



Indiana School Improvement Plan

Liberty Elementary School

Duneland School Corporation

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Introduction

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Liberty Elementary School is one of the five elementary schools within the 92 square miles that makes up the Duneland School Corporation (DSC). In addition to Liberty Elementary School, DSC is comprised of four additional elementary schools (K-4), two intermediate schools (5-6), one middle school (7-8) and one high school. According to the Indiana Department of Education Compass data, Duneland School Corporation is home to approximately 5,800 students in grade K-12. The ethnicity make up includes 2.2% Black, 1.3% Asian, 11.5% Hispanic, 81.3% White, and 3.4% Multiracial. In addition, 23.9% of the student population qualify for free lunch, 4.6% qualify for reduced fees, and 71.5% pay. For subgroups, 16.2% of the population are identified as special education and 0.8% of the population is identified as English Language Learners.

Liberty Elementary School was built in 1971 as an open-concept school. In 1993, partitions were added to create self-contained classrooms. Classroom doors were later added for student safety. In 2010, an early-learning center addition was completed. Included in the new addition are self-contained kindergarten and first grade classrooms, as well as several pull-out rooms and large-group meeting spaces. The school also contains a computer lab, a gymnasium, an art room, a music room, and a media center.

In the 2011-2012 school year, Liberty Elementary School had a student population of 550 students. The ethnicity included: 3 American Indian, 4 Black, 4 Asian or Pacific Islander, 56 Hispanic, 469 White and 14 Multi-Racial students. In the 2012-2013 school year, Liberty Elementary School had a student population of 535 students. The ethnicity included: 2 Black, 2 Asian, 20 Multiracial, 65 Hispanic, and 446 White students. In the 2013-2014 school year, Liberty Elementary School had a student population of 534 students. The ethnicity included: 3 Asian, 6 Black, 20 Multiracial, 53 Hispanic, and 452 White students. In the 2014-2015 school year, Liberty Elementary School had a student population of 514 students. The ethnicity included: 51 Hispanic, 18 Multiracial, 4 Black, 1 Asian, 1 American Indian and 439 White students. The most recent data on IDOE Compass lists a total population of 498 students, including 394 students (78.5%) identified as White, 78 students (15.5%) identified as Hispanic, 20 students (4.0%) identified as multi-racial, 7 students (1.4%) identified as Black, and 3 students (0.6%) identified as Asian.

The student population at Liberty Elementary comes from diverse socioeconomic backgrounds. In the 2011-2012 school year, 28.9% of Liberty Elementary School students qualified for the free lunch program and 2.7% of students qualified for reduced lunch. In the 2012-2013 school year, 28.2% of Liberty Elementary School students qualified for the free lunch program and 4.5% of students qualified for reduced lunch. In the 2013-2014 school year, 26.8% of Liberty Elementary School students qualified for the free lunch program and 3.4% of students qualified for reduced lunch. In the 2014-2015 school year, 26.1% of Liberty Elementary School students qualified for the free lunch program and 2.5% of students qualified for reduced lunch. The most recent data on IDOE Compass shows 354 (66.5%) as paid, 36 students (7.2%) as reduced, and 132 (26.3%) as free.

In addition to general education services, LES provides services for identified students in special education, Title I, High Ability, and English Language Learners (ELL) Services for special education at LES are provided through the Porter County Education Services Inter-local. There are three full-time special education teachers housed at LES to instruct students meeting the criteria as special education according to Article 7. In the 2011-2012 school year, LES had 79 students identified in the special education program. In 2012-2013 and in 2013-14, there were 84 students identified as the special education. In 2018-2019, there were 83 students (16.5%) identified as special education. As SY 2018-2019

determined by the free/reduced percentages on a yearly basis LES has qualified as a Target-Assisted Title I School since approximately 1970. For the first time for the 2019-2020 School Year, LES has qualified as a School Wide Title I School. Typically, 5% of the students at each grade level meet the criteria for high ability. In, 2011-2012 seven students received ELL services. In 2012-2013 eight students received ELL services. In 2013-2014 thirteen students received ELL services. In 2014-2015 ten students received ELL services. The most recent data on IDOE Compass lists 75 students (15.1%) qualifying for Special Education services and 5 students (1%) qualifying for ELL services.

In the 2011-2012 school year, 27 certified teachers worked at Liberty Elementary School. Of these teachers, seven teachers had 0-5 years teaching experience, 10 teachers had 6-10 years teaching experience, one teacher had 11-15 years teaching experience, six teachers had 16-20 years teaching experience, and three teachers had more than 20 years of teaching experience. In 2012-2013 school year, the number of certified teachers at Liberty Elementary School increased to 30. Of these teachers, six teachers had 0-5 years teaching experience, twelve teachers had 6-10 years teaching experience, three teachers had 11-15 years teaching experience, five teachers had 16-20 years teaching experience, and four teachers had more than 20 years of teaching experience. The number of certified teachers increased again in the 2013-2014 school to 32 teachers. Of these teachers, six teachers had 0-5 years teaching experience, ten teachers had 6-10 years teaching experience, five teachers had 11-15 years teaching experience, five teachers had 16-20 years teaching experience, and six teachers had more than 20 years of teaching experience. In the 2014-2015 school year, the number of certified teachers decreased to 29. Of these teachers, seven teachers had 0-5 years teaching experience, 10 teachers had 6-10 years teaching experience, one teacher had 11-15 years teaching experience, six teachers had 16-20 years teaching experience, and three teachers had more than 20 years of teaching experience.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Together with students, staff, families and community, the purpose of Liberty Elementary School is to provide diverse learning opportunities for all students regardless of race, gender, ethnicity, and economic status in a safe and supportive environment. Created by the Liberty Elementary staff, the mission for LES embraces a collaborative endeavor where everyone succeeds academically and socially to become productive citizens in a global and changing world. . The mission statement is Together we can learn, communicate, and stay safe. Together we can solve problems, be responsible, and serve our community. Together we will succeed!

LES implements academic instruction and programs that are aligned to the Indiana State Academic Standards and College and Career Readiness initiative. Instruction is differentiated and designed to help students achieve their maximum student growth. Supplemental services, such as Title I, High Ability, and Special Education, are available at LES. Technology is used to enhance and impact student learning. In addition classrooms are equipped with student computers, a Mimio, a document camera, and a projector. The school corporation supports the technology initiative by purchasing a variety of subscriptions to a variety of websites.

In addition to using a school management system to monitor visitors, Liberty Elementary School strives to provide a safe learning environment for students. A school counselor offers a variety of presentations to students and families on safety issues. Our school participates in Red Ribbon Week to raise awareness of drug abuse. A body safety program is presented to both parents and students by Dunebrook. Our school participates in various safety drills, such as fire, weather, and lockdown. Teachers regularly integrate other safety awareness opportunities into the classroom. These topics may include bike safety, summer safety, train safety, and technology safety.

A back-to-school night and open house are offered each Fall. Each spring a learning fair is held. During this event students may showcase science projects, artwork and/or Young Authors' books. Classrooms hold different events and attend different study trips that involve parents and/or guardians. Grandparents' Days are held during September. Teachers communicate regularly with parents through phone calls, electronic correspondence, websites, newsletters, report cards, and conferences. The results of benchmark assessments are shared and discussed with parents. Students in different grade levels work together as Buddies to practice reading, math, and social skills..

Students are prepared to be responsible citizens and solve problems by learning about the life skills as presented in the Leader in Me philosophy. Individual teachers also offer classroom incentives for responsible learners. LESI strives for a 97% attendance rate. The attendance committee provides encouragement for students to meet this expectation. Our school counselor provides small-group and one-on-one counseling on topics such as anger management, conflict resolution, communication skills, and family issues.

LES is fortunate to have a very active Parent Teacher Organization. As previously mentioned, It is because of this relationship with the PTO that LES has received technology tools, staff development opportunities and additional resources which are made available for the staff and students. Additionally, the community YMCA offers before and after school childcare as a service to families. By working with a local church, several of Liberty's students benefit by working with a mentor through the Kids' Hope USA mentoring program. Students are encouraged to serve our community through grade-level service learning projects. Some of our service learning projects benefit local families and organizations, such as Northwest Indiana Cancer Kids Foundation, Food Pantry, Women's/Children's shelters and Christmas for Kids. We also encourage students to think beyond our local community and support national causes, such as pediatric cancer, American Heart Association, and Riley's Children's Hospital.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Liberty Elementary School has had many notable achievements within the past three years. The most recent achievement is our improvement from the school letter grade of C, as determined by the State of Indiana, in the 2011-2012 school year to receiving an A for the 2012-2013, the 2013-2014, and the 2014-2015 school years. According to the Indiana A-F Accountability Report Card, LES's English/Language Arts and math performance scores in third and fourth have been above 80% from Spring 2012 to Spring 2015. Since Spring 2012, Liberty Elementary has had 90% or higher of students passing IREAD3. In Spring 2014 and 2015, 100% of Liberty's general education population passed this assessment. By communicating and sharing with all staff members the test blueprints, teachers will ensure student preparedness and we anticipate similar results.

An area for improvement is our attendance rate. While our attendance rate has maintained an average of 96% from 2011-2012 to 2014-2015, it has not reach our goal of 97% or higher. Our staff strives to continually improve our attendance by offering incentives, recognition programs and interventions for attendance issues. Fortunately, technology hardware and software are available to both staff and students. However, an area of improvement is to provide staff development on technology integration. Collaboration, coaching, and time is needed to facilitate the integration of technology effectively to impact student learning and to increase student engagement. Our parent, student, and staff surveys indicated an overall positive response. However, parents indicated a low response of students having a good relationship with one adult in the building. To improve upon this area of concern, we will work collaboratively with our Parent Teacher Organization to look for ways to enhance teacher/ student rapport. The school's partnership with Kids' Hope USA mentoring program should build this relationship, too.

For the next three years to prepare our students as 21st century learners, the vision for Liberty Elementary School is to increase student learning and engagement by providing personnel professional development on guided reading, interactive read-alouds, reading comprehension strategies, integrating technology for instructional purposes, and utilizing data effectively. In addition, students will receive differentiated instruction based on the results of the collected information.

To aid in reading comprehension strategies, the majority of teachers have been trained and now implement the Daily 5 structure and CAFE strategies in their classrooms. We hope to continue to be able to train existing teachers and new staff in the future to have consistency and common language across grade levels.

