Comprehensive Progress Report

Mission:

Louisburg Elementary is a community-based school that draws on the local community for the support and enrichment of our students. We value parent involvement, engaging teachers and a safe place for children to learn.

At Louisburg Elementary, we TEACH all, ACCEPT all, CHALLENGE all, SUPPORT all, and LOVE all children!

Vision:

Learning from our history.

Expecting the best today.

Striving toward our future.

Goals:

ELA-By June 2023, our students will increase proficiency in reading in grades 3-5 as measured by the state assessments. (A1.07, B3.03, A4.01) 3rd grade: 45% 4th grade: 45% 5th grade: 45%

Math-By June 2023, our students will increase proficiency in math in grades 3-5 as measured by the state assessments. 3rd grade: 50% 4th grade: 60% 5th grade: 45%

Science-By June 2023, our students will increase proficiency in science in grade 5 to 65% as measured by the state assessments. (A1.07, B3.03, A4.01)

! = Past Due Objectives   KEY = Key Indicator

Core Function:			Dimension A - Instructional Excellence and Alignment			
Effective Practice:			**High expectations for all staff and students**			
	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:			Currently Louisburg Elementary has a Positive Behavior Intervention and Support team (PBIS) established. This team/committee has been in existence since the 2015-2016 school year. We have a school-wide point system which is used by all classroom teachers and enrichment teachers. This point tracking system (spreadsheet) breaks the students' day into multiple areas which allow students to earn up to 3 points K-2 and 3 points for 3-5. This system also helps the teacher and student narrow down the areas where they struggle to maintain positive behavior.	Limited Development 08/27/2019		
How it will look when fully met:			This objective will be fully met... • established PBIS team • a reduction in out of school suspensions (193 days) and minors (678) entered into Educator's Handbook • an increase in the students who earn 3 of 3 points daily • decrease in TWC area School administrators consistently enforce rules for student conduct from 16.6% disagree to 6% and School administrators support teachers' efforts to maintain discipline in the classroom from 80% to 90% • school-wide point tracking system used by 100% of teachers and other staff members Resources/evidence • Educator's Handbook • TWC • teacher datasheet • PBIS meeting agendas		**Wanda Keith**	**06/03/2023**
Actions				**0 of 2 (0%)**		
	10/11/21		A PBIS representative will report how many students are achieving 3 points		Sarah Anderson	05/31/2023
	Notes:					

		10/11/21	Discipline data from Educator's Handbook will be shared with SIT team after every 9 weeks. Data will be broken down into majors and minors, by grade level, and identifying the high flyers		Wanda Keith	06/10/2023
	Notes:					

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
Initial Assessment:			Our school holds weekly PLC's with each grade level K-5. During these PLC meetings, the Principal, Assistant Principal, IC, and grade level team meet and discuss data and students. Discussions using unpacking documents and vertical alignment may happen at these meetings. Grade level teams meet weekly at a minimum for team planning and utilize the RCD units, pacing guides and unpacking documents to create lessons plans. We are in the beginning stages of seeing grade level agendas for these meetings. K-2 grade levels meet weekly and 3-5 teachers meet as well.	Limited Development 09/10/2019		
			Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:			Fully met... • PLCs held weekly • grade level PLC agendas kept up-to-date • RCD units used for planning lessons • grade level meeting agendas weekly • increase student growth and proficiency Resources • weekly lesson plans • pacing guides • RCD units & NC standards		Jennifer Wade	05/20/2023
Actions				6 of 8 (75%)		
		10/11/21	K-5 PLCs will be held weekly	Complete 11/08/2021	Heather Brame	10/26/2021
	Notes:					

