

Title 1 Schoolwide Plan

Liberty Elementary School

Schoolwide Plan Committee Members

Lisa Gayhart	Principal
Sue Rothgeb	Title 1 Teacher
Maya Hughes	Parent
Jennifer McCashland	Grade 1 Teacher
Paige Kruthaupt	Grade 4 Teacher
Jessica Adams	Grade 5 Teacher
Carol McCashland	Community Member

Schoolwide Plan Components

1. Provide a comprehensive needs assessment of the entire school taking into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those students who are failing, or at risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.

Response:

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 reworking our curriculum maps with a focus on science for the 2022-2023 school year.

All parents are made aware of the grade level curriculum through weekly classroom newsletters 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 various 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 2022-23 school year. Using NWEA MAP Growth assessments, grades K-5 will be assessing

language arts and math skills with ongoing standards-based assessments and progress monitoring. MCLASS assessments will be given in grades K-2 to assess reading skills. 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. Quarterly math facts data will be collected to monitor computation fluency in grades 1-5, with Kindergarten starting second semester. Grades 1-5 will also be completing beginning and end of the year school-based assessments.

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. 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 including information from the Social & Emotional Learning standards in their daily school announcements.

Math MTSS 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 MTSS programs provide extra help for students struggling in language arts areas. MTSS programs for students in grades K-2 include Foundations and Leveled Literacy Intervention. Programs for grades 3-5 include small group support for specific targeted skills. The current adoption of McGraw-Hill Reading series, *Wonders*, provides MTSS interventions that are also used.

Students in grades K-5 who are identified as High Ability in language arts, meet in small groups during MTSS 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 MTSS 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 ILEARN and Other Assessment Instruments

ILEARN Results

*There is no 2019-2020 data due to COVID-19 school closures.

Indicator	2018-2019	State Average	2020-2021	State Average	2021-2022	State average
Student Enrollment	317		314		329	
Grade 3 % Passing ILEARN Math	57%	59%	73%	49%	69%	52%
Grade 3 %Passing ILEARN ELA	31%	46%	48%	39%	56%	41%
Grade 4 %Passing ILEARN Math	54%	54%	40%	44%	67%	48%

Grade 4 % Passing ILEARN ELA	53%	45%	37%	40%	62%	41%
Grade 4 % Passing ILEARN Science	36%	46%	41%	36%	64%	38%
Grade 5 % Passing ILEARN Math	44%	48%	24%	39%	26%	41%
Grade 5 % Passing ILEARN ELA	39%	47%	24%	40%	32%	41%
Grade 5 % Passing ILEARN Social Studies	46%	46%	44%	39%	35%	38%
Average Class Size	22.6		22.4		20.5	
Attendance Rate	96%		89%			

Percentage of Low Income Students Passing ILEARN

2020-2021 vs. 2021-2022

*There is no 2019-2020 data due to COVID-19 school closures.

	3rd	4th	5th
English/ LA	41% vs. 75%	44% vs. 90%	55% vs. 67%
Math	70% vs. 82%	31% vs. 88%	18% vs. 59%
Science	N/A	41% vs. 88%	N/A
Social Studies	N/A	N/A	N/A

Percentage of Special Education Students Passing ILEARN

*There is no 2019-2020 data due to COVID-19 school closures.

2020-2021 vs. 2021-2022

	3rd	4th	5th
English/ LA	29% vs. 46%	27% vs. 29%	24% vs. 29%
Math	57% vs. 55%	33% vs. 43%	24% vs. 21%
Science	N/A	33% vs. 81%	N/A

