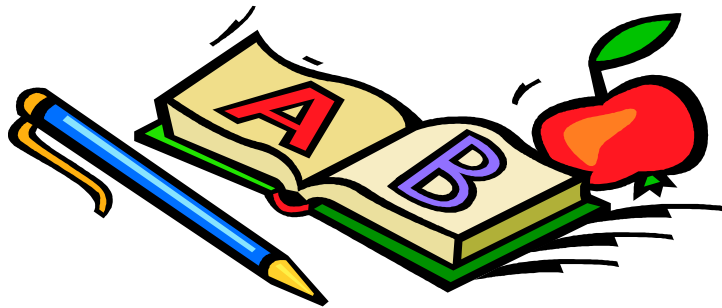


**Liberty Elementary
School Improvement Plan
September 2019**



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Liberty Elementary School Improvement Plan September 2019

Statement of Mission, Vision, or Beliefs

Liberty Elementary School Mission Statement:

All students can learn. To develop the potential of all children, it is necessary to have a safe, positive, challenging, well-structured and interactive environment. The student, family, school, and community share this responsibility for learning.

Description and Location of the Curriculum

Curriculum maps are based on Indiana Academic and College & Career Readiness Standards. Teachers have copies of the curriculum map in their classrooms. A copy of the school's curriculum may also be found in the school office. As a corporation, we are in the beginning stages of reworking our curriculum maps, beginning with English Language Arts.

All parents are invited to some form of yearly curriculum meeting for their student's grade level with the purpose of informing parents what their child will be learning in the upcoming year. They are also given information on where to locate grade-level State Standards through the Indiana Department of Education in monthly newsletters.

Title and Descriptions of Assessment Instruments to Be Used In Addition To ILEARN

ILEARN, I-READ and I AM assessments will be given during the 2019-2020 school year. Using NWEA Reading Fluency, grades K-2 will be assessing language arts skills with ongoing standards-based assessments and progress monitoring. Additional screening will be done in grades K-2 for the newly required dyslexia screenings. Grades K-5 will do *Beginning of the Year* and *End of the Year* writing and math facts assessments. Grades 3-5 will utilize NWEA Map Growth assessments for reading, and grades 2-5 will complete NWEA Map Growth math assessments three times a year to monitor grade-level student progress for standards acquisition. Quarterly math facts data will be collected to monitor computation fluency in grades 1-5, with Kindergarten starting second semester.

Information About How the School's Curriculum Supports the Achievement of Indiana Academic Standards and College and Career Readiness State Standards

The school's curriculum is based on the Indiana Academic and College & Career Readiness standards with information about specific ideas and general timelines for teaching the standards included. Math curriculum maps have been developed with specific timelines for students' skill acquisition. Curriculum maps for language arts are being revised as we begin a new reading series. Big Ideas and Essential Questions are posted in classrooms as visual reminders of what students are learning.

Information About How the School's Instructional Strategies Support the Achievement of the Indiana Academic and College & Career Readiness Standards

Teachers use a variety of research-based instructional strategies that support the Indiana Academic and College & Career Readiness Standards being taught. Daily Agendas, Morning Messages, and Morning Announcements (5th grade) are also geared toward these academic standards. The 5th grade is also including information from the Social & Emotional Learning standards in their daily announcements.

Math RtI initiatives in grades K-5 are designed to provide lower ability math students with extra support to meet the Indiana math standards. High ability math groupings are designed to challenge identified math students by providing instruction of some standards above the students' grade level. Curriculum maps in mathematics include timelines, vocabulary, and essential questions that mirror the Indiana Academic and College & Career Readiness Standards and provide continuity throughout the grade levels.

Title I, Orton-Gillingham, and the reading Response to Instruction programs provide extra help for students struggling in language arts areas. RtI programs for students in grades K-2 include Foundations and Leveled Literacy Intervention. Programs for grades 3-5 include Academy of Reading and small group support for specific targeted skills. The current adoption of McGraw-Hill Reading series, *Wonders*, provides RtI interventions that are also used.

