>Notes:</i>				
5/9/18	Classrooms will receive 'paws' by teachers and staff. Classroom teachers will log their number of 'paws' into a Google doc. weekly and the principal will award the class with the most weekly 'paws' during morning announcements. A tally of classroom 'paws' is displayed on the office hallway. Classes will receive prizes/awards for increments of 'paws'.	Complete 12/21/2018	Jennifer Tallant	11/30/2018
<i>Notes:</i>				
7/19/18	Incentives - PAW Mart, Monthly PBIS Celebrations, PBIS challenges, classroom incentives all via Dojo points for behavior	Complete 05/31/2020	Sandy Vollinger	07/01/2020
<i>Notes:</i>				
5/9/18	The Student Support Specialist and School Counselor will meet with TSI team monthly to discuss students on their case load who continue to significantly have increases or decreases in classroom/office referrals.		Lauren Anderson	06/04/2021
<i>Notes:</i>				
Implementation:		10/30/2019		
Evidence	7/17/2018 Lesson plans and student grouping lists			
Experience	7/17/2018 All support staff met with 4-5 at-risk behavior students each morning for about 30 minutes and implemented social skills lessons at each morning meeting. Students were very receptive and participated in the lessons, and changed behaviors and mindsets.			
Sustainability	7/17/2018 Teachers will need to continue to implement a social skills curriculum (Second Steps). This will be done for 18-19 school year each morning during our class meeting time (7:30 - 8:00 AM)			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Curriculum and instructional alignment			
	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Each grade level team has a curriculum map/pacing guide for each subject that lays out the pacing (calendar) of instructional standards for the year, the standard written out in its entirety, research based resources that align with each standard, vocabulary, test questions, the dates of assessments, and specifics of how each standard will be assessed. ELA and Math have unit templates created to address standards and instructional methods for each standard.	Limited Development 10/10/2016		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
<i>How it will look when fully met:</i>			<p>Subject area teachers will meet weekly to plan and discuss best practices of instruction to implement standards that have to be taught and assessed throughout the year. Teachers will meet about 2 or more hours weekly to plan the next week's lesson using the curriculum map/pacing guide as a guide of what standards to teach and when. Also, common assessment data will be discussed to plan for remediation and enrichment activities as well as teachers sharing instructional strategies that work to maximize student growth and achievement.</p> <ul style="list-style-type: none"> •Teams of teachers meet to discuss standards (PLC meetings) • Teams of teachers plan integrated units/lessons based on standards • Curriculum Map/Pacing Guide up to date • Relevant, real world standards based activities • Grade level subject planning teams • PLC Meeting Agendas, Notes, and Forms 	Add Actions	Tania Simmons	06/04/2021
Actions				3 of 4 (75%)		
	11/10/16	*Ensure that all subject area Pacing Guides (4th/5th grade Math, Science, and Social Studies) is followed according to the dates and standards listed, and that standards are implemented based on time frames indicated on the pacing guide. During PLC meetings, pacing guides will only be adjusted by curriculum facilitator, district facilitators or Asst Superintendent if needed. Pacing guides will not be strongly altered due to benchmark tests being created by standards listed for time frames.		Complete 06/07/2020	Tania Simmons	06/01/2017

Notes: Pacing Guides are reviewed by teachers at weekly PLC meetings in order to assure that standards are being addressed and taught in a timely manner. Pacing Guide standards are discussed and implemented in instruction with evidence from weekly shared lesson plans created in weekly PLC sessions and common formative assessments created and given every 2 weeks.

11/10/16 *Teams of subject area teachers will meet to discuss standards (PLC meetings). PLC teams meet weekly to review pacing guide, review and discuss common assessment data, and plan for the next week's lesson. Teams meet for 45 minutes during the day and for one hour after school. PLC teams help teachers to share best instructional practices according to standards taught and common assessment data. Teachers also discuss remediation/enrichment strategies along with core instructional strategies according to common assessment and formative/summative data.

Complete 06/07/2020

Tania Simmons

06/01/2018

Notes: PLC meetings-4th/5th grade ELA and 5th grade Math on Mondays during the day; 4th grade Math and 5th grade Science during the day. All ELA teams meet on Monday after school, and all Math and 5th grade Science teams meet on Tuesdays after school.

Staff have an understanding that the PLC meetings as well as other opportunities to focus on standards will continue throughout the school year and into the summer as we plan for 2017-2018 moving into 2018-2019.

7/19/18 Lesson Planning - Teachers will submit weekly lesson plans by Monday morning 8:00 AM for that week of instruction.

