School Name: Liberty Intermediate School

School Number: 6821

Street Address: 50 W 900 N

City: Chesterton

Zip Code: 46304

COMPREHENSIVE NEEDS ASSESSMENT/SCHOOL IMPROVEMENT PLAN

For implementation during the following years: 2021-2024(Highlight implementation years)

---------------------- CONTACT INFORMATION ----------------------

Principal: Kelly Hardwicke
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Superintendent: Dr. Chip Pettit
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Contact for Grants: Kevin Zeck
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Read all the way through this document before beginning your work.

--- BASIC REQUIREMENTS ---

Principals are required to coordinate the development of an initial three (3) year strategic and continuous school improvement and achievement plan and to annually review these plans. Whether developing a new plan or updating an existing plan, schools must assess their progress and make necessary changes to ensure continuous improvement.

When completed, this document satisfies requirements in Indiana's Every Student Succeeds Act (ESSA) Plan, federal and state laws, and requirements for Title I Schoolwide Programs. This template contains components that may or may not apply to all schools at all times.

Common abbreviations used in the plan are:

ESSA   Every Student Succeeds Act – replaced No Child Left Behind in the reauthorization of federal education law
TSI   Targeted Support and Improvement – federal government school designation under ESSA
ATSI   Additional Targeted Support and Improvement – federal government school designation under ESSA
CSI   Comprehensive Support and Improvement – federal government designation under ESSA

Who is required to submit a school improvement plan (SIP)? **All public and private schools**

This is an initial three (3) year plan. **Yes No**   This is a review/update of a plan currently in use. **Yes No**
This school is identified as the following by the federal government: (Highlight all that apply) **(N/A)**
(TSI only) Underperforming student groups identified by the federal government: (highlight all that apply) **(N/A)**
This school receives Title IA funding. **No**   Is the school's Title I program **S**choolwide or **T**argeted **A**ssistance? **(N/A)**   *If you are unsure about Title IA funding and/or the type of program, contact your federal programs specialist.*

--- PLANNING COMMITTEE [Required for all] ---

Schools that are required to conduct comprehensive needs assessments (CNA) and/or school improvement plan (SIP) must assess the school's needs using a committee of stakeholders, including, but not limited to teachers, administrators, parents, and community and business leaders. Some schools may opt to have separate committees for conducting the needs assessment and developing the school improvement plan, while others may not. Simply indicate if a member serves on either or both in the "Committee(s)" column. Many schools may have subcommittees to focus on prioritized areas such as language arts, math, attendance, etc. Indicate this in the "CNA/SIP Sub-committee(s) column below. To be sure the needs of each underperforming student group are addressed, **schools classified as TSI or ATSI must have a sub-committee for each underperforming group**.

List members of the committee below and highlight the committee(s) on which they serve. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Sub-committee(s)
Kelly Hardwicke	Principal	CNA, SIP, Both	School Leadership Team (Guiding Coalition), MTSS Team, Content Sub-committees
David Lashenik	School Improvement Chair	CNA, SIP, Both	School Leadership Team (Guiding Coalition), Language Arts sub-committee
Sarah Smenyak	Counselor	CNA, SIP, Both	MTSS Team
Nicole Bell	Reading Specialist	CNA, SIP, Both	School Leadership Team (Guiding Coalition), MTSS Team, Content Sub-committees
Lauren Poncsak	Instructional Coach	CNA, SIP, Both	School Leadership Team (Guiding Coalition), MTSS Team, Content Sub-committees
Phylicia Barth	Teacher	CNA, SIP, Both	School Leadership Team (Guiding Coalition), Math Sub-committee
Jack Wilson	Teacher	CNA, SIP, Both	School Leadership Team (Guiding Coalition), Language Arts Sub-committee
Nick Bamber	Teacher	CNA, SIP, Both	Related Arts Sub-committee
Kristi Berry	Teacher	CNA, SIP, Both	Math Sub-committee, Grade Level Coordinator
Sheri Simmons	Teacher	CNA, SIP, Both	Social Studies Sub-committee, Grade Level Coordinator
Kerri Sulkowski	Teacher	CNA, SIP, Both	Exceptional Learning Sub-committee, MTSS Team

--- ALIGNMENT [optional] ---

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 Intermediate School is devoted to creating a student-centered community of learners that provides opportunities for inquiry, creativity, and collaborative learning to help students develop the knowledge and critical thinking skills to meet the challenges of the future.

