



Indiana School Improvement Plan

Liberty Intermediate 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?

School Profile

Liberty Intermediate School (LIS) is located in a rural setting about three miles south of Chesterton and about five miles north of Valparaiso, Indiana. Along with the adjacent elementary school, Liberty Intermediate School is located on over sixty acres of land which includes open and wooded land, developed facilities which include a football field, quarter-mile track, cross country course, several softball and baseball fields, basketball courts, and ample parking. There is sufficient ground to meet future needs. One hundred percent of the school's students are bused to and from school.

The present school building site was established in 1929 when Liberty Center High School was constructed. Upon consolidation of the schools in Liberty, Jackson, and Westchester Townships and the creation of the Duneland School Corporation in 1969, all high school students were transferred to Chesterton High School, and the building served only elementary and middle school students. Construction of Liberty Elementary School in 1970 allowed the existing building to serve middle school students.

An extensive remodeling and building project was completed in 1984. The sprawling one-story building now houses impressive facilities for fine arts, media, science, and applied arts. In 1995, state of the art infrastructure for technology was installed which provides all rooms in the building access to the district's wide area network.

Although the 1984 remodeling and building project was designed to accommodate 700 students, space now occupied by computer labs and an expanded special education program has effectively reduced this maximum enrollment figure. Since 2011, the Northwest Indiana Education Service Center (NWIESC) has rented three rooms within Liberty Intermediate School. The current (2014-2015) enrollment is 370 students.

The Liberty Intermediate School community is best characterized as a mix of differing communities. Our school has two elementary schools feeding into it, Jackson and Liberty. Jackson Elementary is located in Jackson Township and is primarily an above-average income community with many parents earning college degrees and working in the business, management, and health care fields.

Liberty Elementary is located here in Liberty Township, which has a larger percentage of parents without college degrees. A large group of fathers work in industry, especially in the steel mills. This includes both labor and middle management. ISG (formerly Bethlehem Steel) is one of the largest employers in the area.

As of October 2nd, 2014, the ethnic breakdown of Liberty Intermediate is 86.8% Caucasian, 7.8% Hispanic, 3.2% Multiracial, 1.2% Black, and 1% other. The free and reduced lunch count at Liberty Intermediate is 22.9%.

Liberty Intermediate School provides a safe and disciplined learning environment. Once the school day begins all doors of the school are locked and only one entrance is open. All visitors must pass through the main office where they must sign in and receive a visitor's pass. Highly qualified teachers handle classroom disruptions. Habitual offenders that disrupt the learning process are sent to the building principal. At Liberty Intermediate School there is a mixture of elementary and middle school principles. The school day is comprised of a blend of block scheduling at the fifth grade and a traditional schedule within the 6th grade.

Our curriculum includes core subjects of language arts, math, science, health, and social studies. Our fifth grade students are all on a team of two teachers. Within each fifth grade team, one teacher teaches language arts and social studies and the other teaches mathematics and science to the entire team of students. Students may switch teachers within their teams and also attend specials with a rotation of physical education, art, and music. The sixth grade students rotate between teachers for their core curricular areas and also participate in specials programs. We also offer programs in band for sixth grade students and orchestra for both fifth and sixth grade students.

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Liberty Intermediate School uses NWEA and ISTEP+ assessment to measure academic growth. This assessment is administered to students in the spring. Once we retrieve the test results, we as a staff, delve deeper into the trend data to and focus in on our strengths and weaknesses in our programming.

Our teachers have been reviewing and aligning our curriculum to the Indiana Academic Standards during this school year and will continue this process into the future. As a district, we are working with Westchester Intermediate to develop common assessments in each core subject area. Teacher delivery of the content is administered through research-based effective teaching strategies. Our current curriculum is a transition from the Indiana Academic Standards to the College and Career Readiness Standards.

Student's progress is reported each nine weeks with a progress report at four and a half weeks, and an end term report card. The staff at LIS has been trained in Response to Instruction (RtI) to either remediate or enrich individual learners based on specific needs. Four Instructional Aides have been trained and are used to help implement this program.

Liberty Intermediate School offers Special Education Services to students with Learning Disabilities, Mild Mental Disabilities, Emotional Disabilities, Other Health Impairments, and Communication Disorders. LIS provides direct special education instruction to 5th and 6th grade students for reading, language, and math. Also, Liberty Intermediate provides resource/support services for all other academic areas in the special education classroom during the course of a day. The ED teacher provides direct support affect services as needed. Many students receive their instruction in the general education classroom, with support from special education on assignments, tests, and quizzes read aloud, and lengthy written assignments and reports. Most students report to the resource room for these adaptations. However, their IEPs may dictate at the discretion of the special education teacher and general education teacher so that these accommodations occur.

LIS also offers an enrichment math class at both 5th and 6th grade levels. Students that qualify for these specialized services are screened throughout the year using a variety of assessment, teacher and parent recommendations.

Liberty Intermediate has the professional services of one principal, a guidance counselor, twenty-three licensed teachers (which include three special education teachers, four special area teachers, and a media specialist) as well as one special education paraprofessional, one licensed remediation aide, and three instructional aides. LIS has a full-time technology aide to assist teachers with technology integration. The main office utilizes a treasurer and an attendance secretary as well as a secretary in the media center.

We employ one day and three night custodians and are assisted by a corporation-wide maintenance department. Our school cafeteria workers serve the "A" type lunch and offer ala carte menu.

Liberty Intermediate School has developed a variety of programs to challenge the students beyond the core curriculum. LIS has incorporated a number of programs such as: Districts, student council, newspaper, choir, trivia club, chess club to provide a rich, diversified mix of activities for its student body. Students are encouraged to participate in extra-curricular clubs and organizations in addition to intramural athletics.

Students also have a variety of activities outside the school in which to participate. Many church organizations offer youth programs. Boy Scouts, Girl Scouts, a strong Liberty Recreation program offering baseball and basketball leagues through the Duneland YMCA, and Pop Warner football are just a few of the activities LIS students can choose from.

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.

LIS's Vision Statement:

Liberty Intermediate School will be the most effective 21st century learning environment.

LIS's Mission Statement:

The staff of Liberty Intermediate School will immerse students in a variety of classroom and school-wide activities positively developing the academic, emotional, and social needs of its students.

Guiding Principle(s):

- Students are our clients.

o We will do our best to serve the students regardless of their diverse upbringing, academic readiness, maturity level, character flaws, varying interests, inappropriate behaviors, and/or anything else.

- Students will learn and have fun at school.

o Our staff will work collaboratively to look for ways to challenge and engage students in the learning environment.

o Our staff will use a balanced approach to teaching ultimately providing a well-rounded learning experience for all children.

- Traditional learning, cooperative learning, project-based learning, technology, hands-on learning, etc.

o Activities: DISTRICTS (specific activities designed to meet the diverse abilities of all students), Google Docs, Collaborative Learning Projects, trade books, magazines, Turtle Olympics, Fiesta, Day of Caring, Fun Nights, Intramurals, choir, clubs, etc.

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 Intermediate School has increased technology throughout the school. We have put devices in every classroom so that the students are working in a one-to-one environment. We are using a Learning Management System, Canvas, to encourage Student Centered Learning. The technology in the class is being utilized to foster student creativity and imagination, instead of just being used to look up facts. Students are collaborating with each other and teachers to create projects that they enjoy. Interaction between students and teachers has increased and more students are sharing their thoughts and ideas through our Learning Management System. Every student has a voice and works to better their education through a more individualized program.