Complete 06/10/2020

Jennifer Tallant

06/10/2019

Notes:

10/30/19 Teachers will participate in PD sessions that address how to plan, how to evaluate resources and tasks to use during instruction, how to create and implement DOK questions during instruction, and how to implement good instruction with best practices and strategies - engagement, standards-based instruction, questioning, formative assessment during instruction, using formative assessments to guide instruction.

Jennifer Tallant

06/10/2021

Notes:

Implementation:

10/30/2019

<i>Evidence</i>	1/20/2018 Evidence attached and saved on school Google drive. 1/20/2018			
<i>Experience</i>	1/20/2018 Pacing guides show current instruction and all previous and current common assessments reflect standards that have been taught according to the dates on the pacing guide. Also, weekly lesson plans show standards being taught. 1/20/2018			
<i>Sustainability</i>	1/20/2018 During weekly PLC meetings, pacing guides will be reviewed to adjust any time frames and dates. Common Assessments and weekly lesson plans will be reviewed by curriculum facilitator and principal to make sure of alignment with pacing guide. 1/20/2018			

		A2.05	ALL teachers develop weekly lesson plans based on aligned units of instruction.(5095)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<ul style="list-style-type: none">All lessons plans are to be submitted and shared via Google Docs (teachers have an assigned folder) by Monday 8:00 AM.All teachers begin planning their lessons for the following week in PLC meetings. In PLC meetings, teachers unpack standards and use the subject area curriculum map/pacing guide to plan each day of the week's lesson. Teachers also create a 'skeleton' plan for the week with the APK's, Number Talks (Math), Exit Tickets, and I DO portion of the lesson plan.Teachers use their PLC and planning notes to continue creating their weekly lesson plans to include all gradual release components, small group instruction, and differentiation.Teachers use and discuss sample common assessment questions and DOK questions for planning portions of the gradual release model - I DO, WE DO, and YOU DO.	Limited Development 10/26/2018		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			All teachers are consistently turning in lesson plans containing the appropriate components (gradual release and balanced literacy/ARC). Lesson plans show evidence of PLC discussions and differentiation for their class.		Jennifer Tallant	04/01/2021
Actions				3 of 7 (43%)		
10/29/18		All teachers will meet once a week for PLC's in two sessions. The first session will focus on unpacking standards, looking at data, and pacing for the week. The second session will focus on creating a lesson plan outline creating APK's and the I DO section of the plan.		Complete 06/01/2020	Tania Simmons	09/30/2018
<i>Notes:</i>						
10/29/18		Lesson plan components requirements (non-negotiables) will be created for reading and math. Components will be shared with teachers and then understanding supported during PLC discussions and lesson plan feedback.		Complete 09/27/2019	Tania Simmons	10/01/2018
<i>Notes:</i> Components shared and discussed during weekly PLC's						
10/30/19		All teachers will follow and implement subject area non-negotiables created by the district and school.		Complete 06/10/2020	Jennifer Tallant	06/10/2020
<i>Notes:</i>						

10/29/18	Selected teachers will participate in a professional development watching a modeled lesson on their core subject area. Discussion and analysis of gradual release components and active engagement strategies.		Tania Simmons	01/30/2021
<i>Notes:</i>				
10/30/19	Instructional leadership team and classroom teachers will conduct walkthroughs to ensure all lesson components of instruction are being implemented with fidelity.		Jennifer Tallant	01/30/2021
<i>Notes:</i>				
10/29/18	Teachers will implement differentiation strategies for each day of the lesson plan - small group instruction, reteaching of standards, addressing misconceptions.		Tania Simmons	03/30/2021
<i>Notes:</i>				
10/29/18	All teachers will receive and continue to receive as needed gradual release professional development. For example, it is tailored support depending on what the teacher needs. Using walkthrough data and 1:1 teacher data conferences, if a teacher is struggling with a certain portion of the gradual release model, then they will receive individualized PD for that particular segment of gradual release and/or will be able to observe a teacher who does well with that particular segment.		Tania Simmons	10/15/2021
<i>Notes:</i>				
Implementation:		07/24/2019		
Evidence	7/24/2019 A PLC agenda, lesson plan, and data template has been uploaded to the folder.			
Experience	7/24/2019 All classroom teachers have submitted lesson plans and attended PLC's to plan lessons for instruction.			
Sustainability	7/24/2019 Classroom teachers and support staff are required to come to their subject-area PLC's in order to participate in discussions on lesson planning, assessments, standard unpacking, and analyzing data.			