Date	Action	Status	Owner	Due Date
10/11/21	All teachers will submit lesson plans to a common folder	Complete 11/08/2021	Heather Brame	10/26/2021
	Notes:			
10/11/21	K-5 PLCs will be held weekly	Complete 01/24/2022	Heather Brame	01/14/2022
	Notes:			
10/11/21	All teachers will submit lesson plans to a common folder	Complete 01/24/2022	Heather Brame	01/14/2022
	Notes:			
10/11/21	K-5 PLCs will be held weekly	Complete 03/14/2022	Heather Brame	03/22/2022
	Notes:			
10/11/21	All teachers will submit lesson plans to a common folder	Complete 03/14/2022	Heather Brame	03/22/2022
	Notes:			
10/11/21	K-5 PLCs will be held weekly		Jennifer Wade	05/20/2023
	Notes:			
10/11/21	All teachers will submit lesson plans to an individual notebook.		Jennifer Wade	05/20/2023
	Notes:			
Implementation:		04/13/2021		
Evidence	11/15/2019 Lesson Plans: https://drive.google.com/drive/folders/16eXerzMcI9oYnCg1DYEXo6P1DjE1xQkq?usp=sharing PLC Logs: https://drive.google.com/drive/folders/1FSey1u8ItSrW_So9ldcWA3TLmy7MEXPI?usp=sharing			
Experience	11/15/2019 All teachers have been attending PLC's weekly. All teachers are submitting lesson plans weekly in a common location.			
Sustainability	11/15/2019 We will continue to hold PLC's weekly and will check the lesson plans folder weekly.			

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
Initial Assessment:	This is an area that we focus on heavily as a school. Each teacher has daily whole group and small group instruction and has EnCore for students on Tier 2 and Tier 3 plans. Teachers also have their schedules posted so it is easy to identify times that they are working with different student groups. We also have pull-outs as needed for students identified as needing/benefitting from AIG, EC, ESL, Speech, OT, and PT. We have formed an MTSS team that will regularly meet and discuss how we can best meet the needs of our students, and those meetings will have agendas. We also utilize IA's to provide support with small group instruction throughout the day.	Limited Development 09/10/2019		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	Fully met... • Formation of MTSS team • Meetings held monthly • training for teachers Resources • Agendas • LES Intervention Matrix • FAM-S		**Jennifer Wade**	**06/09/2023**
Actions		0 of 3 (0%)		
11/10/22	The school leadership mtss team will meet weekly to discuss the progress of all core plans. This team will decide how Title 1 funds will be used to meet the needs of our students beyond the classroom.		Jennifer Wade	02/13/2023
Notes:	The meeting will be held weekly but we will check the fidelity and progress of the leadership team at the end of the 2nd quarter.			
9/12/22	The MTSS team will meet monthly to discuss how to best support our students		Jennifer Wade	06/09/2023
Notes:				

	9/12/22	MTSS team will create a spreadsheet for scheduling appointments for teachers to meet with the team to discuss students in MTSS.		Jennifer Wade	06/09/2023
Notes:					
Implementation:			10/11/2021		
Evidence		1/6/2020 Created agendas for each meeting in the SIT folder			
Experience		1/6/2020 Created form for MTSS to track teacher progress and maintaining MTSS scheduled meetings			
Sustainability		1/6/2020 Continue to track progress and schedule meetings			

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:		Our school currently does not have an explicit plan for transitioning vertically. We do have a basic plan for students transitioning from PreK to kindergarten and 5th grade to middle school. At both levels students typically visit the new setting at least once. For our PreK students we have held transition meetings for parents to visit the classrooms, tour the school and meet the teachers, in the past, but these meetings yielded very little participation from parents. For the last three years we have incorporated the tours and meeting the teachers with registration for kindergarten. Our 5th grade students typically take a bus trip to Terrell Lane Middle School late in the 2nd semester. Students are able to hear from administrators, middle school students, and take a tour of the school. Students who attend other feeder schools, usually have to schedule a tour outside of the school day.	Limited Development 09/10/2019		
		Priority Score: 2 Opportunity Score: 3	Index Score: 6		
How it will look when fully met:		Full Implementation of this indicator would like the following Our school will develop a plan for successful transitions at each level and grade to grade. Our plan will incorporate a transition parent night held at all levels yearly.		**Kimberly Green**	**05/20/2023**
Actions			**0 of 2 (0%)**		
	10/11/21	LES will hold a Transition Parent night at all grade levels. Each grade level will present to the preceding grade level.		Kimberly Green	05/20/2023
	Notes:				
	9/12/22	LES will hold a Transition Parent night at all grade levels. Each grade level will present to the preceding grade level.		Jennifer Wade	06/09/2023

