



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 (6-7), one middle school and one high school. According to the 2015-2016 Indiana Department of Education (IDOE) compass report, Duneland School Corporation is home to approximately 5,800 students in grade K-12. The ethnicity make up includes 2.1 % black, 1.3% Asian, 10.5% Hispanic, 82.6% White, and 3.2% Multiracial. In addition, 23.4% of the student population qualify for free lunch, 4% qualify for reduced fees, and 72.6% pay. For subgroups, 16.1% of the population are identified as special education and .9% 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 three computer labs, 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 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.

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 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. 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 2014-2015, there were 78 students identified as special education. As determined by the free/reduced percentages on a yearly basis LES has qualified as a Target-Assisted Title I School since approximately 1970. 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.

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 to three computer labs, 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, with the financial support of the Parents and Teachers' Organization (PTO), LES also has iPods, iPads, and Laptops.

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 the last grading period. 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 CLASS 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 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, early dismissal days, and School Improvement Committee (SIC) meetings. The SIC meetings are held to inform the stakeholders regarding the plan and its progress. These meetings are typically held twice a year. Staff meetings and early dismissal days 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.

The building principal keeps the Liberty Elementary staff informed by releasing a Two Weeks at a Glance, a Principal's Press monthly newsletter and an electronic calendar. She also shares workshop opportunities, educational websites, articles, books, and information through the Indiana Department of Education (IDOE) Learning Connection.

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

Indiana School Improvement Plan

Liberty Elementary School

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 three computer labs, student computer stations in each classroom, MIMIO (interactive whiteboards), portable iPad, iPod, and laptop carts containing 30 devices each. 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. Currently a new evaluation tool is being used. 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, the school has three student computer labs available for scheduled class use.

The school provides support services to students through home visits, a full-time nurse, Response to Instruction (Rtl), behavior plans, Student Assistance Team, Home School Advisor, 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. Third and fourth grade students are tested three times a year using the Acuity assessment. 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, Acuity, and Renaissance Place.