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			Data analysis and instructional planning			
		A3.01	Instructional Teams use student learning data to identify students in need of instructional support or enhancement.(5110)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			<p>Currently, the instructional leadership team and TSI (SIT team) is analyzing all Benchmark, NC Check-in, and Common Assessment school-wide data to look at grade level trends and grade level standards that need to be increased. From this, the ILT is sharing this data in PLC's and looking at grade level data and moving to teacher-specific data.</p> <p>In PLC's, teachers talk about trends that we see according to low performing standards to create groups of students that need intervention or enrichment. We also look at this data to determine the instruction and groupings for small group intervention and whole school remediation and enrichment.</p>	Limited Development 09/15/2020		
<i>How it will look when fully met:</i>			<p>When this objective is fully met, all students will be grouped in instructional tiers (Tier 1-grade level support, Tier 2-supplemental support, Tier 3-intensive support) based off of math and reading data to receive:</p> <ul style="list-style-type: none"> • small group support in the classroom (Tier 1), • iReady program (math and reading), Number Worlds (math), and ARC Toolkits (reading) (Tier2) • iReady program (math and reading), Number Worlds (math), and ARC Toolkits with increased time or days (Tier 3). <p>The information that we will use to determine when objective is fully met will be:</p> <ul style="list-style-type: none"> • PLC agendas and meeting notes • TSI agendas and meeting notes • iReady progress monitoring data • ARC IRLA reading levels and Power Goal data • Number Worlds progress monitoring data • Benchmark data protocol sheets • MTSS monitoring tool 		Sandy Vollinger	06/04/2021
<i>Actions</i>				0 of 2 (0%)		
	9/22/20	Create a spreadsheet or update MTSS monitoring tool to track every student and the Tier category/intervention that they qualify for.			Tania Simmons	06/04/2021

Notes:

9/22/20 Monitor small group lesson plans for Tier 1 students.

Jennifer Tallant

06/04/2021

Notes:

A3.05

The school assesses each student at least 3 times each year to determine progress toward standard-based objectives.(5114)

**Implementation
Status**

Assigned To

Target Date

Initial Assessment:

The district has enrolled us in NC Check-ins for Reading, Math, and Science for both grade levels. These assessments are scheduled 3 times this school year based off of current standards taught. We also will take a standards based practice test (district purchased) end of grade test in March or early April to assess students before the NC EOG test.

Full Implementation
09/22/2020

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>			The MTSS process has been re-established this school year. Support is being provided by district level administrators as to what the MTSS process will look like for individual schools and the district. Liberty Drive's (TSI) MTSS team will meet monthly to discuss the process of students being referred for possible EC services/evaluation, as well as how the PLC meetings will share interventions that teachers will implement before students can be possibly referred for EC evaluation process. A flowchart has been created that shows the process of how students will be universally screened to possibly be placed in an intervention(s), a list of interventions that a student could receive, how long the intervention must be in place for the students, how the student will be reassessed once the intervention has been complete, and if referral is to be made towards EC, or if intervention needs to be changed or maintained.	Limited Development 10/10/2016		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>			Students who are consistently not achieving growth and/or proficiency in academic standards or positive behavior performance will be discussed in monthly and bi-monthly TSI subject team meetings and weekly PLC meetings to begin receiving interventions from their subject area teacher and/or school counselor or success coach (for behavior interventions) that will help toward growth and proficiency in academics or behavior. Students will also be discussed during PLC meetings during the PM session of PLC meetings. Interventions will be implemented for 6-8 weeks. After 6-8 weeks, if no growth or proficiency is achieved, then students will be referred to the school TSI team, or intervention will be changed. If proficiency or growth has been achieved, then students will continue the intervention until mastery has been achieved. Once students have been referred to the TSI team, the team will follow the school system's protocol to begin the process of referring students to Tier 3.		Tania Simmons	06/04/2021
Actions				2 of 3 (67%)		
	7/24/19	Add TSI information after MTSS/PBS training in August 2019.		Complete 06/10/2020	Jennifer Tallant	12/31/2019