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 Intermediate School 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: link to strategic plan While there are more goals, the area listed below focuses on student success.

District Goals:
Goal 1: Duneland School Corporation will address needs and expectations for continuous improvement at the local, state, and federal level.
Goal 2: Duneland School Corporation will 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.
Goal 3: Duneland School Corporation will become a preferred employer by maximizing efforts to attract, retain, develop and recognize all DSC employees.
Goal 4: Duneland School Corporation will develop, implement and monitor a systematic communication and engagement plan for all stakeholders.

Goal 5: Duneland School Corporation will align financial and physical resources to support student achievement, instructional goals, and safe/secure environments.

Does the school's vision support the district's vision?	Yes
Does the school's mission support the district's mission?	Yes
Do the school's mission and vision support district goals?	Yes

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? N/A

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.--EACH SCHOOL

Core Element 1: Curriculum [Required for all]

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.

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier (highlight all that apply)	Rationale for Resource Use	Continue Use?	X
English Language Arts	5th-6th	Fountas & Pinnell Classroom	Yes	Tier 1	Core component of the literacy program	_Yes_	_x_
English Language Arts	6th	Fountas & Pinnell Classroom	Yes	Tier 1	Core component of the literacy program	_Yes_	_x_
Math	5th	Reveal Math	Yes	Tier 1	Core component of the math program	_Yes_	
Math	6th	Reveal Math	Yes	Tier 1	Core component of the math program	_Yes_	

Science	5th-6th	Science Infusion, PLTW	Yes	Tier 1	Core component of the science program (PLTW is supplemental)	*Yes*	
Social Studies	5th-6th	TCI	Yes	Tier 1	Core component of the social studies curriculum	*Yes*	
English/Language Arts	5th - 6th	LLI	Yes	Tier 2 & 3 Rdg	LLI is the core component of RtI reading interventions; connects with Fountas & Pinnell	*Yes*	x
Math/English Language Arts	5th/6th	IXL	Yes	Tier 1, 2, & 3	Core component of the math and ELA curriculum	*Yes*	x
Math/English Language Arts	5th/6th	Edmentum-Exact Path	Yes	Tier 2, & 3	Core component of the math and ELA curriculum	*Yes*	
Health	5th - 6th	State Standards developed curriculum	Yes	Tier 1	Core component of the health program	*Yes*	
General Music	5th - 6th	State Standards developed curriculum	Yes	Tier 1	Core component of the music program	*Yes*	
Orchestra	5th - 6th	State Standards developed curriculum	Yes	Tier 1	Core component of the orchestra program	*Yes*	
Band	5th - 6th	State Standards developed curriculum	Yes	Tier 1	Core component of the band program	*Yes*	
Choir	5th - 6th	State Standards developed curriculum	Yes	Tier 1	Core component of the choir program	*Yes*	
SEL	5th-6th	Second Step	Yes	Tier 1	Core component of the SEL program	*Yes*	x

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

The public may view the school's curriculum in the following location(s):

The public may view the school's curriculum in Duneland's Student Learning Management Systems, at school sites, and by requesting an appointment through the DSC Department of Teaching and Learning. Indiana State Standards are also available online at Indiana Department of Education: https://www.in.gove/doe/students/indiana-academic-standards/

Core Element 2: Instructional Program [Required for all]

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.

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	x
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes	
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes	x
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes	x
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes	x
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes	x
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes	
Instructional strategies foster active participation by students during the instructional process.	Yes	
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes	
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes	x
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes	
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes	x
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc).	Yes	x
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes	

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. **(N/A)**

Core Element 3: Assessment [Required for all]

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), the frequency with which these are administered, and a brief rationale for their use. To find out more about formative, interim, and summative assessments, click **HERE**. 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
mClass: MAZE	K-6	Benchmark	mClass is utilized to assess students beginning of the year to end of the year growth in reading; it is utilized to assist teachers in determining starting points for students' academic needs in reading. There is also a middle of the year checkpoint and progress monitoring available when applicable	Yes	
NWEA	K-8	Benchmark	NWEA is utilized to assess students beginning the year to end of the year growth in reading, language arts, and math. When applicable social studies and science portions of NWEA are also administered.it is utilized to assist teachers in determining starting points for students' academic needs in reading. There is also a middle of the year checkpoint.	Yes	
Common Classroom Assessments	K-12	Common Formative and Common Summative	CFAs are used during and CSAs at the end of units of study; these are used to identify mastery of a skill, subject.	Yes	x
DESSA	K-8	Benchmark	The DESSA is used to identify the specific social-emotional competencies that require additional support as well as students' social-emotional strengths through the Branching Minds program.	Yes	x

