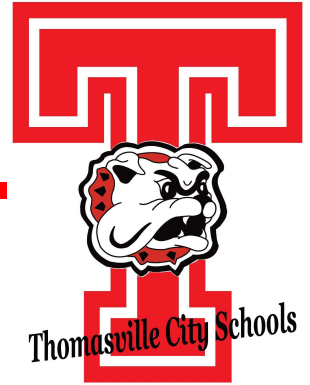




Total School Improvement Plan (LDES)



ONE TEAM

ON 
DREAM

LIBERTY DRIVE ELEMENTARY

2022-2023




Good Morning
9/29/2022

Room 302
789395

To Do: Para hacer:

- Come in **QUIETLY** and **eat** your breakfast and **clean up**. Venga en silencio y tome su desayuno y limpie.
- **Unpack** your book bag. Desembale su mochila.
- Get your **computer** and go to **ALEKS**. Obtenga su computadora y vaya a ALEKS.
- Math Matemáticas
- Reading Lectura
- PE

ALEKS®



22-23 Changes to LDES

New Staff / Roles

- Trios, Teaming, Teaching all subjects

4th Grade		5th Grade		Specials		Support		EC	
Adekoya	All Subjects	O'Neal	All Subjects	Jackson	Music	Wallace	TA	Junious	5th
Meeks	All Subjects	Rader	All Subjects	Kennedy	P. E.	Little	CIS	Callahan	4th
Lyons	All Subjects	Sankey	All Subjects	Land	Media			M. Brown	EC TA
Thornton-Bracy	All Subjects			Moore	Art	Oliver	Sub		
		Trio							
Team		Elam	ELA			* minus 2 Teachers * minus 1 ESL Teacher			
Allen	ELA	Houchins	Science			*LDES is still currently understaffed			
Clark	Math	Turner	Math						

22-23 Changes to LDES

Schedule

- [Master Schedule](#),
 - Blocks times are 80 to 90 minutes
 - Small Group Expectation
 - More PLC time
 - WIN (Whatever I Need) Time each day

PLC's, TSI, MTSS Meetings

- Tuesdays - Science
- Wednesdays - ELA
- Thursday- Math
- Staff meeting @ 3:05 every Wednesday
- **MTSS**- 2nd Tuesdays of each Month
- **TSI**- 3rd Friday of the month



Staff Vote for SIP:

I agree with the 2022-2023 LDES School Improvement Plan (SIP).

21 responses



● Agree
● Disagree



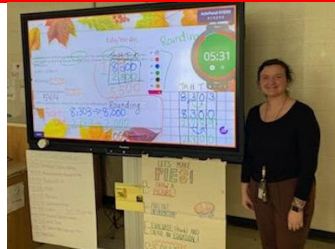
Instructional Teams develop standard aligned units of instruction for each subject and grade level.

School Goal (WIG)

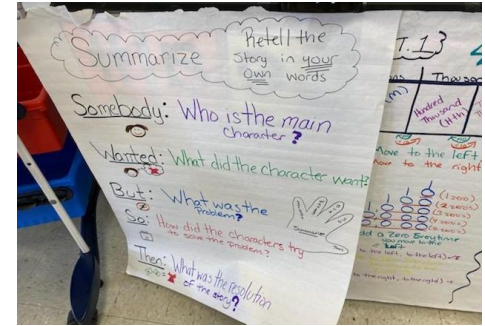
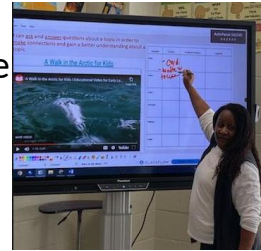
During the 2022-2023 school year, our school will create, implement, and develop active PLC's to strengthen core instruction. This will be accomplished by having targeted, data-driven PLC meetings twice a week, building relationships in order to have collaborative discussions, and completing weekly PLC maps to demonstrate intentional planning and mapping for the delivery of instruction (skill/strategy). Progress will be measured through weekly walkthrough data, weekly formative assessments, quarterly NC Check-ins, and by raising student growth and proficiency by 12% (according to 21-22 EOG scores).