Teacher collaboration is another achievement of our school. Our school climate is driven by our common goal and each teacher works to help each other by sharing ideas and support. We want students to create and be collaborative and we model this by practicing these skills ourselves. Teachers are working to create more project based assessments that align with the work that the students are now producing more in a student centered classroom. The information that is yielded from these assessments is different than what teachers are accustomed to in the past. While we feel that the information is more useful, we want to improve how we use this information in the future.

We are also looking to improve our science and math programs at our school by implementing more STEM into our curriculum. Teachers have been attending workshops to find new ways to implement STEM activities into the classroom in order for kids to improve creativity and lateral thinking. "Makers Spaces" are beginning to replace traditional classrooms in our school so students have an outlet to create projects that work with what they want to create while practicing the skills taught in the classroom. These transformation in learning is producing classrooms where teachers are becoming more guides to learning and less as deliverers of information. Students are becoming more active in their individual ideas and learning at much more complex level.

Additional Information

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

Liberty Intermediate School is working from the grass roots up to become the new model of the 21st century learning environment.

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.

All staff members are included in the development of our school improvement plan. Our Parent and Teacher Organization (PTO), is also included on our team. We meet before and after school to develop and review progress on our plan. Teachers within our department meetings also discuss our school plan and how to meet our goals. Common preps between departments are utilized to help with the school's plan process as well.

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

Teachers/Principal: Look at data, develop goals, strategies, and activities.

Parent, community, business leaders: provide input to our existing plan and submit votes when applicable.

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

Our school improvement plan is on our school's website for parents and community members to view. It has also been sent to the Indiana Department of Education. Copies were also shared with all staff members and PTO members on our committee.

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: 3.33

| 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) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose | 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 clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong 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 hold one another accountable to 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 | Level 4 |

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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.

A school wide goal for many years has been writing across the curriculum. Teachers have been trained on the 6+1 Writing Traits to enhance the writing lessons which then flows into other subject areas. The school completes a writing prompt twice a year and data is documented from each prompt to see improvement throughout the year. The school also stresses prewriting stage of writing, such as outlining, to see if the strategies have helped student organization. With our new goal, reading comprehension, the school is stressing vocabulary in all subject areas as well as comprehension. QAR, Accelerated Reading Program, Star Reading, and Super Six Comprehension Strategies will be utilized to help improve comprehension which is the school's second goal. Our third goal is computation. The school uses several remediation programs including xtraMath as well as utilizing other timed tests to improve basic facts as well as decimals and fractions to challenge stronger students. Students are expected to master each basic fact area at 80% or above. Staff meetings have been scheduled to collaborate ideas and analyze data in these three goal areas. We also have weekly grade level meetings to discuss strategies and then team meetings to really focus on each subject area. Our school wide goal is on the school's website as well as the student handbook. The school has also sent home information throughout the year on writing strategies as well as giving parents information at conferences.

Liberty Intermediate School is a unique staff who works together for the benefit of the students. Teachers plan lessons together in subject areas to create valuable and meaningful lessons. Using data from ISTEP, teacher recommendations, NWEA, and grades, the math department places students in four different levels. Students can move between these levels, team taught, average, honors, GT. There are also two levels in reading including a team taught class. In math team taught levels, there is support staff consisting of a special education teacher and RtI instructional assistants to help the struggling students. This turns the ratio of teacher/student down to approximately 5:1 which will enhance student achievement. In the reading team taught class, the ratio is about 8:1. The GT math class uses a grade level higher book that challenges the academically high achieving students. In sixth grade honors reading, students collaborate with the sister Intermediate school using technology to blog about common higher level novels.

The school's principal encourages the different levels of ability in both math and reading. Periodic review of students' grades, NWEA results,

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ISTEP results and teacher input, allow students to be moved throughout the different levels of math and reading. The school also utilizes Rtl aides to help struggling students within the classroom and resource period. Staff meetings have been scheduled to collaborate with ideas and analyze data in the school's three goal areas. We also have weekly grade level meetings to discuss strategies and then team meetings to really focus on each subject area. The NWEA data is examined to select skills that students perform low on and can be reviewed in the classroom or resource period. The school utilizes the three special education teachers to support learning. They actively teach within the classroom as well as make accommodations on the classroom tests.

Standard 2: Governance and Leadership

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

Overall Rating: 3.17

| 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 •Communications to stakeholder about policy revisions •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 •Proof of legal counsel •Assurances, certifications •Communications about program regulations •Governing body policies on roles and responsibilities, conflict of interest | 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 protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership. | <ul style="list-style-type: none"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings | Level 3 |

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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 deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders. | <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 | Level 4 |

| 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 •Survey responses •Involvement of stakeholders in a school improvement 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 focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning. | <ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria | 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.

One of the strengths of our staff is the cohesiveness between staff members. All teachers work together to improve student learning by following and implementing strategies from the school improvement plan. Teachers meet by grade level, team, or common curriculum area to look at data for quarterly assessments and to improve collaboration of instruction. The principal allows curriculum days for staff to plan collaboratively. It is needed and extremely helpful. The availability of differentiated instruction in Honors, GT, and team taught subject areas aids in reaching all students' learning levels. Each subject area has written a common curriculum for each grade level to follow. Collaboration between teachers helps to ensure that skills, programs, and curriculum is used with all students for improvement.

Although we work very hard to communicate from grade level to grade level, it can be a challenge for our building. We meet monthly by subject area to prevent this but being in different parts of building and on different schedules do make it a challenge, but we make it work.

Duneland staff members are extremely fortunate to have the opportunity to attend workshops and in-service for professional development. After attending these workshops, many LIS staff members share their information with others. Sometimes speakers are also brought in for more professional staff growth and development.

Our small staff size is truly an asset at LIS. We have good communication among teams, grade levels, and the community. It has also been noted that staff(both faculty and secretarial) is very approachable and helpful.

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: 3.17

| 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 •Graduate follow-up surveys •Posted learning objectives •Representative samples of student work across courses •Course schedules •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. | Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment. | <ul style="list-style-type: none"> •Curriculum guides •Common assessments •Surveys results •Curriculum writing process •Lesson plans aligned to the curriculum | Level 3 |

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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 beyond classroom observation 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 •Surveys results •Administrative classroom observation protocols and logs | Level 4 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|---|---|--|---------|
| 3.5 | Teachers participate in collaborative learning communities to improve instruction and student learning. | All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes 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 occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance. | <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 | Level 3 |

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| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|---|--|--|---------|
| 3.6 | Teachers implement the school's instructional process in support of student learning. | All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning. | <ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results | Level 4 |

| 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. | 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 all school personnel and include measures of performance. | <ul style="list-style-type: none"> •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 3 |

| 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 •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"> •Survey results | Level 3 |

Indiana School Improvement Plan

Liberty Intermediate School

| 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. | Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated. | <ul style="list-style-type: none"> •Evaluation process for grading and reporting practices •Sample report cards for each grade level and for all courses •Policies, processes, and procedures on grading and reporting | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|---|--|--|---------|
| 3.11 | All staff members participate in a continuous program of professional learning. | All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning. | <ul style="list-style-type: none"> •Survey results •Crosswalk between professional learning and school purpose and direction | Level 3 |

| 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 •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.