Social Studies	N/A	N/A	34% vs.36%
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E.O.Y. NWEA Data				
2020-21 vs. 2021-22				
<i>*There is no 2019-2020 data due to COVID-19 school closures.</i>				
	3RD GRADE READING	4TH GRADE READING	5TH GRADE READING	
Percentage of Students With More than 10 Points Growth in 1 School Year	68% vs 77%	45% vs 43%	31% vs 28%	
Percentage of Students Who Ended School Year <i>Proficient</i> or <i>Distinguished</i>	62% vs 67%	38% vs 63%	26% vs 44%	
	3RD GRADE MATH	4TH GRADE MATH	5TH GRADE MATH	
Percentage of Students With More than 10 Points Growth in 1 School Year	92% vs 88%	69% vs 69%	56% vs 45%	
Percentage of Students Who Ended School Year <i>Proficient</i> or <i>Distinguished</i>	72% vs 73%	40% vs 78%	33% vs 25%	

Progress on Math Fact Fluency Goals

****There is no 2019-2020 data due to COVID-19 school closures.**

Grade	Goal	% Mastery Goal in 2017-18	Was the Goal met?	% Mastery Goal in 2018-19	Was the Goal met?	% Mastery Goal in 2020-21	Was the Goal met?	% Mastery Goal in 2021-22	Was the Goal met?
K	Add, Subtract	93%	Yes	91%	Yes	53%	No	63%	No
1st	Add, Subtract	76%	Yes	77%	Yes	38%	No	71%	No
2nd	Add, Subtract	75%	Yes	58%	No	65%	No	64%	No
3rd	Add, Subtract Multiply	77%	Yes	57%	No	52%	No	36%	No
4th	Multiply, Divide	73%	No	77%	Yes	38%	No	60%	No
5th	Multiply, Divide	77%	Yes	78%	Yes	50%	No	76%	Yes

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

Based on the 2020-2021 IREAD, NWEA, and mCLASS scores, the majority of our students demonstrated measurable growth toward grade level proficiency. However, on ILEARN we still find that our students' open-ended and constructed responses were not where we would like for them to be. We must continue to focus on math computation, fluency, mathematical reasoning, and constructed response items that require text evidence.

Parental Participation in School Activities and Events

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 child 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.

During a normal school year, 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 Fairs, 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. At the end of the school year, 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. Classroom web pages also help parents to stay informed and involved.

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. 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.

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 laptops for student use. Several classroom teachers have access to a sound amplification system designed to increase clarity, as well as student attention and focus. All classrooms include a viewboard.

All students have their own designated laptop or Chromebook. Families in our district now have the option of internet service for free or at a reduced rate through the Emergency Broadband Benefit Program. Currently, teachers utilize Google Classroom as a learning management system. This is especially beneficial for students who are absent, as they are able to access daily instruction and assignments.

The technology department updated the infrastructure by putting in more data access points to improve internet access in all parts of the building.

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 colleagues to share their expertise with staff at technology-specific teachers' meetings.

Data About A Safe And Disciplined Learning Environment

INCIDENTS	2017-18	2018-19	2019-20 <i>*Only 3 quarters due to COVID-19 closings</i>	2020-21	2021-22
OUT OF SCHOOL SUSPENSIONS	14	13	8	3	0
IN SCHOOL SUSPENSIONS	4	2	4	10	10
OFFICE TIME OUTS	184- 104 were from 1 SPED student in the 1st semester	44		24	99
DETENTIONS					
DISCIPLINARY DETENTIONS	62	38	13	29	18
ACADEMIC DETENTIONS	20	15	13	23	23
LUNCH DETENTIONS			39		20
BUS CONDUCT REPORTS	8	21	5	0	2

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 rare. Detentions are designated as behavioral or academic. Students who receive academic detentions have demonstrated irresponsibility in their weekly work.

During the 2019-20 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

the building. Beginning with the 2020-2021 school year, our school corporation has hired a licensed social worker who will be housed in both elementary buildings and will focus on attendance within the district as well as be the liaison between the mental health services and the 4 schools in our corporation. Students also have access to trained therapy dogs who can assist them with emotional support.

While the 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 at Liberty Elementary School.

This being said, as our student population has been changing, we are finding ourselves dealing with more students who are coming to us from trauma-infused backgrounds. To address Social, Emotional & Behavioral Wellness standards within our classrooms, all staff will participate in Trust-Based Relational Intervention (TBRI) trainings throughout the school year.

