School Name: Liberty Elementary School

School Number: 6823

Street Address: 50-1 North 900 West

City: Chesterton, IN

Zip Code:46304

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2020-2023, <mark>2021-2024</mark>, 2022-2025, 2023-2026 (<mark>Highlight</mark> implementation years)

---------------------- **CONTACT INFORMATION** ----------------------

Principal: Heidi Hennigar
Telephone: 219-983-3650   Email: hhennigar@duneland.k12.in.us

Superintendent: Dr. Chip Pettit
Telephone: 219-983-3600   Email: cpettit@duneland.k12.in.us

Contact for Grants: Kevin Zeck

Telephone: 219-983-3600	Email: kzeck@duneland.k12.in.us

This is an initial three (3) year plan. **Yes** <mark>No</mark>	This is a review/update of a plan currently in use. <mark>Yes</mark> No

This school is identified as the following by the federal government: (<mark>Highlight</mark> all that apply) **TSI, ATSI, CSI**

(TSI/ATSI only) Underperforming student groups identified by the federal government: (<mark>highlight</mark> all that apply) **SpEd, ELL, F/R, Hisp, Wht, Blk, Multiracial, Asian, AI/AN, NHPI**

This school receives Title IA funding. <mark>Yes</mark> No   Is the school's Title I program **S**chool**w**ide or **T**argeted **A**ssistance? <mark>SW</mark> TA
If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.

--- PLANNING COMMITTEE---

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Sample: *Alma Smith*	*Teacher*	*CNA,SIP,* <mark>*BOTH*</mark>	*ELA, Black, Spec. Ed.*
Heidi Hennigar	Principal	CNA, SIP, <mark>Both</mark>	
Kristin Bonez	Dean of Students	CNA, SIP, <mark>Both</mark>	
Nicole Knutson	Teacher	CNA, SIP, <mark>Both</mark>	English/Language Arts
David Mueller	Teacher	CNA, SIP, <mark>Both</mark>	Math

--- ALIGNMENT---

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals.

Assess the school's alignment with the district using this page. If necessary, work with district personnel to make necessary changes before moving forward with the needs assessment. If there is not enough room to type or cut-and-paste the information below, attach appropriate documents.

District Vision:	Duneland is committed to inspiring excellence, igniting curiosity and unlocking potential for all.	**School Vision:**	Liberty is committed to inspiring excellence, igniting curiosity and unlocking potential for all.
District Mission:	Duneland provides a safe and engaging environment where students are empowered to explore their talents, build on their curiosity, embrace high expectations, and become responsible, caring citizens.	**School Mission:**	Liberty provides a safe and engaging environment where students are empowered to explore their talents, build on their curiosity, embrace high expectations, and become responsible, caring citizens.

District Goals: Goal Area #1: Student Achievement and Growth Address needs and expectations for continuous improvement at the local, state, and federal levels

Goal Area #2: Culture and Climate Instill a shared belief among all school-community stakeholders to support a safe, positive and welcoming environment, focused on student success and educating the whole child.

Does the school's vision support the district's vision? *(highlight response)* Yes   No
Does the school's mission support the district's mission? *(highlight response)* Yes   No
Do the school's mission and vision support district goals? *(highlight response)* Yes   No

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to do so? Not Applicable

SECTION A: Review Essential Information

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and career awareness and development. Information requested in the following sections is intended to promote discussion about how the core element might be aiding or inhibiting continuous school improvement efforts. Responses are NOT to monitor compliance. After discussion, place an 'x' in the last column if the items should be considered by the school's planning team when reviewing data and/or developing school goals. Do this for all tables where the 'x' column exists.

Core Element 1: Curriculum

List primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by the majority of teachers. Subject/courses should include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Assess the degree to which these resources are aligned with the Indiana Academic Standards. Consider the need to keep, replace, or discontinue use of materials that are not _essential_ for instruction. If room does not allow for all resources to be listed below, continue the list on a separate page and attach it to this document. Secondary schools may attach or link course descriptions. (For 'X' column, right click and ✔)

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
ELA	K-4	Fountas and Pinnell	Yes No	Tier 1	Textbook and readers are the core component of the reading program.	Yes No	●
Reading	K-2	Kendore Kingdom	Yes No	Tier 1	Lessons, activities, and reproducibles are the primary resources of the phonics component of the reading program.	Yes No	●
ELA	K-4	Smekens Writing	Yes No	Tier 1	Lessons and unit plans are the core component of the writing program.	Yes No	●
ELA	K-4	Fountas and Pinnell Guided Reading	Yes No	Tier 1	Guided reading texts are used to support the core components of Fountas and Pinnell.	Yes No	●
ELA	K-4	Fountas and Pinnell Leveled Literacy Intervention	Yes No	Tier 3	Resources are used as part of the Title 1 Intervention Program.	Yes No	●
Reading	K-1	Reading Eggs	Yes No	Tier 1	Resource supplements core Reading curriculum.	Yes No	●

ELA, Social Studies, Science	K-4	BrainPop	<mark>Yes</mark> No	<mark>Tier 1</mark>	Resource is used to supplement core ELA, Social Studies, and Science curriculum.	<mark>Yes</mark> No	●
ELA, Math	K-4	Study Island	<mark>Yes</mark> No	<mark>Tier 1</mark>	Resource is used for extra practice in ELA and Math.	<mark>Yes</mark> No	●
ELA, Math	K-4	ExactPath	<mark>Yes</mark> No	<mark>Tier 2</mark>	Resource provides Tier 2 support for student intervention and extension.	<mark>Yes</mark> No	●
ELA	K-4	mClass Intervention	<mark>Yes</mark> No	<mark>Tier 2, 3</mark>	Lessons are utilized to support core reading instruction during interventions time.	<mark>Yes</mark> No	●
ELA	K-1	Heggerty Phonemic Awareness	<mark>Yes</mark> No	<mark>Tier 1</mark>	Resource used as a phonemic awareness supplement to the core reading curriculum.	<mark>Yes</mark> No	●
ELA	K-4	Phonics First	<mark>Yes</mark> No	<mark>Tier 2, 3</mark>	Supplemental to adopted curriculum utilized during Intervention.	<mark>Yes</mark> No	●
Math	K-4	Reveal Math	<mark>Yes</mark> No	<mark>Tier 1</mark>	Textbook is the core component of the math program.	<mark>Yes</mark> No	●
Social Studies	K-4	Studies Weekly	<mark>Yes</mark> No	<mark>Tier 1</mark>	Textbook is the core component of the social studies program.	<mark>Yes</mark> No	●

Best Practice/Requirements Self-Check	Yes/No		X
The school uses district-established curriculum that is aligned to the Indiana Academic Standards.	<mark>Yes</mark>	No	●
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	<mark>Yes</mark>	No	●
Teachers and staff are engaged in cross grade-level articulation of standards.	<mark>Yes</mark>	No	●
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	<mark>Yes</mark>	No	●

The public may view the school's curriculum in the following location(s): School Curriculum may be viewed in the district Teaching and Learning Office.

Core Element 2: Instructional Program

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement. **Assess your practices using the chart below.**

Best Practice/Requirements Self-Check	Yes/No		X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at risk of failure.	Yes	No	●
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	No	●
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	No	●
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	No	●
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	No	●
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	No	●
Instructional strategies provide students with multiple options for demonstrating their knowledge.	Yes	No	●
Instructional strategies foster active participation by students during the instructional process.	Yes	No	●
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	No	●
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	No	●
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	No	●
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	No	●
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	No	●
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	No	●

For Title I schools with Schoolwide Programs only:
Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.
Grade-level teacher teams collaborate to produce and administer common formative assessments and common summative assessments within and at the conclusion of units of study. The teams use student performance data from these assessments to identify students who would benefit from Tier II reteaching and remediation. These students receive reteaching and remediation during designated tutorial and enrichment (interventions and extensions) time in a flexible-grouping model across grade-level teams. The reading specialists work with grade-level teams to analyze building-wide interim and diagnostic assessments (NWEA and mCLASS) as well as student CSA scores to identify students who would benefit from Tier III support. These decisions are made collaboratively during Response to Intervention meetings held every six and/or twelve weeks. Tier III interventions include Leveled Literacy Intervention (LLI), Brainspring Phonics First phonics instruction, and mCLASS intervention lessons.