<i>Notes:</i>					
5/9/18	The school will have an MTSS reboot with teachers and instructional support staff to review and rediscuss the reason and purpose of MTSS, what each tier looks like, what is sound core instruction, examples of interventions and timeline for interventions, and what PLC discussions of students that are not making growth and proficiency should look like.		Complete 08/03/2020	Ken Hill	07/31/2020
<i>Notes:</i>					
1/20/18	The school MTSS team will meet monthly to discuss and review school academic data and students that are placed in math and ELA interventions (Number Worlds/ARC Toolkits) to determine if interventions are working or if a change of interventions need to occur. Also during these team meetings, students that have been in an intervention for 12+ weeks and have not been making any growth or improvement will be discussed to be referred to the EC department. UPDATE: The structures are in place and we now need to revise it for Plan B instruction with the addition of having remote learners.			Sandy Vollinger	06/04/2021
<i>Notes:</i>					
Implementation:			09/22/2020		
Evidence	9/22/2020 TSI minutes for 20-21 school year				
Experience	9/22/2020 K. Hill provided MTSS training with our ILT for the new process of referring students for EC services/evaluation.				
Sustainability	9/22/2020 The ILT will meet with the TSI leadership team to train them on the new process as well. The TSI team will train teachers on the process throughout the first semester of the school year 20-21.				
	A4.05	ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions.(5123)	Implementation Status	Assigned To	Target Date

<p>Initial Assessment:</p>	<p>By June 2021, LDES will implement additional interventions to: (a.) reduce the number of out of school suspensions (OSS) by 10 % from 85 occurrences to 77 occurrences; (b.) reduce the number of in-class referrals by 10% from 509 referrals to 459 referrals; and (c.) reduce the number of office referrals by 10% from 269 referrals to 243 referrals.</p> <p>Action Strategies</p> <ul style="list-style-type: none"> • Finalize master schedule conducive to best instructional practices for social and emotional development • All 4th and 5th grade classroom teachers are departmentalized into duo teams. • All core classes are taught in the morning from 8:35 AM to 11:30 AM. • Implementation of morning meetings that include Second Step instruction, PBIS expectations/support and restorative practices. • A Student Support Specialist and school counselor will share strategies on how to effectively build strong relationships and trust with parents, assist with meeting facilitation, and advocate for student needs. • Professional development and coaching for teachers who have noted difficulty with classroom management. • Students who are consistently not achieving growth and/or proficiency in positive behavior performance will be discussed in weekly PLC and monthly TSI meetings to begin receiving behavior interventions from the school counselor or student support specialist. If additional interventions are needed, students will be referred to the sub-committees of TSI and PLC teams. • Students referred to the TSI team will have current interventions assessed by the team. The team will use the TSI flowchart to determine next steps for the student. • A PBIS ‘reboot’ was provided to train teachers and staff on how to identify the social and emotional needs of all students and how to attend to these needs. • Teachers will continue to receive trauma PD and also will receive restorative practice and cultural relevant PD. 	<p>Limited Development 10/27/2018</p>		
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	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	When fully met all classrooms will be implementing Second Steps and restorative practice strategies. Teachers will have been training in de-escalation, creating trauma sensitive classrooms and mental health/first aid. There will be a decrease in office referrals and student will have built skills to self regulate and problem solve. TSI team will be used as a strategy to identify teachers and students who need additional support. The student support specialist and school counselor will work with students and teachers to build self-regulation strategies and supports for positive behaviors within the classroom. Walk throughs will show successful implementation.		Add Actions	Jennifer Tallant	06/04/2021
Actions			3 of 4 (75%)		
10/27/18	All certified staff will receive Mental Health/First Aid Training		Complete 11/30/2018	Jennifer Tallant	11/30/2018
<i>Notes:</i>					
10/27/18	Full implementation of Second Steps as a part of the daily morning meetings		Complete 06/02/2020	Ronnie Hewitt	12/30/2018
<i>Notes:</i>					
10/27/18	Professional development and classroom support from Tricia Gladstone (behavior specialist)		Complete 06/07/2020	Jennifer Tallant	06/14/2019
<i>Notes:</i>	PD will include: De-escalation strategies, conflict management, gender support, PBIS and others as needed				
10/27/18	Student support specialist and school counselor will work together with teachers and behavior specialists to identify students who need extra support and create a plan for support			Lauren Anderson	03/15/2021
<i>Notes:</i>	Students will be identified using Review 360 data and teacher request. TSI flowchart will be used to identify the appropriate students and targeted strategy.				
Implementation:			07/24/2019		
Evidence	7/24/2019 Tallant has PD agendas and School Counselor has records of students receiving interventions.				
Experience	7/24/2019 All teachers have received trauma and mental first aid training. The school counselor and success coach have worked together to identify students and create a plan for behaviors. Also, T. Gladstone has implemented PD for staff.				