SCHOOL IMPROVEMENT GOALS for 2022-2023

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 improving the 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

Students in grades 3-5 will exceed the state average proficiency rate in mathematics based on the ILEARN assessments.

STRATEGIES

- Every 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. Students will also utilize the research based *Reflex Math* Computer program.
- 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 presented orally 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 MTSS 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 and special education 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 quarterly math grades
- Improvement on weekly math fact assessments, IXL scores, Reflex Math scores and NWEA scores.
- Students in grades 3-5 will show progressive individual growth based on goals they set for themselves with their teachers on upcoming NWEA tests.

PERSONS RESPONSIBLE

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

GOAL #2

Students in grades 3-5 will exceed the state average proficiency rate in English Language Arts based on the ILEARN assessments.

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 comparing and contrasting ideas from paired text.
- 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.
 - MTSS groups will be created and teachers will work with students for 20-30 minutes daily on specific skills and strategies for reading.
- All staff will implement the *6 Traits Writing Process* at all grade levels, with specific traits being emphasized at each grade level. Students will be given ample opportunities to practice the various types of writing with emphasis on providing text evidence from given passages.

RESULTS INDICATORS

- Increase in scores on classroom assessments
 - Increase in scores on NWEA
 - Improvement in scores on any open-ended response questions
- Students in grades 3-5 will show progressive individual growth based on goals they set for themselves with their teachers on upcoming NWEA tests.

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.

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

2. Describe schoolwide reform strategies that the school will be implementing to address school needs, including a description of how such strategies will do the following:

- provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2) to meet the challenging State academic standards; and
- use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and

- address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include –
 - counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;
 - preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);
 - implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et. Seq.).

Response:

Liberty Elementary School has adopted the state recommended time allotment for all grade levels. All classrooms schedule blocks of time for Language Arts and Math. We use assessments to guide our instruction based on Indiana standards. We address student needs through a tier system of intervention.

- Tier 1 - Classroom Instruction will address the needs of approximately 80% of our students. Whole group and small group instruction is provided by the classroom teachers. The small groups are formed based on the results of our needs assessment, so that every child is given an opportunity to work at his/her level. All students are given grade level whole group instruction.
- Tier 2 - This instruction is designed to meet the needs of approximately 20% of our students. Students receive 20-30 minutes of Title 1 intervention designed to meet their needs. Orton-Gillingham, Essential Skills, and fluency practice, as well as instruction in comprehension and vocabulary skills, are provided as needed in reading. Math students receive practice in the skills taught

during whole group instruction in the classroom, as well as practice on Math fact fluency.

- Tier 3 - This instruction is designed to meet the needs of approximately 5-10% of students who are not making adequate progress in Tiers 1 and 2. Tier 2 interventions continue, but additional instruction is provided by classroom teachers, using programs such as Foundations and Leveled Literacy Intervention. Paraprofessionals are also asked to work in one-on-one settings with these students on activities provided by classroom teachers. Progress monitoring is done weekly. Students continuing to make inadequate progress are referred for evaluation.

Liberty Elementary has a committee that is designed to address students' non-academic needs as well. This committee meets quarterly and involves staff members such as the school nurse, the district social worker, the Title 1 teacher, Special Education teacher, principal, and some classroom teachers. Teachers schedule a time during the designated meeting day to bring student needs to the committee. Examples are excessive absences or tardies, needs for clothing or food, health problems, including mental health issues, and any other difficulties students may experience that are interfering with learning. The committee decides which member of the committee or community organization, such as local churches, community foundation, or social service might provide assistance. We brainstorm solutions and contact the appropriate agency or person who might be able to provide help.