Teachers will be encouraged to attend professional development that meets the school goal of reading comprehension including in the area of technology integration for instructional purposes. The staff will utilize existing curriculum guides to plan lessons at the appropriate pace to impact learning outcomes. Teachers will regularly analyze student performance data to make instructional decisions.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

As part of the Duneland School Corporation, Liberty participates in the AdvancEd district accreditation process. An integral component to Duneland's district accreditation model is the role that the District Internal Review Team (DIRT) plays in the internal review process. Duneland utilizes an annual review protocol where each school principal and internal chairperson(s) provide a written and verbal report to DIRT on the progress of the school. DIRT then provides a written response to each school and the district noting strengths, commendations, suggestions and opportunities for improvement and required actions. Oversight of the DIRT process is provided by a larger Steering Committee who also hears annual reports from goal committees.

Duneland's process consistently includes input from all stakeholder groups. In the fall and spring of 2012, AdvancEd surveys were conducted as well as a repeat of a survey given 5 years ago prior to the first district accreditation QAR visit. Upon completion, survey data was provided to each individual school to analyze and utilize for future planning with emphasis on successes and challenges. Surveys provided valuable insight into the private thoughts of families, staff, and students.

Due to financial restraints placed upon the school corporation through legislative changes, Duneland School Corporation embarked on the process of a general fund referendum in the Spring of 2012. The initiative passed in early May of 2012. Money from the referendum will be available starting in the summer of 2013.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The process begins by selecting individuals to serve on the school leadership team and School Improvement Committee (SIC). Individuals include parents, community members, teachers, and administrators. Parents are selected based on a variety of characteristics of our student population (i.e. Title I, Free/Reduced, High Ability, Special Education and General Population) Community members are selected based on the small businesses in Liberty Township. Teachers are selected based on the grade level or specialty taught. SIC meetings are typically scheduled twice a year at various times to promote parent participation. School progress is also shared at PTO meetings, as well as the school's monthly newsletter.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

For the development of our school's improvement plan, Liberty Elementary uses a committee structure that involves all stakeholders. First there is a leadership committee. Two co-chairs and the principal serve as the primary leads on this committee. Next, also included on the leadership committee are representatives from all grade levels and specialists. The responsibilities of those individuals include developing, implementing and communicating the school's plan to all stakeholders. This committee collaborates to analyze current procedural needs. These representatives share and receive feedback from grade level, administrators, and team members through frequent team and committee meetings involving all stakeholders.

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

The final improvement plan is communicated to stakeholders in a variety of ways, including staff meetings and Title 1 Parent Nights. The Parent nights are held to inform the stakeholders regarding the plan and its progress. These meetings are typically held twice a year. Staff meetings provide teachers with time to review the plan and discuss effective implementation strategies. Stakeholders additionally have technological access to the final improvement plan via Google Drive.

Self Assessment

Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Minutes from meetings related to development of the school's purpose •Purpose statements - past and present •Communicated to students through daily announcements 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •Documentation of professional development (professional leave forms, sign in sheets, certificates, etc.) 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•Survey results•The school data profile•Agenda, minutes from continuous improvement planning meetings•Communication plan and artifacts that show two-way communication to staff and stakeholders•The school continuous improvement plan	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The Duneland School Corporation Mission Statement consists of an arrow that focuses on student achievement. In order to improve student learning, the district mission concentrates on individual school improvement plans, hiring highly qualified staff, providing professional development, collaboration between stakeholders, and operating with integrity.

The Liberty Elementary School mission statement and Duneland School Corporation Mission Statement are posted throughout the school. The Liberty Elementary School Mission focuses on creating a safe environment to improve student learning and is written in language that is understandable to all stakeholders, including students. Led by two fourth grade students, the Liberty Elementary School's Mission Statement is said aloud every morning on the announcements. The remaining student body recites the following message, "Together we can learn, communicate, and stay safe. Together we can solve problems, be responsible and serve our community. Together we will succeed." In addition, the Liberty Mission Statement can be found on our school's webpage and on monthly newsletters.

Since approximately 2007, the teachers and staff at Liberty Elementary School meet monthly with building-level committees members to collect, analyze and share data. Goals and areas of improvement are addressed based on the data. The data is shared through the school's improvement plan, on the school's webpage and during the bi-annual School Improvement Committee (SIC) meetings. Community members, parents, students, teachers and staff participate on the SIC. In addition to the SIC, Liberty Elementary School encourages parental involvement in several ways, including but not limited to: open houses, field trips, classroom parties, Title I Meetings, Parent-Teacher Organization (PTO), volunteer opportunities, Relay-for-Life, Pediatric Cancer Awareness, and Junior Achievement. To further enhance the home-school connection, Liberty Elementary organized the One Book One School program. All students and staff received and read the same book over the period of two months. A Student Handbook and school website are available for parents. Kids Hope USA is an organization that provides about 40 adult volunteers to mentor 40 students on a weekly basis. During parent/teacher/student conferences, teachers discuss student progress and share reports from various assessments that are used to determine student progress and growth.

Another area that requires continuous monitoring is the Response to Instruction (RtI) process and documentation. The latest research and best practices are analyzed to determine appropriate interventions for students. Common documents are provided to all pertinent school personnel in order to provide consistency for the process. Time to meet regularly as an entire staff is an area that needs attention for improvement. Teachers and staff want the opportunity to collaborate with each other to share and to learn from each other. Often times, three or four people attend workshops to learn the latest educational strategies to promote student achievement, but time constraints hamper sharing. It would be beneficial to make sure that the staff who attended the workshop is able to share with everyone so growth can be made in all grade levels, with all teachers.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.33

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •School handbooks 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Historical compliance data 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan •Minutes from leadership and staff meetings. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	<ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Representative supervision and evaluation reports 	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

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The Duneland School Corporation School Board establishes policies and guidelines. The School Board and Administration actively govern and provide resources to support the efforts of Liberty Elementary School and its stakeholders. Each school is allowed autonomy, and leadership and staff consistently evaluate the school's culture to improve professional practice and student success. The School Board and the Central Office Administration, allows each school to seek its own goals and develop a plan to reach those goals. Both, The School Board and Administration provide support and guidance when needed, but acknowledge that each school has unique characteristics that require individualized school improvement plans.

Corporation guidelines and policies are located on the Duneland School Corporation's website and in two large binders in the principal's office. Some of the policies and handbook are written clear and concise, but most are left to personal interpretation. Information pertaining to Liberty Elementary School can be located in the school's maroon binder and on Google Drive. Specific details for elementary students can be found in the Elementary School Handbook.

To sustain the areas of strength the School Leadership Committee typically meets two times a year; and the school committee teams typically meet on a monthly basis. During these meetings, data is analyzed to determine academic strengths and weaknesses. Both the data collected and school improvement plan encourage discussion about what areas of professional development are needed. While the Board and corporation encourage and support professional development, it is unclear if a systematic formal process is in place. At this time, financial restrictions and scheduling prohibits professional development on a consistent, district-wide or school-wide basis. At Liberty, professional development may include attendance at workshops, participation in webinars, collaboration with peers, reading books and articles. Expectations and action plan are also addressed in the school improvement plan.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 2.5

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Descriptions of instructional techniques 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Surveys results •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Agenda items addressing these strategies •Professional development focused on these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results •Interdisciplinary projects 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Surveys results •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Examples of improvements to content and instructional practice resulting from collaboration 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning 	Level 2

Indiana School Improvement Plan

Liberty Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •List of students matched to adult advocate •Survey results •Curriculum and activities of formal adult advocate structure •Description of formal adult advocate structures 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> •Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none"> •Evaluation tools for professional learning •Survey results •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	<ul style="list-style-type: none"> •Survey results •List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students 	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

A noted area of strength is that teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. As a learning tool, students are provided with daily use of technology. Liberty Elementary has a computer lab, and each student has been issued an iPad. Teachers also implement various computer programs that supplement classroom instruction.

Liberty Elementary School displays strength with school leaders monitoring and supporting the improvement of instructional practices of teachers to ensure student success. Teachers and staff consistently monitor teaching practices and provide feedback for areas of growth. To ensure growth of beginning teachers, mentors are provided for support and guidance. Teachers work collaboratively within each grade level. If needed, specific growth plans are written for teachers. Lesson plans and grade books are reviewed. Each teacher has created student learning objectives to provide purposeful instruction, closer monitoring of student progress and greater student achievement.

Staff members participate in collaborative learning communities and meet on a regular basis. We have building-level curriculum committees with representatives from each grade level. District grade level meetings occur three times a year to gather and discuss common instruction and assessment. In addition, each grade level meets weekly to collaborate to discuss student learning and ensure commonalities. Informal cross-grade-level discussions occur on a regular basis. The staff survey shows the need to continue to work on supporting teachers in the different committees to ensure efficiency and effectiveness of topics discussed.

Evidence supporting the engagement of families and informing parents includes a variety of communication, such as newsletters, emails, websites, and phone calls. Other strengths include, school-wide assessment reports, use of rubrics, volunteer opportunities, and academic nights. Additional strengths which support a structure of students through adult advocacy, are Kids' Hope USA mentors, staff advocacy, cadets, college students, cumulative files, and IEPs. Liberty Elementary School plans a continuation of programs in order to share with parents and promote adult advocacy.

Liberty Elementary School offers many instructional programs to meet student needs, including Title I, English Language Learners, and High Ability. Additionally, the staff attends meetings, workshops, and in-services. However, these programs do not include high expectations for all school personnel that include valid and reliable measures of performances. In the future, the staff plans to look into measures of performance with these programs and consider creating a measurable form regarding the capacity of professional learning for all staff.

A weakness in this standard includes our school's curriculum providing equitable and challenging learning experiences that will provide students with sufficient opportunities to development learning, thinking, and life skills that will ultimately lead to success at the next level. There is a need for more learning activities to be individualized for each student's success and to create cohesive learning expectations across grade levels. Challenging and equitable opportunities need to be provided and aligned with the school's purpose. Currently the staff is working on curriculum guides to ensure vertical and horizontal alignment with instruction and assessment. Additionally, the classroom teachers will work on implementing consistent policies, processes, and procedures for reporting grades for Liberty Elementary School. Also, most staff members participate in professional learning. The hope is to see all staff members involved in professional development that is aligned with the school's goal and mission.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Records of depreciation of equipment •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules 	Level 3

Indiana School Improvement Plan

Liberty Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> •Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Survey results •Policies relative to technology use 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Survey results •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students 	Level 3

Indiana School Improvement Plan

Liberty Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Survey results•Budget for counseling, assessment, referral, educational and career planning•Description of IEP process•Description of referral process	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

Liberty Elementary School maintains a school budget, documents highly-qualified staff, and has policies, procedures, and processes in place related to hiring and retention of professional and support staff.