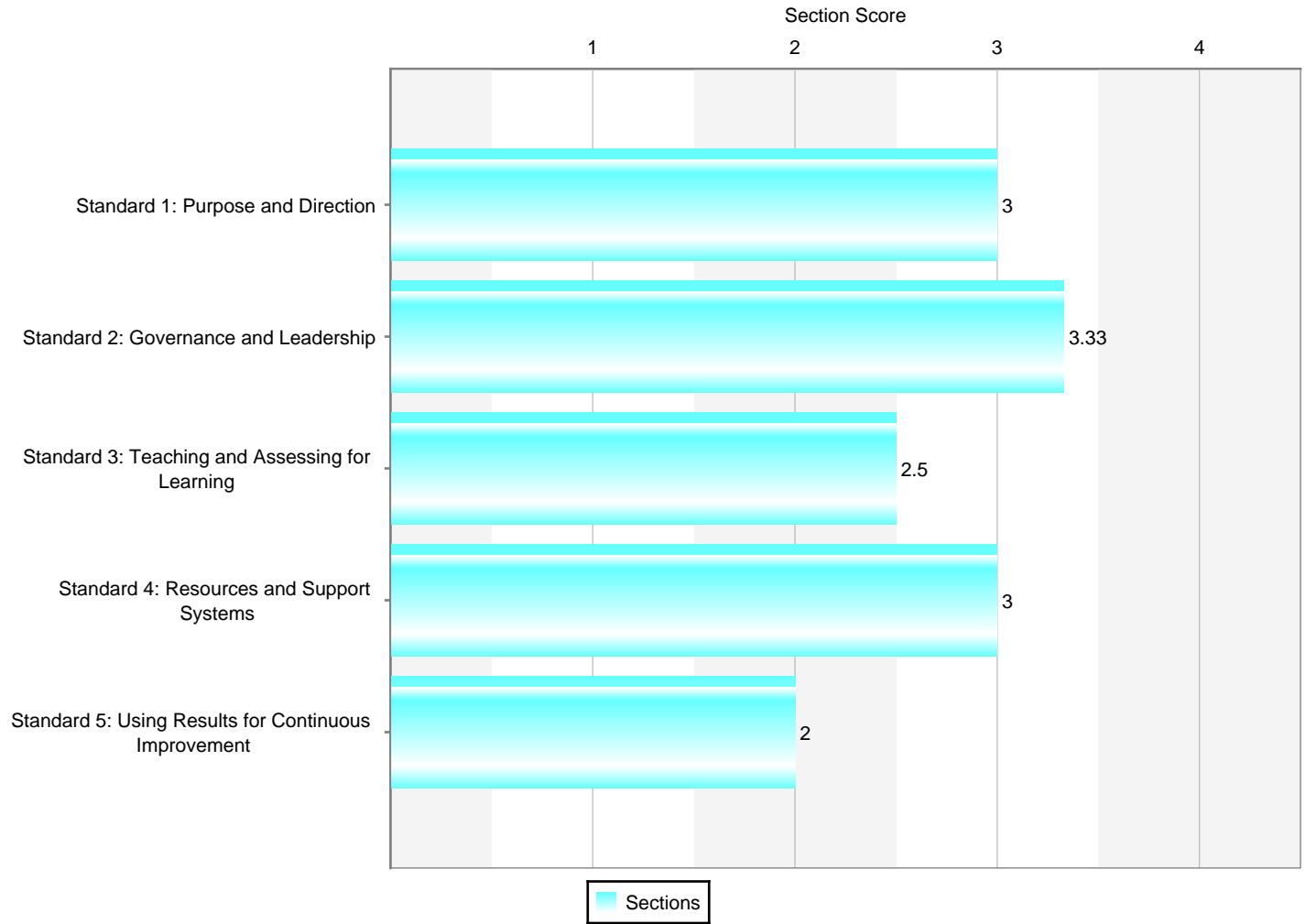
Indiana School Improvement Plan

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		

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 from Spring 2012 through Spring 2015 shows the performance of general education students in third and fourth grades met the expected level of performance (80% or above passing) in both math and language arts. Specific areas that have met the expected level of performance for language arts include: the trend of third grade students that qualify for free and reduced, third grade male and female students, fourth grade general education students and fourth grade females. Specific areas that have met the expected level of performance for math include: third grade general education students, third grade males, fourth grade general education and fourth grade females.

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

According to ISTEP results, an increase in 3rd grade general education from 81% in Spring of 2012 to 91% in 2013 was observed. There was also an increase in 4th grade general education language arts from 81% in 2012 to 89% in 2013. Third grade students maintained <90% in language arts general education passing scores from Spring 2011 to Spring 2015. In third grade general education students passing math increased from 81% in Spring 2012 to 91% in Spring 2013. Fourth grade general education students passing math increased 81% in Spring 2012 to 89% in Spring 2013.

Which area(s) indicate the overall highest performance?

Liberty Elementary has several areas of high performance. Since Spring 2012 through Spring 2015, third grade ISTEP scores reflecting the following areas of high performance:

The percent of general education students passing English/Language Arts (ELA) LA ISTEP has consistently been > 90%.

The percent of general education students passing Math ISTEP has consistently been > 85%.

The percent of Free and Reduced students passing ELA ISTEP has consistently been > 77%.

The percent of Free and Reduced students passing Math ISTEP has consistently been > 77%.

Since Spring 2012 through Spring 2015, fourth grade ISTEP scores reflect the following areas of high performance:

The percent of general education students passing ELA ISTEP has consistently been > 81%.

The percent of general education students passing Math ISTEP has consistently been > 87%.

The percent of Free and Reduced students passing ELA ISTEP has consistently been > 76%.

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

The following subgroups are showing increasing trends:

4th grade girls had a increase in math scores. In the spring of 2012, 4th grade girls had a 71% pass rate. From 2013-2015 the average SY 2016-2017

score for this category was 86%.