Strategies/Action Steps

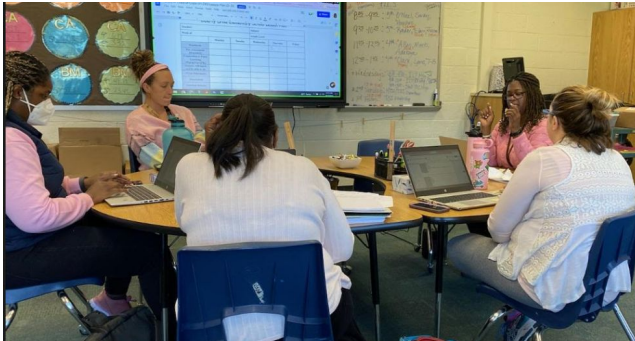
- Having targeted data driven PLC meetings twice a week
- Assigning teachers rotating PLC leadership roles to build capacity and instructional knowledge
- Following/reviewing standards-based curriculum pacing guides
- **Intentional planning of daily gradual release**
 - Teachers will think and plan before PLC meetings 'the how' (I Do/We Do) of instruction, and bring these to weekly PLC meetings.
 - Allows teachers to discuss and model together 'the how' (I Do/We Do) of instruction to receive feedback and other ideas/resources
- **Developing and finalizing weekly lesson plans**
 - Teachers leave PLCs with a completed learning plan for next week's instruction with resources and feedback
- **Deconstructing the standards (breaking down standards)**
- **Weekly walkthroughs with a focus on certain parts of the instructional block**
- **Development of unit formative and summative assessments**
- **Data discussions and data analyzation**



Gradual release teaching and modeling



Modeling what we want our students to see and know



Collaborative PLCs

Liberty Drive Elementary School Lesson Plan

Teacher:	Subject: ELA
Week of:	Grade Level: 4th
Standards	
Pre-Assessment (if needed)	
Connection to Prior Learning (Warm-Up/APK)	
Students will know and be able to do	
	Monday:
	Tuesday:
	Wednesday:

Lesson planning template

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.

School Goal



During the **2022-2023 school year**, our school's MTSS team will work together with all stakeholders (LDES staff, parents, district office, DPI support, etc.) to determine the multiple tiers of support along with evidence-based instruction that addresses students' academic, behavioral, social, and emotional needs to ensure the success of all students. This will be accomplished by providing a schoolwide approach to student support, with MTSS members working as a team to assess students and plan interventions. Progress will be measured through iReady reading reports, ALEKS math reports, School Pace reading reports, and student progress monitoring reports.

Strategies/Action Steps

- Review iReady, ALEKS, and IRLA data to gather baseline data
- Monthly (or as needed) MTSS team meetings
 - Provide teachers with evidence-based interventions, resources, and support
- Interventionist support with ELA and Math for Tier 3 students
- Daily small group instruction
 - Small group data will be used to adjust and assign reading and math goals
- Daily use of iReady, ALEKS and IRLA to continue to provide ongoing academic support and data
 - Students' progress will be monitored weekly with ALEKS tools (Math) and SchoolPace tools (ELA)
 - Students not progressing will be assigned evidence-based interventions for specific amounts of time and will be referred to the MTSS team to determine tier placement if needed
- Students understanding and helping to create their own growth goals
- After School Tutoring in Math, Science and ELA

2022-2023
Core Leadership Team
Hewitt, Mosley, Simmons, Weavil, Sinkler

TSI

Total School Improvement

Core Leadership, Meeks, O'Neal, Rader, Sinkler, ESL, Kennedy, Junious, (2 parents)

MTSS

Multi-Tiered Systems of Support

Core Leadership, Rader, Thornton-Bracy, Turner, Lyons, Sinkler, ESL, Junious

Academics

Simmons, Weavil, Meeks, O'Neal, Callahan, Allen, Elam, Houchins, ESL*

Behavior

Sinkler, Kennedy, Mosley, Junious, Turner, Rader, Jackson, Lyons
 (School Climate and School ambassador as needed)*

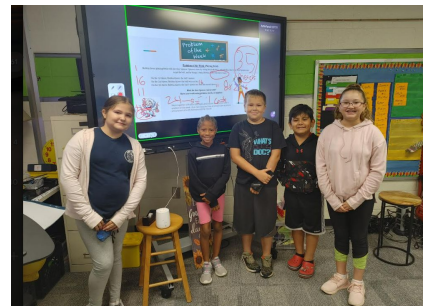
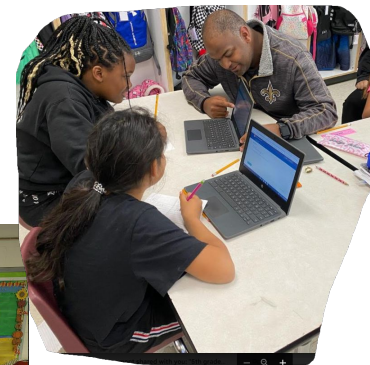
Attendance

Data Manager, Sinkler, Sheffield, B. Barnes, Little, Wallace
 (Family & Community Engagement team as needed)*

PLC
Math

PLC
ELA

PLC
SCIENCE



All teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.