Core Element 3: Assessment

List the assessments used in addition to the following statewide assessments: ILEARN, IREAD, I AM, ISPROUT, and PSAT. Include type of assessment (benchmark, common formative, or summative) and a brief rationale for their use. Consider the need to keep, replace, or discontinue use of each assessment based on the value and use of the data it provides.

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use		X
NWEA MAP	K-4	Interim	This is an adaptive test that monitors student growth three times per year.	Yes	No	●
mCLASS: DIBELS & TRC	K-4	Universal Screener	This assessment is given 1:1. It is used to determine reading level and comprehension ability. It also functions as a dyslexia screener.	Yes	No	●
Math Unit Assessments (Reveal Math)	K-4	Common Summative	Student assessments are curriculum based and or created by teachers according to district curriculum guides. Student progress is tracked within professional learning teams (PLTs) to identify students for reteaching/remediation and intense intervention.	Yes	No	●
Reading Unit Assessments	K-4	Common Formative Common Summative	Student assessments are curriculum based and or created by teachers according to district curriculum guides. Student progress is tracked according to the district curriculum guidelines.	Yes	No	●
CogAT	K, 2, 4	Aptitude	This assessment is used as a screener for identifying students for our district high-ability program.	Yes	No	●
WIDA Access	K-4	Summative	This assessment is used to assess students' proficiency in speaking and writing in English.	Yes	No	●

Best Practice/Requirements Self-Check	Yes/No		X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes	No	●
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	No	●
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	No	●

Continued from Core Element 3: Assessment

For Title I schools with Schoolwide Programs only:
Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is improved student achievement.

Title I funds are utilized by school corporations to provide supplemental educational services that help students increase achievement and meet state academic standards. Funds are primarily used to provide personnel to work with the most at-risk students at the Title I schools. Aside from staff, Title I funding also provides materials to support student learning as well as professional development.

The Duneland Title 1 program provides the following opportunities that impact student achievement:

Improve achievement for all children academically, emotionally, and behaviorally

- examine areas of strength and weakness in the core curriculum
- provide additional instruction to intervene or enrich
- increase learning time
- apply strategies to increase achievement of underserved populations
- provide ongoing progress monitoring and benchmark measures of proficiency

Improve staff development

- attract and retain high-quality, highly qualified teachers and paraprofessionals
- provide ongoing professional development based on staff and student needs
- regularly examine school, teacher, and student data through collaborative discussions

Improve parent and family engagement

- communicate with families through multiple modes, in necessary languages: phone, email, meetings, social media, newsletters
- offer a variety of events at varied times for parents to interact, advocate, and learn in the school community
- encourage parents to provide feedback and input on school decisions

Core Element 4: Coordination of Technology Initiatives

Briefly describe how technology is used by students to increase learning.

The members of the Duneland School Corporation's Department of Technology maintain a vision that all students and staff will be competent, eager, and relaxed users of all facets of media for both curricular needs and personal interests. Duneland's technology tools prepare students for life-long learning, informed decision-making, a love of learning, and the use of information technologies. All students and staff at the elementary level have 1:1 access using iPads. The use of the Canvas learning management system (LMS) allows teachers and students to deliver and access digital content that supports learning anywhere all the time. Students interact with academic support via adopted programs and apps. Intervention and acceleration opportunities are available within these programs and apps as well.

Best Practice/Requirements Self-Check	Yes/No		X
The school has a process for integrating technology into the instructional program to promote learning.	Yes	No	●
A plan is in place to provide in-service training in the use of technology.	Yes	No	●
Protocols and criteria are used to review and select technology hardware, software, and instructional programs.	Yes	No	●
There are established procedures for maintaining technology equipment.	Yes	No	●
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes	No	●

Core Element 5: Career Awareness and Development

Answer the questions for the grade levels in your school.

What career awareness activities are provided for students? (Highlight all that apply)	
Not currently implementing career awareness activities	Career Day/Fair or Community Day
Career Simulation (JA/Biztown, etc.)	Career-focused clubs (Robotics, agricultural garden, STEM, etc.)
Career-focused classroom lessons	Guest speakers

If "Not currently implementing career exploration activities" was indicated above, explain why.

Core Element 6: Safe and Disciplined Environment

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and social-emotional well-being are crucial factors in learning, the questions below are intended to promote conversation about how the school's environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No	
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	Yes	No
A Multi-tiered System of Support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	Yes	No
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes	No
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes	No
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes	No
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes	No
All staff express belief that all children can learn and consistently encourage students to succeed.	Yes	No
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes	No

Briefly answer the following:

What practices are in place to maintain a safe environment?

Duneland's Department of Safety & Security stands ready to assist Administrators and staff in creating and maintaining a safe and secure environment for the educational process. A safe environment is essential for students and staff to be successful in the Duneland goal of student achievement. The Department is involved in everything from parking safety and emergency drills, to criminal activity and works closely with all Law Enforcement Agencies and Fire Department jurisdictions within Duneland boundaries. All schools are required to develop a safety plan. As a district we have implemented Standard Response Protocol (SRP).

IC 5-2-10.1-9 requires each school district to have a state certified school safety specialist. All members of the Department are certified and attend classes annually to maintain their certification.

Core Element 7: Cultural Competency

List the racial, ethnic, language-minority, and socio-economic groups in your school's population. Provide strategies and indicate whether or not professional development is needed to successfully implement these strategies. Any such professional development should be detailed in the professional development plan portion of this document. Cultural competency considerations are embedded throughout this document.

Identify the racial, ethnic, language-minority, and socio-economic groups in your school by <mark>highlighting</mark> groups below.

American Indian/Alaskan Native	English Language Learner	Multiracial
Asian	Free/Reduced Lunch	Native Hawaiian or Other Pacific Islander
Black	Hispanic Ethnicity	White

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.
    During registration and enrollment, families are required to complete a Home Language Survey, Migrant Worker Survey and Ethnicity report. In addition, families are given the opportunity to complete a free/reduced application to identify socio-economic status.

Describe strategies for increasing educational opportunities <u>and</u> performance for students in groups identified for the school?
    -SEL Teacher Training and implementation of strategies through content and Second Step Curriculum
    -McKinney Vento Homeless Services - support offered to families who need technology or other aide

    Differentiated classwork and curriculum:

    -EL Support: Instructional interventions and support with EL teachers
    -Support for students with special needs (IEPs) through general education setting support and special education setting support
    -Support for students with 504 plans
    -Tier II and Tier III layers of support for math, reading, and behavioral needs identified through data analysis process

What professional development might be necessary for staff to work effectively in cross-cultural situations?

    -Culturally responsive teaching pedagogy with trained facilitators who are experts in their field

    -SEL and Trauma-Informed Care (with professionals such as Dr. Lori Desautels or other neuroscience experts)

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?
    -   Second Step social-emotional curriculum
    -   Fountas and Pinnell primary resource includes stories/passages focused on diverse cultures
    -   Studies Weekly primary resource represents diverse perspectives

Core Element 8: Review Attendance

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for ten percent of the school year. This equates to approximately 18 days of school.

Number of students above 10% or more of the school year.   Last year: 28% Two Years Ago: 13.9%   Three Years Ago: 14.7%

What may be contributing to the attendance trend?

- Covid-19 pandemic (quarantines, isolation, concerns from families over health/safety)
- Negative self-esteem/self-image
- Lack of personal interest in studies - motivation
- Student access to healthcare
- School related discipline
- Homelessness
- Loss of job (parents)
- Inability to contact families because they do not have updated contact information on file with the school
- Transportation challenges
- Families of students with certain specific health needs
- Families dealing with personal family matters

What procedures and practices are being implemented to address chronic absenteeism?

Implemented practices include:

- 5 day Absence Letter
- 10 day Absence Letter
- Emails, Telephone Calls to parents
- Parent Conference
- Referral to Juvenile Probation/Project Attend

If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?