3rd grade math scores have been increasing for students qualifying as free and reduced. In the spring of 2010 students scored 69%, and then in 2011 the scores decreased to 66%. Then, in Spring 2012 there was an increase to 86%. Scores stayed at 83% in Spring 2013 and Spring 2014, and then decreased to 77% in Spring 2015.

Between which subgroups is the achievement gap closing?

The gap between general education and special education students passing IREAD 3 closed from Spring 2012 to Spring 2015. There was a difference of 22.2 between the two groups in Spring 2012. Then, in Spring 2015, there was a 16.7 gap between the two groups. With the exception of Spring 2014, the gap between paid and free/reduced students passing IREAD 3 decreased. In Spring 2012, there was a 10.9 gap. In Spring 2013, there was a 6.5 gap. Then, in Spring 2015, there was a 5.2 gap. Unfortunately, there was a significant increase of 18.2 gap in Spring 2015. The gap between males and females passing ELA ISTEP+ in 3rd grade decreased from -3 in Spring 2012 to one in Spring 2015.

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

Besides ISTEP and IREAD 3, another data source does not support these findings. The district started using Measures of Academic Progress® (MAP®) through Northwest Evaluation Association (NWEA) in the 2015-2016 school year. It is anticipated that collected data from the NWEA assessments will support similar data collected through state assessments.

Areas in Need of Improvement

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

Analysis of ISTEP data from Spring 2012 to Spring 2015 shows the performance of students in third and fourth grades did not always meet the expected level of performance (80% or above passing) in both math and language arts. Specific areas that have not met the expected level of performance for language arts include: the trend of third grade students that qualify for special education, fourth grade students that qualify for free/reduced and special education and fourth grade males for two of the five years. Specific areas that have not met the expected level of performance for math include: third grade students that qualify for special education, third grade males for two of the five years, fourth grade students that qualify for free/reduced and special education and fourth grade males for three of the five years.

Analysis of mClass data from Spring 2012 to Spring 2015 show the performance of students in grades Kindergarten through second grade did not meet the expected level of performance (80% or above passing.) The TRC scores for all grades is below the expected level of performance.

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

After analyzing the ISTEP data from Spring 2012 to Spring 2015, there were several areas that showed a negative trend in performance. The overall percentage of fourth grade students passing language arts has continued to decline since Spring of 2013. In Spring of 2013, 90% passed. In Spring of 2014, 86% passed, and finally in Spring of 2015 only 72% passed. When looking at the subcategories, the percentage of fourth grade students with an IEP, also shows a decline in the percentage of students passing. The Spring of 2015 had the lowest percentage of students passing with only 44%. The percentage of fourth grade students, who qualify as free/reduced, has also shown a decline in passing the language arts portion of ISTEP+. In Spring of 2011, 84% of these students passed. In each year after however the percentage has decreased with the lowest being in Spring of 2015 with 56% passing. The percentage of fourth grade males has showed a negative trend. In Spring of 2013, 89% of the males passed the language arts test. However in the following two years the percentage of males passing dropped to 81% in Spring 2014 and to 66% in Spring 2015. For fourth grade math the number of students who qualify as free and reduced showed a significant decrease in 2013 with 88% and dropping to 70% in 2014 and 59% in 2015. The percentage of third grade females passing the language arts and math test has shown decline. However, language arts is still well above the expected level of performance of 80%. In Spring 2015 math was the only year with 77% not being at or above the expected level of performance. For mClass math, the data shows a negative decline in second grade. In Spring 2013, 54% were at or above benchmark. In Spring 2014, math dropped to 49%, and in Spring 2015, the math score was 37%.

Which area(s) indicate the overall lowest performance?