Our principal, Greg Guernsey, is consistently visible in the classrooms. It is not unusual for Mr. Guernsey to drop in on a daily basis to monitor what we are teaching and to make sure we are engaging our students. He can also be seen in the cafeteria during both 5th and 6th grade lunch periods, as well as recess and dismissal times. His frequent, non-threatening presence creates a comfortable atmosphere while maintaining his role of authority.

Our school uses parent, student, and staff surveys and the results have shown that students are well prepared for the next level. Teachers attend grade level, multi-grade level, and subject related meetings to ensure that students are prepared for each level and classes have equivalent learning expectations. At these meetings teachers discuss how to individualize when needed. Our math classes are leveled according to NWEA and ISTEP results, teacher recommendations, as well as student performance. The same information is also used for remediation purposes for all other subjects. Curriculum committees are in place to ensure alignment of state requirements. Individual

students are pulled and remediated in small group settings when necessary. Technology is used to actively engage and differentiate lessons.

Our teams, both 5th and 6th grade, meet regularly on Thursday or Friday mornings before school to discuss curriculum and instructional strategies. In addition, team members will often work through lunch to plan lessons together that promote student learning. We also have an SAT (Student Assistance Team) that meets every month to plan enriching activities that promotes social/academic achievement. Not only does our staff communicate during scheduled meetings, we often share ideas randomly through e-mails and casual conversations. It is not uncommon to find a teacher created lesson or project on your desk placed by a fellow teacher. Staff surveys have revealed that communication and collaboration is one of our strengths.

All teachers use an instructional process that informs students of learning expectations and standards of performance. Skills are posted daily along with assignments. Example anchor papers for the writing process and projects are provided to inform and guide students. Throughout the grading period, teachers employ multiple formal and informal assessments such as pretests, NWEA, and ongoing anecdotal records to inform modifications of instruction. Teachers also use data from such assessments to evaluate and revise curriculum. Teachers use quick assessments, both formal and informal, which supply both student and teacher with immediate feedback. These tools include the IXL Math program, math time tests, xtraMath, and Accelerated Reading quizzes.

Teachers use data to identify the learning needs of all students from scores on several sources such as NWEA, ISTEP, IXL, and math time tests. Teachers then use this data to place students in learning groups in math and reading levels to best suit their learning capabilities. The library books are labeled with a reading level. Providing students with the necessary reading level will make them more successful at reading and comprehension. Student writing is also evaluated by rubrics as well as student self-assessment. Data from Rtl and NWEA are also used to identify unique learning needs of students. Then students are given the necessary lessons and are also provided the time to meet their educational learning needs.

Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Some teachers attend workshops to improve in their areas of instruction. Then they collaborate what they learned at staff meetings. iPads, Chromebooks, and MacBooks were purchased. Professional development was given to staff in order to provide students with necessary knowledge and to engage in meaningful lessons in subject areas across the curriculum. Students are given another form of learning through technology. The use of technology also needs to be evaluated for its use of effectiveness and best practices for students. Teachers are using Canvas to communicate and collaborate with students and parents. Students all have a Google for Education account that they use for classroom projects.

One of the best characteristics of our school is the level of communication between all parties involved in a child's educational support system. Our school sponsors an academic activity night to showcase the accomplishments of the students as well as highlights the improvements as related to our school goals.

The staff communicates with parents and students through many different avenues. Weekly emails and newsletters are sent home informing families of school events. Parents can check grades electronically, and teachers communicate about a student's progress through emails, phone calls, and handwritten notes in students' assignment books. To further communication, the district uses ConnectEd as well as provides parent-teacher conferences.

Our school's Student Assistance Team meets to plan activities that will help students be successful. Furthermore, our school counselor has created a Lunch Club group that is open to all students. The club meets once a week during school hours and allows for students to build stronger relationships with each other, along with our school counselor. Learning, thinking, and practicing life skills are areas of focus during Lunch Club. Response to Intervention (Rtl) is an additional way in which an adult advocate spends time with a student to improve his or her reading and/or math skills.

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: 3.14

| 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 •Assessments of staffing needs •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 |

Indiana School Improvement Plan

Liberty Intermediate School

| 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 •Safety committee responsibilities, meeting schedules, and minutes | Level 3 |

| 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. | All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers 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 •Schedule of staff availability to assist students and school personnel related to finding and retrieving information | Level 4 |

| 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 |

Indiana School Improvement Plan

Liberty Intermediate School

| 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 •Survey results •Social classes and services, e.g., bullying, character education | Level 3 |

| 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"> •Survey results •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.

Standard 4, dealing with resources and support systems, received above average scores. The first indicator received an average score of 3 due to the fact that our school has reasonable class sizes and sufficient support staff in place. Professional staff members are highly qualified as are several support aides. Staff members recognized the support systems in place by ranking this indicator as the second highest on the survey.

The second and third indicators also received average scores of 3, with all comments receiving scores of 3. For the second indicator, instructional time, material resources, and fiscal resources are in place to support the purpose and direction of our school. Our school day includes six hours of instruction and we hold classes for 180 calendar days. In addition, resources are constantly acquired by and shared among staff members to help improve student achievement. For the third indicator, our school strives to provide a safe and clean learning environment for our students. Maintenance schedules are in place along with cycled updates to equipment. Safety measures are in place in the event of an emergency and staff/students know the procedures that are to be followed. The third indicator received high scores from parents and staff on the survey.

The fourth indicator received the highest score among all of the standard four indicators, receiving two scores of four. The recent acquisition of several Ipad carts and a Macbook cart are used regularly in the classrooms. Liberty Intermediate also has two complete computer labs and an exceptional media center. This indicator received high survey scores among all survey stakeholders. The score was first among parents, second among 6th grade students, 3rd among 5th grade students, and 4th among staff.

The fifth indicator received an average score of 3, earning scores of 2 and 4 for the respective comments. Occasional infrastructure issues

have occurred, especially using the wireless network with the mobile carts. This was the main issue of concern when assigning a score of 2. However, the second comment dealing with needs assessments and technology plans did earn a score of 4. Our technology director is constantly striving to improve technology and its usefulness in the classroom. For example, the wireless network we use now was recently put in place and has become an important component of our improving technology. This indicator ended with the highest score among 5th grade students.

An average score of 2.5 was given for the sixth indicator while an average of 2.7 was given for the seventh indicator. The sixth indicator deals with support services for the physical, social, and emotional needs of students. Our school feels that our support services are more than capable for serving the needs of our students. However, the terminology for the comments include the words "all" or "each" student. The majority of our services are utilized on an as needed basis. If a student is referred to or suspected to need services, he/she will be put through the appropriate channels to determine if the services are necessary. Therefore, "all" students do not go through a process to determine needs for services. The scoring for the seventh indicator were similar in that the majority of our counseling, assessments, referrals, and educational planning are utilized as needed, not out of necessity. We do have a structured and well followed IEP process that all staff abides by.

Overall, the fourth standard received above average scores because our school has resources and support systems in place to help improve our school environment and achievement.