Best Practice/Requirements Self-Check	Yes/No	
The school has and follows a chronic absence reduction plan.	Yes	No
A Multi-Tiered System of Support (MTSS) is in place to identify and help the academic, behavioral, and/or social emotional needs of chronically absent students.	Yes	No

Core Element 9: Parent and Family Engagement

How does the school maximize family engagement to improve academic achievement?

Liberty Elementary School uses a variety of resources and activities to involve families in the educational process of their children:
- School Newsletters
- Individual conferences
- School messenger
- RTI letters/phone calls
- Back to School Night
- Canvas and Skyward management systems
- Progress reports and grade cards
- Parent-Teacher Organization (PTO)
- PTO family activity nights
- PTO Facebook page
- Title I parent involvement nights
- Special family events (e.g., Book Fair, Field Day, holiday parties)
- Classroom communication apps (Class Dojo)

Opportunities in the form of parent meetings, handouts, and newsletters have been put in place at the school and district level. A variety of methods and activities have been and will continue to be used to communicate student academic performance:
- Daily folders
- Canvas and Skyward management systems
- RTI letters, phone calls, and conferences
- Progress reports and grade cards
- Diagnostic and interim assessment reports (e.g., NWEA MAP, mCLASS)
- State standardized assessment reports (e.g., IREAD-3, ILEARN, WIDA Access)
- IEP progress monitoring

In what ways are parents/families able to express ideas, concerns, and/or suggestions?

Parents/families were involved in a 2021-2022 Parent Survey used to identify the overall culture and climate of the school. This is a requirement to be identified as an Indiana Family Friendly School. This information was used to make adjustments to encourage positive interaction between the school and families. At this time our school's family engagement plan positively addresses our focus in math and reading, but we will closely monitor our practices, their impact, be mindful to research that sheds light on different practices that yield higher levels of impact and engagement, and adjust and enhance our practices accordingly. Our family engagement plan includes our School Counselor as a resource to provide resources to help families at home.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?

Implemented practices include:
- 5 day absence letter
- 10 day absence letter
- Emails, phone calls to parents
- Parent conferences
- Referral to Juvenile Probation/Project Attend

How do teachers and staff bridge cultural differences through effective communication?

Parents/families are part of the school culture and assist in a variety of capacities throughout the school. The Parent Teacher Organization supports the school fundraising and all school related activities. Parents/families communicate with classroom teachers through the use of the telephone, notes, teacher communication apps, and e-mail. Parents/families are informed of grade level and classroom expectations. New procedures, policies and changes to the curriculum are updated and clarified. Parents/families are informed on a regular basis of upcoming events and receive special information about pertinent topics such as student assessment, ILEARN testing, and IREAD-3 and student results.

Core Element 9: Parent and Family Engagement [Title I Schoolwide only]

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

Liberty Elementary School uses a variety of resources and activities to involve families in the educational process of their children:
- School Newsletters
- Individual conferences
- School messenger
- RTI letters/phone calls
- Back to School Night
- Canvas and Skyward management systems
- Progress reports and grade cards
- Parent-Teacher Organization (PTO)
- PTO family activity nights
- PTO Facebook page
- Title I parent involvement nights
- Special family events (e.g., Book Fair, Field Day, holiday parties)
- Classroom communication apps (Class Dojo)

Opportunities in the form of parent meetings, handouts, and newsletters have been put in place at the school and district level. A variety of methods and activities have been and will continue to be used to communicate student academic performance:
- Daily folders
- Canvas and Skyward management systems
- RTI letters, phone calls, and conferences
- Progress reports and grade cards
- Diagnostic and interim assessment reports (e.g., NWEA MAP, mCLASS)
- State standardized assessment reports (e.g., IREAD-3, ILEARN, WIDA Access)
- IEP progress monitoring

How does the school provide individual academic assessment results to parents/guardians?

Opportunities in the form of parent meetings, handouts, and newsletters have been put in place at the school and district level. A variety of methods and activities have been and will continue to be used to communicate student academic performance:
- Daily folders
- Canvas and Skyward management systems
- RTI letters, phone calls, and conferences
- Progress reports and grade cards
- Diagnostic and interim assessment reports (e.g., NWEA MAP, mCLASS)
- State standardized assessment reports (e.g., IREAD-3, ILEARN, WIDA Access)
- IEP progress monitoring

How do teachers and staff bridge cultural differences through effective communication?

Parents/families are part of the school culture and assist in a variety of capacities throughout the school. The Parent Teacher Organization supports the school fundraising and all school related activities. Parents communicate with classroom teachers through the use of the telephone, notes, teacher communication apps, and e-mail. The parents are informed of grade level and classroom expectations. New procedures, policies and changes to the curriculum are updated and clarified. Parents are informed on a regular basis of upcoming events and receive special information about pertinent topics such as student assessment, ILEARN testing, IREAD and student results.

Core Element 11: Provision for Title I Schools Operating a Schoolwide Program

This section applies only to schools that receive Title I funding and operate a Schoolwide Program

Describe how your school coordinates and integrates Federal, State, and local funds and resources, such as in-kind services and program components.

The school Comprehensive Needs Assessment (CNA) indicated the need for continued program coordination efforts. Consequently, the SWP leadership team and school staff have proposed a number of activities to improve program coordination. Examples of coordination activities include weekly collaboration meetings and monthly grade-level leadership meetings. The school will coordinate the following program efforts:

- Title I – Part A
- Title II – Part A (Improving Teacher Quality and Effectiveness)
- Title III – Part A (Language Instruction for LEP and Immigrant Students)
- Title IV - Part A (Student Support and Academic Enrichment Grant)
- IDEA – Individuals with Disabilities Act (Part B)
- High Ability Grant

While the school has chosen to coordinate its program efforts, it has determined that it will not consolidate program funds at this time.

Describe the school's plan for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

Duneland School Corporation has a Birth to School (B2S) program that is increasing in presence and depth. Liberty partners yearly with Parents as Teachers to implement Ready, Set, Kindergarten. This program meets once a week starting in early October preparing students for school. The students in the program will be entering Kindergarten the next school year. This program is designed to do the following:

1. Develop skills that are required in the Kindergarten curriculum
2. Encourage parents and preschool students to become comfortable and familiar with the school building
3. Helps students to begin to develop relationships with students they will be in school with

Additionally, Liberty currently uses the following initiatives in order to assist pre-school children in the transition from early childhood programs:

- Every March parents in our school are notified of the Kindergarten Round-Up through letters, postings in newspapers, and public service announcements on the radio. Flyers are also sent to area pre-school's programs for distribution to parents.
- At these times, parents are invited to register their children for Kindergarten. Registration times are convenient for both working and stay at home parents.
- Every August, parents are invited to attend the Liberty Back to School Night to learn about the Kindergarten program and tour the building.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs; and, career pathways for teacher leaders.

- Elementary administrators interview candidates collaboratively
- New teachers are invited to participate in the Duneland New Teacher Academy
- First year teachers and teachers new to the district are provided a mentor
- First year teachers and teachers new to the district meet monthly for targeted professional development
- All teaching staff participate in regular collaboration within the structure of our professional learning community (PLC)

Provide a list of all instructional staff. Include licensure/certification and current class/subject areas being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below.

