



Liberty Drive Elementary School Strategic Plan for Improvement



Thomasville City Schools Vision: Thomasville City Schools will engage, inspire, and empower students to graduate ready for a successful life in a globally competitive world.

Thomasville City Schools Mission: Thomasville City Schools works together with families and community to provide personalized learning opportunities for all students in a safe, caring, and innovative environment.

Liberty Drive Elementary School Vision: 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.

Liberty Drive Elementary School 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!

Goal 1:

Focus on Instructional Core in All Areas

- 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.



Liberty Drive Elementary School Strategic Plan for Improvement



<p>Task: After each common assessment, NC Check-in and benchmark test, teachers and administrative leadership team will analyze and disaggregate data to create differentiated groups for core instruction and to target students who need to receive additional academic support, i.e. interventions, set student goals and appropriate grouping for intense small group instruction for math and/or reading, and/or 5th grade science.</p>	<p>Metric:</p> <ul style="list-style-type: none"> • PLC agendas and minutes • PLC Data Protocol Forms • TSI agenda/minutes • Small group lesson plan samples • Teacher data tracking sheets • Individual teacher conferences with the leadership team • Comparison of pre & post assessment data 	<p>Research:</p> <ul style="list-style-type: none"> • A3.01: Instructional Teams use student learning data to identify students in need of instructional support or enhancement. • A3.05: The school assesses each student at least 3 times each year to determine progress toward standard-based objectives. • A3.10: All teachers use assessment data and match instruction and supports to individual student needs. • C2.01: The LEA/School will regularly look at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. • A1.06: ALL teachers provide sound instruction in a variety 	<p>Team Member(s) Responsible:</p> <ul style="list-style-type: none"> • Jennifer Tallant, Principal • Ronnie Hewitt, Assistant Principal • Tania Simmons, Curriculum Facilitator • Sandy Vollinger, Interventionist • Karen Seward, 4th grade Math PLC rep. • Paul O'Neal, 5th grade Math PLC rep. • Aralynn McVey, Support Staff PLC rep. • Richelle Rader, 4th grade ELA PLC rep. • Adeola Adekoya, 5th grade ELA PLC rep. • Lauren Houchins, 5th grade Science PLC rep • Ashley Bayse, Support Staff TSI rep. • Kristal Land, AIG Support
<p>Task: Student engagement strategies (asynchronous and synchronous) will be utilized to increase student attention, curiosity, interest, and motivation to learn and progress in their education</p>	<p>Metric:</p> <ul style="list-style-type: none"> • Walkthrough/classroom observation data • Lesson plans 		
<p>Task: The gradual release model of instruction will be the instructional framework used to teach the standards at the rigor they were written by scaffolding and extending all instruction.</p>	<p>Metric:</p> <ul style="list-style-type: none"> • Core lesson plan samples • Walkthrough checklists • Teacher created videos 		



Liberty Drive Elementary School Strategic Plan for Improvement



	<p>of core instruction</p> <ul style="list-style-type: none">• iReady progress monitoring data for ELA and Math	<p>of modes: teacher-directed whole-class; teacher-directed small-group; independent work; computer-based.</p>	
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Liberty Drive Elementary School Strategic Plan for Improvement



Goal 2:

Provide Personalized Instruction to Build Capacity for Learning

- By October 31, 2020, all students will have a completed learner profile.
- 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.

Task:	Metric:	Research:	Team Member(s) Responsible:
<p>An attendance committee has been created to look at school, student, and teacher data to provide student and teacher support. Personalized plans will be created for addressing missing instruction and a plan to improve attendance.</p> <p>Task: The data manager, teacher, school counselor or CIS student support specialist will call parents of students with 3, 6, and 10 consecutive absences or excessive tardies (excused or unexcused).</p>	<ul style="list-style-type: none">• Attendance spreadsheet to track students with 3, 6, and 10 consecutive absences.• LDES MTSS Intervention Form to track students with excessive absences and the interventions that are in place or created for these students.• TSI agenda/minutes	<ul style="list-style-type: none">• A4.09: The Leadership Team monitors rates of student transfer, dropout, graduation, attendance, and post-high school outcome (e.g. student enrollment in college, student in careers).• C2.01: The LEA/School will regularly look at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.	<ul style="list-style-type: none">• Jennifer Tallant, Principal• Ronnie Hewitt, Asst Principal• Tania Simmons, Curriculum Facilitator• Tara Sinkler, Data Manager• Lauren Anderson, School Counselor• Heather Sheffield, District Social Worker• Barbara Barnes, District Truancy Officer• Adrian Little, CIS Student Support Specialist