Notes:				
Implementation:		05/17/2021		
Evidence	5/17/2021			
Experience	5/17/2021			
Sustainability	5/17/2021			

Core Function:	Dimension B - Leadership Capacity			
Effective Practice:	**Strategic planning, mission, and vision**			
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:	At the school level we have a SIT that meets monthly (more often if needed) to discuss school-wide concerns. Each grade level team has a voted-on representative who has the responsibility to communicate with their team, bring concerns to SIT, and relay SIT information to their teams afterward. Each of these meetings has an agenda. We also have developed an MTSS team that will meet monthly to discuss students in Tier 2 and Tier 3 and best meet the needs to support teachers and students. Those meetings will also have agendas as documentation.	Limited Development 06/12/2019		

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	The SIT at our school follows the NCDPI School Improvement Planning Implementation Guide in its work and carries out the steps required by the NC General Assembly in statute 115C-105.27. Our team election policies ensure that all areas of the school (grade, subject), as well as parents and other support staff, are represented in decision-making processes regarding the general operation of the school and the continuous improvement process. The team creates and maintains clear procedures that allow all staff members, in a manageable and orderly manner, to bring concerns before the SIT and for the SIT to hear these concerns and provide feedback. The SIT meets at least twice per month for an hour, with one of these being a meeting of the full team. At these meetings, a culture of discourse is maintained, and this discourse is guided by the vision, mission, values, and goals of the school as stated in the comprehensive plan. Meeting time is used by the team to analyze data, set goals, plan actions to address issues and obstacles to success, report on progress towards goals, and to discuss the most important educational matters facing the school with openness and honesty. Meeting agendas and minutes are created and stored within the NCSTAR tool for all meetings. All evidence of work completed and goals achieved are stored within evidence folders in NCSTAR named by indicator number for ease of reference. The full implementation of our school improvement team is reviewed annually. Evidence of success would include 100% of our teachers agreeing that "Members of the school improvement team are elected" on the NC Teacher Working Conditions Survey. We also expect 100% or better of the teachers to agree that "Teachers have an appropriate level of influence on decision-making in this school" on the same survey. Last, meeting agendas and minutes stored in NCSTAR document that this team's work is appropriate for the needs of the school and aligns to the NCDPI guiding document. The team will also create bylaws for the SIT team to operate efficiently.			**Corinthia Paige**	**06/03/2023**
Actions			**1 of 3 (33%)**		
	9/13/19	SIT Team will meet monthly to discuss school-wide concerns.	Complete 01/17/2020	Natasha Von Klingler	05/10/2021
	Notes: The SIT meeting agendas will be evidence that is has been met monthly.				

11/10/22	The MTSS team will meet monthly to discuss the progress of students on tier plans and or placing students on tier plans and/or reading intervention plans.			Jennifer Wade	06/02/2023
Notes:	This team will consist of leadership and teacher representatives from each group.				
10/11/21	SIT Team will meet monthly to discuss school-wide concerns.			Corinthia Paige	06/03/2023
Notes:					
Implementation:			02/04/2020		
Evidence	2/4/2020 Monthly agendas				
Experience	2/4/2020 The School Improvement Team meets monthly to discuss school-wide information.				
Sustainability	2/4/2020 The School Improvement Team will continue to meet monthly to discuss school-wide information.				