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	x
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes	x
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes	x

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. **(N/A)**

Core Element 4: Coordination of Technology Initiatives [Required for all]

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

The Duneland School Corporation is committed to preparing all students for college, careers, and lifelong learning in ways that support the Duneland School Corporation mission. Duneland Schools will continue its growth and development of differentiated instruction in a blended environment to include all students kindergarten through twelfth grade in a 1:1 environment. Duneland focuses on the following critical points:

■	Utilize the International Society for Technology in Education (ISTE) Student standards to guide our instruction both online and offline.
■	Standards for Students | ISTE
■	Empowered Learner: Students take an active role in their learning goals.
■	Digital Citizen: Students are safe, legal, and ethical in a digital world.
■	Knowledge Constructor: Students use research skills to curate information and build knowledge.
■	Innovative Designer: Students use a design process to identify and solve problems in creative ways.
■	Computational Thinker: Students collect and analyze data and develop and test solutions.
■	Creative Communicator: Students communicate clearly and choose methods appropriate for the purpose.
■	Global Collaborator: Students collaborate with others and work in teams.
■	Use technology to promote the use of the 4Cs that are essential in the 21st Century classroom.
■	Communication: Sharing thoughts, questions, ideas, and solutions.
■	Collaboration: Working together to reach a goal.
■	Critical Thinking: Looking at problems in a new way, linking learning across subjects/disciplines.
■	Creativity: Trying new approaches to get things done equals innovation & invention.
■	Address student challenges, including skill deficiencies, retention, enrichment, and opportunities for accelerating student learning through differentiated instruction.
■	Expand course offerings to include more options for students.
■	Create flexible scheduling opportunities for students and teachers by removing traditional barriers.

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

Core Element 5: Career Awareness and Development [Required for all]

Answer the questions for the grade levels in your school.

Grades K-5 only (Grade 5)

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career awareness activities?	Yes	Career day/fair or community day	No
Career simulation (JA/Biztown, etc.)	No	Career-focused clubs (robotics, agricultural garden, STEM, etc.)	Yes
Career-focused classroom lessons	Yes	Guest speakers	Yes
Not currently implementing career exploration activities		No	
Other: Trades/Career Week			

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

Grades 6-8 only (Grade 6)

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	Yes	Career-related courses	No
Career-focused classroom lessons	Yes	Job-site tours	No
Guest speakers	Yes	Career day/fair or community day	No
Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)	Yes	Online career navigation program	No
Not currently implementing career exploration activities		No	
Other: Trades/Career Week			

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

Core Element 5: Career Awareness and Development [Required for all] *continued*

Grades 9-12 only (N/A)

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career information activities?	N/A ▾	Job shadowing	N/A ▾
Job-site tours	N/A ▾	Career-related courses	N/A ▾
Guest speakers	N/A ▾	Career day/fair or community day	N/A ▾
Career-focused clubs (i.e., robotics, agriculture garden, STEM, etc.)	N/A ▾	Online career navigation program	N/A ▾
Industry-related project-based learning	N/A ▾	Not currently implementing career exploration activities	N/A ▾
Other:			

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

Core Element 6: Safe and Disciplined Environment [Required for all]

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	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families.	**Yes**	x
A multi-tiered system of support (MTSS) provides students with academic, behavioral, and social-emotional care and early intervention.	**Yes**	x
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	**Yes**	x
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	**Yes**	x
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	**Yes**	x
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	**Yes**	x
All staff express the belief that all children can learn and consistently encourage students to succeed.	**Yes**	x
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	**Yes**	x

Briefly answer the following: What practices are in place to maintain a safe environment?