Students in grades K-5 who are identified as High Ability in language arts, meet in small groups during RtI time. During this daily 30 minute time, they work with novels, including discussions, vocabulary study, and culminating projects, that are more geared to HA students. Students in late kindergarten and 1st grade will also work in small, pull-out groups, with more advanced reading and vocabulary for their age level.

Students identified as High Ability in math also work in small groups during math RtI time. Specific standards from higher grade levels are brought down in increasing

numbers by grade level, so that they will eventually be ready to take Algebra I in 8th grade.

Data About Student Achievement Based On ISTEP, ILEARN and Other Assessment Instruments

ISTEP+ and ILEARN Results

Indicator	2016 - 2017	State Average	2017 - 2018	State Average	2018-2019	State Average
Student Enrollment	343		321		317	
Grade 3 % Passing ISTEP Math	343		70%	58%	57%	59%
Grade 3 %Passing ISTEP ELA	65%	57%	82%	65%	31%	46%
Grade 4 %Passing ISTEP Math	80%	69%	75%	59%	54%	54%
Grade 4 % Passing ISTEP ELA	68%	61%	77%	61%	53%	45%
Grade 4 % Passing ISTEP Science	84%	65%	75%	56%	58%	46%
Grade 5 % Passing ISTEP Math	79%	63%	86%	64%	44%	48%
Grade 5 % Passing ISTEP ELA	69%	65%	69%	59%	58%	47%
Grade 5 % Passing ISTEP Social Studies	78%	62%	75%	54%	46%	46%

Average Class Size	19.1		21.4		22.6	
Attendance Rate	97%		96.10%		96%	

Progress on Math Fact Fluency Goals

Grade	Goal	% Mastery Goal in 2015-16	Was the Goal met?	% Mastery Goal in 2016-17	Was the Goal met?	% Mastery Goal in 2017-18	Was the Goal met?	% Mastery Goal in 2018-19	Was the Goal met?
K	Add, Subtract	75%	Yes	87%	Yes	93%	Yes	91%	Yes
1st	Add, Subtract	65%	No	57%	No	76%	Yes	77%	Yes
2nd	Add, Subtract	59%	No	83%	Yes	75%	Yes	58%	No
3rd	Add, Subtract, Multiply	78%	Yes	69%	No	77%	Yes	57%	No
4th	Multiply, Divide	60%	No	69%	No	73%	No	77%	Yes
5th	Multiply, Divide	63%	No	88%	Yes	77%	Yes	78%	Yes

Percentage of Low Income Students Passing

ISTEP & ILEARN **2017-2018 vs. 2018-2019**

	3rd	4th	5th
English/ LA	75% vs 15%	70% vs 21%	52% vs 32%
Math	64% vs 38%	67% vs 25%	81% vs 25%
Science & Social Studies		70% vs 25%	63% vs 22%

**Percentage of Special Education Students Passing
ISTEP & ILEARN
2017-2018 vs. 2018-2019**

	3rd	4th	5th
English/ LA	50% vs. 14%	38% vs. 27%	20% vs. 25%
Math	29% vs. 29%	38% vs. 9%	50% vs. 13%
Science/Social Studies		63% vs. 18%	40% vs. 25%

E.O.Y. NWEA Data 2017-18 vs. 2018-19			
	3RD GRADE READING	4TH GRADE READING	5TH GRADE READING
Percentage of Students With More than 10 Points Growth in 1 School Year	53% 77%	30% 28%	20% 26%
Percentage of Students Who Ended School Year Proficient or Distinguished	58% 55%	66% 57%	73% 52%
	3RD GRADE MATH	4TH GRADE MATH	5TH GRADE MATH
Percentage of Students With More than 10 Points Growth in 1 School Year	60% 85%	68% 32%	47% 18%
Percentage of Students Who Ended School Year Proficient or Distinguished	63% 53%	62% 54%	63% 42%

Conclusions About Student Achievement, Based on ILEARN and Other Assessment Instruments

Based on the 2018-2019, I-READ and ILEARN scores, as well as mCLASS and NWEA reading and math data, the greater part of our students are performing at or above grade level in language arts and math. We still find that our students' scores in constructed responses, vocabulary and structural elements are not where we would like them to be. We must also continue to focus on math computation and fluency, fractions, and mathematical reasoning.