<i>Sustainability</i>	7/24/2019 Teachers will continue to receive trauma training and CRM PD. School Counselor and CIS Success Coach will continue to work together to create interventions for students with chronic behaviors. Also, our school has continued with contracted PD with T. Gladstone.			
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	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Teachers and staff will be trained on how to identify the social and emotional needs of all students and how to attend to these needs through mental health and trauma training. Teachers will also be trained on how to guide the emotions of our students, and how to support the emotional needs of our students through PBIS Second Steps and Check-In/Check-Out training (Tricia Gladstone). In addition, our teachers will know interventions and supports to put in place to help students with their emotional and social needs through mental health and trauma training.	Limited Development 10/10/2016		
			Priority Score: 3	Opportunity Score: 2	Index Score: 6	
<i>How it will look when fully met:</i>			All teachers and staff will help all students understand their emotional experiences are not unique , and that different emotions are prompted by different situations. All teachers and staff will help students understand the causes and triggers of certain emotions, and will be able to provide simple social/emotional instruction with specific examples and situations. 75% of all students will have ways to express emotions and know how to use those different ways. All teachers and staff will help students in understanding that other people may not feel the same way that they do, and that fully understanding the perspectives of others can be difficult, but is important in order to understand the feelings of others. All teachers will provide students with a safe classroom environment in which with daily procedures and expectations to follow.		Jennifer Tallant	06/10/2021
<i>Actions</i>				5 of 6 (83%)		
	11/10/16	Administrators will help teachers understand the difference between classroom and office managed behaviors and monitor the correct usage.		Complete 09/30/2018	Jennifer Tallant	06/01/2018

Notes: Mrs. Tallant will collect all used student classroom discipline forms from Mrs. McLendon and see teachers about updating their classroom managed behaviors.

Review 360 data supports that the number of in-class referrals that are reported as office managed offenses has decreased.

11/10/16 PBIS procedures will be consistently and continually be reviewed during staff meetings, mentor-mentee meetings, post observations, and face-to-face meetings with administrators.

Complete 05/01/2018

Jennifer Tallant

06/01/2018

Notes: Keep modeling for teachers and students in all areas of the school. Remind staff to discuss the steps with students before each transition. (Expectations)

Reminders have been given to the staff to review PAWS expectations and be consistent in the delivery. The team feels we need to review the referral process. We are now ready to address the "tier 2 and 3" students. Suggestions: Tier 2 team, daily check ins, behavior contracts, buddy teacher, bounce partners

PBIS school-wide and classroom-wide competitions are being developed to encourage and keep students consistent with PBIS procedures, rules, and expectations.

5/9/18 Teachers will receive training in mental health support for students.

Complete 11/06/2018

Jennifer Tallant

11/02/2018

Notes:

11/10/16 BLT teachers and "new to TCS" teachers will be offered more support with PBIS/PAWS expectations through professional developments provided by administrators or their designees.

Complete 06/07/2019

Jennifer Tallant

03/01/2019

Notes: Teachers will complete the Review 360 module-Classroom Management. Currently 80% of the staff have completed module 2-Behaviors of Concern.

7/24/19 Teachers will receive CRM training to learn how to de-escalate students back to resiliency as well as themselves.

Complete 06/10/2020

Jennifer Tallant

12/31/2019

Notes: Certified staff received one CRM training this year. The second training was canceled due to COVID-19.

10/30/20 LDES administrative team will be working with our District Behavior Consultant to train staff in implementing SEL/Trauma Sensitive Classrooms.

Jennifer Tallant

06/10/2021

Notes:

Implementation:				06/17/2020		
Evidence		6/17/2020 Training was held October 16, 2020. See powerpoint training attached as a link.				
Experience		6/17/2020 District CRM team trained certified teachers in the community resilience model.				
Sustainability		6/17/2020 We were not able to provide the follow-up training due to COVID-19. At the beginning of the school year a refresher will be offered, and the follow-up training will also be provided.				
	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