Core Function:			Dimension B - Leadership Capacity			
Effective Practice:			Distributed leadership and collaboration			
	KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
Initial Assessment:			We currently have structures in place to build leadership and collaboration amongst our teachers. Each grade level has a common planning period every day, except Wednesdays, which allows them to collaborate for instructional purposes. Each grade level chooses a day for their grade level planning, must keep an agenda and all members have to attend. Each grade level/group has a chairperson who serves as the point of contact for new grade level members and for communicating with the main office or leadership. To ensure teachers have a voice in the improvement of our school each grade level and must have one representative on the School improvement team. The grade level votes on the member that will be on the team and this person can not be a new staff member or a 1st year teacher. We currently do not have any incentives for staff members who serve on school-level teams. We do not have any governing policies and procedures written for our teams.	Limited Development 09/11/2019		
			Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:			Create/write and implement policies and procedures that will govern the School Improvement team, grade level teams, and other school committees led by teachers/staff members.	Objective Met 10/11/21	Abby Gonzalez	05/21/2021
Actions						
		10/29/20	Create/write and implement policies and procedures that will govern the School Improvement team, grade level teams, and other school committees led by teachers/staff members.	Complete 11/09/2020	Abby Gonzalez	11/09/2020
		Notes:				
		10/29/20	Create/write and implement policies and procedures that will govern the School Improvement team, grade level teams, and other school committees led by teachers/staff members.	Complete 01/27/2021	Abby Gonzalez	01/27/2021
		Notes:				
		10/29/20	Create/write and implement policies and procedures that will govern the School Improvement team, grade level teams, and other school committees led by teachers/staff members.	Complete 03/31/2021	Abby Gonzalez	03/30/2021

Notes:				
9/11/19	Create/write and implement policies and procedures that will govern the School Improvement team, grade level teams, and other school committees led by teachers/staff members.	Complete 05/17/2021	Abby Gonzalez	05/21/2021
Notes:	Policies and procedures will be reviewed and revised as needed.			
Implementation:		10/11/2021		
Evidence	10/11/2021			
Experience	10/11/2021			
Sustainability	10/11/2021			

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:	In what ways and how regularly does your principal monitor curriculum and instruction? Currently monitoring instruction at our school is not at an optimal level. Classroom visits were limited to short visits with minimal feedback. A schedule and procedures were in place but very little follow up was given to teachers. Much of the time and effort went into struggling teachers leaving effective teachers with minimal feedback and support for growth. Teachers received inconsistent coaching with the majority of the feedback received through formal observations. Our school has had a strong beginning teachers mentorship and would receive support for instruction internally and externally. The overall support was inconsistent and lacked structural support for all teachers of all levels.	Limited Development 08/13/2019		
	Priority Score: 3 Opportunity Score: 3 Index Score: 9			
How it will look when fully met:	Full Implementation Walkthrough schedule and procedures conducted consistently (weekly) with 2-way feedback google/paper document Formal observations conducted with feedback given in the ten day time frame		**Trenace Gilmore**	**06/09/2023**
Actions		0 of 2 (0%)		
9/12/22	Full Implementation Formal observations conducted with feedback given in the ten day time frame		Trenace Gilmore	06/09/2023

	Notes:				
9/12/22	Full Implementation Walkthrough schedule and procedures conducted consistently (weekly) with 2-way feedback google document			Trenace Gilmore	06/09/2023
	Notes:				
Implementation:			05/17/2021		
Evidence	5/17/2021 View the NCEES completion rate				
Experience	5/17/2021				
Sustainability	5/17/2021				

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:		We meet weekly vertically (K-2 &3-5) in PLC's to analyze data from pre-assessments and analyze the standards to develop strategies to meet the needs of all learners. We analyze the post-assessments to determine which strategies were successful and which need revisions. All teachers PreK-5 attend 3 district grade level meetings each year. During those meetings, standards, data, pacing, and strategies for student success are discussed with each individual grade level. Teachers also look at IEP goals to meet the needs of students who need that support and have annual reviews to determine what strategies are working and how to modify objectives to best meet the needs of the student. As a county, PD is offered monthly in a variety of areas and teachers are able to choose what they wish to attend to best meet their needs.	Limited Development 09/11/2019		
How it will look when fully met:		Fully met... • PLCs held weekly • grade level PLC agendas kept up-to-date • RCD units used for planning lessons • increase student growth and proficiency • Goal setting sheet Resources: • Agendas • Unpacking documents • RCD Units • Pacing Guides • IEP meetings		**Trenace Gilmore**	**05/20/2023**
Actions			**3 of 6 (50%)**		
	10/2/19	The principal will meet with District Leadership to discuss school improvement target goals.	Complete 09/15/2020	Trenace Gilmore	09/16/2020