The School Leadership Team, as well as individual grade levels, will work to provide strategies and support to help teachers and students improve in these academic areas.

Parental Participation in School Activities and Events

84% of L.E.S. parents/guardians attended Parent-Teacher conferences in October of 2018. We continue our efforts to increase our numbers of parents at beginning of the year events like Open House Night, Kindergarten Parent meetings, and Title I Parent meetings, by involving the whole family through socials and babysitting. At Open House and through school and classroom newsletters, parents are informed about the Indiana Academic and College & Career Readiness standards, assessments, classroom policies, and procedures for the upcoming school year. Information about how parents can help their student with homework, math fact fluency, and test-taking skills are among several topics included in monthly newsletters from the principal, and also in weekly newsletters from individual teachers.

Parents are invited and encouraged to attend and participate in such events as class plays, COSI on Wheels, Trivia Bee, Spelling Bee, Math Bowl, Family Literacy Night, Family Math & Science Night, Book Fair, and musical concerts. Kindergarten and first grade teachers invite parents to a Super Bowl with Dads party, Grandparents' Day Celebration, and classroom parties. First grade parents are invited to participate in construction of Gingerbread Houses as a Christmas project. Many parents attend the 4th grade Hoosier Wax Museum where students present their research projects about famous people from Indiana.

All students take home Friday Folders for parents to sign, indicating that they have viewed their child's performance on his/her weekly assignments. Some classes send home daily planners in which students are required to write all homework assignments for parents to view. Several parents volunteer in

classrooms and the school library. PTO continues to look for ways to increase parent involvement at monthly meetings and school events.

Liberty Elementary works hard to support parents and the families of our students. Facebook and other social media help us to communicate with our families. Through Gleaners Food Programs, we offer all our families the monthly *Corner Market* where any family can come to get food, as well as weekly Back Sacks with weekend food for some of our neediest children. Our school corporation has started a Grandparents' Support group for those that are raising their own grandchildren. We are also fortunate that our community churches offer a *Back to School Bash* where every student can come and get free haircuts, school supplies, and backpacks. During the summer 2019 Bash, students could get brand-new free tennis shoes.

Technology Initiatives

We have a variety of levels of staff expertise involving technology. Each classroom teacher has a computer with a data projector as well as at least one computer or iPads for student use. Two computer labs facilitate more usage by individual classrooms and help to eliminate lengthy closures of a lab during online testing. Several classroom teachers have access to a sound amplification system designed to increase clarity, as well as student attention and focus.

The school has 3 iPad towers that are dispersed throughout the K-2 grade levels. Passive noise-cancelling headsets with boom-style microphones have been purchased for all students K-2 for use with NWEA MAP Reading Fluency, a cutting-edge oral reading assessment that utilizes speech recognition, automatic scoring, and computer adaptive technology. This assessment enables group administration to a whole class in 20 minutes, an activity that formerly took 2-3 days when administered one-on-one three times per year. This new technology will also be instrumental in the progress monitoring facet of our reading Response to Instruction model.

Smart Boards were added to 3 additional classrooms, bringing the total number of Smart Boards in the building to 11. The technology department updated the infrastructure by putting in more data access points to improve internet access in all parts of the building. Beginning in the 2018-19 school year, LES began a new 1:1 technology rollout with laptops for every student in grades 3-5.

In 2019, we received affirmation from the IDOE that we met the necessary criteria to participate in the e-Learning Days Program, and we held the first of two e-Learning days on February 6, 2019. With technology as the venue, our students were presented a myriad of

learning opportunities outside the walls of the traditional classroom, with favorable student participation—and parental satisfaction.

We recognize that our approach to technology cannot be static, so in an attempt to foster collaboration toward curating digital lessons in the classroom, LES will invite corporation technology coaches to share their expertise with staff.

2019-20 will be the fourth year of our Robotics Club. This year we will have 3 robots and 3 teams comprised of 4th and 5th graders, including an all-girls team. The teams compete at schools outside of our district as well as holding our own competition with an anticipated 36 teams!