Our school has policies and procedures in place to create and maintain a safe learning environment. We have a School Resource Officer stationed at our building. This officer is visible throughout the day, especially during arrival, lunch, recess, and dismissal. Staff members are encouraged to join the School Guard app. Our School Safety Plan is updated and reviewed each year and all of the required safety drills are completed on schedule. Open communication is kept between school staff and families. We have an MTSS Team that meets to discuss student academic and behavior data. Interventions are planned and implemented for students that need support in these areas. We continue to implement a corporation-wide SEL curriculum, delivering weekly lessons to our students. All students have been trained to use the Sandy Hook Say Something Anonymous Reporting System and a Save Promise Club has been created to promote preventing violence. The principal and counselor are certified QPR trainers, training all staff members at the beginning of the year. The principal, Exceptional Learning staff members, and several other staff members are CPI certified, as well. A school Safety Team is also being organized to plan additional professional development opportunities, plan drills, discuss safety concerns and potential solutions, and continue working towards maintaining a safe learning environment for everyone.

Core Element 7: Cultural Competency [Required for all]

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 highlighting 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. All of this information is collected and accessible in our Student Management System, Skyward.

Describe strategies for increasing educational opportunities <u>and</u> performance for students in groups identified for the school.

As a collaborative PLC, teachers regularly meet to discuss student performance and collaborate to address and remove any barriers our students may have keeping them from finding success through flexible groupings and differentiated instruction. Our school also utilized a program called Branching Minds, that tier all of our students, with the ability to apply filters for different student groups. This program is also used to highlight any significant differences and allows us to target these students with any support that they may need. Our MTSS Team also meets to discuss individual students, providing interventions, accommodations, and strategies teachers can use to help these students find success. Parent meetings with teachers, our school counselor, etc. can provide unique insight that may allow us to help students set and work toward goals, supporting them at school and even at home.

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

The school has implemented a school wide SEL curriculum which includes weekly lessons that celebrate inclusivity and diversity. It may also be beneficial for staff members to have professional development opportunities on UDL and differentiation.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?
Supplemental curriculum materials are represented through the availability of various media genres in the areas of fiction, non-fiction, and biography. Additionally, media discussions, presentations, and web links reflecting timely cultural topics (e.g. MLK Day, bullying, disabilities, etc.) are utilized to bring awareness to ideas introduced through curriculum.

Core Element 8: Review Attendance [Required for all]

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 absent 10% or more of the school year.   Last year: 25   Two Years Ago: 42   Three Years Ago: 32

What may be contributing to the attendance trend?
Covid 19 has surely impacted our attendance over the last few years. However this past year, we saw a huge improvement in the amount of students who were absent 10% of the school year and are hoping to continue on this positive trend. We have developed SEL lessons and will continue implementing these once a week during our advisory period. We have been working to make all students have a sense of belonging, creating a safe and engaging learning environment where they can be themselves.

What procedures and practices are being implemented to address chronic absenteeism?
Our district does not have an attendance officer, so the building administrator and attendance secretary work together to reach out to parents of students that are starting to show a trend in absences. Letters are sent home to families when students are absent five days and ten days. If the student's attendance continues, a meeting is scheduled with the student and family to discuss 1) the root causes of the chronic absenteeism, 2) strategies to improve the student's attendance, and 3) possible next steps if the attendance does not improve. A referral to DCS for educational neglect or to the Porter County Juvenile Center for Truancy Court is also possible if absences are too frequent.

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

Results are monitored by running weekly attendance reports to see what the weekly/monthly attendance rate looks like. For individual students, periodic reports are run to see what their attendance looks after each of the above steps are taken, to see if the next step in the process needs to be taken. Phone calls are also made to individual students if not present during their first hour class.

Best Practice/Requirements Self-Check	Yes/No	X
The school has and follows a chronic absence reduction plan.	Yes	x
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	x

Core Element 9: Parent and Family Engagement [Required for all]

How does the school maximize family engagement to improve academic achievement?
Each week, an online school newsletter is shared with families via phone call, text, and email. We also keep our school website updated and have a school and PTO Facebook page where information is shared with families. Teachers use Class Dojo to communicate with our families. We use Skyward, an online gradebook that teachers update weekly. We send out calls every two weeks to students who have been identified as having a D or F in any class. Parents are encouraged to join Canvas as observers, so they can see what assignments their children are working on. We created a station for this at our Back to School Open House event.