<p>Initial Assessment:</p>	<p>*Liberty Drive only houses 4th and 5th grades.</p> <ul style="list-style-type: none"> • 5th grade students will have a scheduled tour at Thomasville Middle School in April or May 2021. This tour introduces students to the administration at TMS as well as key staff and 6th grade teachers that students may possibly have for the next school year. Students also receive a tour of the school with a focused tour of the 6th grade hallway. Students are also introduced to extra-curricular activities that they may want to participate in during the next school year. • The 6th grade band will perform for 5th grade students in the spring of 2021 and interested potential band students will receive information about band, instruments, and expectations of band students. • 3rd grade students will have a scheduled tour at Liberty Drive Elementary school in early May 2021. These tours will be set up by the school counselors at Thomasville Primary School and Liberty Drive Elementary School. 3rd grade students will tour Liberty Drive and also meet 4th grade teachers and key staff. • Upcoming 4th grade parents will have the opportunity to attend a 4th grade Parent Session in early August 2021 to tour the building and to obtain essential information that will help ease the transition from Thomasville Primary School to Liberty Drive Elementary School. This session will be hosted by the principal, curriculum facilitator and 4th grade teachers of Liberty Drive Elementary. <p>*Last school year (19-20), Liberty Drive 5th grade teachers observed 6th grade teachers at Thomasville Middle School and LDES 4th grade teachers in their subject area. After the observations, there was time to debrief between both teams of teachers to discuss the instruction observed and additional best practices to use with instruction.</p> <p>Also, during the summer, there was district vertical team discussion and planning (to discuss standards that were not taught, taught at mastery, or taught, but needed to be strengthened between 3rd and 4th grade, 4th and 5th grade, and 5th and 6th grade teachers.</p>	<p>Limited Development 12/05/2017</p>		
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	Priority Score: 1	Opportunity Score: 3	Index Score: 3		
How it will look when fully met:	Liberty Drive will develop and implement transition plans for each grade level (4th and 5th grades) in order to ease and prepare students to transition from 3rd to 4th grade, 4th to 5th grade, and 5th to 6th grade. Students will have opportunities to tour the school, meet teachers and staff, and learn the expectations and activities of each school and grade. Teachers will have the opportunity to meet with the previous and/or next grade level to review and discuss academic and behavior trends of the grade level as well as specific students. Parents will have the opportunity to tour the school, meet teachers and administration and learn the expectations of each school and grade level. Subject area (Math, ELA, and 5th/6th grade Science ONLY) vertical alignment meetings will be established between 3rd/4th grade teachers, 4th/5th grade teachers, and 5th/6th grade teachers to meet once during the 3rd quarter to discuss academic trends and core standards of the grade level so that teachers will have a better understanding of previous and future standards that students would have learned and need to learn.			Ronnie Hewitt	06/04/2021
Actions			1 of 4 (25%)		
1/20/18	Liberty Drive parents (4th and 5th grade students) will receive information during the spring Parent Lunch and Learn session, 3rd quarter parent report card conferences, and in the March monthly parent newsletter promotion standards/expectations for students to be promoted to the next grade level.		Complete 06/08/2018	Kristal Land	06/01/2018
Notes:					
5/9/18	5th grade students will tour the middle school and attend an information session before the tour. 3rd grade students will tour our school and attend an information session before the tour.			Lauren Anderson	05/30/2021
Notes:					
10/30/20	Liberty Drive 4th grade teachers will observe 5th grade teachers and 5th grade teachers will observe 4th grade teachers in their subject area at least one time beginning February 2021. *Note: If the school system moves to Plan A, 4th grade teachers will observe 3rd grade teachers, and 5th grade teachers will observe 6th grade teachers in their subject area.			Jennifer Tallant	06/10/2021

Notes:					
1/20/18	Subject area (Math, ELA, and 5th/6th grade Science ONLY) vertical alignment meetings will need to be established between 3rd/4th grade teachers, 4th/5th grade teachers, and 5th/6th grade teachers will meet once during the 3rd quarter to discuss academic trends and core standards of the grade level so that teachers will have a better understanding of previous and future standards that students would have learned and need to learn.			Tania Simmons	06/15/2021
Notes:					
Implementation:			10/15/2018		
Evidence	10/15/2018 See schedule and documents from school counselors at TPS, our school, and TMS. Also, parent sign-in sheets.				
Experience	10/15/2018 All 4th grade teachers met with 3rd grade teachers and 5th grade teachers met with 6th grade teachers to discuss transition information in June 2017. 5th grade students went to Thomasville Middle School to tour and meet 6th grade teachers, and 3rd grade students came to our school to tour and meet 4th grade teachers. Also, rising 4th grade students and parents met with administrators and 4th grade teachers for an information session and tour in August 2017 and August 2018.				
Sustainability	10/15/2018 Teachers will no longer meet at the end of the year with vertical teachers to discuss transitions. Administration teams and instructional coaches will not meet to discuss upcoming year transitions and classroom rosters. 3rd grade students will continue to tour our school and meet 4th grade teachers, and 5th grade students will continue to tour TMS and meet 6th grade teachers in the Spring. We also plan to have our 4th grade informational meeting in August 2019.				
	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:			Full Implementation 09/22/2020		
Liberty Drive Elementary School uses the Second Step (social and emotional learning program with lessons). Teachers teach a Second Step lesson everyday during Morning Meeting for about 15-20 minutes. Students are given a pre-test at the beginning of the year, and then given a post-test at the end of the year to measure progress of learning goals and strategies.					