Liberty Elementary is a Title I Targeted Assistance school and has instructional aides. An English Language Learner program and a High Ability program are offered to students who meet the qualifications.

The principal communicates expectations of the staff through email and Google Drive documents with important information such as schedules, emergency plans, calendars. A system for maintenance, custodial, and technology requests is done through email. Liberty practices monthly emergency drills. Safety and emergency procedures are posted in all classrooms. Every classroom is equipped with a red "safety sack," containing necessities to be used in an emergency situation.

All teachers are provided with an iPad and laptop to use in the classroom. Each classroom is provided with a Mimio interactive whiteboard, computers, digital presenters, and listening centers. In addition, all students in the building have been provided their own iPad.

The school provides support services to students through home visits, a full-time nurse, Response to Instruction (Rtl), behavior plans, Student Assistance Team, a full-time school counselor, Special Education services, and mentoring programs.

Benchmark assessments are conducted three times a year, using the mClass assessment for kindergarten, first, second, and third grade students. All LES students take benchmark assessments using NWEA MAP assessments. Students who qualify for Title I or Response to Instruction are progress monitored on a regular basis.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 2.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Evidence that assessments are reliable and bias free 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<ul style="list-style-type: none"> •Survey results •Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> •Documentation of attendance and training related to data use •Survey results •Training materials specific to the evaluation, interpretation, and use of data 	Level 2

Indiana School Improvement Plan

Liberty Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Student surveys •Agendas, minutes of meetings related to analysis of data •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	<ul style="list-style-type: none"> •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Survey results •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals 	Level 2

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

One area of strength for Standard 5 is that our school leadership monitors information about student learning, conditions that support student learning, and analyzes the achievement of school improvement goals. These results are communicated to stakeholder groups through report cards, newsletters, parent-teacher-student conferences, and electronic parent access.

Liberty Elementary School has a School Improvement Plan which is regularly updated to improve student learning, instruction, the effectiveness of programs and organizational conditions. Procedures are in the place to track student data using the Response to Instruction process. School leaders are continually making improvements to keep the process as efficient as possible, using a variety of scientifically based data sources. However, the district lacks a consistent assessment across all grade levels. This makes it difficult to show student growth from grade to grade.

The professional and support staff in our school are trained to evaluate, interpret and use data. The staff monitors the progress of students and uses that data to plan instruction. Professional members of the school are provided with training in a number of assessments including mClass, ISTEP, NWEA, and Renaissance Place.

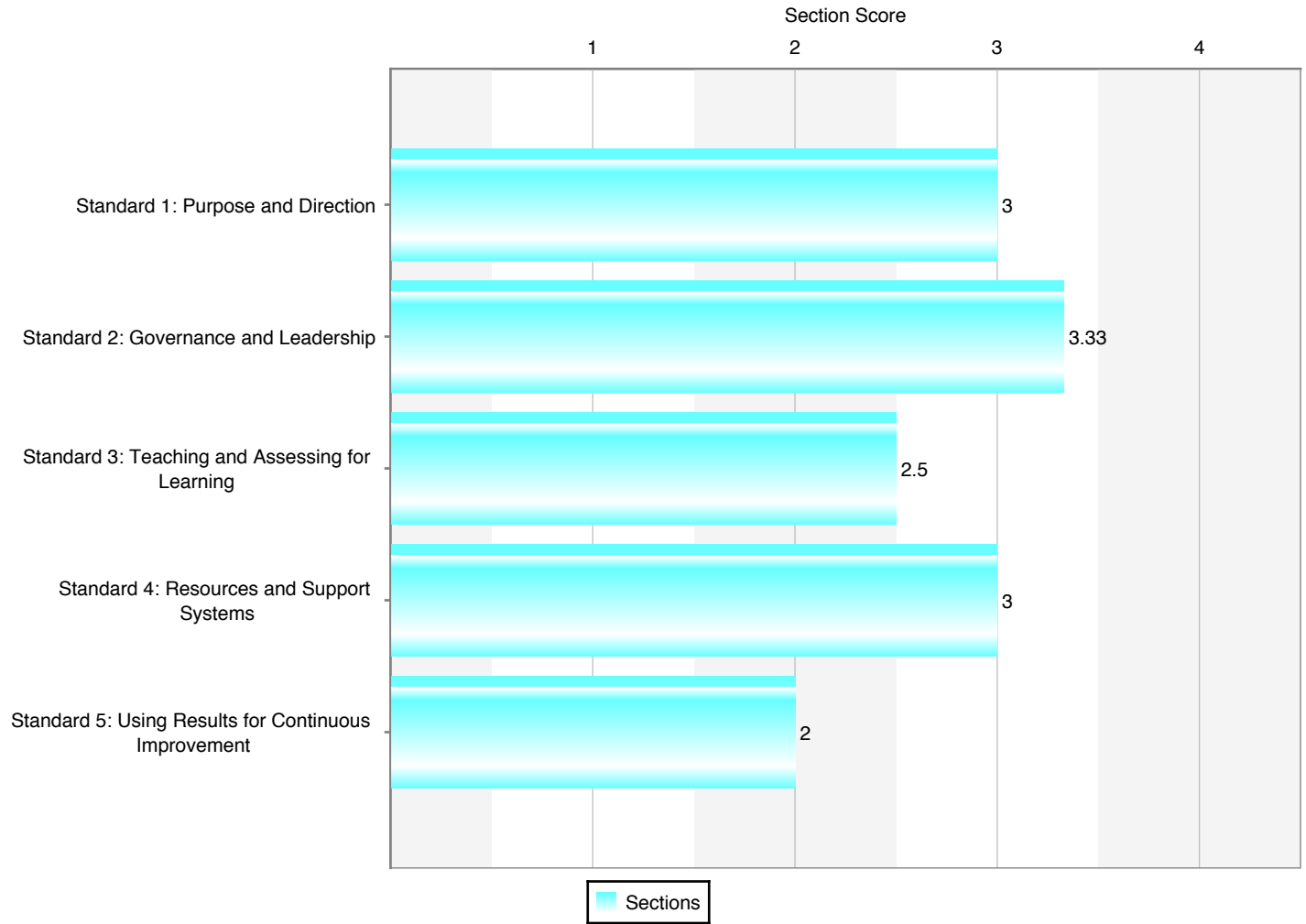
Indiana School Improvement Plan

Liberty Elementary School

School personnel use data from assessments to design, implement and evaluate results. However, our results have mixed levels of improvement. Not all students showed an adequate level of improvement. In order for student success at the next level, we will look for areas of weakness in student instruction and plan for improvements.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

The Student Performance Diagnostic provides an institution with a process to report summative student assessments. This diagnostic is significant to the accreditation and continuous improvement process as it serves as a resource for schools to view content area assessment results required by the state, district, or other entities, determine the quality and reliability of the given assessments, and show the alignment of the assessments to the school's curriculum. The performance level computed at the completion of the diagnostic is used by the external review team as a comprehensive report to understand fully the institution's assessment program; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes	See attached CNA (Comprehensive Needs Assessment)	2019 LES CNA

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is acceptably analyzed and presented with reasonable clarity. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is at or above what would otherwise be expected.	Level 3

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

Which area(s) are above the expected levels of performance?

Analysis of ISTEP data shows the following subcategories above the expected performance level:

Spring 2018 the following subcategories scored above 80% on ISTEP:

On ISTEP in ELA:

3rd Grade

Paid Lunch 86.4% Pass

General Ed 88.6% Pass

4th Grade

Paid Lunch 83.6% Pass

General Ed 84.4% Pass

On ISTEP In Math:

3rd Grade

n/a

4th Grade

White 82.4% Pass

Paid Lunch 86.3% Pass

General Ed 82.2% Pass

2019 ILEARN Data Findings

First year taking assessment; established baseline data.

2019 NWEA Data Findings

For ELA and Math, all grade levels performed above the expected levels of performance (based on EOY Mean).

2019 mClass Data Findings

For TRC the following number of students performed above expected levels of performance:

-Kindergarten: 21 students

-1st Grade: 36 students

-2nd Grade: 59 students

-3rd Grade: 55 students

Describe the area(s) that show a positive trend in performance.

2018-2019:

SY 2018-2019

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Indiana School Improvement Plan

Liberty Elementary School

Percentage of 3rd and 4th grade students passing both ELA and Math increased from 61.3% to 65.5%

Percentage of 3rd and 4th grade students passing Math increased from 68.3% to 74.3%

Percentage of 3rd grade students passing Math increased from 63.2% to 70.6%

Percentage of 4th grade students passing Math increased from 72.7% to 75.9%

2019 ILEARN Data Findings

First year taking assessment; established baseline data.

2019 NWEA Data Findings

For ELA and Math, all grade levels performed above the expected levels of performance (based on EOY Mean).

2019 mClass Data Findings

For TRC the following number of students performed above expected levels of performance:

-Kindergarten: 21 students

-1st Grade: 36 students

-2nd Grade: 59 students

-3rd Grade: 55 students

Which area(s) indicate the overall highest performance?

In Spring 2016, the highest overall performance on ISTEP includes:

Number of 4th grade males passing ELA was 88%; and the number of 4th grade females passing ELA was 90%

In addition, the number of 4th grade paid passing ELA was 88.6%

In Spring 2016, the special education population passed Math with 91%

In Spring 2017, the highest level of overall performance on ISTEP includes:

Number of 3rd grade students passing ELA was 87%

The number of 3rd grade paid lunches passing ELA was 87%

The number of 3rd grade females passing ELA was 85%

The number of 4th grade general education passing ELA was 83%

The number of 4th grade females passing ELA was 86%

The highest percentage in math was 4th grade general education at 82%

Which subgroup(s) show a trend toward increasing performance?

Paid lunch

General Education

Between which subgroups is the achievement gap closing?

From Spring 2016 to Spring 2017

Unfortunately, none of the categories from Spring 2016 to Spring 2017 on ISTEP showed the gap closing in ELA or in Math.

On IREAD 3, the gap decreased from 11 points to 1 point between the general education students passing and the students with IEPs passing. In spring 2017, 98% of the general education population passed IREAD3 and 97% of the special education population passed IREAD3.

mClass is not separated into subcategories.

Which of the above reported findings are consistent with findings from other data sources?

There is not another data source that compares the same subgroups as ISTEP.

Areas in Need of Improvement

Which area(s) are below the expected levels of performance?