Staff Name	Licensure/Certification	Assigned Class/Subject
Heidi Hennigar	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=6c41ff51-e972-e011-bc5e-00221959c88d	Principal
Kristin Bonez	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=126f6a65-0e73-e011-bc5e-00221959c88d	Dean of Students
Lindsey Stainko	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=b9ff972b-07f0-eb11-8131-005056ae52fb	Counselor
Holly Koedyker	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=a603fe0a-fa72-e011-bc5e-00221959c88d	High Ability
Bob Nemtuda	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=5054149f-0673-e011-bc5e-00221959c88d	Physical Education
Aubrey Rose	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=24b41660-2320-4c8c-a5d0-a05884dc2c6e	Art
Lauren Smith	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=917a3845-e972-e011-bc5e-00221959c88d	Music
Brandi Costa	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=a21cd951-fa72-e011-bc5e-00221959c88d	Media Specialist
Nicole Knutson	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=93b62021-1d93-499a-b7e3-939882990874	Reading Specialist

Laura Duda	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=aafa17a2-1073-e011-bc5e-00221959c88d	Reading Specialist
Amanda Vasilak	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=3bef27e5-1073-e011-bc5e-00221959c88d	Instructional Coach
Jeffrey Russell	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=23bb6c05-a480-42e3-a0b7-5941461e967b	Special Education
Julie Miles	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=5b774017-5edb-e711-80de-005056ae317d	Special Education
Emily Spencer	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=9d08f83f-2dba-e911-810a-005056ae1715	Special Education
Tracy Snider	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=fdfbfd0a-fa72-e011-bc5e-00221959c88d	Kindergarten Teacher
Chelsey Manion	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=321208ca-1073-e011-bc5e-00221959c88d	Kindergarten Teacher
Brianna Buckner	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=557df535-ddaa-e711-80f0-005056ae1715	Kindergarten Teacher
Heather Lowe	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=2084d92a-e972-e011-bc5e-00221959c88d	Kindergarten Teacher
Tami Jarret-Pullins	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=6071aacb-f072-e011-bc5e-00221959c88d	Kindergarten Teacher
Lindsay Trout	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=eb7f3845-e972-e011-bc5e-00221959c88d	Grade 1 Teacher
Amy Eppolito	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=9bc9d65c-f9b9-4c2a-ad1e-860249f64012	Grade 1 Teacher
Allison Mysliwiec	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=71c3ae3d-0e73-e011-bc5e-00221959c88d	Grade 1 Teacher
Breinne Ramker	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=156b5430-0e73-e011-bc5e-00221959c88d	Grade 1 Teacher
Rebekah Embry	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=b9268019-60d9-e511-87af-005056ab002c	Grade 1 Teacher
Emily Wilkowski	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=8258c383-595c-e811-80e9-005056ae3332	Grade 2 Teacher

Charity Scollon	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=ff261138-b529-e511-b4d4-005056ab002c	Grade 2 Teacher
Kristin Reeder	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=fbf2cc80-0e73-e011-bc5e-00221959c88d	Grade 2 Teacher
Ashleigh Trumble	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=5d8eec4a-0e73-e011-bc5e-00221959c88d	Grade 2 Teacher
Michelle Urquidi	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=33c3368b-7b36-4977-aad3-f87ec3ae4860	Grade 2 Teacher
Catie Armstrong	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=3c5852d9-cd1b-4f16-8c65-03e7c02962bc	Grade 3 Teacher
Christopher Nixon	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=eeba3aff-1073-e011-bc5e-00221959c88d	Grade 3 Teacher
Kristen Frain	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=146f4ba3-2ef4-e811-8100-ff02cbbe484c	Grade 3 Teacher
Sam Worthen	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=910aca83-2640-e711-80de-005056ab0009	Grade 3 Teacher
Angie Karagiannakis	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=38451758-0e73-e011-bc5e-00221959c88d	Grade 4 Teacher
Angie Lawrence	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=3b4b0295-0673-e011-bc5e-00221959c88d	Grade 4 Teacher
David Mueller	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=40bb3aff-1073-e011-bc5e-00221959c88d	Grade 4 Teacher
Taylor Thompson	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=1c8af2e3-0bce-e711-80f3-005056ae1715	Grade 4 Teacher
Lauren Zieg	https://license.doe.in.gov/Pages/EducatorLicenseDetail.aspx?educatorid=0ef345db-9638-eb11-8121-005056ae1715	Grade 4 Teacher

SECTION B: Needs Assessment

Every school is required to address the learning needs of all students, including programs and services for exceptional learners (special education and high ability). Below is a list of possible sources of data to help evaluate your school's current performance in the steps below. Schools are not required to use each of these, but data must be used in determining where improvement is needed immediately. **This information is necessary when performing the Gap Analysis and Root Cause Analysis. Mark "X' next to each source of data used in the following steps and attach or link the data reviewed for this plan.**

	General Academic and Schoolwide		WIDA		Special Education		High Ability
X	Statewide Assessments	X	Individual Learning Plans (ILPs)		IAM Assessment	X	Aptitude Assessment (e.g. CogAT)
X	Districtwide Assessments		Performance Gap Data	X	Individual Education Plans (IEPs)		Current High Ability Grant
X	Assessment by Student Group		ESL Staff Training		Performance Gap Data		Performance Gap Data
X	Common Formative Assessments		Service Delivery Model	X	Special Education Training for Staff		High Ability Training for Staff
	PSAT/SAT/ACT Assessments		Federal (ESSA) Grade for Group		Approved Testing Accommodations		Service Delivery Model
X	Dyslexia Screening Data		Current Title III Grant		Federal (ESSA) Grade for Group		
	Common Formative Assessments		Parental Involvement		IEP Compliance Report		
	Attendance Reports – general and by student groups	X	WIDA		Special Education Staff Assignments		
	Survey of Students, Staff, Parents, and/or Community		**Be sure there is no personally identifiable information for students in any/all linked/uploaded data.**				
	Staff Attendance						

Step 1: Review Potential Issues from the Core Elements

In this section, the committee should begin reviewing the information from the core elements in Section A. Look back at the information in Section A. If there were items checked (X) for further discussion, note them below and discuss them considering the following two questions:

- **Do these issues significantly impact our current school goals as strengths or problems?**
- **Do these issues present significant strengths or problems not already addressed by goals in our current school improvement plan?**

If there is an issue that fits one of the above, note the issue and consider it when determining whether to conduct a Gap Analysis.

Core element indicators needing further discussion:

- Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.
- Strategies and instructional methods ensure equity of opportunity for all students during the learning process.
- Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.
- Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).

Step 2: Evaluate Progress on Current School Goals

If there is evidence that current school goals are priorities where improvement is needed immediately, schools should continue working toward meeting these goals. The section below is a brief review of current goals. This is intended to help you decide if these goals should continue to be the focus of improvement efforts. To analyze the progress of current goals and look for any gaps in performance, the committee should use a variety of data. **Schools with identified underperforming student groups must analyze data about these groups, including but not limited to: assessment, attendance, and behavior**. **All** schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress.

Review current goals using data referenced above. Current goals may need to be modified based on your findings. This is done in the Goals section.

Goal 1: ELA • By Spring 2022, the percentage of students meeting their projected growth target will increase by 10% as measured by NWEA Reading. • By Spring 2022, the percentage of students at or above proficiency will increase by 7% as measured by the mCLASS Text Reading and Comprehension Assessment (TRC).	**Measurable outcome met?**　　　　**Yes**　**No**
If the goal was met, how will the school further improve or sustain this level of performance? NA	
If the goal was not met, explain why. On NWEA Reading, grades 3 and 4 did not meet the 10% goal. On mCLASS TRC, grades 2 and 4 did not meet the 7% goal. The reason these grade levels did not meet the goal is because of a lack of aligning day-to-day instruction with grade-level standards and Tier II student support (primarily reteaching and remediation).	
If the goal was not met, should the school continue to work toward this goal?　**Yes**　No	

Goal 2: Math • By Spring 2022, the percentage of students meeting their projected growth target will increase by 10% as measured by NWEA Math. • By Spring 2023, the percentage of students meeting their projected growth target will increase by 10% as measured by NWEA Math.	**Measurable outcome met?**　　　　**Yes**　**No**
If the goal was met, how will the school further improve or sustain this level of performance? NA	
If the goal was not met, explain why.	

On NWEA Math, grades 2 and 3 did not meet the 10% goal. The reason these grade levels did not meet the goal is because they utilized non-district-approved primary resources to base their instruction on. These resources were not embedded in a long-term curricular plan and were purchased by individual teachers. There is no guarantee that these materials were aligned to standard nor differentiated.