3. Provide instruction by effective, properly-licensed teachers.

Erin Hensley	Kindergarten	M.A. Earned; Valid IN License
Morgan Hurley	Kindergarten	B.S. Earned; Valid IN License
Teresa Ashbrook	First Grade	M.A. Earned; Valid IN License
Rita Lawrence	First Grade	B.S. Earned; Valid IN License
Jennifer McCashland	First Grade	B.S. Earned; Valid IN License
Jessica Beck	Second Grade	M.A. Earned; Valid IN

		License
Tammy Drudy	Second Grade	B.S. Earned; Valid IN License
Karen Ross	Third Grade	B.A. Earned; Valid IN License
Amy Townsend	Third Grade	M.A. Earned; Valid IN License
Samantha Elleman	Fifth Grade	B.S. Earned; Valid IN License
Paige Kruthaupt	Fourth Grade	B.A. Earned; Valid IN License
Cheryl Wewe	Fourth Grade	M.A. Earned; Valid IN License
Jessica Adams	Fifth Grade	B.A. Earned; Valid IN License
Marci Stephenson	Fifth Grade	B.A. Earned; Transition to Teacher Permit
Mandi Migoski	Music Teacher	M.A. Earned; Valid IN License
Cathy Bartos	Art Teacher	M.A. Earned; Valid IN License
Carrie Treadway	Physical Education Teacher	B.S. Earned; Valid IN License
Amie Rosenberger	Special Education Teacher	B.S. Earned; Valid IN License
Amelia Schwab	Special Education Teacher	Med; Valid IN License
Jane Turner	Speech Teacher	M.A. Earned; Valid IN License
Sue Rothgeb	Title 1 Teacher	M.A. Earned; Valid IN License
Brooke Murray	Kindergarten	B.A. Earned; Valid IN License
Allison Blanford	Second Grade	B.A. Earned; Valid IN License

4. Describe plans to provide high-quality, ongoing professional development for teachers, paraprofessionals, and other school personnel.

Response: Our professional development this school year has focused on strategies for dealing with victims of trauma. Our entire school corporation received training in Trust Based Relational Intervention early in the school year. As the year progressed, we held several grade level meetings with the presenter to clear up misunderstandings and get answers relating to specific problems we were dealing with. Teachers were offered the opportunity to attend Summer Workshops provided by Smekens or other providers. Our East Central Service Center also offers numerous workshops of interest that many of our teachers attend. After attending, teachers prepare a summary of ideas learned at the workshops and present these at staff meetings

5. Describe strategies to recruit and retain effective properly-licensed teachers, particularly in high-need subjects. Examples would include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and career pathways for teacher leaders.

Response: Our school corporation offers competitive salaries and benefits to attract qualified teachers. Liberty Elementary School has a mentoring program for all new teachers as well. We offer opportunities for students at both Miami University and Indiana University East to student teach and meet other university requirements at Liberty Elementary School. This gives our school name recognition in the teacher preparation programs at these universities as well as showcasing the quality of education we provide to our students. Teachers at each grade level have common planning times to collaborate and share ideas. LES also has a Social Committee that plans activities and maintains morale among staff members. This has created a “village atmosphere” at LES, where staff members feel that they are valued members of a team. Most of our teachers have many years of experience at Liberty Elementary School, and new teachers are hired mainly as a result of retirements.

6. Describe strategies to increase parent involvement.

Response: Liberty Elementary School shares ILEARN reports with parents as soon as they become available. Report cards are sent home and posted online every nine weeks. Teachers keep student grades updated in our Powerschool system throughout the grading periods so that parents can view their students’ progress at any time. Title 1 and Special

Education teachers also send home progress reports each grading period. Formal conferences are held in October, but teachers contact parents often by phone or email to discuss concerns or successes. In addition, every child has a Friday folder that is sent home each week for parents to view student papers and school information and announcements. Teachers and parents communicate with one another as necessary in these folders, and parents are asked to sign to show that they viewed what was contained in the folder. Newsletters are sent home regularly by classroom teachers and the school office. Parents are asked to serve on school committees, such as the School Improvement Committee, the Schoolwide Plan Committee, and PTO. We ask for volunteers each year to help us with COSI on Wheels, our school carnival, Robotics Club activities, and field day activities. In addition, Liberty Elementary School invites parents to participate with their children in Open House, Literacy Night, Math and Science Night, Book Fair, Trivia Bee, Spelling Bee, Math Bowl, music concerts, and Basket Bash. Individual grade levels add their own special parent events such as the kindergarten "March Dadness," first grade's "Ginger Bread House Construction," and fourth grade's popular "Hoosier Wax Museum."