Analysis of ISTEP data shows the following subcategories below the expected performance level: (80%)

Spring 2018

3rd grade Free/Reduced lunch passing ELA 61.8%

3rd grade GE passing Math 72.5%

3rd grade SE passing Math 61.9%

3rd grade paid lunch passing Math 69%

3rd grade free/reduced lunches passing Math 50%

4th grade SE passing Math 52%

4th grade ES passing math 52%

Describe the area(s) that show a negative trend in performance.

Since ISTEP changed vendors from Spring 2015 to Spring 2016, there is a lack of three years to determine trend. However, the information provided compares Spring 2016 to Spring 2017 results.

From Spring 2016 to Spring 2017

The number of 4th grade special education students passing ELA decreased from 73% to 44%.

The number of 4th grade students paid lunches passing ELA decreased from 88.6% to 77%.

The number of 4th grade students free/reduced passing ELA decreased from 82% to 64%.

In math, the number of special education 3rd grade students passing decreased from 91% to 33%.

The number of 3rd grade paid lunches passing math decreased from 81% to 69%.

The number of 3rd grade free/reduced lunches passing math decreased from 80% to 50%.

The number of 3rd grade males passing math decreased from 80% to 74%.

The number of 3rd grade females passing math decreased from 82% to 52%.

The number of 4th special education students passing math decreased from 73% to 52%.

The number of 4th grade free/reduced lunches students passing math decreased from 82% to 61%.

The number of 4th grade males passing math decreased from 91% to 69%.

The number of 4th grade females passing math decreased from 82% to 78%.

Which area(s) indicate the overall lowest performance?

The overall lowest performance in Spring 2016 includes:

SY 2018-2019

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Indiana School Improvement Plan

Liberty Elementary School

3rd grade free/reduced lunches passing ELA (61%)

3rd grade males passing ELA (64%)

The overall lowest performance in Spring 2017 includes:

3rd grade free/reduced lunches passing ELA (67%)

4th grade special education passing ELA (44%)

4th grade free/reduced lunches passing ELA (64%)

4th grade males passing ELA (59%)

3rd grade SE passing math (33%)

3rd grade free/reduce lunches passing math (50%)

3rd grade females passing math (52%)

4th grade special education students passing math (52%)

4th grade free/reduced lunches passing math (61%)

4th grade males passing math (69%)

Which subgroup(s) show a trend toward decreasing performance?

The following subgroups have shown a decrease in performance from Spring 2016 to Spring 2017.

4th grade grade special education passing ELA.

4th grade grade free/reduced lunches passing ELA.

4th grade males passing ELA.

3rd grade special education passing Math.

3rd grade paid and free/reduced lunches students passing Math.

3rd grade males and females passing Math.

4th grade special education students passing Math.

4th grade free/reduced lunches students passing Math.

4th grade males and females passing Math.

Between which subgroups is the achievement gap becoming greater?

4th grade ELA general education and special education. In Spring 2016 , there was a 15.6 point difference between the two groups; Then, in Spring 2017 there was a 39 point difference.

4th grade ELA paid and free/reduced. In Spring 2016, there was a 6.6 point difference between the the two subgroups; Then, in Spring 2017 there was a 13 point difference.

3rd grade Math paid and free/reduced In Spring 2016, there was a 1 point difference between the two subgroups; Then, in Spring 2017

there was a 19 point difference.

3rd grade Math males and females. In Spring 2016, there was a -2 point difference between the two subgroups; Then, in Spring 2017, there was a 22 point difference.

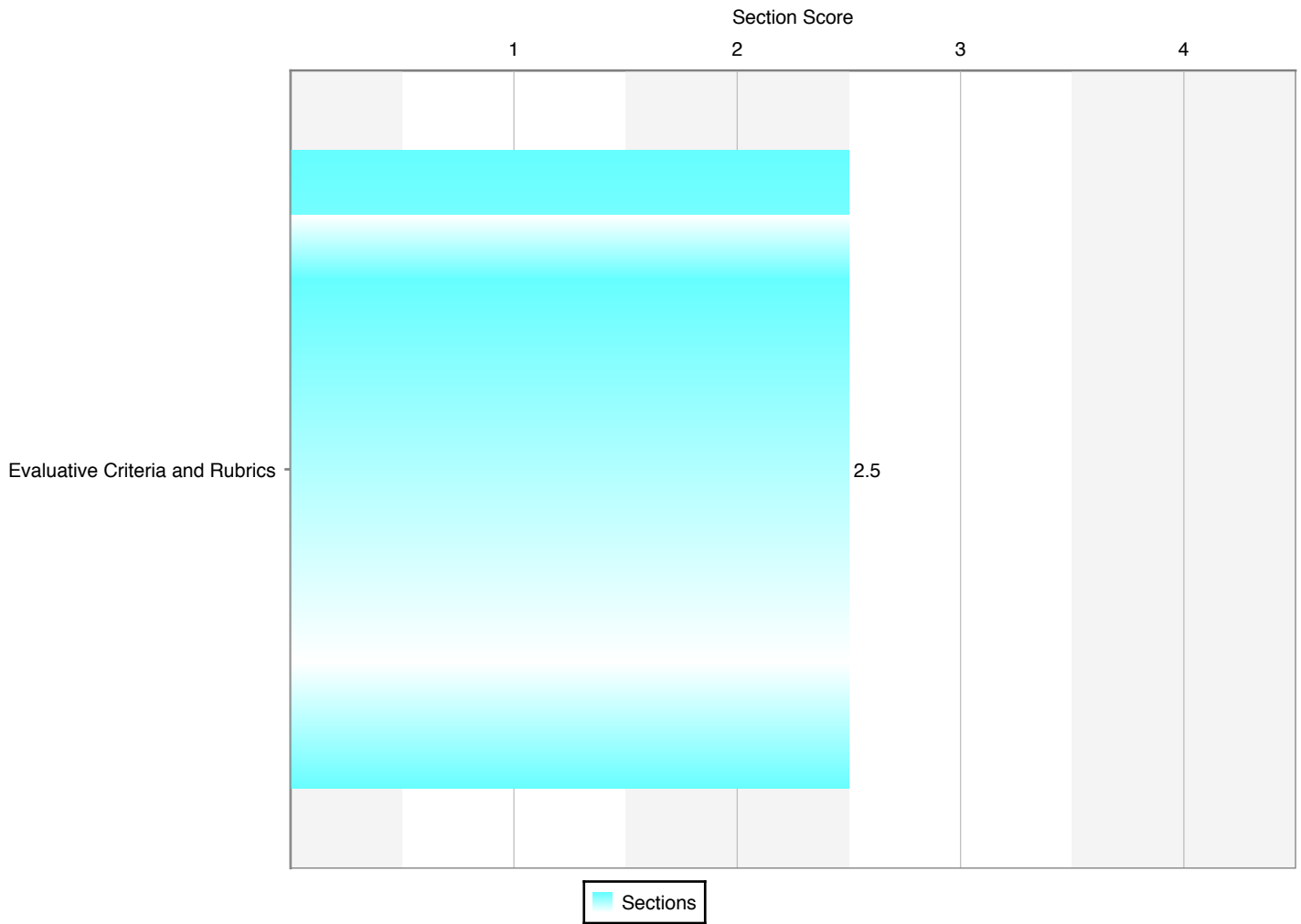
4th grade Math paid and free/reduced In Spring 2016, there was a 6 point difference between the two subgroups; In Spring 2017, there was a 19 point difference.

Which of the above reported findings are consistent with findings from other data sources?

Results on IREAD 3 also indicate a gap between general education students and students with an IEP passing the assessment.

Report Summary

Scores By Section



Liberty Elementary School's Action Plan

Overview

Plan Name

Liberty Elementary School's Action Plan

Plan Description

To best meet Liberty Elementary School goal of improving reading comprehension, teachers will implement both the Daily 5 structure and CAFE (comprehension, accuracy, fluency, expand vocabulary) strategies into their reading instruction. The Daily 5 framework provides students with varied instructional formats and goal setting opportunities, while developing a love for reading. The CAFE strategies provide a focus for reading comprehension skill instruction and strategic lesson plans to meet the varied reading needs found in our classrooms.

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students will improve their reading comprehension across the curriculum.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	All students will improve their reading comprehension across the curriculum.	Objectives: 1 Strategies: 1 Activities: 8	Academic	\$4500
3	Increase ELA proficiency to match math proficiency.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$28000

Goal 1: All students will improve their reading comprehension across the curriculum.

Measurable Objective 1:

95% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency in reading comprehension in English Language Arts by 05/31/2013 as measured by ISTEP+, Acuity, mClass TRC, Renaissance Learning.

Strategy 1:

Increasing Vocabulary - Students will improve comprehension of reading materials by increasing their vocabulary in all areas of the curriculum.

Activity - Consistent Terminology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be exposed to and use consistent terminology in English/Language Arts and Math.	Direct Instruction	08/24/2011	06/06/2012	\$0	No Funding Required	Classroom teachers, resource staff

Goal 2: All students will improve their reading comprehension across the curriculum.

Measurable Objective 1:

80% of Kindergarten, First, Second, Third and Fourth grade students will demonstrate a proficiency on grade level assessments (K-2 mClass end of the year TRC), 3rd grade (IREAD & ISTEP) and 4th grade (ISTEP) in English Language Arts by 05/31/2017 as measured by scores on mClass end of the year TRC, IREAD 3 and ISTEP.

Strategy 1:

Daily 5/Cafe - TEACH:

- Teachers will implement the Daily 5 structure and CAFE strategies in the classroom on a regular basis.
- Teachers will implement technology to enhance reading comprehension strategies.
- Teachers will implement Close reading strategies.
- Teachers will provide strategic small group reading instruction based on students' reading level/need.
- Teachers will guide students in creating goals for reading.
- Teachers will utilize aides and support staff to meet the needs of all learners.
- Teachers will monitor student progress through regularly administered formative assessments.
- Teachers will create an environment that fosters a love for reading.
- Teachers will regularly analyze and interpret data to drive their instruction to meet the individual needs of their students.

MODEL:

- Teachers will model reading comprehension strategies.
- Teachers will model both PQR (part of the question in the response) and QAR (question answer relationships) strategies.

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-Teachers will model goal-setting for the students.

PRACTICE:

-Students will participate in the Daily 5 structure and CAFE strategies on a regular basis.

-Students will use appropriate technology tools.

-Students will use the QAR (question answer relationship) and PQR (part of the question in the response) processes to answer questions using both verbal and written response.

-Students will answer higher-order thinking questions.

-Students will set goals for reading growth.

-Students will read nonfiction and fiction texts for information and enjoyment.

SUPPORT:

-Teachers will be trained or receive a refresher in the Daily 5 structure and CAFE strategies.