If the goal was not met, should the school continue to work toward this goal? **Yes** No

Goal 3: PBIS - Safe and Disciplined School	Measurable outcome met? Yes **No**
• By Spring of 2022, Liberty Elementary School will develop a school-wide PBIS plan • By Spring of 2023, Liberty Elementary School will 100% implement a school-wide PBIS plan.	

If the goal was met, how will the school further improve or sustain this level of performance? NA

If the goal was not met, explain why.
Liberty is currently developing the school-wide PBIS plan.

If the goal was not met, should the school continue to work toward this goal? **Yes** No

SECTION C: Analysis

Step 1: Conduct a Gap Analysis

A Gap Analysis is a procedure for determining needs by highlighting differences between a school's desired performance and its actual performance. Data about the school's current performance should drive discussions about these differences.

In Sections A and B, the committee analyzed the school's performance in a number of areas. This included core elements of the school and current school goals. For the first column the committee should consider two questions:

1) Are our current goals still areas where improvement is needed immediately?

2) What concerns did we find when studying the core elements that might be serious enough to need improvement immediately?

Now the committee will conduct a Gap Analysis to identify the most significant barriers to the school's success.

Here's an **example** of how a committee member might explain the gap analysis process:

> *During our discussion about the core elements we felt student misbehavior has gotten worse. If that's the case, it is counter to what we believe. We are committed to providing all students with a safe and disciplined learning environment. We want to find out if discipline is a real problem based on data. We'll state our commitment about a safe environment in the 1st column. It is not a current goal, so we'll put "No" in the 2nd column. We'll collect discipline data and summarize our findings in the 3rd column. We'll compare what we're committed to regarding student safety with what the data shows. We'll state our finding in the 4th column. If there is a significant difference between what we are committed to and what is actually happening, we'll consider this a gap and put a check in the 5th column. Lastly, we'll compare this with other gaps we found on this chart. We'll prioritize these in the final (6th) column (rank your priorities).*

1	2	3	4	5	6
Desired Performance Indicators Based on Prioritized Goals/Characteristics	Current Goal	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
A safe and disciplined school environment provides an educational atmosphere conducive to learning and personal well-being.	No	In-school suspensions increased 15% over the last 2 years. Suspensions & expulsions increased 8% & 4% respectively. Survey: 45% of students do not feel safe at school.	We are committed to a learning environment that ensures safety and well-being for all. Data indicates that students do not feel safe and that suspensions and expulsions have increased.	X	1

There is no requirement for the number of performance indicators you investigate. **Schools with identified underperforming student groups must include a desired performance indicator relevant to each of these groups.**

GAP ANALYSIS TEMPLATE

Desired Performance Based on Prioritized Goals/Characteristics	Part of Current Goal?	Actual Performance Based on School Data	Brief Description Comparing Current Performance to Desired Performance	Gap	Priority
A school that successfully monitors and evaluates Reading performance data can implement instructional strategies to enhance student academic performance.	**Yes** No	Link to above Document	Current Performance to Desired Performance	X	1
A Safe and Disciplined school promotes school safety and creates expectations that support student achievement.	**Yes** No	100% of staff viewed and participated in Safe Schools Training.	In examining Panorama Surveys by students in grades 3-4, It was evident that a significant percentage of our students felt that peer behavior affects their learning.	X	3
A school that successfully monitors and evaluates Math performance data can implement instructional strategies to enhance student academic performance.	**Yes** No	Link to above Document	Current Performance to Desired Performance	X	2
Scores on the ILEARN test will demonstrate increased "at proficiency" or "above proficiency" scores than in previous years.	Yes **No**	English/Language Arts: Grade 3: from 47% to 49% Grade 4: from 48% to 51% Math: Grade 3: from 51% to 66% Grade 4: from 56% to 62%	Scores on the 2022 ILEARN test show increased "at proficiency" or "above proficiency" scores than in the previous tested year. There was an average 2.5% gain in ELA and an average 10% gain in Math.		1a, 2a

Step 2: Conduct Root Cause Analyses

Based on review of data from the Gap Analysis, **list at least 3 priorities where improvement is needed immediately in the chart below.** Schools classified at TSI/ATSI should consider priorities pertaining to the underperforming groups for which they have been identified.

Determine the root cause(s), or underlying cause(s), for the gaps in the prioritized areas.
A Root Cause Analysis is a process for determining underlying causes for problems. The recommended tool for this is 5-Whys. An illustration of this process is found **HERE**. Although conducting a root cause analysis is required, schools may use any recognized method/tool of their choice. CSI and TSI/ATSI schools must attach documentation of their root cause analysis (e.g. Word/Google document, pdf, photo of wall chart, etc.).

Identified Priorities from Previous Chart	List Root Cause(s)
Math Performance	The data indicates a need to increase student growth for students scoring below grade level growth expectations on NWEA. Teachers will need to implement effective instructional strategies outlined in Duneland's grade level adopted Guaranteed and Viable Curriculum. Teachers will monitor educational performance data during their Professional Learning Communities and adjust instruction accordingly.
ELA Performance	The data indicates a need to increase student growth for students scoring below grade level growth expectations on NWEA. Teachers will need to implement effective instructional strategies outlined in Duneland's grade level adopted Guaranteed and Viable Curriculum. Teachers will monitor educational performance data during their Professional Learning Communities and adjust instruction accordingly.
PBIS - Safe and Disciplined School	There is a need for Social and Emotional Programming (SEL). This is being implemented through weekly SEL lessons. The Covid-19 Pandemic has placed an even greater need on this, as it has created hardships for many of our families. Our discipline data indicates there are students who need behavior support and regulation strategies. The development and implementation of Liberty's PBIS program will provide students with tools to regulate anxiety, promote positive social interactions, lessen emotional reactions, and promote positive classroom engagement.

Write your Goal(s) from these.   *Develop strategies from these.*

SECTION D: School Improvement Plan and Professional Development Plan

The school improvement and professional development plans are developed once immediate needs are identified. The plans are developed from these needs and are the filter through which most decisions are made. The school improvement plan and professional development plan drive all aspects of continuous improvement efforts for the school.

1. Develop school improvement plan goals from the identified priorities. Based on your review of data, goals may be:
   a. A continuation of existing goals and/or
   b. New goals, based on areas where improvement is needed immediately.
2. Develop a professional development plan, basing professional development goals on:
   a. Strategies in the school improvement plan;
   b. Other areas, apart from the improvement plan, where professional development is a priority.
3. Identity and note possible funding sources from local, state, and federal resources that may support the plan(s).

Possible Funding Sources		
Title IA	McKinney-Vento	General funds
Title II	High Ability	Head Start
Title III	Early Literacy	
Title IV	Twenty-first Century After School Program	
School Improvement (SIG)	Rural and Low Income Schools Program	

School Improvement Plan

Using the Goal Template

Goals

Are a result of identified priorities (where improvement is needed immediately)

Are based on a 3-year plan, starting with the current year (Goal 1) and followed by succeeding years ("Yr 2" and "Yr 3").

Evidence-Based Strategy

A strategy is a specific plan of action to accomplish a goal. Strategies must be supported by evidence considered to be strong or moderate. Find out about evidence-based interventions HERE. In the school improvement plan, check if professional development is needed to successfully implement the strategy. These activities may be replicated and expanded on in the professional development plan.

Strategy Action Steps

Action steps are specific actions necessary to implement a strategy. In the template, schools may have more or less than four (4) action steps. Space is provided for four. Add additional steps if needed.