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: 3.0

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|---|--|--|---------|
| 5.1 | The school establishes and maintains a clearly defined and comprehensive student assessment system. | School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning. | <ul style="list-style-type: none"> •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 3 |

| 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. | Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions. | <ul style="list-style-type: none"> •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 3 |

Indiana School Improvement Plan

Liberty Intermediate School

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|--|--|--|---------|
| 5.3 | Professional and support staff are trained in the evaluation, interpretation, and use of data. | All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data. | <ul style="list-style-type: none"> •At staff meetings we analyze test data by standard area and subgroups. As a staff we grade our own writing prompts based on the IDOE writing rubric. Through the years we have sent our prompts out to be scored by an independent evaluator and decided that we came up with the same results. Because of the lack of professional development funds and the results provided we decided to grade our won prompts and use the monies from the professional development grant for teacher training. | Level 3 |

| 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. | Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently 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 •Evidence of student readiness for the next level •Evidence of student success at the next level | Level 3 |

| 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 comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups. | <ul style="list-style-type: none"> •Survey results | 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 Intermediate School uses an assessment system that produces data from multiple assessments such as: ISTEP scores, NWEA, and curriculum aligned tests throughout each grade level and subject matter. The system ensures consistent measurement across all classrooms and courses. Most of the measurements are done through the state. At Liberty, meetings are then held and the data that has been collected are analyzed. The results help faculty evaluate the system for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.

The school follows Indiana rules and protocol for collecting, analyzing and applying data to improve student learning, instruction and the

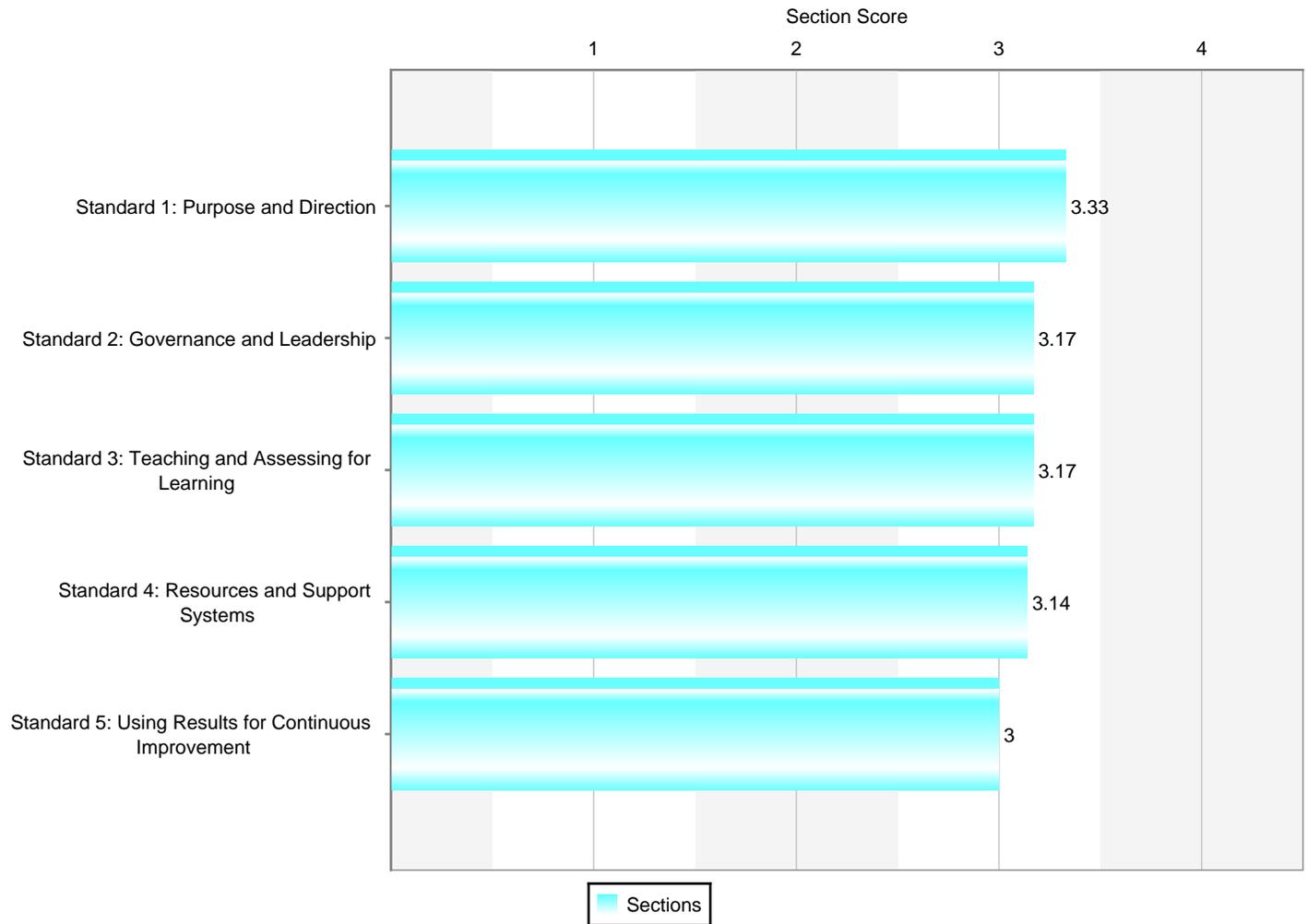
effectiveness of programs. The principal is continuously providing websites and data sources related to student learning. Regular faculty meetings are held where all school personal are present and provided with results from the various data sources. The results from those data sources are then used to design, implement, and evaluate student learning and instruction.

The staff at Liberty Intermediate School is updated on a regular basis on most up to date programs related to the evaluation, interpretation, and use of data obtained. ISTEP and NWEA scores provide the evidence of student growth, student readiness and success at the next level. Faculty meetings are held on a regular basis to evaluate and analyze the student data. These results are then used to implement improvement action plans related to student learning.

Our local newspapers publish the data that is collected from the state to provide information about the achievements relating to standardized testing. The principal at LIS continuously monitors and keeps faculty informed about student learning, and the achievement of school improvement goals. He relates this information to the school board through the faculty and results that have been obtained through surveys, standardized tests, and local assessments.

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: 4.0

| | 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 entire set of curricular aims regarded as high-priority, "must accomplish," instructional targets. The documentation provided in support of this alignment is persuasive. All of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements such as validity, reliability, absence of bias, and instructional sensitivity. | Level 4 |

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 2. | Test Administration | All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes. | Level 4 |

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 3. | Quality of Learning | Evidence of student learning promoted by the institution is well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected. | Level 4 |

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 4. | Equity of Learning | Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined. | Level 4 |

Areas of Notable Achievement

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

2015 ISTEP data combined standards that had been previously separated the last 5 years so trend data was not consistent. Trying to identify trends in data is not possible with these results. This years results are much lower than any one of the five years tested. This can be because of the new standards, different types of test questions, and time of test.

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

2015 ISTEP data combined standards that had been previously separated the last 5 years so trend data was not consistent. Trying to identify trends in data is not possible with these results. This years results are much lower than any one of the five years tested. This can be because of the new standards, different types of test questions, and time of test.

Which area(s) indicate the overall highest performance?

2015 ISTEP data combined standards that had been previously separated the last 5 years so trend data was not consistent. Trying to identify trends in data is not possible with these results. This years results are much lower than any one of the five years tested. This can be because of the new standards, different types of test questions, and time of test.

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

2015 ISTEP data combined standards that had been previously separated the last 5 years so trend data was not consistent. Trying to identify trends in data is not possible with these results. This years results are much lower than any one of the five years tested. This can be because of the new standards, different types of test questions, and time of test.