-Building level reading action team will share/model reading comprehension strategies.

-Building level technology action team will share/model technology integration tools. -Teachers will receive training in data analysis and goal-setting for students.

Students will have assistance from building principal, School Improvement Committee, support staff (Special Education, Reading Specialist, Media Specialist, High Ability Teacher, Instructional Aides, Remediation Aide, and Rtl Aide) and Central Office Administration.

Research Cited: Boushey, G., & Moser, J. (2006). The Daily 5: Fostering literacy independence in the elementary grades. Portland, Me.: Stenhouse.

Boushey, G., & Moser, J. (2009). The CAFE book: Engaging all students in daily literacy assessment & instruction. Portland, Me.: Stenhouse.

Miller, D., & Anderson, J. (2009). The Book Whisperer: Awakening the inner reader in every child. San Francisco, CA: Jossey-Bass.

Evidence of success: Teachers will evaluate the following assessment tools to guide their instruction:

-Kindergarten-3rd grade teachers will use mClass TRC

-3rd grade teachers will use ISTEP+ and IREAD

-All grades will utilize NWEA and ongoing formative assessments

-4th grade teachers will use Star Reader and ISTEP+

-All grades will utilize NWEA and ongoing formative assessments

Activity - Implementation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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-Teachers will implement Daily 5/Cafe strategies in the classroom on a regular basis.	Professional Learning, Direct Instruction, Technology	08/17/2016	05/31/2019	\$1500	Other	Classroom Teachers, Reading Specialist, Support Staff (Special Education, Reading Specialist, Aides, Media Specialist, High Ability Teacher)
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Activity - Technology	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement technology to enhance reading comprehension strategies.	Technology, Academic Support Program	08/17/2016	05/31/2019	\$1500	Other	Classroom Teachers, Reading Specialist, Support Staff (Special Education, Reading Specialist, Aides, Media Specialist, High Ability Teacher), District Technology Department

Activity - Close Reading	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will implement Close reading strategies	Direct Instruction, Academic Support Program	08/17/2016	05/31/2019	\$1500	Other	Classroom Teachers, Reading Specialist, Support Staff (Special Education, Reading Specialist, Aides, Media Specialist, High Ability Teacher)

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Activity - Small Group	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide small group reading instruction based on students' reading level/need.	Direct Instruction, Academic Support Program	08/17/2016	05/31/2019	\$0	No Funding Required	Classroom Teachers, Reading Specialist, Support Staff (Special Education, Reading Specialist, Aides, Media Specialist, High Ability Teacher)
Activity - Aides/Support Staff	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will utilize aides and support staff effectively to meet the needs of all learners	Direct Instruction, Academic Support Program	08/17/2016	05/31/2019	\$0	No Funding Required	Classroom Teachers, Reading Specialist, Support Staff (Special Education, Reading Specialist, Aides, Media Specialist, High Ability Teacher)
Activity - Formative Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will monitor student progress through regularly administered formative assessments.	Professional Learning, Other - Progress Monitoring/Formative Assessments, Academic Support Program	08/17/2016	05/31/2019	\$0	No Funding Required	Classroom Teachers, Reading Specialist, Support Staff (Special Education, Reading Specialist, Aides, Media Specialist, High Ability Teacher)

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Activity - Literature Rich Environment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
School personnel will create an environment that fosters a love for reading.	Academic Support Program	08/17/2016	05/31/2019	\$0	No Funding Required	Classroom Teachers, Reading Specialist, Support Staff (Special Education, Reading Specialist, Aides, Media Specialist, High Ability Teacher)

Activity - Data Interpretation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will regularly analyze and interpret data to drive their instruction to meet the individual needs of their students.	Professional Learning, Direct Instruction, Academic Support Program	08/24/2016	05/31/2019	\$0	No Funding Required	Classroom Teachers, Reading Specialist, Support Staff (Special Education, Reading Specialist, Aides, Media Specialist, High Ability Teacher)

Goal 3: Increase ELA proficiency to match math proficiency.

Measurable Objective 1:

demonstrate a proficiency in ELA that more closely matches math proficiency by 06/03/2020 as measured by ILEARN Proficiency rates.

Strategy 1:

Guided Reading - We will ensure differentiation is taking place in classrooms so that each student has their individual learning needs met.

Research Cited: https://www.fountasandpinnell.com/shared/resources/FP_LLI_Research_Research-Base-for-LLI.pdf

Evidence of success: Administrative walkthroughs and observations.

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Activity - Guided Reading Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
PD session with Scholastic reps on the foundations of the guided reading model.	Professional Learning	09/30/2019	02/06/2020	\$14000	Title I Schoolwide	Principal, Classroom teachers, Title certified staff and classified staff.

Strategy 2:

Interactive Read Alouds - Teachers will receive training on how to use new resources to deliver content and ensure mastery for students.

Research Cited: <https://www.heinemann.com/products/e10812.aspx#fulldesc>

Evidence of success: Walkthroughs and observations.

Activity - IRA Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive training from Christi Wright on the effective use of Interactive Read Alouds.	Professional Learning	09/30/2019	06/03/2020	\$14000	Title I Schoolwide	Classroom teachers, principal, Title staff.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
IRA Professional Development	Teachers will receive training from Christi Wright on the effective use of Interactive Read Alouds.	Professional Learning	09/30/2019	06/03/2020	\$14000	Classroom teachers, principal, Title staff.
Guided Reading Training	PD session with Scholastic reps on the foundations of the guided reading model.	Professional Learning	09/30/2019	02/06/2020	\$14000	Principal, Classroom teachers, Title certified staff and classified staff.
Total					\$28000	

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Close Reading	Teachers will implement Close reading strategies	Direct Instruction, Academic Support Program	08/17/2016	05/31/2019	\$1500	Classroom Teachers, Reading Specialist, Support Staff (Special Education, Reading Specialist, Aides, Media Specialist, High Ability Teacher)

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Technology	Teachers will implement technology to enhance reading comprehension strategies.	Technology, Academic Support Program	08/17/2016	05/31/2019	\$1500	Classroom Teachers, Reading Specialist, Support Staff (Special Education, Reading Specialist, Aides, Media Specialist, High Ability Teacher), District Technology Department
Implementation	-Teachers will implement Daily 5/Cafe strategies in the classroom on a regular basis.	Professional Learning, Direct Instruction, Technology	08/17/2016	05/31/2019	\$1500	Classroom Teachers, Reading Specialist, Support Staff (Special Education, Reading Specialist, Aides, Media Specialist, High Ability Teacher)
Total					\$4500	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Data Interpretation	Teachers will regularly analyze and interpret data to drive their instruction to meet the individual needs of their students.	Professional Learning, Direct Instruction, Academic Support Program	08/24/2016	05/31/2019	\$0	Classroom Teachers, Reading Specialist, Support Staff (Special Education, Reading Specialist, Aides, Media Specialist, High Ability Teacher)

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Consistent Terminology	Students will be exposed to and use consistent terminology in English/Language Arts and Math.	Direct Instruction	08/24/2011	06/06/2012	\$0	Classroom teachers, resource staff
Formative Assessments	Teachers will monitor student progress through regularly administered formative assessments.	Professional Learning, Other - Progress Monitoring/Formative Assessments, Academic Support Program	08/17/2016	05/31/2019	\$0	Classroom Teachers, Reading Specialist, Support Staff (Special Education, Reading Specialist, Aides, Media Specialist, High Ability Teacher)
Aides/Support Staff	Teachers will utilize aides and support staff effectively to meet the needs of all learners	Direct Instruction, Academic Support Program	08/17/2016	05/31/2019	\$0	Classroom Teachers, Reading Specialist, Support Staff (Special Education, Reading Specialist, Aides, Media Specialist, High Ability Teacher)
Small Group	Teachers will provide small group reading instruction based on students' reading level/need.	Direct Instruction, Academic Support Program	08/17/2016	05/31/2019	\$0	Classroom Teachers, Reading Specialist, Support Staff (Special Education, Reading Specialist, Aides, Media Specialist, High Ability Teacher)

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Literature Rich Environment	School personnel will create an environment that fosters a love for reading.	Academic Support Program	08/17/2016	05/31/2019	\$0	Classroom Teachers, Reading Specialist, Support Staff (Special Education, Reading Specialist, Aides, Media Specialist, High Ability Teacher)
Total					\$0	

Conclusion

The Indiana School Improvement Plan is designed to be comprehensive and for continuous improvement. Systemic use and consistent reflection are encouraged to update the status of the goals in order to make school improvement continuous and actionable.

Unified Comprehensive Needs Assessment

School Name	LIBERTY ELEMENTARY SCHOOL 6823
Local Education Agency Name	DUNELAND SCHOOL CORPORATION
School Year	2019-2020

Comprehensive Needs Assessment Template

Phases

- I. [Establish a Comprehensive Needs Assessment planning team](#)
- II. [Develop a vision of excellence](#)
- III. [Create a school profile](#)
- IV. [Identify focus areas](#)
- V. [Collect additional data on focus areas](#)
- VI. [Analyze data to determine key findings and root causes](#)

I. Establish a Comprehensive Needs Assessment planning team

CNA Planning Team Members		
Name	Stakeholder Group(s)	Role(s)
Brandi Costa	Lead Team/Media/Tech	Media Specialist
Cindy Fish	Lead Team/ELA	3rd grade Teacher
Crystal Ridley	Lead Team/ELA	Kindergarten Teacher
Karen Rawley	Lead Team/Math	1st grade Teacher
Joyce Goodwin	Lead Team/ELA	2nd grade Teacher
Angie Lawrence	Lead Team/Math	4th grade Teacher
Lauren Smith	Lead Team/Climate/Culture	Related Arts Teacher
Holly Koedyker	Lead Team/Climate/Culture	High Ability Specialist
Nicole Knutson	Lead Team/ELA	Reading Specialist/Co-chair
David A Alvarado	Lead Team	Principal
Heather Lowe	Lead Team/ELA	K Teacher/Co-Chair

Note: Use the tables below to name the topics that committees will study to support the CNA process as well as the members of these committees, modifying the tables as needed.