GOAL 1	By Spring 2024, the percentage of students meeting their projected growth target will increase by 10% as measured by NWEA Reading. Spring 2022 Update: Kindergarten, grade 1, and grade 2 met the 10% goal; grade 3 and 4 did not meet the 10% goal Spring 2023 Update: No grade levels met the 10% goal Spring 2024 Update:		
Data Checkpoints (dates)	**September 2021, 2022, 2023**	**December 2021, 2022, 2023**	**May 2022, 2023, 2024**
Evidence at Checkpoints	Reading scores and projected proficiency for each student	Fall-to-Winter RIT score growth compared to projected proficiency (semester)	Fall-to-Spring RIT score growth compared to projected proficiency (year)

Evidence-Based Strategy 1	Facilitating guided reading in all academic classrooms Fountas, I.C. & Pinnell, G.S. (2017). *Guided reading: Responsive teaching across the grades*. Heinemann. Fountas, I.C. & Pinnell, G.S. (2017). *The Fountas & Pinnell literacy continuum: A tool for assessment, planning, and teaching*. Heinemann.			**PD Needed? Yes** **No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Define, determine rationale, and set building guided reading goals	August 2021	Admin/Instructional Coach/Academic Teachers	Building guided reading goals
Action Step 2	Use the Fountas & Pinnell lesson planning template to plan guided reading lessons	September 2021-May 2022	Admin/Instructional Coach/Academic Teachers	100% of academic staff using the Fountas and Pinnell lesson planning template
Action Step 3	Use mCLASS data and observations to initially group students for guided reading	September 2021-May 2022	Admin/Instructional Coach/Academic Teachers	100% of academic staff grouping students for guided reading based on observations and mCLASS data
Action Step 4	Determine text levels and instructional priorities for all guided reading groups based on high-priority ELA standards and the Fountas & Pinnell Literacy Continuum	September 2021-May 2022	Admin/Instructional Coach/Academic Teachers	Documentation of group text levels and instructional priorities in 100% of classrooms
Action Step 5	Plan and implement guided reading lessons based on all success criteria articulated by Fountas & Pinnell	September 2021-May 2022	Admin/Instructional Coach/Academic Teachers	Admin and/or instructional coach observations indicate 100% of classrooms implementing guided reading lessons with an

				introduction, observation of student reading, revisiting the text, teaching points, and letter/word work
Action Step 6	Implement guided reading lessons that support students in word attack and decoding rather than three cueing.	January 2023-May 2024	Admin/Instructional Coach/Academic Teachers/Instructional Aides	In 100% of grades K-2 classrooms utilizing guided reading, teachers are observed utilizing word attack prompts rather than three cueing prompts when students struggle with decoding.

Evidence-Based Strategy 2	Responsive and balanced literacy instruction Fountas, I.C. & Pinnell, G.S. *Fountas & Pinnell classroom*. Heinemann. Fountas, I.C. & Pinnell, G.S. (2017). *The Fountas & Pinnell literacy continuum: A tool for assessment, planning, and teaching*. Heinemann.			PD Needed? <mark>Yes</mark> No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Conduct a building-level needs analysis with Dr. Christi Wright, literacy expert	September 2021	Admin/Instructional Coach/Dr. Christi Wright	Identification of Fountas & Pinnell building-level professional development foci
Action Step 2	Determine instructional priorities for various contexts of Fountas and Pinnell Classroom (interactive read aloud, shared reading, phonics and word study, guided reading, book clubs) based on academic-standard demands and readiness-dependent reading behaviors as determined by mCLASS TRC levels and outlined in <u>The Literacy Continuum</u>	September 2021-May 2022	Admin/Instructional Coach/Academic Teachers	Documentation of instructional priorities and class progress in grade-level professional learning community (PLC) minutes
Action Step 3	Review rationale and procedures for interactive read alouds (IRAs)	October 2021-May 2022	Admin/Instructional Coach/Academic Teachers	100% of teachers observed by admin or the instructional coach are demonstrating all components of an IRA

	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 4	Model and scaffold students in problem-solving behaviors through shared reading (SR)	October 2021-May 2022	Admin/Instructional Coach/Academic Teachers/Dr. Christi Wright	100% of teachers observed by admin or the instructional coach are demonstrating all components of a SR
Action Step 5	Review rationale and procedures for reading mini lessons (RMLs)	October 2021-May 2022	Admin/Instructional Coach/Academic Teachers	100% of teachers observed by admin or the instructional coach are demonstrating all components of an RML
Action Step 6	Implement structured phonics instruction in grades K-2	August 2021-May 2024	Admin/Instructional Coach/Academic Teachers	100% of K-2 classes incorporate Kendore Kingdom and/or Heggerty in daily Reading instruction daily

Evidence-Based Strategy 3	Utilization of standards-based, guaranteed and viable curriculum courses Marzano, R.J. (2003). *What works in schools: Translating research into action*. ASCD.			PD Needed? **Yes** **No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Teachers become familiar with the content and expectations of district-built guaranteed and viable curriculum courses for English/ Language Arts (ELA).	August 2022	Instructional Coaches/Academic Teachers	100% of K-4 teachers complete GVC course orientation for ELA built courses.
Action Step 2	Teachers engage in the four guiding professional learning community (PLC) questions, utilizing the resources within the ELA GVC courses.	August 2022-May 2024	Admin/Instructional Coach/Academic Teachers	100% of K-4 professional learning teams (PLTs) complete at least one full instructional cycle based on the four PLC guiding questions, utilizing materials within their respective ELA GVC courses.

Evidence-Based Strategy 4	School-wide reading challenges (incentives) Keller, John M. Motivational Design for Learning and Performance The ARCS Model Approach. 1st ed. 2010. New York, NY: Springer US, 2010. Web.			PD Needed? Yes **No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Implement a series of school-wide	October 2022-May 2023	Admin/Teachers	At least 5 students in 100% of the

	reading challenges			classes participate in the reading challenges
Action Step 2	Implement monthly reading celebrations (schoolwide) along with incentives	September 2023-May 2024	Admin/ Teachers	Over 50% of classes meet the challenges

Yr. 2 Measurable Objective	By Spring 2023, the percentage of students meeting their projected growth target will increase by 10% as measured by NWEA Reading.
Yr. 3 Measurable Objective	By Spring 2024, the percentage of students meeting their projected growth target will increase by 10% as measured by NWEA Reading.

GOAL 2	By Spring 2022, the percentage of students at or above proficiency will increase by 7% as measured by the mCLASS Text Reading and Comprehension Assessment (TRC). Spring 2022 Update: Kindergarten, Grade 1, Grade 3, and Grade 4 met the 7% goal; Grade 2 did not meet the 7% goal. Spring 2023 Update: Kindergarten and Grade 1 met the 8% goal; Grade 2, Grade 3, and Grade 4 did not meet the 8% goal. Spring 2024:

Data Checkpoints (dates)	**September 2021, 2022, 2023**	**December 2021, 2022, 2023**	**May 2022, 2023, 2024**
Evidence at Checkpoints	Percentage of students at or above proficiency for BOY.	Percentage of students at or above proficiency for MOY.	Percentage of students at or above proficiency for EOY.

Evidence-Based Strategy 1	Facilitating guided reading in all academic classrooms Fountas, I.C. & Pinnell, G.S. (2017). *Guided reading: Responsive teaching across the grades*. Heinemann. Fountas, I.C. & Pinnell, G.S. (2017). *The Fountas & Pinnell literacy continuum: A tool for assessment, planning, and teaching*. Heinemann.		**PD Needed? Yes** **No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**

Action Step 1	Define, determine rationale, and set building guided reading goals	August 2021	Admin/Instructional Coach/Academic Teachers	Building guided reading goals
Action Step 2	Use the Fountas & Pinnell lesson planning template to plan guided reading lessons	September 2021-May 2022	Admin/Instructional Coach/Academic Teachers	100% of academic staff using the Fountas and Pinnell lesson planning template
Action Step 3	Use mCLASS data and observations to initially group students for guided reading	September 2021-May 2022	Admin/Instructional Coach/Academic Teachers	100% of academic staff grouping students for guided reading based on observations and mCLASS data
Action Step 4	Determine text levels and instructional priorities for all guided reading groups based on high-priority ELA standards and the Fountas & Pinnell Literacy Continuum	September 2021-May 2022	Admin/Instructional Coach/Academic Teachers	Documentation of group text levels and instructional priorities in 100% of classrooms
Action Step 5	Plan and implement guided reading lessons based on all success criteria articulated by Fountas & Pinnell	September 2021-May 2022	Admin/Instructional Coach/Academic Teachers	Admin and/or instructional coach observations indicate 100% of classrooms implementing guided reading lessons with an introduction, observation of student reading, revisiting the text, teaching points, and letter/word work
Action Step 6	Implement guided reading lessons that support students in word attack and decoding rather than three cueing.	January 2023-May 2023	Admin/Instructional Coach/Academic Teachers/Instructional Aides	In 100% of grades K-2 classrooms utilizing guided reading, teachers are observed utilizing word attack prompts rather than three cueing prompts when students struggle with decoding.