Liberty Drive Elementary School Strategic Plan for Improvement



<p>Task: All students will have a personalized learner profile that will include:</p> <ul style="list-style-type: none">• core academic strengths and weaknesses• learning goals (ARC power goals)• personal learning styles	<p>Metric:</p> <ul style="list-style-type: none">• By the end of January and June of 2021, teachers will update academic student learner profiles in SchoolNet.• ELA teachers will update power goals as needed, but no longer than 21 days.• By the end of January and June of 2021, students will update learner style inventories.• Students understanding what their academic goals are and strategies they are learning to strengthen and obtain their goals	<p>Research:</p> <ul style="list-style-type: none">• A3.06: ALL teachers maintain and utilize a record of each student's mastery of specific learning objectives• A3.07: Instructional teams and teachers use fine-grained data to design for each student a learning path tailored to that student's prior learning, personal interests, and aspirations.	<p>Team Member(s) Responsible:</p> <ul style="list-style-type: none">• Jennifer Tallant, Principal• Ronnie Hewitt, Asst Principal• Tania Simmons, Curriculum Facilitator• Sandy Vollinger, Interventionist• Karen Seward, 4th grade Math PLC rep.• Paul O'Neal, 5th grade Math PLC rep.• Richelle Rader, 4th grade ELA PLC rep.• Adeola Adekoya, 5th grade ELA PLC rep.
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Liberty Drive Elementary School Strategic Plan for Improvement



Goal 3:

Foster Social-Emotional Growth and Mental Health Development in All Students and Adults

- By January 2021, teachers and staff will be trained on how to guide the emotions of students and themselves, and how to support the emotional needs of students and themselves.
- 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.

Task: Teachers and staff will be trained in the Community Resiliency Model (CRM) and Trauma Informed Practices.	Metric: <ul style="list-style-type: none">• Walkthrough checklist/classroom observation data• Review 360 data• TSI/Behavior team agendas/minutes	Research: <ul style="list-style-type: none">• A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.• B2.01: School culture promotes and supports the physical, social, emotional, and behavioral health of all school personnel	Team Member(s) Responsible: <ul style="list-style-type: none">• Jennifer Tallant, Principal• Ronnie Hewitt, Asst. Principal• Lauren Anderson, School Counselor• Adrian Little, CIS Student Support Specialist• Sandy Vollinger, Interventionist• Ruby Thornton-Bracy, 4th grade Behavior TSI rep.• Tiffany Mastriaco, 5th
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Liberty Drive Elementary School Strategic Plan for Improvement



			<p>grade Behavior TSI rep.</p> <ul style="list-style-type: none">• Brian Kennedy, Support Staff TSI rep.• Aralynn McVey, Support Staff TSI rep.• Christine Shoaf, Support Staff TSI rep.
Task: Use school counselor and/or CIS student success coach for behavioral interventions.	Metric: <ul style="list-style-type: none">• Student case load documentation from school counselor and CIS student success coach• Use of Peaceful Place documentation to support student behaviors from school counselor• School Counselor notes from Teacher Wellness Check-ins	Research: <ul style="list-style-type: none">• A4.05: ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions• A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.	Team Member(s) Responsible: <ul style="list-style-type: none">• Jennifer Tallant, Principal• Ronnie Hewitt, Asst. Principal• Lauren Anderson, School Counselor• Adrian Little, CIS Student Support Specialist



Liberty Drive Elementary School Strategic Plan for Improvement



<p>Task: Continue implementation of Second Step to assist with social and emotional needs of all students.</p>	<p>Metric:</p> <ul style="list-style-type: none"> • Second Step Observation walkthroughs and checklists • Second Step lesson plan samples • By October 31, 2020 students will take a Second Step pre-test and TSI team will use data to support individual student needs. • By May 15, 2021 students will take a Second Step post-test and the TSI team will use data to determine student growth in social and emotional learning. 	<p>Research:</p> <ul style="list-style-type: none"> • A4.05: ALL teachers teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions • A4.21: The school selects, implements, and evaluates evidenced-based programs that enhance social/emotional competency 	<p>Team Member(s) Responsible:</p> <ul style="list-style-type: none"> • Jennifer Tallant, Principal • Ronnie Hewitt, Asst. Principal • Lauren Anderson, School Counselor • Adrian Little, CIS Student Support Specialist • Sandy Vollinger, Interventionist • Ruby Thornton-Bracy, 4th grade Behavior TSI rep. • Tiffany Mastriaco, 5th grade Behavior TSI rep. • Brian Kennedy, Support Staff TSI rep. • Aralynn McVey, Support Staff TSI rep. • Christine Shoaf, Support Staff TSI rep.
<p>Task: A behavior committee has been created to look at school, student, and teacher data to provide student and teacher support.</p>	<p>Metric:</p> <ul style="list-style-type: none"> • TSI/Behavior Team agendas/minutes • Review 360 data • Facilitated Assessment of MTSS (FAM-S) 	<p>Research:</p> <ul style="list-style-type: none"> • A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary • A4.05: ALL teachers 	



Liberty Drive Elementary School Strategic Plan for Improvement



		<p>teach and reinforce positive social skills, self-respect, relationships, and responsibility for the consequences of decisions and actions</p> <ul style="list-style-type: none">• A1.07: ALL teachers will employ effective classroom management and reinforce classroom rules and procedures by positively teaching them.• C2.01: The LEA/School will regularly look at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.	
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