School Goal (WIG)

During the 2022-2023 school year, our school will implement a school-wide focus to support the social and emotional health needs of students. This will be accomplished by having daily morning meetings incorporating social-emotional lessons along with PBIS school-wide procedures and expectations; school-wide assemblies and events to promote and practice PBIS expectations; and rewarding students that consistently practice and demonstrate PBIS expectations (Class Dojo points and PawsMart). Progress will be measured through weekly walkthrough data, Review 360 reports, Class Dojo point reports, and by having a decrease in office referrals by 10% (according to 21-22 Review 360 office referral data).

Strategies/Action Steps

- Daily Second Step lessons and Morning Meetings
 - Using our SEL Specialist
 - Daily Check-in Check-out
 - Small Groups
- School-wide PBIS procedures and expectations
- Student awards and incentives
- Class Dojo points, PAWSMart, Buy-in events
- Walkthrough checklist and classroom observation behavior data trends
 - Trends observed will become monthly instructional focus topics and school-wide discussions
 - Morning announcements and Morning Meetings
 - Assemblies
 - MTSS/TSI meetings



PAWS Reward
Kickball Games
Video Gaming Truck
Sunset Slush



Daily Morning
Meetings/Second
Steps



Grade Level
Assemblies



Multiplication
Challenge Winners



Student of the Month



LIBERTY DRIVE ELEMENTARY SCHOOL PBIS BEHAVIOR					
PRACTICE RESPECT, ACCEPT RESPONSIBILITY, WORK TOWARDS SUCCESS, STAY SAFE					
	Playground	Cafeteria	Restrooms	Hallways	Buses
Practice Respect I will...	Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less.	Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less.	Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less.	Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less.	Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less.
Accept Responsibility I will...	Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less.	Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less.	Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less.	Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less.	Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less.
Work Towards Success I will...	Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less.	Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less.	Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less.	Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less.	Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less.
Stay Safe I will...	Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less.	Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less.	Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less.	Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less.	Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less. Use a voice level of 10 or less.

The principal monitors curriculum and classroom instruction regularly

School Goal

During the 2022-2023 school year, our instructional leadership team will establish expectations and processes for instructional planning, delivery, and monitoring. This will be accomplished by providing a monthly instructional focus that aligns with the district instructional framework, the instructional leadership team meeting with PLCs, and weekly classroom walkthroughs providing targeted feedback. Progress will be measured through weekly walkthrough data, weekly formative assessment data, quarterly NC Check-ins, and by raising student growth and proficiency by 12% (according to 21-22 EOG scores).

Strategies/Action Steps

- Weekly walkthroughs and feedback
 - Creation of universal lesson plan template
- NCEES observations
 - Super Observation, Peer Observations
- Teacher post conferences discussions and feedback
- Monthly instructional focus
- Monitoring feedback data and student achievement data
- Observing and discussing instructional trends
 - Trends observed will be based upon district and school monthly instructional focuses

The school regularly communicates with parents 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).

School Goal (WIG)

During the 2022-2023 school year, our school will provide more opportunities to increase parent engagement and parent participation within our school. This will be accomplished by having weekly and monthly communication with parents from administration (Swift K-12 phone messages, monthly newsletters, and social media posts); providing quarterly curriculum nights to share school progress, school data, and instructional resources/strategies for at home implementation; and providing monthly informational parent sessions (Tea and Talk). Progress will be measured through end of semester surveys and by having an increase in parent participation by 10% (according to 21-22 parent event sign-in sheet totals).

Strategies/Action Steps

- **Class Dojo reports**
- **Weekly phone tree messages (Swift K12)**
- **Social media postings (Twitter, Webpage, Facebook, Dojo)**
- **Quarterly curriculum nights**
 - Each night will be subject or instructional practice specific with parents receiving 'state of the school' report, and resources/strategies to use at home
 - 2 nights will be held 1st semester (Title I and ELA) and 2 nights will be held 2nd semester (Math and EOG strategies)
- **Monthly Tea & Talk parent information sessions**
 - Each session will focus on curriculum, social-emotional, or attendance topic
 - Instructional leadership teams will be in all sessions to facilitate, present, and answer questions of parents
 - Parents will be given resources and supports based upon monthly topics
 - Parent surveys and discussions will also determine monthly topics, strategies, resources, and focuses
- **Parent Conferences**



Marquee Sign



Monthly Newsletter to parents



Daily Dojo Messages



Monthly Tea & Talk



Thank you!