Evidence-Based Strategy 2	Responsive and balanced literacy instruction Fountas, I.C. & Pinnell, G.S. *Fountas & Pinnell classroom*. Heinemann. Fountas, I.C. & Pinnell, G.S. (2017). *The Fountas & Pinnell literacy continuum: A tool for assessment, planning, and teaching*. Heinemann.	**PD Needed? <mark>Yes</mark>** **No**
Strategy Action Steps	**Required Activity** **Start/End Dates** **Person(s) Responsible**	**Evidence of Success**

Action Step 1	Conduct a building-level needs analysis with Dr. Christi Wright, literacy expert	September 2021	Admin/Instructional Coach/Dr. Christi Wright	Identification of Fountas & Pinnell building-level professional development foci
Action Step 2	Determine instructional priorities for various contexts of Fountas and Pinnell Classroom (interactive read aloud, shared reading, phonics and word study, guided reading, book clubs) based on academic-standard demands and readiness-dependent reading behaviors as determined by mCLASS TRC levels and outlined in The Literacy Continuum	September 2021-May 2022	Admin/Instructional Coach/Academic Teachers	Documentation of instructional priorities and class progress in grade-level professional learning community (PLC) minutes
Action Step 3	Review rationale and procedures for interactive read alouds (IRAs)	October 2021-May 2022	Admin/Instructional Coach/Academic Teachers	100% of teachers observed by admin or the instructional coach are demonstrating all components of an IRA
Action Step 4	Model and scaffold students in problem-solving behaviors through shared reading (SR)	October 2021-May 2022	Admin/Instructional Coach/Academic Teachers/Dr. Christi Wright	100% of teachers observed by admin or the instructional coach are demonstrating all components of a SR
Action Step 5	Review rationale and procedures for reading mini lessons (RMLs)	October 2021-May 2022	Admin/Instructional Coach/Academic Teachers	100% of teachers observed by admin or the instructional coach are demonstrating all components of an RML
Action Step 6	Implement structured phonics instruction in grades K-2	August 2021-May 2023	Admin/Instructional Coach/Academic Teachers	100% of K-2 classes incorporate Kendore Kingdom and/or Heggerty in daily Reading instruction daily

Evidence-Based Strategy 3	Utilization of standards-based, guaranteed and viable curriculum courses Marzano, R.J. (2003). *What works in schools: Translating research into action*. ASCD.			PD Needed? <mark>Yes</mark> No
Strategy Action Steps	Required Activity	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Teachers become familiar with the	August 2022	Instructional Coaches/Academic	100% of K-4 teachers complete

			Teachers	GVC course orientation for ELA built courses.
Action Step 2	Teachers engage in the four guiding professional learning community (PLC) questions, utilizing the resources within the ELA GVC courses.	August 2022-May 2023	Admin/Instructional Coach/Academic Teachers	100% of K-4 professional learning teams (PLTs) complete at least one full instructional cycle based on the four PLC guiding questions, utilizing materials within their respective ELA GVC courses.

Evidence-Based Strategy 4	School-wide reading challenges (incentives) Keller, John M. Motivational Design for Learning and Performance The ARCS Model Approach. 1st ed. 2010. New York, NY: Springer US, 2010. Web.			PD Needed? Yes No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Implement a series of school-wide reading challenges	August 2022-May 2023 September 2023-May 2024	Admin/Teachers	At least 5 students in 100% of the classes participate in the reading challenges 50% of classes attempt and meet reading challenge

This goal for Year 2	By Spring 2023, the percentage of students at or above proficiency will increase by 8% as measured by the mCLASS Text Reading and Comprehension Assessment (TRC).
This goal for Year 3	

GOAL 3	By Spring 2024, the percentage of students meeting their projected growth target will increase by 7% as measured by NWEA Math. Spring 2022 Update: Kindergarten, Grade 1, and Grade 4 met the 10% goal; Grade 2 and Grade 3 did not meet the goal. Spring 2023 Update: Grade 4 met the 10% goal; Kindergarten, Grade 1, Grade 2, and Grade 3 did not meet the goal.

Data Checkpoints (dates)	**September 2021, 2022, 2023**	**December 2021, 2022, 2023**	**May 2022, 2023, 2024**
Evidence at Checkpoints	NWEA Math Scores	NWEA Math Scores	NWEA Math Scores

Evidence- Based Strategy 1	Guaranteed and Viable Curriculum DuFour, R. & Marzano, R. (2011). Leaders of Learning: How District, School, and Classroom Leaders Improve Student Learning. Solution Tree Press, Bloomington, IN. Marzano, R. (2003). What Works In Schools: Translating Research Into Action. Association for Supervision and Curriculum Development, Alexandria, VA.		**PD Needed:** Yes No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Curriculum mapping and course building, including priority standard identification and proficiency scale development	August 2022-May 2023	Admin/Instructional Coaches/Academic Teachers	All K-4 teachers have access to a district-built guaranteed and viable math course.
Action Step 2	Analyzing Data and Creating Action Steps Within Professional Learning Communities	August 2023-May 2023	Admin/Instructional Coach/Academic Teachers	All grade levels will share the information, data, and action plans based on student data discussed in their weekly PLCs will be shared in Liberty's PLC drive.
Action Step 3	Common Unit Assessment and Data Analysis	August 2022-May 2023	Admin/Instructional Coach/Academic Teachers	Teachers will use the data collected from common assessments to determine students to receive remediation/review.
Action Step 4	Teachers engage in the four guiding professional learning community (PLC) questions, utilizing the resources within the Math GVC courses.	August 2023-May 2024	Admin/ Instructional Coach/ Academic Teachers	100% of K-4 professional learning teams (PLTs) complete at least one full instructional cycle based on the four PLC guiding questions, utilizing materials within their respective ELA GVC courses.

Evidence- Based Strategy 2	Effective Teaching in Every Classroom Marzano, R. (2007). The art and science of teaching. Alexandria, VA: Association for Supervision and Curriculum Development			PD Needed: <mark>Yes</mark> No
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Utilizing Differentiated Instruction	August 2021-May 2022	Admin/Instructional Coach/Academic Teachers	Student participation during WIN time.
Action Step 2	Title 1 Math Group Implementation	August 2021-May 2022	Admin/Instructional Coach/Academic Teachers/Title 1 Team	Math Group Student List
Action Step 3	Teachers will implement differentiated lessons from the district-adopted math resource.	August 2021-May 2023	Admin/Instructional Coach/Academic Teachers	NWEA Reports
Action Step 4	XL (1-4), Math Seeds (K-1), Everyday Math/Go Math (2021-22) and Reveal Math (2022-present) student logins shared with parents. Specific lessons assigned to students based on NWEA data Analysis.	August 2021-May 2022	Admin/Instructional Coach/Academic Teachers	Student Login Sheets
Action Step 5	1x per year- all teachers will have the opportunity to observe model classrooms beginning in November 1 Develop Protocols for Peer Observations	November 2021 - April 2023	Admin/Instructional Coach/Academic Teachers	100% of classroom teachers have the opportunity to visit a colleague's classroom
Action Step 6	Teachers will participate in targeted professional development on high impact teaching strategies	August 2023 - May 2024	Admin/ Instructional Coach/ All teachers	Improvement over the evaluative year in specific strategies as evidenced on the RISE Rubric

This Goal for Year 2	By Spring 2023, the percentage of students meeting their projected growth target will increase by 10% as measured by NWEA Math.
This Goal for Year 3	By Spring 2024, the percentage of students meeting their projected growth target will increase by 7% as measured by NWEA Math.