In what ways are parents/families able to express ideas, concerns, and/or suggestions?
Communication between school and home is strongly encouraged in all sources of communication. Parents/Guardians have the opportunity to email, call, or meet with teachers, our counselor and/or administrator upon request. We have an open door policy and are always willing to listen and discuss any issues or concerns. Our school corporation also encourages families within the community to join strategic planning committees that make key decisions for our school district. Surveys are also shared throughout the year to gather feedback, concerns, ideas, and suggestions.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?
Parents are notified daily if they have an absent student. We also send home 5 day and 10 day letters when a student reaches those number of absences. We also visit homes of chronically absent students if necessary. The school administrator and counselor also reach out to parents to attempt to find solutions to any issues that may be preventing the student from getting to school.

How do teachers and staff bridge cultural differences through effective communication?
Effective communication is something that we are always striving to achieve. Smore, the platform that our corporation uses for our weekly newsletter communication, can be translated in over 100 languages. Staff members also utilize programs and apps within their classrooms to help bridge any communication barriers when possible. We also utilize the Second Step curriculum to help reinforce acceptance and positive interactions throughout the weekly lessons that are presented.

Core Element 9: Parent and Family Engagement [Title I Schoolwide only] (N/A)

The following is specific to Title I Schoolwide Programs.

Describe strategies used to increase parental involvement.

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

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?

Core Element 10: Provision for Secondary Schools (N/A)

How do course offerings allow all students to become eligible to receive an academic honors diploma?

How are all students encouraged to earn an Academic Honors Diploma or complete the Core 40 curriculum?

How are advanced placement, dual credit, and international baccalaureate, and CTE opportunities promoted?

Graduation rate last year: **Percent of students on track to graduate in each cohort:**

Core Element 11: Provision for Title I Schools Operating a Schoolwide Program (N/A)

This section applies only to schools that receive Title I funds 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.

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

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.

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 teachers leaders.

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM (N/A)

(continued)

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

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
Link additional information here (if necessary) ☐	

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

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**. <u>**All**</u> <u>schools are required to consider the needs of exceptional learners (special education and high ability) using data to assess their progress</u>.

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: 100% of classroom teachers will be meeting with PLC groups to strengthen the school culture of collaboration to benefit student's academic success.	Measurable outcome met? Yes No
If the goal was met, how will the school further improve or sustain this level of performance? Groups will take their PLC meetings to the next level by creating CFA's, discussing data amongst one another, sharing teaching styles and techniques, and creating interventions and enrichments for students based on results.	
If the goal was not met, explain why.	
If the goal was not met, should the school continue to work toward this goal? **Yes No**	

Goal 2: All classroom teachers will implement a weekly advisory period to meet the academic needs and the emotional needs of the students.	**Measurable outcome met?**	**Yes**	No

If the goal was met, how will the school further improve or sustain this level of performance? Teachers will continue to use our SEL curriculum to teach lessons to their advisory classes once a week. We will implement SEL testing to get data on students to help intervene with our more severe cases. Staff are still navigating and becoming familiar with the Second Step curriculum and finding ways to building stronger connections with their advisory students to create a stronger sense of belonging.

If the goal was not met, explain why.

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

Goal 3: LIS will have 70% of our students achieve a passing score on the ELA portion of ILEARN. ***Modified for this school year* LIS will have 63% of our students achieve a passing score on the ELA portion of ILEARN.**	**Measurable outcome met?**	Yes	**No**

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

If the goal was not met, explain why. We fell short of this goal, but will continue working towards it. We will achieve this goal by implementing a GVC, having more in depth PLC meeting conversations, and having consistent LLI meetings with our struggling readers.

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 findings 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 misbehavior resulting in suspensions and expulsions has 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 Indicators 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
Develop a whole student approach to learning. Meeting both the academic needs and the emotional needs of the student.	Yes	Planning was done to implement an advisory period for students to help reach the SEL needs of our students. We are currently monitoring the impact that is having on student attendance and achievement. We do not have data from the previous year due to the COVID-19 shortened school day.	We have implemented a weekly advisory period that focuses on our Second Step SEL lesson.	Y	2
Have 63% of our students achieve a passing score on the ELA portion of ILEARN.	Yes	This past year, 67.1% of our students passed the ELA portion of ILEARN. Our scores seem to fluctuate and we would like to keep them at a steady increase rate.	We have noticed a pattern of low ELA scores. With our new adoption of Fountas and Pinnel (first time both grade levels are using same program) and LLI interventions; we hope to see increases.	Y	3
Implement and strengthen school culture of collaboration through the PLC process	Yes	We currently have common plan time for our teachers in the same departments. We have also provided 30 minutes each morning of protected time for our teachers to collaborate on best practices for their students.	We will train and monitor our teachers in the 4 questions of a PLC. This will be ongoing throughout this school year.	Y	1

List the top 3 or 4 on the next page in the column, *Identified Priorities from Previous Chart*.