Data About A Safe And Disciplined Learning Environment

Incidents	2014	2015	2016	2017	2018
Out of School Suspensions	14	16	17	14	13
In School Suspensions	4	3	5	4	2
Office Time Outs	58	106	159	184—104 were from 1 special education student in 1 st semester	44
Detentions:					
Attendance (Tardies)	0	0	0	2	0
Disciplinary Detentions	28	55	41	62	38
Academic Detentions	75	42	28	20	15
Lunch Detentions					39
Bus Conduct Reports	21	26	8	21	5

A Safe and Disciplined Learning Environment

A safe and disciplined learning environment and a positive school climate are two of the strengths of Liberty Elementary School. Evidence can be seen in the discipline statistics that show minimal discipline referrals for a school our size. Out-of-school suspensions are not common at our school. Detentions are

designated as behavioral or academic. Students who receive an academic detention have demonstrated irresponsibility in their weekly work.

During the 2018-19 school year, the Union County College Corner Joint School District collaborated with local law enforcement in order for volunteer officers to be present in the school buildings most days. Meridian Health Services and Centerstone are embedded in our schools with a behavioral clinician assigned to each building.

While school climate has always been positive, intentional steps using the LifeSkills model from C.L.A.S.S. ensure that this climate continues. Common language, procedures, rules, and consistent application of these procedures by all staff make expectations clear to students. Spending time taking a proactive approach to discipline by intentionally teaching LifeSkills, conflict resolution, and problem solving contribute to the learning environment that exists.

This being said, as our student population changes, we are finding ourselves dealing with more students who are coming to us from trauma-infused backgrounds. Some of our practices are not as successful as they previously have been, and so we are investigating new approaches that could empower students. We will investigate how, as a staff, we can best include the new Social, Emotional & Behavioral Wellness standards within our classrooms. LES teachers will also investigate the practices included in *The Leader in Me* model.

SCHOOL IMPROVEMENT GOALS for 2019-2020

The first step in determining the goals for our school is to understand what goals have been predetermined. Public Law 221 requires that a goal for attendance rate and a goal for the percentage of students passing ILEARN be included in the School Improvement Plan. The school goals also align with the corporation's goals for improvement.

GOAL #1

70% of students in grades 2-5 will have Math RIT scores that meet or exceed NWEA expected scores as evidenced by the number of students achieving proficient and distinguished status at the end of the school year.

STRATEGIES

- Each classroom will have math facts practice time sometime during each school day. Students will participate in weekly 2.5 minute timing assessments with progress charted by students and/or teachers.
- Special area teachers will incorporate computation skill practice as well as problem solving with all students in a manner appropriate to their area once a week.
- Teachers will provide, at a minimum, weekly math prompts that encourage students to think critically and respond about the mathematics they are learning. These responses may be written or oral through the use of Math Talks.
- Teachers will provide access to materials, models, tools and/or technology-based resources that assist students with strategies necessary for engaging in mathematical processing.
- Daily, in grades 2-5, small groups will meet during Math RtI time to practice multi-step word problems, math facts, spiraling of standards for review, as well as reviewing standards from recent lessons. In grades 4-5, these small groups/centers will be teacher-led by including the Title I staff.
- The School Leadership Team will work with grade levels to develop grade-specific academic vocabulary lists and strategies for this goal. Staff will also make use of the Math Frameworks from the Indiana Department of Education.

RESULTS INDICATORS

- Student growth in math fluency, based on the 2.5 minute timed tests, will be analyzed every nine weeks to determine if strategies are effective
- Improvement of math grades
- Improvement on weekly math fact assessments, IXL scores, and NWEA scores.
- Students will show progressive individual growth

PERSONS RESPONSIBLE

- Classroom teachers
- Title I Staff
- Instructional Aides
- Administrator
- Students

GOAL #2

70% of students in grade 1-5 will have Reading RIT scores that meet or exceed NWEA expected scores as evidenced by the number of students achieving proficient and distinguished status at the end of the school year.