7. Describe plans for assisting preschool children in the transition from early childhood education programs, such as Head Start, to local elementary school programs.

Response: In April, all records of incoming kindergartners are sent from Head Start to Liberty Elementary School. This is part of our formal agreement with Head Start on transitioning to kindergarten. We have an annual meeting with Head Start where we discuss the agreement and modify it if necessary. A yearly training on transitioning to kindergarten is also part of the formal agreement. Each April, we have Kindergarten Roundup at Liberty Elementary School. On the designated day, parents are scheduled a time to bring their students to LES. Several stations are set up for parents and students to visit. Two kindergarten teachers are available at the first station. While one meets with parents to go over expectations, procedures, bus routes, and other information, the second teacher assesses the student on pre-kindergarten skills. The Title 1 teacher is present to administer her assessment that will determine if the student is likely to need Title 1 assistance. Before moving on to the next station where students are given hearing and vision checks, they are given a collection of materials (books, dry erase board and markers, magnetic letters, etc.) to utilize at home, and parents are given a packet of materials to use to prepare their child for kindergarten.

8. Describe opportunities and expectations to include teachers in decision making regarding the use of data from academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Response: ILEARN, IREAD, and NWEA Reading and Math assessments are given at Liberty Elementary School. These assessments are analyzed by teachers each time they are given. The principal meets with each grade level to discuss results of the tests, and ideas are exchanged for adjusting instruction to meet student needs. The Title 1 teacher also checks all scores to see if any changes need to be made to services for individual students. These possible changes are discussed with classroom teachers and submitted to the principal for approval. As a result of these decision-making meetings, LES has recently implemented changes such as expanding Orton-Gillingham instruction so that more students can benefit from the program, acquiring a new program to help students master Math facts, and restructuring some of our Rtl sessions so that students returning from extended absences due to illness or quarantine can be included as needed.

9. Describe activities and programs to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance.

Response: Liberty Elementary School has a Title 1 program that serves students in Reading and Math. Students most in need of assistance are selected for the program based on their scores on NWEA assessments, end-of year assessments provided by our Math and Reading series, and teacher checklists. Students are given one-on one or small group instruction according to their needs. Phonemic awareness, phonics (taught using the Orton-Gillingham program), fluency, vocabulary, and comprehension are the areas of focus. Students also are given small group assistance in their classrooms. Foundations and Leveled Literacy Instruction (LLI) are used by classroom teachers in grades K-2. Higher level skills are emphasized in grades 3-5. Essential Skills and IXL are two additional tools used to provide extra practice to those who could benefit. In Math, needy students get instruction from classroom teachers, then divide into small groups for extra practice with the Title 1 teacher or Special Education teacher.

10. Describe the coordination and integration with other Federal, State, and local services, resources, and programs.

Response: Liberty Elementary School benefits from federal, state, and local funding. A Title 1 teacher and four paraprofessionals paid with federal dollars serve students in need of assistance in Language Arts and/or Math. Our Special Education students are served by four teachers and several paraprofessionals. Title 1 and Special Education personnel work closely together to address student needs and both programs also work closely with classroom teachers (who are funded by the State). Federal Title II funds are used to pay for professional development for staff at LES. A local Foundation also funds many professional development activities and other projects submitted by teachers and approved by the organization. A local social service agency provides personnel to work in our school with students having problems that are interfering with their academic success. Local funds allocated to Liberty Elementary School by the school corporation pay for supplies, and other expenses not covered by State funding.