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)
Implement and strengthen school culture of collaboration through the PLC process	Focus teacher collaboration time; focus on student achievement; interventions and stretch opportunities for our students to close gaps in student achievement
Develop a whole student approach to learning. Meeting both the academic needs and the emotional needs of the student.	Advisory periods will ensure that at least one adult at LIS is getting to know each student well, making sure their learning needs are being met, and encouraging them to make good academic choices and plan for their future.
Have 63% of our students achieve a passing score on the ELA portion of ILEARN.	Reasons for our struggling students will vary by individual. Some may struggle with one or a variety of the following factors; fluency, comprehension, phonics, or motivation. Early identification of the root cause is a priority so we may help the student where they are at. Curtailing the intervention to the individual needs of the student will help create more confident readers who will be more successful in class and on standardized tests.

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

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.

EXAMPLE: GOAL 1	By Spring 2022, 70% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			
Data Checkpoints (dates)	**November 1**	**February 15**	**May 25**	
Evidence at Checkpoints	Math scores on interim test	Math scores on interim test	Math scores on interim test	
Evidence-Based Strategy 1	Implemented blended instructional models in mathematics classes in grades 5-8. Bottge, Brian A., et al. "Effects of Blended Instructional Models on Math Performance." *Exceptional Children,* vol. 8, no. 4, June 2014, pp. 423-437., doi: 10,1177/0014402914527240.			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff.	August 2021- May 2020	Leadership Team, Math Department Chairs	85% of teachers implemented blended instructional model lessons as determined by information from observations by coaches and the administrator.
Yr. 2 Measurable Objective	By Spring 2022, 74% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			

Yr. 3 Measurable Objective	By Spring 2022, 79% of students in grades 6-8 who are identified as in need of special education services in mathematics, will demonstrate mathematical proficiency as measured by the ILEARN assessment.			

GOAL 1	By the end of the 2021-2022 school year, 100% of our academic classroom teachers will be meeting with PLC groups to strengthen the school culture of collaboration to benefit student's academic success.			
Data Checkpoints (dates)	Fall 2023	Winter 2023	Spring 2024	
Evidence at Checkpoints	PLC Forms	PLC Forms	PLC Forms	PLC Forms
Evidence-Based Strategy 1	The PLC model gives schools a framework to form high-performing, collaborative teams of teachers that are all united toward the improvement of student learning. During collaborative team meetings, teachers share their concerns, reflect on their teaching strategies, and make decisions based on data.			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Conduct on-going, job-embedded training for teachers and instructional support staff	August 2021-May 2024	Building Leadership Team (Guiding Coalition)	100% of teachers indicate they are utilizing the benefits of PLCs for their teaching and their students success
Yr. 2 Measurable Objective	By the end of the 2022-2023 school year, 100% of classroom teachers will be meeting with PLC groups and will complete a CFA cycle with their groups.			
Yr. 3 Measurable Objective	By the end of the 2023-2024 school year, 100% of classroom teachers will be meeting with PLC groups with a common purpose of improving student's academic success.			