		Notes:				
	9/13/19	On a weekly basis, the principal and instructional coach will meet with teachers to discuss student data and instructional strategies to PLC's will be held weekly K-5	Complete 10/22/2020	Natasha Von Klingler	10/29/2020
		Notes:				
	2/4/20	Principal and Instructional Coach will use a specific walkthrough form to gather data, discuss needs and make informed decisions about instruction.	Complete 03/27/2021	Trenace Gilmore	03/27/2021
		Notes:	This indicator continues to be a work in progress as the walkthroughs change to meet the feedback needs of teachers.			
	10/11/21	On a weekly basis, the principal and instructional coach will meet with teachers to discuss student data and instructional strategies to make sure teachers are working towards meeting the SIP target goals.		Trenace Gilmore	05/20/2023
		Notes:				
	10/11/21	Principal and Instructional Coach will use a specific walkthrough form to gather data, discuss needs and make informed decisions about instruction.		Trenace Gilmore	06/09/2023
		Notes:				
	10/11/21	The principal will meet with District Leadership to discuss school improvement target goals.		Trenace Gilmore	09/13/2023
		Notes:				

Core Function:			Dimension C - Professional Capacity			
Effective Practice:			Talent recruitment and retention			
	KEY	C3.04	The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff.(5168)	Implementation Status	Assigned To	Target Date

| Initial Assessment: | Every year our leadership team and at least 1 teacher participate in the Job Fair. We utilize the recruitment spreadsheet from HR and TeacherMatch to find qualified candidates.

Currently we have established practices and procedures to recruit and retain high-quality staff. When a vacancy opens the principal reviews resumes for the most highly qualified candidates. Then the selected resumes are sent to the grade level/group to review and rank their choices for interviews. Teachers are always interviewed by a team 95% of the time. The team consists of the grade level/group, principal, assistant principal, instructional coach, and other personnel depending on the vacancy. The candidate is then interviewed, ranked and discussed. Recommendations are reviewed by the principal and then the team decides which candidate to hire.

Once a staff member is hired they are required to attend Beginning Teacher Institute. Once they are in our building, they are assigned a school level mentor. The mentor has requirements set by the county and state they must complete. Specifically, at LES the Instructional Coach sends out a form for new teachers to identify areas they would like her assistance with to teach students. She will also meet with them during their planning if requested.

PBIS team has a subcommittee that focuses on teacher relationships and building a positive culture. Some activities include conducting monthly family meetings, snacks, notes of encouragement. | Limited Development 09/13/2019 | | |

		Priority Score: 2	Opportunity Score: 3	Index Score: 6		
How it will look when fully met:	We would have met our goal when the TWC survey results for our school when the following areas reach a percentage of 70% or higher School Atmosphere- 57% A good place to work- 76% Recognized for accommplishments-57% New teacher support-25% Leadership consistently supports-65%		**Objective Met 10/11/21**	**Sandy McDonald**	**05/21/2021**
Actions					
10/29/20	A PBIS representative will present activities that will be implemented to improve our school culture and teacher support.	Complete 04/12/2021	Sandy McDonald	01/31/2021
Notes:	A staff survey will be used to gather information on the impact of the activities implemented to improve the overall school culture.			
10/29/20	A PBIS representative will present activities that will be implemented to improve our school culture and teacher support.	Complete 04/26/2021	Sandy McDonald	05/21/2021
Notes:				
Implementation:		10/11/2021		
Evidence	10/11/2021			
Experience	10/11/2021			
Sustainability	10/11/2021			