Committee's Domain of Study: English/Language Arts		
Name	Stakeholder Group(s)	Role(s)
Heather Lowe	Faculty	Kindergarten Teacher
Nicole Knutson	Faculty	Reading Specialist
Joyce Goodwin	Faculty	2nd Grade Teacher

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Committee's Domain of Study: Math

Name	Stakeholder Group(s)	Role(s)
Angie Lawrence	Faculty	4th Grade Teacher
Karen Rawley	Faculty	1st Grade Teacher

Committee's Domain of Study: Media/Technology/Innovative Learning

Name	Stakeholder Group(s)	Role(s)
Heather Lowe	Faculty	Kindergarten Teacher
David Mueller	Faculty	4th Grade Teacher
Allison Nawotka	Faculty	1st Grade Teacher
Lisa Hayes	Faculty	2nd Grade Teacher
Jenifer Crosby	Faculty	Kindergarten Teacher

Committee's Domain of Study: Climate/Culture/Attendance

Name	Stakeholder Group(s)	Role(s)
Holly Koedyker	Faculty	High Ability Specialist
Lauren Smith	Faculty	Music Teacher
Kristin Bonez	Faculty	School Counselor
Meg McCarel	Faculty	Special Education Teacher

Vision of Excellence

II. Develop a vision of excellence

Together with students, staff, families and community, the purpose of Liberty Elementary School is to provide diverse learning opportunities for all students regardless of race, gender, ethnicity, and economic status in a safe and supportive environment. Created by the Liberty Elementary staff, the mission for LES embraces a collaborative endeavor where everyone succeeds academically and socially to become productive leaders and citizens in a global and changing world. The mission statement is Liberty leaders learn, communicate, and show respect. Liberty leaders are responsible, solve problems, and lead our community. Liberty leaders help everyone find their voice and reach their goals. Together we succeed! LES implements academic instruction and programs that are aligned to the Indiana State Academic Standards and College and Career Readiness initiative. Instruction is differentiated and designed to help students achieve their maximum student growth. Supplemental services, such as Title I, High Ability, and Special Education, are available at LES. Technology is used to enhance and impact student learning. Starting in the 2018-2019 school year, all Liberty students were given iPads to use during the school day as part of Duneland's 1:1 initiative. Each classroom is equipped with a mimio, projector, and document camera. The school corporation supports the technology initiative by purchasing a variety of subscriptions to numerous websites.

In addition to using a school management system to monitor visitors, Liberty Elementary School strives to provide a safe learning environment for students. A school counselor offers a variety of presentations to students and families on safety issues. All students K-4 attend an anti-bullying assembly each fall. LES held a Career Fair which included local business representatives. Our school participates in Red Ribbon Week to raise awareness of drug abuse. A body safety program is presented to both parents and students by Dunebrook. Our school participates in various safety drills, such as fire, weather, and lockdown. Teachers regularly integrate other safety awareness opportunities into the classroom. These topics may include bike safety, summer safety, water safety, train safety, and technology safety.

A back-to-school night and open house are offered each fall. Classrooms hold different events and attend different study trips that involve parents and/or guardians. Grandparents' Days are held during the first grading period. Teachers communicate regularly with parents through phone calls, apps such as Remind and Class DoJo, electronic correspondence, websites, newsletters, report cards, and conferences. The results of benchmark assessments are shared and discussed with parents. Students in different grade levels work together as Buddies to practice reading, math, and social skills. Using the Leader in Me transformation process, students are learning and developing the Seven Habits to be responsible leaders.

Individual teachers also offer classroom incentives for responsible learners. LES strives for a 97% attendance rate. The attendance committee provides encouragement for students to meet this expectation. Our school counselor provides small-group and one-on-one counseling on topics such as anger management, conflict resolution, communication skills, and family issues.

LES is fortunate to have a very active Parent Teacher Organization. As previously mentioned, It is because of this relationship with the PTO that LES has received technology tools, staff development opportunities and additional resources which are made available for the staff and students. The Liberty PTO also donated new playground equipment in the fall of 2019. Additionally, the community YMCA offers before and after school childcare as a service to families. By working with a local church, several of Liberty's students benefit by working with a mentor through the Kids' Hope USA mentoring program. Students are encouraged to serve our community through grade-level service learning projects. Some of our service learning projects benefit local families and organizations, such as Northwest Indiana Cancer Kids Foundation, Food Pantry, Women's/Children's shelters and Christmas for Kids. We also encourage students to think beyond our local community and support national causes, such as pediatric cancer, American Heart Association, and Riley's Children's Hospital.

III. Create a school profile

School Profile

Liberty Elementary School is one of the five elementary schools within the 92 square miles that makes up the Duneland School Corporation (DSC). In addition to Liberty Elementary School, DSC is comprised of four additional elementary schools (K-4), two intermediate schools (5-6), one middle school and one high school. Liberty Elementary School was built in 1971 as an open-concept school. In 1993, partitions were added to create self-contained classrooms. Classroom doors were later added for student safety. In 2010, an early-learning center addition was completed. Included in the new addition are self-contained kindergarten and first grade classrooms, as well as several pull-out rooms, art room, computer lab, work space, restrooms and large-group meeting spaces. The school also contains a gymnasium, an art room, a music room, and a media center. Liberty as well as the other schools in Duneland have implemented Makerspaces within the media centers and have developed collaborative learning spaces throughout the school.

DEMOGRAPHIC DATA

	15-16*	16-17	17-18	18-19	19-20
Student Enrollment	523	499	498	505	515
Pupil Enrollment to Full Time Certified Staff Ratio	31	31		31	34
Meals					
Percentage of Students Receiving Free Meals	25.6	29.1	25.5	26.3	26%
Percentage of Students Receiving Reduced Price Meals	2.9	3.2	4.6	7.2	<1%
Ethnicity					
American Indian	.2	.2	0		0

Black	1.1	2	1.4	1.4	1%
Asian	.2	.6	0.6	0.6	1%
Hispanic	12.4	12.6	13.5	15.5	18%
White	81.1	79.2	79.1	78.5	76%
Multiracial	5.0	5.4	5.4	4.0	5%
Native Hawaiian or Other Pacific Islander		0	0		0
Unique Student Needs					
Number/Percentage with IEP	14.5	15.6	15.1	16.5	14%
Number/Percentage English Learners	1.3	.8	1	0.8	<1%
Attendance Rate	96.2	96.2	95.8		
Number of Students with More than 10 Unexcused Days Absent	10	7	8		
Number of Students with 10% or More Days Absent for any Reason	21	18	25		
Number of Students Suspended	9	12	11		
Number of Students Expelled	0	0	1		
Number of Expulsions and Suspensions Involving Drugs, Weapons, or Alcohol	0	2	1		

Vision

In a safe, caring and engaging environment, it is our vision to empower students to find the leader within, to facilitate a love for learning, and to encourage students to be lifelong learners.

Mission Statement

Liberty leaders learn, communicate, and show respect. Liberty leaders are responsible, solve problems, and lead our community. Liberty leaders help everyone find their voice and reach their goals. Together we succeed!

Core Beliefs or Core Values

The Leader in Me process focuses on changing paradigms by aligning the way individuals think about many of the things done at school. At the foundation of The Leader in Me are the core paradigms. Liberty has adopted these paradigms as the Liberty Mindset. The five components of the Liberty Mindset include: 1. Everyone can be a leader. 2. Everyone has genius 3. Change starts with me. 4. Educators empower students to lead their own learning. 5. Develop the whole person

Staff Demographics

<i>For instructional staff</i>	<i>SY 1516</i>	<i>SY1617</i>	<i>SY178</i>	<i>SY1819</i>	<i>SY1920</i>
<i># of classroom teachers</i>	32	31	31	31	34
<i>% National Brd Cert.</i>	0	0	0	0	0
<i>#emergency permits</i>	0	0	0	0	0
<i>#years in classroom / % of staff</i>	0-5 yrs = 9 28.1% 6-10 yrs = 8 25.0% 11-15 yrs = 6 18.8% 16-20 yrs = 4 12.5% 20+yrs = 5 15.6%	0-5 yrs = 8 25.8% 6-10 yrs = 7 22.6% 11-15 yrs = 7 22.6% 16-20 yrs = 2 6.5% 20+yrs =	0-5 yrs = 6-10yrs = 11-15 yrs = 16-20yrs = 20+yrs =	0-5 yrs = 6-10yrs = 11-15 yrs = 16-20yrs = 20+yrs =	0-5 yrs = 6-10yrs = 11-15 yrs = 16-20yrs = 20+yrs =
<i>Demographics</i>	100% white	100% white	100% white	100% white	
<i>Principal (# yrs as principal/#yrs at school)</i>	9/9	10/10	11/11	1/1	2/2

LIBERTY ELEMENTARY SCHOOL ~ DATA DASHBOARD

STATE REPORTED DATA (provided by State Accountability Report Card)

*2015-2016 Switched to Pearson

IREAD 3 DATA	15-16*	16-17	17-18	18-19
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Percentage of Students Passing	96.8%	95.3%	95.1%	90.8%
Corporation Passing	95.5%	91.8%	94.4%	93.3%
Indiana Passing	89.8%	83.3%	87.1%	87.3%
General Education Percent Passing	96.7%	98%	98.8%	98.6%
Special Education Percent Passing	85.7%	97%	81.0%	68%
Gap Between GE and SE	11	1	17.8%	20.6%
Paid Passing	95.8%		97.0%	95.6%
Free/Reduced Meals Passing	97%		91.4%	79.3%
Gap between PAID and F/R	-1.2		5.6%	16.3%

mCLASS DATA	Spring 2016	Spring 2017	Spring 2018	Spring 2019
TRC Prof. Level EOY (Proficient & Above)				
Kindergarten	74%	75%	71%	66%
1 st Grade	69%	74%	58%	47%
2 nd Grade	78%	80%	83%	75%
3rd Grade	75%	78%	73%	74%

NWEA DATA (EOY Data Only)	Spring 2016	Spring 2017	Spring 2018	Spring 2019
READING				
Mean RIT	(Diff from EOY Mean)			
Kindergarten EOY MEAN 158.1	167 (8.9)	160 (1.9)	163.7	161.9
1 st Grade EOY MEAN 177.5	183 (5.5)	186 (8.5)	186.1	181.9
2 nd Grade EOY MEAN 188.7	196 (7.3)	193 (4.3)	194.8	192.1
3 rd Grade EOY MEAN 198.6	201 (2.4)	204 (5.4)	200.8	205.4
4 th Grade EOY MEAN 205.9	210 (4.1)	206 (.1)	209.3	207.5
LANGUAGE ARTS	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Mean RIT				
2 nd Grade EOY MEAN 189.7		194 (4.3)	197.3	193.0
3 rd Grade EOY MEAN 200.0		205 (5)	201.6	204.5
4 th Grade EOY MEAN 206.7		205 (-1.7)	209.6	206.6
MATHEMATICS	Spring 2016	Spring 2017	Spring 2018	Spring 2019
Mean RIT				
Kindergarten EOY MEAN 159.1	166 (6.9)	163 (3.9)	165.3	163.4
1 st Grade EOY MEAN 180.8	186 (5.2)	188 (7.2)	188.9	187.3
2 nd Grade EOY MEAN 192.1	193 (.9)	196 (3.9)	196.19	194.7
3 rd Grade EOY MEAN 203.4	204 (.6)	206 (2.6)	205.4	206.1
4 th Grade EOY MEAN 213.5	217 (3.5)	214 (.5)	217.5	215.4