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
<i>Initial Assessment:</i>			<p>Thomasville City Schools has a Curriculum and Instruction team that supports our teachers and students that includes:</p> <ul style="list-style-type: none"> • curriculum and instruction services • exceptional children's services • English as a second language services • student support services • career and technical services • academic and intellectual children's services <p>Our system also has a district truancy officer and social worker that supports are school.</p>	Full Implementation 10/30/2020		

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Monitoring instruction in school			
	KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
Initial Assessment:			<p>The Instructional Leadership team (Principal, Asst Principal, and CF) is using a google form as a walkthrough tool that creates a spreadsheet documenting what was seen during the quick observation. This information is being compiled and organized by grade level to anonymously compare the strengths and weaknesses and allow for suggestions for improvement. Teachers receive immediate feedback after the walkthrough via email or notes.</p> <p>Principal currently leaves feedback for teachers on sticky notes and emails addressing strengths and opportunities for growth.</p>	Limited Development 10/10/2016		
			Priority Score: 2	Opportunity Score: 3	Index Score: 6	
How it will look when fully met:			The principal, assistant principal, and curriculum facilitator will look at compiled walkthrough data each month to track teachers and the feedback given to them using a 'tiered system' of performance for teachers. We will also look at this data to find trends, strengths and weaknesses of the instructional practices of our teachers, and to monitor curriculum and classroom instruction regularly, classroom management, as well as time on task for instructional and implementation of the gradual release model. Using this data, we will provide PD and instructional support as needed per teacher.		Jennifer Tallant	06/04/2021
Actions				1 of 3 (33%)		
10/30/19		Walkthrough instrument/tool will be modified as needed.		Complete 06/10/2020	Tania Simmons	06/10/2020
Notes:						

	5/9/18	Principal and instructional leadership team will create a walkthrough schedule to address and observe all classroom teachers.		Ronnie Hewitt	11/15/2020
	<i>Notes:</i>				
	5/9/18	Principal and instructional leadership team will provide walkthrough data feedback the same day as the walkthrough occurred.		Tania Simmons	06/15/2021
	<i>Notes:</i>				
Implementation:			10/30/2019		
Evidence	10/15/2018	See Walkthrough Instrument, walkthrough data, and walkthrough schedule via Google Docs.			
Experience	10/15/2018	Administration and Curriculum Facilitator will conduct walkthroughs and give feedback based on walkthrough schedule.			
Sustainability	10/15/2018	Continue to look at walkthrough data and trends to discuss areas that need PD or discussion.			

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Quality of professional development			
	KEY	C2.01	The LEA/School regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(5159)	Implementation Status	Assigned To	Target Date
Initial Assessment:			At the school level the Instructional Leadership Team looks at aggregated classroom observation data using informal walk-throughs and teacher observations to examine trends and issues related to instruction, classroom management/procedures, and student work to determine any additions and revisions to school improvement goals and professional development needs. The instructional leadership team along with classroom teachers, ESL teacher, EC teachers, and Interventionists meet weekly during PLC meetings to look at common assessment data, examples of formative assessments, and benchmark data to determine professional development needs and students who may benefit from being referred to the MTSS team in order to obtain additional classroom interventions. The LEA team also conducts walkthroughs throughout the month and give feedback with instructional strategies and classroom procedures.	Limited Development 10/10/2016		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			<ul style="list-style-type: none">Teachers self-reflecting on teaching and improving practiceEvidence using feedback from walkthroughs implemented in classroom instruction and lesson plansTeachers will use data from CA's, formative assessments, and benchmark assessments to plan intervention, remediation, and acceleration instruction in the classroom.		Tania Simmons	06/10/2021
Actions				3 of 4 (75%)		
	11/10/16	Instructional Leadership Team will select staff to attend Professional Development based on data.		Complete 06/10/2020	Tania Simmons	12/31/2019
Notes:						
	11/22/16	Ensure that teachers become more involved with data discussions and review.		Complete 06/10/2020	Tania Simmons	01/31/2020
Notes:						
	10/15/18	Provide a data protocol training for teachers to understand how to analyze and disaggregate data in order to create small groups for instruction and interventions for students.		Complete 06/10/2020	Tania Simmons	11/15/2020