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**
Initial Assessment:	We currently use School Messenger as a main form of communication with parents. We also invite and encourage attendance to our annual Holiday Concert and Winter Blast. Parents are encouraged to regularly attend Report Card Pickups and Parent-Teacher Conferences to keep up with academic progress.	No Development 06/12/2019		
	Priority Score: 3 Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	At Louisburg Elementary School, 100% of our teachers will regularly communicate with parents and guardians about its expectations of them and the importance of the curriculum of the home. As evidence, we will provide samples of meeting agendas, school messenger teacher reports, meeting attendance records, and Principal weekly messages. To reinforce these communications: All meeting dates will be set prior to school year All meeting dates will be published to the Louisburg Elementary website All meeting dates will be communicated via School Messenger weekly Evidences: attendance records, School Messenger reports		**Trenace Gilmore**	**06/10/2023**
Actions		**2 of 5 (40%)**		
10/11/21	All levels will communicate weekly with parents using the School Messenger platform that will provide parents with strategies for helping students with, Science(5th only) ELA and Math standards. K-2	Complete 11/01/2021	George Catalano	10/26/2021
Notes:				

		Date	Action	Implementation Status	Assigned To	Target Date
		10/11/21	All levels will communicate weekly with parents using the School Messenger platform that will provide parents with strategies for helping students with, Science(5th only) ELA and Math standards. 3-5	Complete 11/01/2021	Jospeph Ivey	10/26/2021
		Notes:				
		11/10/22	All levels will provide instructional resources to be used at home to bridge the gap between home and school. A Parent as Teachers Night will be held each quarter to emphasize a standard or strategies grade levels are using in their classrooms.		Trenace Gilmore	06/02/2023
		Notes:	An agenda will be submitted by each group which will include the standard and/or strategy they are teaching and the title 1 resource(s) used to send home with parents.			
		9/12/22	All levels will communicate weekly with parents using the School Messenger platform that will provide parents with strategies for helping students with, Science(5th only) ELA and Math standards. K-2		Jospeph Ivey	06/09/2023
		Notes:				
		9/12/22	All levels will communicate weekly with parents using the School Messenger platform that will provide parents with strategies for helping students with, Science(5th only) ELA and Math standards. 3-5		Corinthia Paige	06/09/2023
		Notes:				
Implementation:				10/11/2021		
	Evidence		2/4/2020 School Messenger records			
	Experience		2/4/2020 Teachers sent out weekly communication via School Messenger.			
	Sustainability		2/4/2020 Teachers will continue to send out weekly communication via School Messenger.			
!		E1.10	**The school provides parents/guardians with practical guidance to encourage their children's regular reading habits at home.(5186)**	**Implementation Status**	**Assigned To**	**Target Date**

| *Initial Assessment:* | Currently we have no plan of implementation to encourage reading for our students. Our Media center and our efforts to improve engagement in reading amongst our students and families have been an ongoing issue within our school. Up until four years ago, our media center operated around the program Accelerated Reader. This program awarded students with points for reading and taking quizzes. Students would flock to the library to read for points. But for many students, the joy of reading, the importance of understanding what you are reading, and picking a book because you want to was lost. As we phased away from the program over the past four years the visitations to the library decreased. In reflection, our library has operated, been organized, and arranged the same way for the past 20 years. Students could only visit during certain times of the day and Media was used as a special in a rotation. Very rarely did you see large crowds in the Media center unless it was for the yearly book fair. Students viewed it as a place to follow the strict rules and procedures, get your book, and go. Although there were plenty of resources available to teachers, not all took advantage of the offerings. Many chose to utilize other avenues rather than visit our school library. Several of our research-based resources have not been used to the degree they should have because they were not readily available to teachers and other staff members.