ISTEP+

ISTEP+ SUBGROUPS <small>*SPRING 2016 Switched to Pearson</small>	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016*	Spring 2017*	Spring 2018
Spring Scores OVERALL GRADE	C	A	A	A	A	B	A
ELA							
3 g Gen. Ed. % Passing	98%	92%	97%	95%	%	87%	88.6
3 g Special Ed. % Passing	67%	83%	74%	56%	38%	40%	
Gap Between GE and SE	31	9	23	39		47	
3 g paid Passing	94	93	100	92	80%	87%	86.4
3 g Free/Red. Passing	86%	85%	77%	81%	61%	67%	61.8
Gap Between PAID & FR	8	8	23	11	19	20	24.6
3 g MALE % passing	90	86	93	90	64	75%	
3 g FEMALE & passing	93	94	92	89	84	85%	
Gap Between M/F	-3	-8	1	1	-20	-10	
3 g Gen. Ed. % Passing							
3 g ELL % Passing							
Gap Between GE & ELL							
4 g Gen. Ed. % Passing	81%	96%	92%	82%		83%	84.4
4 g Special Ed. % Passing	55%	65%	69%	44%	73%	44%	
Gap Between GE and SE	26	31	23	38	15.6	39	
4 g paid Passing	75	97	93	80	88.6%	77%	83.6
4 g F/R Meals Passing	79%	76%	70%	56%	82%	64%	63.2
Gap Between PAID & F/R	-4	21	23	24	6.6	13	20.4
4 g MALE % passing ELA	71	89	81	66	88%	59%	
4 g FEMALE %passing ELA	82	91	90	83	90%	86%	
Gap between M/F	-3	-2	-9	-17	-2	-27	
4 g Gen. Ed. % Passing							
4 g ELL. % Passing							
Gap Between GE & ELL							
MATH							
ISTEP SUBGROUPS <small>*SPRING 2016 Switched to Pearson</small>	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016*	Spring 2017*	Spring 2018

3 g Gen. Ed. % Passing	81%	91%	96%	86%	x	67%	72.5
3 g Special Ed. % Passing	79%	83%	79%	61%	91%	33%	61.9
Gap Between GE and SE	2	8	17	25		34	10.6
3 g PAID passing	94	96	97	85%	81%	69%	74.2
3 g F/R Meals Passing	86%	83%	83%	77%	80%	50%	62.9
Gap Between PAID & FR	8	13	14	8	1	19	11.3
3 g MALE % passing	95	91	97	90	80%	74%	
3 g FEMALE & passing	86	91	87	77	82%	52%	
Gap between M/F	9	0	10	13	-2	22	
3 g Gen. Ed. % Passing							
3 g ELL. % Passing							
Gap Between GE & ELL							
4 g Gen. Ed. % Passing	81%	89%	89%	89%	x	82%	82.2
4 g Special Ed. % Passing	45%	90%	76%	48%	73%	52%	61.9
Gap Between GE and SE	36	-1	13	41		30	20.3
4 g PAID Passing	79	89	92	87	88%	80%	86.3
4 g F/R Meals Passing	62%	88%	70%	59%	82%	61%	63.2
Gap Between PAID & FR	17	1	22	28	6	19	23.1
4 g MALE % passing	71	91	81	77	91%	69%	
4 g FEMALE %passing	78	88	89	81	82%	78%	
Gap between M/F	-7	3	-8	-4	9	-9	
4 g Gen. Ed. % Passing							
4 g ELL. % Passing							
Gap Between GE & ELL							
ISTEP INDICATORS	Spring	Spring	Spring	Spring	Spring	Spring	Spring
<small>*SPRING 2016 Switched to Pearson</small>	2012	2013	2014	2015	*2016	*2017	2018
E/LA (% Passing)							
Gr. 3 Reading: Literature (Lit Text)	(95%)	(92%)	(93%)	88%	74.7	79.44	
Gr. 3 Reading: Nonfiction & Media Lit. (Nonfiction & Infol Text)	(91%)	(90%)	(90%)	88%	72.63	76.64	

Gr. 3 Writing: Genres, Writ., & Res. Proc. (Process/Applications)	94%/95%	93%/97%	95%/95%	88%	78.95	81.31	
Gr. 3 Writing: Conventions	95%	96%	96%	89%	81.05	83.18	
Gr. 4 Reading: Literature (Lit Text)	75%	87%	85%	74%	90.15	71.72	
Gr. 4 Reading: Nonfiction & Media Lit.(Nonfiction & Info Text)	78%	90%	88%	76%	88.64	69.70	
Gr. 4 Writing: Genres, Writ., & Res. Proc. (Process/Applications)	78%/79%	90%/93%	86%/90%	74%	88.64	76.77	
Gr. 4 Writing: Conventions	80%	93%	91%	73%	88.64	70.71	
Mathematics (% passing)	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring *2016	Spring *2017	Spring 2018
Gr. 3 Number Sense	85%	92%	93%	78%	73.4	62.62	
Gr. 3 Computation	89%	90%	92%	80%	73.4	67.29	
Gr. 3. Alg. Thinking & Data Analysis(Algebra& Functions)	88%	93%	92%	84%	81.91	63.55	
Gr. 3 Geometry & Measurement (Geometry/Measurement)	88%/87)	92%/92%	90%/96%	82%	78.72	63.55	
Gr. 3 Math Process Standards (Problem Solving)	89%	93%	93%	X	82.98	58.88	
Gr. 4 Number Sense	76%	89%	87%	74%	85.61	72.73	
Gr. 4 Computation	77%	89%	84%	78%	84.09	73.74	
Gr. 4. Alg. Thinking & Data Analysis (Alg. & Functions)	(81%) 74%	(90%) 88%	(84%) 82%	80%	87.12	73.74	
Gr. 4 Geometry & Measurement (Geometry/Measurement)	76%/78%	85%/89%	85%/87%	79%	84.85	74.75	
Gr. 4 Math Process Standards (Problem Solving)	81%	90%	90%	X	88.64	73.74	

ILEARN

Grade- Subject	Spring 2019 (Percent Proficient)	Spring 2020	
3rd grade - ELA	61%		
3rd grade - Math	79%		
4th grade - ELA	51%		
4th grade - Math	70%		
4th grade - Science	53%		

Student Academic Outcomes

Schools are encouraged to consider using a different format to document student academic outcome data, such as a spreadsheet. This format will make it easier for the CNA planning team to review the data, particularly with an eye towards changes over time. An example of such a spreadsheet is available [here](#).

Summary of Current School Improvement Strategies

Guided Reading
Fountas/Pinnell Reading Strategies

Summary of Core Curricula

Duneland School Corporation reviews and revises curriculum on a six year rotating basis that follows the guidelines for textbook adoption. During the adoption year for each subject...

Summary of Formative and Summative Assessments

Teacher Created Assessments
DIBELS/TRC
NWEA
STAR
DAZE
CogAT
IREAD-3

ILEARN

Summary of Academic Intervention and Enrichment Programs

Liberty Elementary School provides intervention through classroom differentiated instructions and as part of Response to Instruction (Tier 1, 2 & 3) In addition to general education services, LES provides services for identified students in special education, Title I, High Ability (pull out, cluster-model), and English Language Learners (ELL). Services for special education at LES are provided through the Porter County Education Interlocal. There are three full-time special education teachers housed at LES to instruct students meeting the criteria as special education according to Article 7.

List of Other Programs for Students (Schoolwide or Targeted to Specific Groups of Students)

Title III; NESP, High Ability, PLTW, Extra Curricular, Makerspace, Leader in Me

Summary of Teacher and Staff Recruitment, Selection, Induction, and Retention Strategies

*Human Resources Manager
IDOE Job Board
Local Employment Opportunities Webpage
Mentoring Program
Welcome to Duneland Program*

Summary of Teacher and Staff Professional Learning Opportunities

*In house
Webinars
Local Professional Development Blitz
Tech PD
Travel--technology, high ability, etc.*

Summary of Teacher and Staff Coaching and Evaluation Model

*Mentor
RISE
Level coordinators
Committee
Beginning Teacher Workshop Series*

Summary of Key Family and Community Engagement Strategies

PTO Family Nights
Title I Family Nights
Open Houses
Grandparents Day
Kids Hope USA
Pediatric Cancer Walk-a-thon
Rusty's Hope
Kindergarten Technology Night

List of Community Partnerships

Liberty Bible Church
Duneland Education Foundation
Local Businesses (Career Fair, Attendance Incentives, etc.)
Chesterton Lions Club
Zosso Consulting - Robotics Team Sponsor

IV. Identify focus areas

Identification of Focus Areas for Additional Data Collection and Analysis by Comparing the School's Vision of Excellence and the School Profile

LES strives for a 97% attendance rate. Numerous incentive programs for individual and class attendance are available and are included in the daily announcements. An attendance wall is updated regularly. District attendance officer assists in cases of poor attendance as is appropriate.

Description of the Gaps Identified between the Vision of Excellence and School Profile

From Spring 2017 to Spring 2018 SUB GROUP COMPARISON

- The percentage of 3rd Grade GenEd students passing ELA increased from 87% to 88.6%
- The percentage of 3rd Grade Paid Lunch students passing ELA decreased from 87% to 86.4%
- The percentage of 3rd Grade Free/Reduced Lunch students passing ELA decreased from 67% to 61.8%
- The percentage of 4th grade GenEd students passing ELA increased from 83% to 84.4%
- The percentage of 4th grade Paid Lunch students passing ELA increased from 77%

to 83.6%

- The percentage of 4th grade Free/Reduced Lunch students passing ELA slightly decreased from 64% to 63.2%
- The percentage of 3rd Grade GenEd students passing Math increased from 67% to 72.5%
- The percentage of 3rd Grade SpecEd students passing Math increased from 33% to 61.9%
- The percentage of 3rd Grade Paid Lunch students passing Math increased from 69% to 74.2%
- The percentage of 3rd Grade Free/Reduced Lunch students passing Math increased from 50% to 62.9%

Description of Focus Area 1

An area of focus will be to improve ELA achievement on ILEARN. ELA proficiency percentages were 18% lower than math for 3rd grade and 29% lower than math for 4th grade. Continued professional development and implementation of new Fountas and Pinnell ELA resources and intervention materials will be used to meet this goal.