Beginning, in Spring 2013, the percentage of third grade students with an IEP passing the Language Arts assessment on ISTEP+ has shown a negative trend. In Spring 2013, 83% of these students passed the test. However, in Spring 2014 the percentage of students who passed declined to 74%, and in Spring 2015 that percentage dropped again to 56%. The biggest two drops were writing conventions and writing genres. Number sense is the lowest math score at 78. In fourth grade, beginning in the spring of 2013, there were declines every year regarding the percentage of students who passed in four skill areas on the English/Language Arts portion of the ISTEP. Two of those skill

areas were in the Reading, and two were in Writing. In Reading: Literature (Literary Text), the percentage of students passing was 87% in 2013, 85% in Spring 2014, and 74% in Spring 2015. In Reading: Nonfiction and Media Literature, the percentage of students passing was 90% in 2013, 88% in Spring 2014, and 76% in Spring 2015. In Writing: (Process Applications), the percentage of students passing was 90% in 2013, 86% in 2014, and 74% in 2015. In Writing: Conventions, the percentage of students passing was 93% in 2013, 91% in Spring 2014, and 73% in Spring 2015. In addition, in fourth grade the other skill that indicated a drop in performance was in Math, specifically the skills with number sense. In Spring 2013, 89% of the students passed. In Spring 2014 the percentage of students passing was reduced to 87%, and in Spring 2015 the percentage had declined to 74%. Finally, 4th grade showed significant drops for passing in special education and free/reduced lunches. Biggest drops were in writing conventions and Genres. Number sense was lowest math score with 74%.

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

Fourth showed a decreasing trend in the subgroups of students qualifying for free and reduced, students with an IEP, and genders. From Spring 2012 to Spring 2015, fourth grade students qualifying as free and reduced who passed Language Arts have declined significantly. Fourth grade students passing ELA from 2011-2012 to 2014-2015 decreased from 79% to 56%. Students with IEPs showed the largest decrease in both language arts and math. For ELA, fourth grade students with an IEP passing language arts decreased from 79% in Spring 2012 to 56% in Spring 2015. Then, in math, fourth grade students with an IEP passing math increased from 90% in Spring 2013 to 48% in Spring 2015. In the subcategory of gender, the percentage of males passing ELA decreased from 87% in Spring 2012 to 66% in Spring 2015. In third grade, there were decreasing trends in the subgroups of gender and students with an IEP. In language arts, third graders with an IEP decreased from 67% in Spring 2012 to 56% in Spring 2015. For math, third grade scores for students with an IEP, dropped from 79% in Spring 2012 to 61% in Spring 2015. Then, third grade females passing language arts declined in language arts performance from 95% in Spring 2012 to 89% in Spring 2015.

Between which subgroups is the achievement gap becoming greater?