GOAL 4	By Spring 2024, Liberty Elementary School will develop a school-wide behavior management plan that encompasses pillars of PBIS. Spring 2022 Update: Liberty Elementary School is in the process of developing a school-wide PBIS plan. Fall 2023 Update: Liberty Elementary School is continuing to add elements to the PBIS-like plan.			
Data Checkpoints (dates)	August 2022	November 2022	February 2023	May 2023
Evidence at Checkpoints	Team Composition & Team Operating Procedures	Behavioral Expectations & Teaching Expectations	Professional Development & Student/Family/Comm. Involvement	Discipline Data & Awards/Celebrations

Evidence- Based Strategy 1	The Effect of Positive Behavioral Intervention and Supports (PBIS) on Elementary School Student Academic Performance and Behaviors By Michelle M. LeBlanc			PD Needed: Yes No
Strategy Action Steps	**Required Activity** Evaluation	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Team Composition - Consider teachers from across grade levels with RA/Special Ed	August 2021	PBIS Team	Agendas
Action Step 2	Team Operating Procedures - *Full-year calendar with dates, agenda, roles, and norms *Meet during staff meetings or grade level meeting	August 2021	PBIS Team	Agendas
Action Step 3	Teaching Expectations - Develop/Revise the matrix, admin approval to recreate the posters, and roll out to staff/students	September 2022	PBIS Team/Admin	Behavior Matrix
Action Step 4	Teaching Expectations Implement Classdojo point system for students. We will track both positive and negative behaviors.	October 2022	All teachers	Classdojo Reports

Action Step 5	Professional Development - PD topics: Check with admin for priority topics *Acknowledgement system (schoolwide rewards for dojo points, shout outs and citizenship awards) *Understanding the function of behaviors *Zones of Regulation *Punishment vs. reinforcements using scenarios	Ongoing	PBIS Team/Admin	Dates/Agendas/Notes
Action Step 6	Classroom Procedures Classroom teachers will explicitly teach classroom procedures and behavior expectations first 4 weeks and ongoing review of these procedures and behavior expectations throughout the school year	September 2022-ongoing	PBIS Team/Admin/Staff	Designated Training Dates
Action Step 7	Student/Family/ Community Involvement Add matrix to website; add a PBIS message to some newsletters; FFS Survey	Ongoing	PBIS Team/Admin	Family Friendly School (FFS) Designation Survey/Data Analysis
Action Step 8	Acknowledgment/Awards/Celebrations: Announcements to provide PBIS messages and review of behavior expectations; Awards/certificates for recognition; schoolwide school spirit student shout outs, monthly ROAR assemblies	Ongoing	PBISTeam/Admin/Staff	Exemplars: Announcements, Award list, Positive Referral Forms

Evidence- Based Strategy 2	Setting the Stage: An Evaluation of PBIS implementation in Elementary Schools: A Mixed Methods Study by Joseph Sanfelippo			PD Needed: Yes No
Strategy Action Steps	Required Activity Evaluation	Start/End Dates	Person(s) Responsible	Evidence of Success

Action Step 1	**Data-based Decision Making** Review monthly with PBIS team and share out at	Ongoing	PBISTeam/Admin/Staff	Agendas
Action Step 2	**Fidelity Data** ClassDojo- positive and negative behaviors	October 2022	Admin	IDOE Submissions
Action Step 3	Annual Evaluation	May 2023	PBISTeam/Admin/Staff	PLC Data Meeting Agenda

Evidence- Based Strategy 3	Implementation of a weekly SEL and Second Step lessons in all classrooms.			**PD Needed:** <mark>Yes</mark> No
Strategy Action Steps	Required Activity Evaluation	Start/End Dates	Person(s) Responsible	Evidence of Success
Action Step 1	Determine purpose, rationale, and expectations for SEL lesson	Aug 2021	Admin/SEL coordinator	Agenda from meetings with SEL coordinator
Action Step 2	Teachers will use Second Step and Duneland SEL lessons to implement weekly SEL programming in their classroom	August 2021-ongoing	Classroom Teachers/Admin/SEL Coordinator	Teacher lesson plans
Action Step 3	Teachers will implement morning meetings in their classrooms every day	August 2023- ongoing	Academic Teachers/ Admin/ Counselor	Teacher lesson plans

This Goal for Year 2	By Spring of 2023, Liberty Elementary School will 100% implement a school-wide PBIS plan.

This Goal for Year 3	By Spring 2024, we will add Restorative Practices to our PBIS plan.

Professional Development Plan

Professional development and training are not the same. Training involves a short-term goal that has an immediate impact on some aspect of a job, such as learning to use an on-line gradebook or attendance program. Professional development is career focused, and impacts a worker's effectiveness in performance. Development occurs over time and requires job-embedded coaching and collaboration.

Write professional development goals below. These should connect with and support the school improvement plan.

Professional Development Goal 1	• By Spring 2024, the percentage of students meeting their projected growth target will increase by 10% as measured by NWEA Reading. • By Spring 2024, the percentage of students at or above proficiency will increase by 8% as measured by the mCLASS Text Reading and Comprehension Assessment (TRC).	**Linked SIP Goals** ==Yes== No
Possible Funding Source(s)	Title I Funds & General Fund	
Evidence of Impact	All teachers will use the district curriculum maps and student assessment data to drive instruction leading to increased student achievement on NWEA, mCLASS, and district assessments.	

Plan for coaching and support during the learning process:
Professional development on Reveal Math, NWEA Reports, Priority Standard Identification - Math, Performance Scale Development, Canvas Math Course Development, District Grade Level Meetings; Walkthroughs in the evaluation process; instructional coaching cycles and check-ins.

How will effectiveness be sustained over time?
Duneland Curriculum Teams, PLCs, and Grade Level Teams will meet throughout the year to evaluate and modify curriculum maps, review student data, and discuss student needs and the implementation of the research-based best practices in their classrooms with increased student achievement in mind.

Professional Development Goal 2	● By Spring 2022, the percentage of students meeting their projected growth target will increase by 10% as measured by NWEA Math. ● By Spring 2023, the percentage of students meeting their projected growth target will increase by 10% as measured by NWEA Math. ● By Spring 2024, the percentage of students meeting their projected growth target will increase by 7% as measured by NWEA Math.	**Linked SIP Goals** <mark>Yes</mark> No
Possible Funding Source(s)	Title I funds & General Fund	
Evidence of Impact	All teachers will use the district curriculum maps and student assessment data to drive instruction leading to increased student achievement on NWEA and district assessments.	

Plan for coaching and support during the learning process:
Professional development on EveryDay Math & GoMath, NWEA Reports, Priority Standard Identification - Math, Performance Scale Development, Canvas Math Course Development, District Grade Level Meetings; Walkthroughs in the evaluation process; instructional coaching cycles and check-ins.

How will effectiveness be sustained over time?
Duneland Curriculum Teams, PLCs, and Grade Level Teams will meet throughout the year to evaluate and modify curriculum maps, review student data, and discuss student needs and the implementation of the research-based best practices in their classrooms with increased student achievement in mind.

Professional Development Goal 3	● By Spring of 2022, Liberty Elementary School will develop a school-wide PBIS plan. ● By Spring of 2023, Liberty Elementary School will 100% implement a school-wide PBIS plan. ● By Spring of 2024, Liberty Elementary School will add Restorative Practices to the PBIS plan.	**Linked SIP Goals** <mark>Yes</mark> No
Possible Funding Source(s)	General Fund	
Evidence of Impact	All teachers will use the "ROAR" of the Trojans chart to teach students the rules and procedures for the different parts of the school. All teachers will implement weekly SEL lessons in the classroom. These models will enhance both academic and behavioral outcomes for all students.	

Plan for coaching and support during the learning process:
Professional Development on PBIS by an outside source or using teachers in the school that have been trained in PBIS.
SEL lesson PD by the SEL specialist, support, coaching and support in the classroom from the SEL specialist.

How will effectiveness be sustained over time?
Duneland Curriculum Teams, PLCs, and Grade Level Teams will meet throughout the year to evaluate and modify curriculum maps, review student data, and discuss student needs and the implementation of the research-based best practices in their classrooms with increased student achievement in mind.