Between which subgroups is the achievement gap closing?

2015 ISTEP data combined standards that had been previously separated the last 5 years so trend data was not consistent. Trying to identify trends in data is not possible with these results. This years results are much lower than any one of the five years tested. This can be because of the new standards, different types of test questions, and time of test.

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

This year, Liberty Intermediate School purchased NWEA to gauge student growth. We will administer NWEA three times per year. Feedback from each testing session is immediate so results will be able to impact instruction at the classroom level and the building once trends have been established.

Areas in Need of Improvement

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

2015 ISTEP data combined standards that had been previously separated the last 5 years so trend data was not consistent. Trying to identify trends in data is not possible with these results. This years results are much lower than any one of the five years tested. This can be because of the new standards, different types of test questions, and time of test.

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

2015 ISTEP data combined standards that had been previously separated the last 5 years so trend data was not consistent. Trying to identify trends in data is not possible with these results. This years results are much lower than any one of the five years tested. This can be because of the new standards, different types of test questions, and time of test.

Which area(s) indicate the overall lowest performance?

2015 ISTEP data combined standards that had been previously separated the last 5 years so trend data was not consistent. Trying to identify trends in data is not possible with these results. This years results are much lower than any one of the five years tested. This can be because of the new standards, different types of test questions, and time of test.

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

2015 ISTEP data combined standards that had been previously separated the last 5 years so trend data was not consistent. Trying to identify trends in data is not possible with these results. This years results are much lower than any one of the five years tested. This can be because of the new standards, different types of test questions, and time of test.

Between which subgroups is the achievement gap becoming greater?

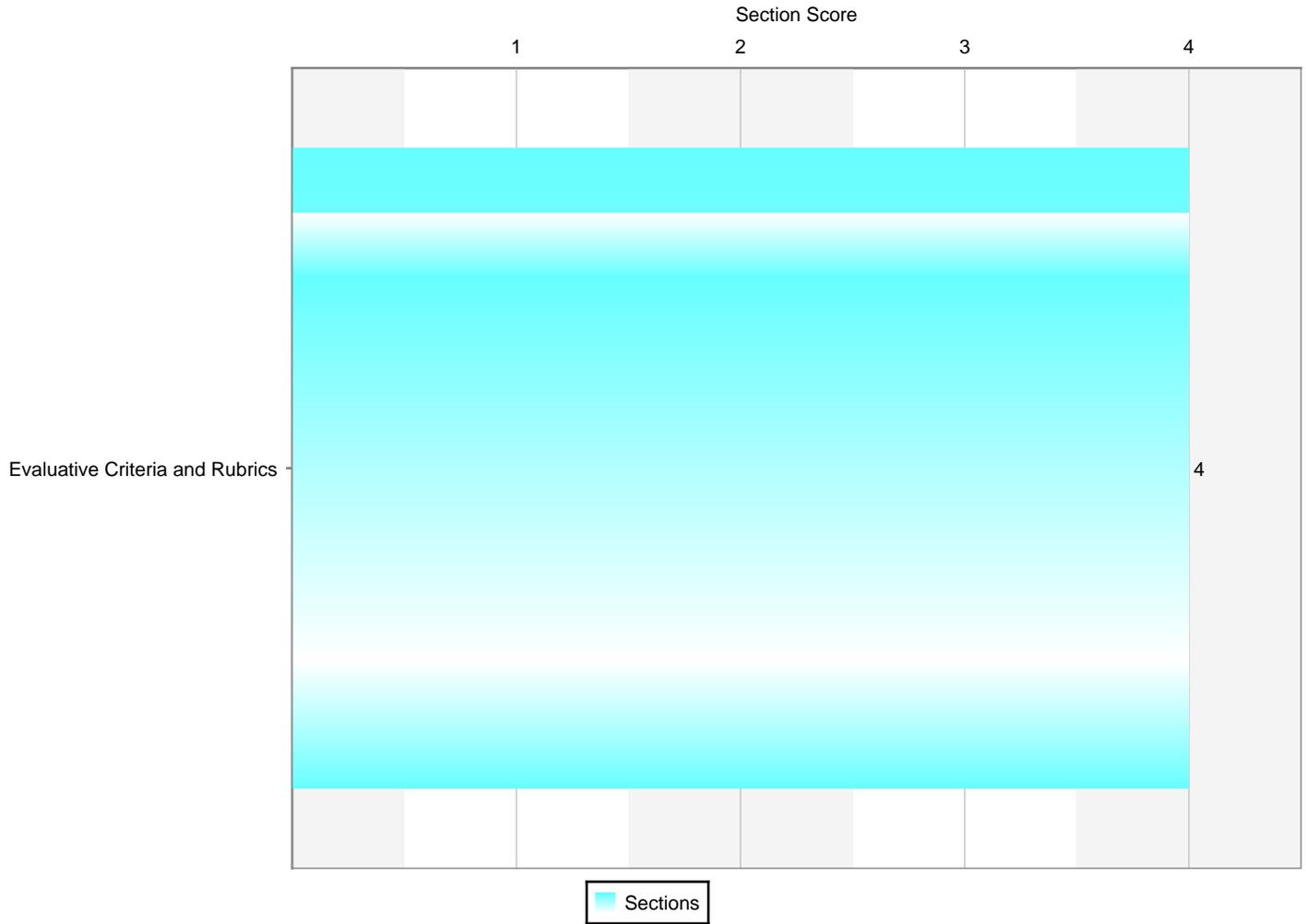
2015 ISTEP data combined standards that had been previously separated the last 5 years so trend data was not consistent. Trying to identify trends in data is not possible with these results. This years results are much lower than any one of the five years tested. This can be because of the new standards, different types of test questions, and time of test.

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

This year, Liberty Intermediate School purchased NWEA to gauge student growth. We will administer NWEA three times per year. Feedback from each testing session is immediate so results will be able to impact instruction at the classroom level and the building once trends have been established.

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 | | LIS Data |

Evaluative Criteria and Rubrics

Overall Rating: 3.5

| | 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 some of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is less than persuasive. Some of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements. | Level 2 |

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 2. | Test Administration | All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes. | Level 4 |

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 3. | Quality of Learning | Evidence of student learning promoted by the institution is well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected. | Level 4 |

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 4. | Equity of Learning | Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined. | Level 4 |

Areas of Notable Achievement

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

ISTEP Tables Summary

As a staff, we reviewed ISTEP data by standard level in mathematics and English/Language Arts. We looked at scores in these areas for current 7th graders who have attended LIS in both 5th and 6th grade. We looked at the scores in each standard area of which we are responsible for teaching.

The data indicated that our students have scored well in relation to state averages in the Math and English/Language Arts standards. Our scores were very consistent over the past several years. However, in 2015 there was a huge discrepancy in scores and standard areas for both mathematics and language arts.

2015 ISTEP brought many new changes. First of all, some standards were merged together making it impossible to compare to previous years scores. As standards change we are unable to track summative data to look for trends. Indiana is moving towards College & Career Readiness Standards that are somewhat different than the standards of years past.

Also, technology enhanced items were introduced during this testing period. As a staff, we believe that scores may reflect the lack of understanding of how to answer these types of questions. For example, these students have taken multiple choice type of tests choosing one answer. In this test there were test questions unlike any these kids have seen before. When there are only a few questions used to measure a standard score in the first place one would want to make sure that the test accurately reflects the students' knowledge of that standard instead of how to answer the question or be confused by it.