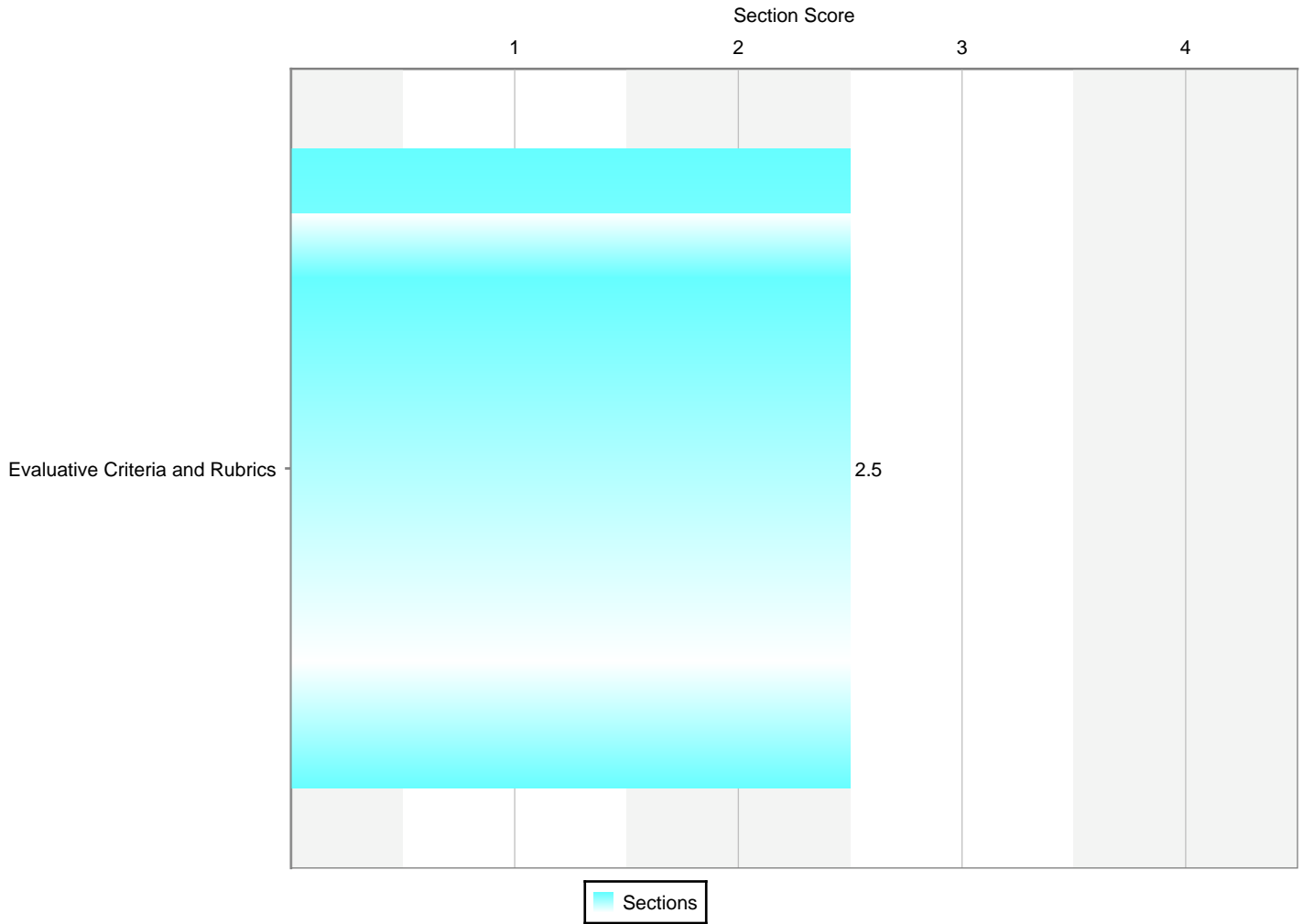
According to ISTEP+ the gaps between general education and special education are becoming greater in both math and E/LA. On 3rd math ISTEP the gap between general education and special education increased from 2 points in Spring 2012 to 25 in Spring 2015. For 3rd grade E/LA, after decreasing from Spring 2012 (31 point gap) to Spring 2013 (9 point gap), the gap between general education and special education increase in both Spring 2014 (23 points) and Spring 2015 (39 points) For 4th grade math, the gap between the two groups increased from 36 points in Spring 2012 to 41 in Spring 2015. Then, for 4th grade E/LA the gap increased from 26 points in Spring 2012 to 38 points in Spring 2015. There was a decrease from Spring 2014 of 31 points to Spring 2014 of 23 points.

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

From Spring 2012 to Spring 2015, there is a gap between general education students and students with an IEP passing IREAD 3. There was a 20% gap between general education students and students with an IEP in Spring 2012. Then there was a 10% gap between general education students and students with an IEP in Spring 2015.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

The Stakeholder Feedback Diagnostic is designed to analyze the institution's survey results in terms of areas of achievement and areas that need improvement. Further, the diagnostic is essential to the accreditation and continuous improvement processes in that it provides the institution with a comprehensive view of the aggregate scores of the surveys administered, and the actual total of respondents for each survey type to derive a single score for this diagnostic. The performance level score computed at the completion of the diagnostic is used to broaden and enhance the external review team's understanding of the stakeholder's perceptions of the institution; the diagnostic should be used in the same manner by the institution as it engages in improvement planning.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		

Evaluative Criteria and Rubrics

Overall Rating: 2.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	One or more of the stakeholder questionnaires had an average item value below 3.20 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were indifferently analyzed and presented with little clarity.	Level 2

Areas of Notable Achievement

Which area(s) indicate the overall highest level of satisfaction or approval?