STRATEGIES

- As a class or in small groups, modeling will be done to practice how to write exemplary responses using grade level content for constructed response questions that incorporate text evidence and appropriate content vocabulary. Focus will be placed on inferences garnered from text and supported by evidence found in the text.
- Students will practice responding to various texts by comparing and contrasting ideas from more than one piece of text.
- Students will be provided more practice using part of the question in the answer or response (written and spoken responses) Curriculum-based community circles can use be used to practice this strategy orally at all grade levels.
- Staff will also make use of the Literacy Frameworks from the Indiana Department of Education.
- Staff meetings/grade level meetings will be used to discuss strategies for using Depth of Knowledge questions.
- Special area teachers will give one open-ended or constructed response writing prompt each semester.
- The School Leadership Team will work with grade levels to develop grade-specific academic vocabulary lists and strategies for inclusion. Emphasis will be placed on using academic vocabulary as appropriate in all writing pieces and when responding orally.
- All staff will implement the 6 Traits writing process at all grade levels, with specific traits being emphasized at each grade level.
- Students showing characteristics of dyslexia will receive Orton-Gillingham intervention.

RESULTS INDICATORS

- Increase in scores on weekly reading tests
- Increase in scores on NWEA
- Improvement in scores on any open-ended response questions

PERSONS RESPONSIBLE

- Administrator
- Teachers
- Title I staff
- Instructional Aides
- Students

GOAL #3

The percentage of student attendance will remain at 96% or higher as calculated by the school attendance officer.

STRATEGIES

- Staff will implement the current UCCCJSD attendance policy with regards to absenteeism and tardies.
- Parents will receive information in the monthly newsletters, at least once in the fall and spring, summarizing the risk factors associated with chronic absenteeism as well as benefits of being in school each day, on time.
- Quarterly perfect attendance will be published in the local paper.
- A small monthly prize will be given to students who have achieved perfect attendance each month.

RESULTS INDICATORS

- Increase in monthly attendance
- Number of habitual absentees will decline
- Academic success for habitual absentees will improve as monitored by classroom grades

PERSONS RESPONSIBLE

- Classroom teachers
- Principal
- Social worker
- School attendance officer

- Secretaries
- Parents
- Students

Professional Development

Much of the professional development for the staff at Liberty Elementary takes place through in-house training, as well as attendance at outside professional development opportunities. Professional development is available through corporation resources, the local Educational Service Center, and from the staff of the local Special Education Co-Op. Staff members have opportunities to participate in professional development sessions offered after school and in the summer.

We need to continue our efforts at improving our delivery of differentiated instruction to meet the needs of our high ability students, as well as our lower achieving students. Teachers of high ability language arts students will continue using literature units that provide rigor in this area. Teachers of high ability students are offered the opportunity to attend appropriate conferences outside of the district. The teachers of Liberty Elementary will take advantage of the IDOE's free professional development offerings. Already scheduled PD include offerings to improve Depth of Knowledge questions as well as how to build our repertoire of engagement strategies.

In order to continue to improve our staff's understanding of ever-changing technology, we will better utilize the technology committee where in-house experts will share new ideas for using a variety of technology in the classrooms to support our curriculum. Individual staff members will share tech tips at the end of staff meetings. As staff members become more comfortable with new and existing programs and technologies, "interest groups" will be encouraged to share ideas and information with each other. Teachers will also be made aware of opportunities outside the building for upcoming workshops that are technology-based.

According to I.C. 20-30-5-14, schools need to include employability skills into their curriculum. During the 2019-2020 school year, LES will investigate ways to improve our current methods for exploring career awareness and learning about and achieving employability skills. The LES staff will use the 2019-2020 Indiana K-12 Work-Based Learning Manual, as well as the Employability Skills Standards grade bands as guides for improvement.

Timeline for Implementation, Review, and Revision

The School Improvement Leadership Team will meet regularly to monitor building progress and further develop some strategies to meet our goals. During the spring of 2020, the School Improvement Leadership Team will study the current data and progress made toward the goals. The plan will then begin to be revised and updated. Further updates will be addressed after the 2020 spring ILEARN and I AM assessments.