Description of Focus Area 2

The proficiency rate for ILEARN will increase each year. Continued professional development on the mechanics and content of the ILEARN will help teachers better prepare their students for success on the assessment.

Description of Focus Area 3

By the end of SY1920, 75% or more of Liberty Elementary School students will meet or exceed their projected RIT growth as measured by NWEA Spring 2020 assessment.

V. Collect additional data on focus areas

Additional Data Sources Collected

Note: Adjust the table as needed, adding or subtracting rows based on the number of focus areas identified during the previous phase of the CNA process and the specific stakeholder groups that feedback was collected from.

Additional Data Collected for Focus Area 1

Description of additional data collected for focus area 1:

mCLASS DIBELS and TRC MOY Benchmark scores, as well as mCLASS DIBELS and TRC progress monitoring data, will be used to determine which students are demonstrating growth in ELA.

Provide links to the additional data and/or key takeaways from data collected for this focus area:

Additional Data Collected for Focus Area 2

Description of additional data collected for this focus area 2:

For 3rd grade ELA, 27 out of 41 standards (64.2%) were at or above proficiency. 2 out of 41 standards (4.8%) were below proficiency (3.RV.2.4 & 3.W.3.2). 12 out of 41 standards (29.2%) had insufficient information.

For 3rd grade Math, 39 out of 42 standards (93%) were at or above proficiency. 1 out of 42 standards (2.4%) were below proficiency (PS.4). 2 out of 42 standards (4.8%) had insufficient information.

For 4th grade Math, 38 out of 44 standards (86%) were at or above proficiency. 0 out of 42 standards were below proficiency. 6 out of 42 standards (14%) had insufficient information.

For 4th Grade ELA, 21 out of 37 standards (56.7%) were at or above proficiency. 5 out of 37 standards (13.5%) were below proficiency (4.RN.2.3, 4.RL.3.2, 4.RN.4.2, 4.W.4, 4.W.6.1B). 12 out of 37 standards (32.4%) had insufficient information.

Provide links to the additional data and/or key takeaways from data collected for this focus area:

Additional Data Collected for Focus Area 3

Description of additional data collected for this focus area 3:

Projected RIT growth data from BOY (Fall 2019) assessment

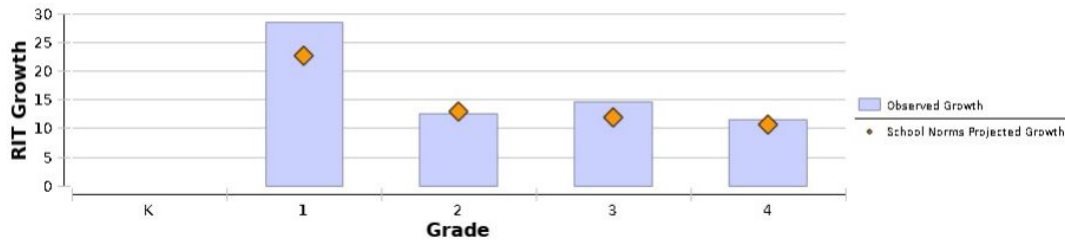
Provide links to the additional data and/or key takeaways from data collected for this focus area:

Liberty Elementary School

Mathematics

Grade (Fall 2019)	Growth Count†	Comparison Periods						Growth Evaluated Against									
		Fall 2018			Fall 2019			Growth		School Norms			Student Norms				
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile	
K	8	*			*			*					*				
1	79	140.7	11.3	54	169.3	12.4	93	28.5	1.1	22.6	1.75	96	79	84	81	76	
2	86	165.5	12.2	70	178.1	13.5	67	12.5	1.1	13.0	-0.11	46	86	45	52	51	
3	84	180.2	12.8	71	194.8	10.8	82	14.7	0.8	12.0	1.08	86	84	58	69	67	
4	88	195.3	12.7	80	206.9	12.1	83	11.6	0.7	10.7	0.44	67	88	58	66	62	

Mathematics

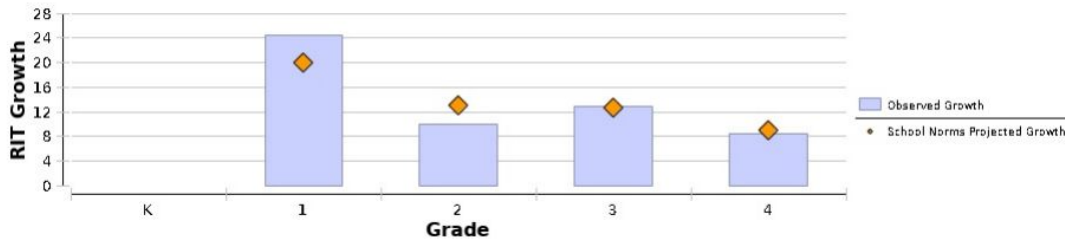


Liberty Elementary School

Reading

Grade (Fall 2019)	Growth Count†	Comparison Periods						Growth Evaluated Against								
		Fall 2018			Fall 2019			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	8	*			*			*					*			
1	79	142.4	10.1	59	167.0	11.9	91	24.5	1.3	20.1	1.28	90	79	55	70	71
2	86	166.1	12.2	82	175.9	16.3	66	9.9	1.2	13.0	-0.87	19	86	35	41	38
3	100	178.8	15.9	74	191.7	15.5	75	12.9	1.1	12.6	0.11	54	100	54	54	53
4	88	196.4	15.4	89	204.8	14.3	88	8.4	0.9	9.1	-0.33	37	88	41	47	46

Reading



Summary of Stakeholder Feedback Data

Stakeholder group	Method(s) used to collect feedback	Number of stakeholders Who provided feedback	Links to data reports and/or summaries of key takeaways
Staff TLIM MRA	Online Survey	n/a (survey results not yet available)	n/a
Family TLIM MRA	Online Survey	n/a (survey results not yet available)	n/a

VI. Analyze data to determine key findings and root causes

Note: The focus areas outlined below should address (1) student achievement in relation to rigorous state academic standards and (2) the needs of those children who are failing or are at-risk of failing to meet the rigorous state academic standards.

Data Analysis, Key Findings, and Root Causes		
<i>Note: Adjust the table as needed.</i>		
Focus Area 1		
Conclusions from data quality check for Focus Area 1:		
ILEARN data received from IDOE and shared with teachers at September faculty meeting for the purpose of analyzation and planning for future success.		
Updated description of Focus Area 1 (based on additional data collected during phase four of the CNA process):		
Focus areas for ILEARN should look at areas of weakness that may also be supported by other data sources. Reflection should be given to patterns and potential links to previous performance on ISTEP.		
Description of key findings for Focus Area 1 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 1	Root causes for key findings from Focus Area 1
An area of focus will be to improve ELA achievement on ILEARN. ELA proficiency percentages were 18% lower than math for 3rd grade and 29% lower than math for 4th grade. Continued professional development and implementation of new	For 3rd grade ELA, 27 out of 41 standards (64.2%) were at or above proficiency. 2 out of 41 standards (4.8%) were below proficiency (3.RV.2.4 & 3.W.3.2). 12 out of 41 standards (29.2%) had insufficient information.	A first time assessment administered in an unfamiliar format led to a downturn in scores across the state. The stamina required to complete numerous and lengthy assessments was not a skill that all students possessed.

<p>Fountas and Pinnell ELA resources and intervention materials will be used to meet this goal.</p>	<p>For 4th Grade ELA, 21 out of 37 standards (56.7%) were at or above proficiency. 5 out of 37 standards (13.5%) were below proficiency (4.RN.2.3, 4.RL.3.2, 4.RN.4.2, 4.W.4, 4.W.6.1B). 12 out of 37 standards (32.4%) had insufficient information.</p>	
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Focus Area 2

Conclusions from data quality check for Focus Area 2:

ILEARN data received from IDOE and shared with teachers at September faculty meeting for the purpose of analyzation and planning for future success.

Updated description of Focus Area 2 (based on additional data collected during phase four of the CNA process):

Focus areas for ILEARN should look at areas of weakness that may also be supported by other data sources. Reflection should be given to patterns and potential links to previous performance on ISTEP.

Description of key findings for Focus Area 2 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 2	Root causes for key findings from Focus Area 2
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<p>The proficiency rate for ILEARN will increase each year. Continued professional development on the mechanics and content of the ILEARN will help teachers better prepare their students for success on the assessment.</p>	<p>For 3rd grade ELA, 27 out of 41 standards (64.2%) were at or above proficiency. 2 out of 41 standards (4.8%) were below proficiency (3.RV.2.4 & 3.W.3.2). 12 out of 41 standards (29.2%) had insufficient information.</p>	<p>A first time assessment administered in an unfamiliar format led to a downturn in scores across the state. The stamina required to complete numerous and lengthy assessments was not a skill that all students possessed.</p>
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	<p>For 4th Grade ELA, 21 out of 37 standards (56.7%) were at or above proficiency. 5 out of 37 standards (13.5%) were below proficiency (4.RN.2.3, 4.RL.3.2, 4.RN.4.2, 4.W.4, 4.W.6.1B). 12 out of 37 standards (32.4%) had insufficient information.</p>	
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Focus Area 3

Conclusions from data quality check for Focus Area 3:

BOY NWEA Data for SY1920 will be collected and reviewed following the closing of the testing window. Teachers will use NWEA data reports to identify areas of academic need for individual students and to create lessons to address and intervene. Addressing student needs will help them increase their RIT scores by (at least) their NWEA established projected growth by the second test session administered in March 2020.

Updated description of Focus Area 3 (based on additional data collected during phase four of the CNA process):

Focus areas for NWEA should look at areas of weakness that may also be supported by other data sources. Reflection should be given to patterns and potential links to previous performance on NWEA.

Description of key findings for Focus Area 3 (strength or area for growth)	Summary of supporting data for key findings from Focus Area 3	Root causes for key findings from Focus Area 3
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<p>By the end of SY1920, 75% or more of Liberty Elementary School students will meet or exceed their projected RIT growth as measured by NWEA Spring 2020</p>	<p>NWEA reports generate the projected growth for each student. Teachers use the information from the reports to design instruction to meet the students' individual needs.</p>	<p>Possible lack of differentiation may have contributed to some students' individual needs not getting met and a resultant failure to meet projected growth as</p>
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assessment.	Data gathered through the March assessment will be used to determine the percentage of students who met their RIT growth projections.	measured by NWEA.
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