- Parents (90%) and students (96%) agreed that the administrator and teachers focus on student success and the teachers want students to learn.
- Parents (90%) and students (97%) agreed that Liberty Elementary School provides a safe learning environment.
- Parents (93%) and students (97%) agreed that the school provides students with access to a variety of resources to support their learning (i.e., books and computers)

Which area(s) show a trend toward increasing stakeholder satisfaction or approval?

- More parents strongly agreed or agreed in 2014-2015 than in 2011-2012 that their child's teachers worked as a team to help their child learn. (11% increase.)
- More parents strongly agreed or agreed in 2014-2015 than in 2011-2012 that their child had at least on adult advocate in school. (14% increase)

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

Documentation to support the findings above include: volunteer sign-in sheets, PTO events' attendance, Kids' Hope schedule, professional development certificates, newspaper articles, home-school connection -newsletters, emails, communication logs, and blogs. Besides adopted curriculum students use technology at home for academics this includes IXL, Think Central, Math Seeds, etc. Classroom teachers utilize some of the follow apps to communicate with families Class DoJo, Blooms, Remind

Areas in Need of Improvement

Which area(s) indicate the overall lowest level of satisfaction or approval?

- Students (60%) felt their family likes to come to school or the schools ask their families to come to school activities.
- Students (74.1%) felt that other teachers (not homeroom) know who they are.

Which area(s) show a trend toward decreasing stakeholder satisfaction or approval?

While still a weakness, more students agreed in 2014-2015 than in 2011-2012 that other teachers know them (10.15% increase)

What are the implications for these stakeholder perceptions?