Averages across the state went down on this ISTEP administration. Trend data supports several years of our scores in the eighties and nineties in both language and math. These scores over several years were off-set by 2015 scores in the low seventies. Because of this one year inconsistency, as well as, different standards makes us question the validity and reliability of this specific test; not our programming.

Liberty Intermediate School has purchased NWEA for both summative and formative testing. The test is aligned to Indiana's academic standards. There is also a national comparison component to compare our kids to academically. At the end of this year, we will begin focusing more on this data since it is more usable since it is administered to our students three times per year. We will use this data for individual growth and analyze summative results for trend data.

LIS update 1/20/16

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

ISTEP Tables Summary

As a staff, we reviewed ISTEP data by standard level in mathematics and English/Language Arts. We looked at scores in these areas for current 7th graders who have attended LIS in both 5th and 6th grade. We looked at the scores in each standard area of which we are responsible for teaching.

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LIS update 1/20/16

Which area(s) indicate the overall highest performance?

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LIS update 1/20/16

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

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LIS update 1/20/16

Between which subgroups is the achievement gap closing?

ISTEP Tables Summary

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LIS update 1/20/16

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

STEP Tables Summary

As a staff, we reviewed ISTEP data by standard level in mathematics and English/Language Arts. We looked at scores in these areas for current 7th graders who have attended LIS in both 5th and 6th grade. We looked at the scores in each standard area of which we are responsible for teaching.

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Indiana School Improvement Plan

Liberty Intermediate School

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LIS update 1/20/16

Areas in Need of Improvement

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

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LIS update 1/20/16

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

ISTEP Tables Summary

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LIS update 1/20/16

Which area(s) indicate the overall lowest performance?

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LIS update 1/20/16

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

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LIS update 1/20/16

Between which subgroups is the achievement gap becoming greater?

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LIS update 1/20/16

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

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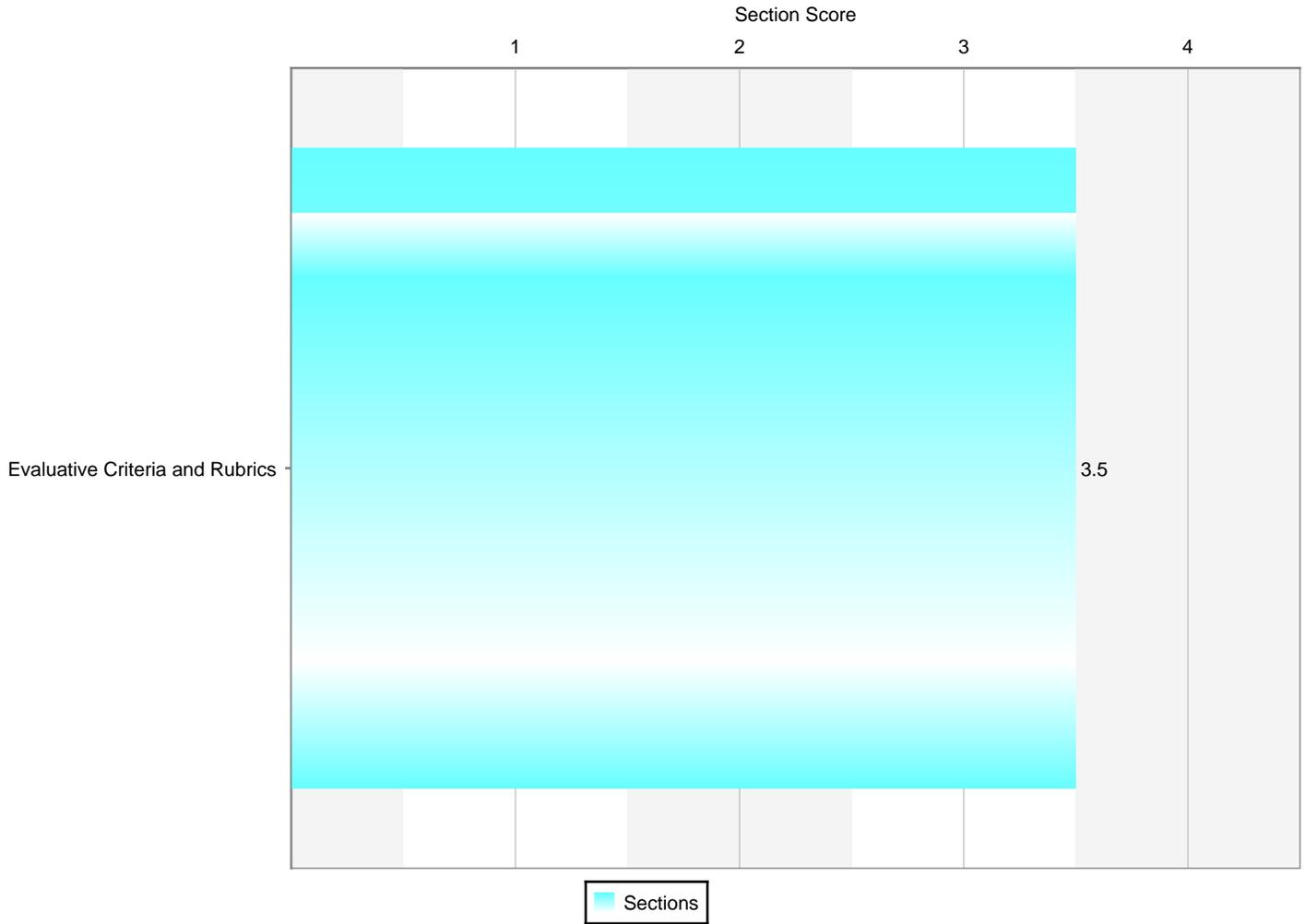
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LIS update 1/20/16

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: 3.75

| | 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 | All the assessments used by the institution to determine students' performances, whether externally acquired or internally developed, have been administered with complete fidelity to the administrative procedures appropriate for each assessment. In every instance, the students to whom these assessments were administered are accurately representative of the students served by the institution. Appropriate accommodations have been provided for all assessments so that valid inferences can be made about all students' status with respect to all of the institution's targeted curricular outcomes. | Level 4 |

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 3. | Quality of Learning | Evidence of student learning promoted by the institution is well analyzed and clearly presented. 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 substantially greater than what would otherwise be expected. | Level 4 |

| | Statement or Question | Response | Rating |
|----|-----------------------|---|---------|
| 4. | Equity of Learning | Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined. | Level 4 |

Areas of Notable Achievement

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

ISTEP Tables Summary

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2015 ISTEP had brought many new changes. First of all, some standards were merged together making it impossible to compare to previous years scores. As standards change we are unable to track summative data to look for trends. Indiana is moving towards College & Career Readiness Standards that are somewhat different than the standards of years past.

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Averages across the state went down on these two ISTEP administrations. Trend data supports several years of our scores in the eighties and nineties in both language and math. These scores over several years were off-set by 2015 and 2016 scores in the low to mid-seventies. Because of this inconsistency, as well as, different standards makes us question the validity and reliability of this specific test; not our programming. Although when comparing the Liberty Intermediate scores in all subject areas to those of the state average, our school is performing very well.