For many years our students have scored low on the NC EOG Reading. Our current proficiency level is below 50% and operating under Plan B during the pandemic has really made closing the gap much more difficult. Of course, our students having low proficiency scores in reading have many layers; however, students not utilizing the largest resource we have in the building has made an impact on students' scores. | Limited Development 12/09/2020 | | |
| --- | --- | --- | --- | --- |
| | Priority Score: 3   Opportunity Score: 1 | Index Score: 3 | | |
| *How it will look when fully met:* | When we have fully met the goal the following would have been completed: **An inventory of the books completed, old and damaged books weeded out, books repaired and/or replaced.** **All materials associated with Accelerated Reader's removed:** | | **Julie Jackson** | **06/15/2021** |

- Labels
- Colored dots
- Points
- Ranking system

New flex schedule implemented with only two grade levels (K &1) having a semi-fixed schedule

- 2-5 DLC meeting with the grade levels on a bi-weekly basis
- Partnering w/ teachers to provide lessons to the students
- Periodically join PLCs to collaborate with teachers and understand the grade level's focus

All students having access to the library including PreK and EC ADPT

- Providing a variety of print resources like magazines, newspapers, and devices for eBooks.

Reimagine the Media Center space

- Repurpose furniture and buy new if necessary
- Paint and decorate to make space a more child and family-friendly comfortable atmosphere
- Designate reading areas/seating
- Create STEM/Makerspace spaces within the library or in a separate STEM lab.
- Reorganize the books by genre and interest to make browsing easier for students and to increase book circulation.

Actions already in progress:

- Books on the Go
- Visiting classrooms to check out books
- Teaching students how to use Sora to increase reading and library usage during COVID

Actions			1 of 2 (50%)		
	12/9/20	By the end of the 20-21 school year, 60% (3 out of 5) or more of the outlined goals will be completed.	Complete 10/11/2021	Julie Jackson	06/20/2021

Notes: 1. An inventory of the books completed, old and damaged books weeded out, books repaired, and/or replaced.

2. All materials associated with Accelerated Reader's removed:

3. New flex schedule implemented with only two grade levels (K &1) having a semi-fixed schedule

4. All students having access to the library including PreK and EC ADPT

5. Reimagine the Media Center space

	11/10/22	By the end of the year, 23-24 80% of the goal will have been met. With a specific focus on the DLC collaborating with teachers and outlining how to implement a STEM or Makerspace lab at LES. Title 1 funds will be used to help us meet our expected goal.		Julie Jackson	06/01/2024

Notes: When we have fully met the goal the following would have been completed:

An inventory of the books completed, old and damaged books weeded out, books repaired and/or replaced.

All materials associated with Accelerated Reader's removed:

Labels
Colored dots
Points
Ranking system
New flex schedule implemented with only two grade levels (K &1) having a semi-fixed schedule

2-5 DLC meeting with the grade levels on a bi-weekly basis
Partnering w/ teachers to provide lessons to the students
Periodically join PLCs to collaborate with teachers and understand the grade level's focus
All students having access to the library including PreK and EC ADPT

Providing a variety of print resources like magazines, newspapers, and devices for eBooks.
Reimagine the Media Center space

Repurpose furniture and buy new if necessary
Paint and decorate to make space a more child and family-friendly comfortable atmosphere
Designate reading areas/seating
Create STEM/Makerspace spaces within the library or in a separate STEM lab.
Reorganize the books by genre and interest to make browsing easier for students and to increase book circulation.
Actions already in progress:

Books on the Go
Visiting classrooms to check out books
Teaching students how to use Sora to increase reading and library usage during COVID

Implementation:		10/20/2021		

Evidence	10/11/2021 Visually the physical changes have already occurred. All students are visiting the library on a regular basis.			
Experience	10/11/2021 The experience was exciting and seeing the changes was good to see.			
Sustainability	10/11/2021 10/11/2021We were aiming for 60% of the outlined goals met and we met those. Mrs. Jackson will continue the work of remodeling the library and allowing the parents to utilize the library as a community resource. Unfortunately with covid we have to be less open to the community but still, try to encourage all students to utilize the library.			