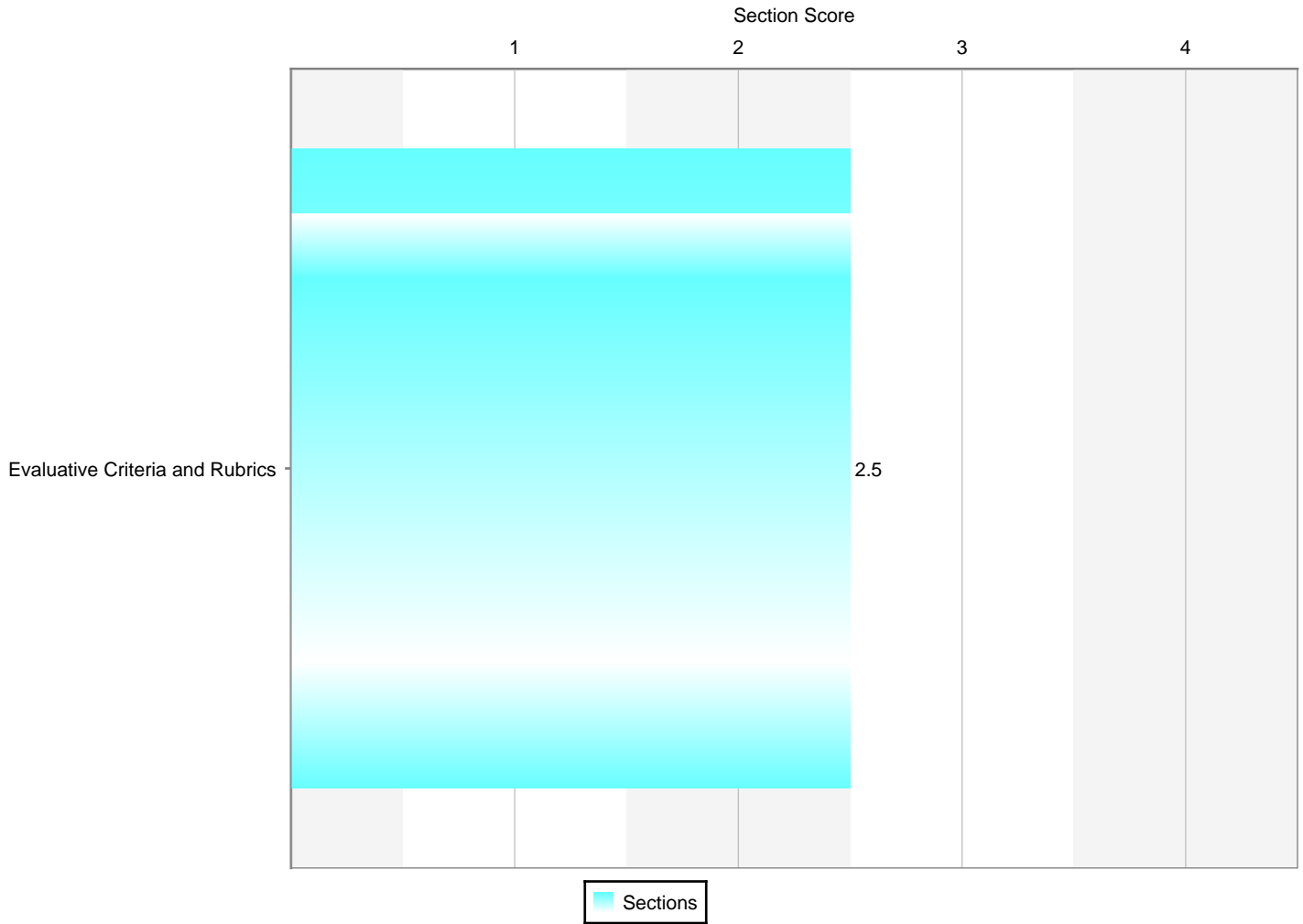
Students that felt their families did not like to come to school may have a negative impact on family/school relationship. Which in turn could impact attendance, behavior, and communication. When attendance decreases, student learning, grades and academic progress may be impaired.

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

Documentation that could be used to support the findings above include: attendance records, conference reports, grades, assessment data, and behavior reports (classroom, related arts, lunch, counselor).

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: 8	Academic	\$4500

Goal 1: 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.
- 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.

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-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
-Teachers will implement Daily 5/Cafe strategies in the classroom on a regular basis.	Technology, Direct Instruction, Professional Learning	08/17/2016	05/31/2019	\$1500	Other	Classroom Teachers, Reading Specialist, Support Staff (Special Education, Reading Specialist, Aides, Media Specialist, High Ability Teacher)

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

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.	Academic Support Program, Direct Instruction	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 - 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	Academic Support Program, Direct Instruction	08/17/2016	05/31/2017	\$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.	Other - Progress Monitoring/Formative Assessments, Academic Support Program, Professional Learning	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 - 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)

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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.	Academic Support Program, Direct Instruction, Professional Learning	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)

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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.	Technology, Direct Instruction, Professional Learning	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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Close Reading	Teachers will implement Close reading strategies	Academic Support Program, Direct Instruction	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
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)
Small Group	Teachers will provide small group reading instruction based on students' reading level/need.	Academic Support Program, Direct Instruction	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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Formative Assessments	Teachers will monitor student progress through regularly administered formative assessments.	Other - Progress Monitoring/Formative Assessments, Academic Support Program, Professional Learning	08/17/2016	05/31/2019	\$0	Classroom Teachers, Reading Specialist, Support Staff (Special Education, Reading Specialist, Aides, Media Specialist, High Ability Teacher)
Data Interpretation	Teachers will regularly analyze and interpret data to drive their instruction to meet the individual needs of their students.	Academic Support Program, Direct Instruction, Professional Learning	08/24/2016	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	Academic Support Program, Direct Instruction	08/17/2016	05/31/2017	\$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.