GOAL 2	By the end of the 2021-2022 school year all classroom teachers will implement a weekly advisory period to meet the academic needs and the emotional needs of the students.			
Data Checkpoints (dates)	Fall 2023	Winter 2023	Spring 2024	
Evidence at Checkpoints	Collect/analyze referral numbers	Collect/analyze referral numbers	Collect/analyze referral numbers	Collect/analyze referral numbers and DESSA tiering
Evidence-Based Strategy 1	A strong advisory program helps students get connected to one another in meaningful ways. Through class discussions, democratic classroom decision-making, Socratic seminars, and other activities, students can form bonds with one another and also learn more about themselves in relation to others.			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Collect/analyze referral numbers	August 2021 - May 2024	MTSS team, Principal	Collect/analyze referral numbers
Action Step 2	Tier 2 Small Groups	October 2023 - May 2024	Counselor	DESSA Results, Office referrals
Yr. 2 Measurable Objective	By the start of the 2022-2023 school year all teachers will continue to Implement a weekly advisory period to meet the academic needs and the emotional needs of the students.			
Yr. 3 Measurable Objective	By the start of the 2023-2024 school year all teachers will have Implemented a weekly advisory period to meet the social and emotional needs of tier 1 and tier 2 students			

GOAL 3	For the 2021-2022 school year we will have 70% of our students achieve a passing score on the ELA portion of ILEARN.			
Data Checkpoints (dates)	Fall 2023	Winter 2023	Spring 2024	
Evidence at Checkpoints	BOY NWEA	MOY NWEA	EOY NWEA	
Evidence- Based Strategy 1	Literacy skills allow students to seek out information, explore subjects in-depth and gain a deeper understanding of the world around them			**PD Needed: Yes No**
Strategy Action Steps	**Required Activity**	**Start/End Dates**	**Person(s) Responsible**	**Evidence of Success**
Action Step 1	Utilizing a Guaranteed and Viable Curriculum (GVC) for all students	August 2022 - June 2024	Teachers, Principal, Instructional Coach, Reading Specialist, and Interventionists	Common Summative Assessments, NWEA ILEARN Projection, ILEARN Results
Yr. 2 Measurable Objective	For the 2022-2023 school year we will have 63% of our students achieve a passing score on the ELA portion of ILEARN.			
Yr. 3 Measurable Objective	For the 2023-2024 school year we will have 70% of our students achieve a passing score on the ELA portion of ILEARN.			

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	Liberty Intermediate School academic classroom teachers will participate in professional development opportunities that best support PLC data analysis to guide instruction.	**Linked SIP Goals** **Yes** No
Possible Funding Source(s)	District funds	
Evidence of Impact	Teachers will collaboratively analyze GVC data and determine appropriate interventions and instructional strategies to best support their students' needs when they meet during weekly PLC meetings.	

Plan for coaching and support during the learning process: The school district has partnered with Solution Tree to give building leaders and teachers professional development and coaching sessions throughout the 2022-2023 school year.   Within the building, teachers can receive support from our instructional coach, reading specialist, and take advantage of district-led professional development opportunities focusing on data analysis.
How will effectiveness be sustained over time? We will sustain PLCs by providing time for: collaboration, supportive conditions, supportive leadership, relationships, and a focus on student learning.

Professional Development Goal 2	Staff members will receive professional development on the Branching Minds platform to best support student needs and analyze SEL data.		
Possible Funding Source(s)	District funds		
Evidence of Impact	Increasing the number of students identified as Tier 1 from the DESSA assessment. Reduction in the number of discipline referrals year over year.		
Plan for coaching and support during the learning process: The school counselor will support teachers with ensuring that everyone has access to the Second Step curriculum and pacing guide throughout the year. A representative from Branching Minds is available to consult as needed. Within the building, the school counselor and MTSS team will provide support to staff members with analyzing Branching Minds data and what steps can be taken next to meet our students' needs.			
How will effectiveness be sustained over time? Students will receive social and emotional instruction during Advisory class. Teachers will monitor SEL data in Branching Minds. Once students are identified as Tier 2 or Tier 3, they will receive additional support.			

Professional Development Goal 3	Teachers will select a High Impact Teaching Strategy (HITS) to best support their classroom instruction driving student achievement and growth.	**Linked SIP Goals** Yes No
Possible Funding Source(s)	District funds	
Evidence of Impact	Common Summative Assessments, NWEA ILEARN Projection, ILEARN Results	

Plan for coaching and support during the learning process:
Ongoing professional development the Duneland School Corporation's identified HITS will be provided throughout the year by our instructional coach.

How will effectiveness be sustained over time?
Effectiveness will be sustained through supporting teachers as they dive deeper into their chosen HIT strategy throughout the year. Teachers will have many opportunities to collaborate with others that chose the same strategy, observe others utilizing strategies, meet with the instructional coach, and have access to resources and research supporting their strategy.