Liberty Intermediate School purchased NWEA for both summative and formative testing. The test is aligned to Indiana's academic standards. There is also a national comparison component to compare our kids to academically. We have also focused on this data since it is more usable since it is administered to our students three times per year. We will use this data for individual growth and analyze summative results for trend data. However, NWEA doesn't do a good job of analyzing students writing because it is all multiple choice. We have seen a need to focus on writing in ISTEP data and have chosen to use that as our number one data point. As a school, we believe that our students can benefit most from choosing to improve writing.

LIS update 11/21/16

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

As previously stated, the trend is impossible to track with conflicting data. However, when comparing 2015 and 2106 the overall percentage of students passing ISTEP in math has gone from 74.9% to 77.3%. We are encouraged at the growth and will continue to keep math scores high by focusing on ability grouping and individualized instruction.

LIS update 11/21/16

Which area(s) indicate the overall highest performance?

According to the Spring 2016 ISTEP Academic Standards Summary, the highest overall performance at Liberty School is in Data Analysis, Geometry-Measurement, and Mathematical Process. Mastery of Data Analysis was 81.33% in 5th grade and 75.2% in 6th. Geometry-Measurement mastery was 82.53% in 5th grade and 73.27% in 6th. The mastery of Mathematical Process in 5th grade was 81.93% and 6th grade was 73.27%. While these scores show success in the past two years, they aren't as high as in years past. The change in tests and what is measured has a lot to do with this change.

We also had some success in Language Arts. Nonfiction Vocabulary and Conventions of Standard English were the highest areas in both 5th and 6th grades. The mastery of 5th grade students in Nonfiction Vocabulary was 78.31% and 6th grade was at 73.27%. In Conventions of Standard English, the mastery was 77.11% in 5th grade, while 6th grade was 75.25%. The scores in Reading were higher and attributed to a new focus on teaching reading skills across the curriculum. The conventions improved because of a focus on writing more.

LIS update 11/21/16

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

While most of the subgroups have shown decreased performance from the 2015 to 2016 school year, the subgroup that has shown a trend toward increasing performance the most at our school has been Special Education. There was an increased of Language Arts scores from the Special Education 5th graders who passed at 32% in 2015, to 40% as 6th graders in 2016.

LIS update 11/21/16

Between which subgroups is the achievement gap closing?

The Special Education students have shown a significant increase in Language Arts scores in the past two assessments and helped to close the gap between the General Education students. There was an increased of Language Arts scores from the Special Education 5th graders who passed 32% compared to 85% of General Education, to the same students as 6th graders who passed 40% compared to a lower 83% of General Education students. This is an encouraging sign and efforts to help promote the Special Education population at our school focus on skills that will continue narrowing the gap with the General Education population.

LIS update 11/21/16

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

NWEA scores from 2015 show the biggest increase in math much like the ISTEP did. Students showed the highest gains from fall to spring in math RIT scores in 5th and in 6th grades. In 5th grade, the Math RIT score went from 217 to 228 from fall to spring. In 6th grade, the Math RIT score went from 222 to 232 from fall to spring.

LIS update 11/21/16

Areas in Need of Improvement

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

Literature Vocabulary and Writing Process are two of the lowest mastered standard areas in the Spring 2016 ISTEP for both 5th and 6th grade. 5th grade had 72.8% of students who mastered Literature-Vocabulary while 75% mastered the Writing Process. In 6th grade, the mastery level was 73.76% for Literature-Vocabulary and 73.27% in the Writing Process. We were surprised at these scores considering writing process and vocabulary have been a focus of the past. It did let us know that we need to rethink our approach to strategies to improve them.

LIS update 11/21/16

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

While our math scores went up from 2015 to 2016, our Language Arts scores went down by one point. Although it is not significant, it didn't increase like the math scores did.

LIS update 11/21/16

Which area(s) indicate the overall lowest performance?

The lowest overall performance came from the ISTEP 2016 Literature Vocabulary in both 5th and 6th grade. The percent mastery was 72.89 in 5th grade and 73.76 in 6th grade. Also, the 6th grade Writing Process-Research Process was a concern for lower level of performance at 73.27% mastery.

LIS update 11/21/16

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

Our subgroup populations have shown inconsistencies in growth similar to that of our overall population due to changes in testing vendors and standards.

LIS update 11/21/16

Between which subgroups is the achievement gap becoming greater?

Our subgroup populations have shown inconsistencies in growth similar to that of our overall population due to changes in testing vendors
SY 2016-2017

and standards.

LIS update 11/21/16

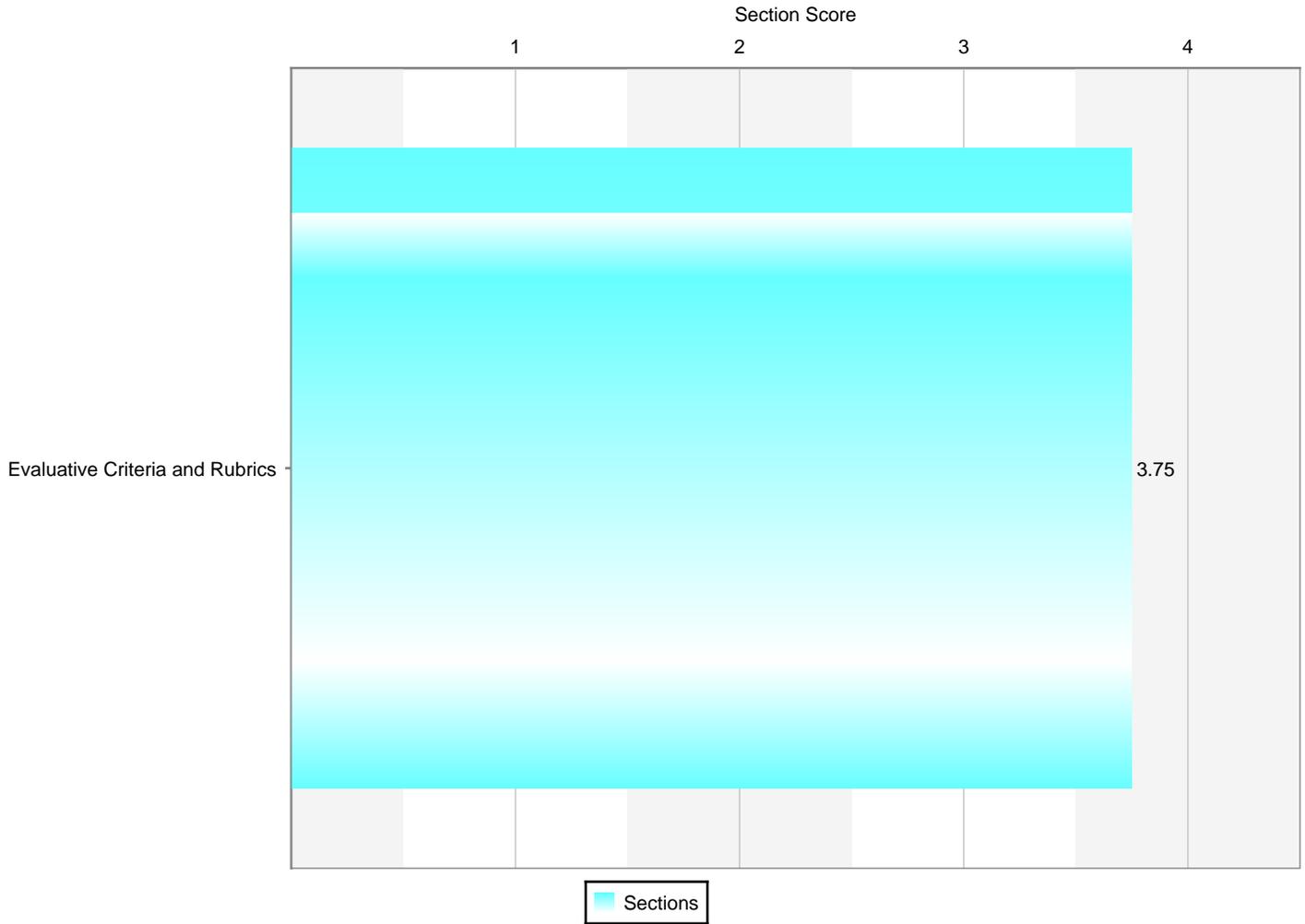
Which of the above reported findings are consistent with findings from other data sources?