<i>Notes:</i>				
10/30/20	The instructional leadership team will assign PTEC PD, Simple K-12 PD, and NCEES PD, to teachers based off of instructional needs and walkthrough observation data.		Tania Simmons	06/10/2021
<i>Notes:</i>				
Implementation:		06/17/2020		
Evidence	6/17/2020 See attached or linked: 1:1 meeting schedules with leadership, PLC agenda, and Data Tracker.			
Experience	6/17/2020 Teachers were trained on how to use data trackers to analyze and discuss student data for core subjects, teachers had 1:1 meetings with leadership to discuss student data and particular students and their needs, also teachers began leading PLC meetings to develop leadership capacity in discussing standards, instruction, and data. Also, we established instructional planning PD's to meet the instructional needs of teachers in reading and math.			
Sustainability	6/17/2020 We will continue building instructional delivery capacity and focus on how to use data to drive instruction. Teachers will continue using data trackers and leading PLC's.			

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

<p>Initial Assessment:</p>	<p>Thomasville City Schools Human Resources Dept. has hiring procedures and protocols in place to ensure the hiring of highly qualified teachers and replacing teachers. Also, TCS HR dept. has procedures to recruit at area colleges and some out of state colleges where at times teachers and staff of schools in the district also assist with this recruitment process. Evaluations occur thorough our state NCEES system for all certified teachers by administrators only. Each school has an instructional coach to assist struggling and/or new teachers using the coaching process of observing, reflecting, practicing, and modeling. Teachers are rewarded from the district with Bulldog Nation awards and Teacher of the Year. Teachers are rewarded from the school with "Crystal Apple" awards and other incentives as directed by the leadership team of each school.</p>	<p>Full Implementation 10/30/2020</p>		
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Core Function:			Dimension E - Families and Community			
Effective Practice:			Family Engagement			
	KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			The principal sends a telephone message bi-monthly or as needed to parents to keep them abreast on school information and about events. Classroom teachers also use ClassDojo to send personal texts about behaviors that are exceptional and that need improvement, and classroom news/events. School sends home monthly newsletters about academic information and upcoming school news and events. This year we have created a family committee that creates events and addresses needs of parents. We also will have a minimum of 3 parent nights this year (Title 1 night, Math and Science Night, and Literacy Night). Learning brochures will be sent home giving parents information about each 9 weeks.	Limited Development 10/10/2016		
			Priority Score: 2 Opportunity Score: 3 Index Score: 6			
<i>How it will look when fully met:</i>			All teachers and staff will consistently communicate with parents/guardians about what is going on in their classroom or grade level. The principal will send out a phone message of the week's activities and due dates, as well as weekly things that parents can do with students at home. The school will also host 3 parent/family nights (reading night, math and science night, EOG night) and 50% and more parents will attend. Evidence of this objective being met will be calling system logs, sign-in sheets from parent events, classroom/team newsletters, school monthly newsletters, etc., and classroom teacher communication logs.		Kristal Land	06/04/2021
<i>Actions</i>				3 of 4 (75%)		
	5/9/18	Monthly newsletters and weekly phone calls are sent home to parents		Complete 06/08/2020	Jennifer Tallant	01/31/2018
<i>Notes:</i>						
	7/19/18	School newsletters to go home monthly - curriculum news, birthdays, school events, etc.		Complete 09/28/2018	Jennifer Tallant	05/31/2020
<i>Notes:</i>						
	10/30/19	Parent curriculum brochures will be sent home to address standards and how to help child at home.		Complete 06/10/2020	Kristal Land	06/10/2020
<i>Notes:</i>						

9/22/20	Parent Zoom meetings will be created to help parents with technology and at home instruction assistance for asynchronous and synchronous learning.		Jennifer Tallant	06/04/2021
<i>Notes:</i>				
Implementation:		10/15/2018		
Evidence	10/15/2018 Parent Lunch and Learn agendas and sign-in sheets, phone call messaging logs, Class Dojo logs, monthly newsletter copies.			
Experience	10/15/2018 Weekly phone calls are sent by principal, parent lunch and learns have been scheduled for the year, monthly newsletters are sent home by grade level teams, and teachers use Class Dojo to send home text information.			
Sustainability	10/15/2018 The above will continue and be monitored and scheduled each year. The SIT team will discuss ways to improve the above as needed.			