The ISTEP shows that Math scores are higher in both 5th and 6th grades in relation to the Language Arts scores of the same grades. The same holds true of RIT scores in NWEA assessments. Each season of the test improved more in Math than in Reading and Language over the past two years. For example, in the 5th grade spring testing of 2015 Language had an average RIT of 216.2, Reading had an average RIT of 217. Meanwhile, the 5th grade spring Math RIT was 228.9. The scores were lower in 6th grade Language and Reading as well. The 6th grade spring RIT scores were 221.6 in Language, 221.1 in Reading, but a much higher 232 in Math.

Updated 11/27/16

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 | | Stakeholder Feedback Worksheet |

Evaluative Criteria and Rubrics

Overall Rating: 4.0

| | Statement or Question | Response | Rating |
|----|------------------------------|---|---------|
| 1. | Questionnaire Administration | All 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 complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants. | Level 4 |

| | Statement or Question | Response | Rating |
|----|---|--|---------|
| 2. | Stakeholder Feedback Results and Analysis | Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented. | Level 4 |

Areas of Notable Achievement

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

Students/parents like school and staff.

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

School climate and academics

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

Students enjoy LIS.

Areas in Need of Improvement

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

Nothing stands out.

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

Nothing

What are the implications for these stakeholder perceptions?

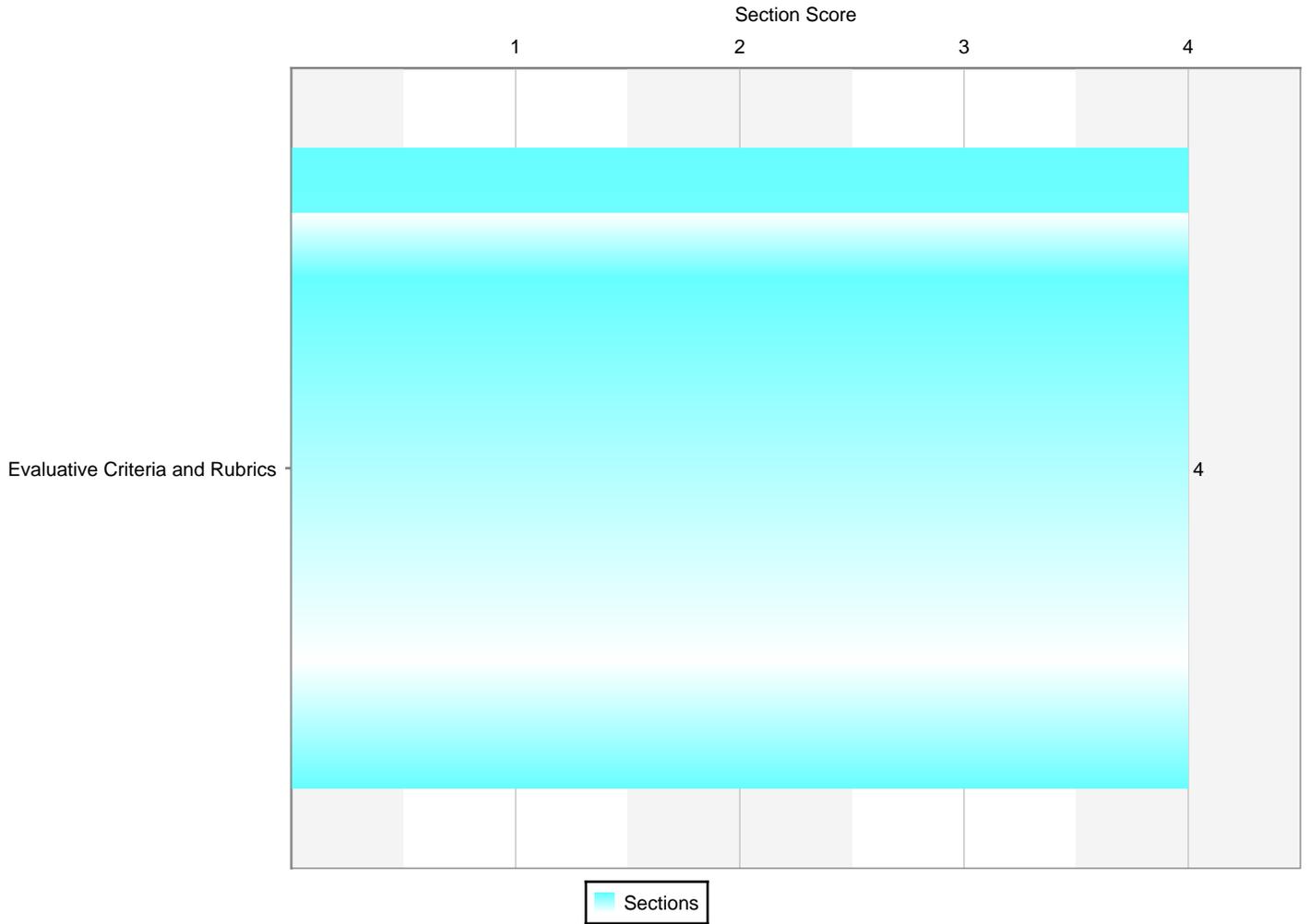
Their perceptions are accurate.

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

We do well at LIS and all groups agree.

Report Summary

Scores By Section



LIS Indiana School Improvement Plan

Overview

Plan Name

LIS Indiana School Improvement Plan

Plan Description

2016 - 2018 LIS SIP

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 writing across the curriculum. | Objectives: 1 Strategies: 1 Activities: 2 | Organizational | \$1100 |

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

Measurable Objective 1:

demonstrate a proficiency in writing across the curriculum by 06/30/2017 as measured by an 80% in process writing as indicated on ISTEP results..

Strategy 1:

6+1 Writing Traits & Constructed Responses - 1. Teachers will continue to receive professional development in 6+1 Writing Traits and Constructed Responses. We will continue to send teachers to workshops that address this academic need.

2. Liberty Intermediate School has purchased a year long subscription to wedPD by Smekens - December 2016 - November 30, 2017.

3. Liberty Intermediate School will use its professional development days to develop a template for students to use when answering short answer questions in the content areas.

Research Cited: Smekens Educations Solutions, Inc.

Evidence of success: Process writing papers will be written each nine weeks in Language Arts classes to focus on and practice certain traits. Language Arts teachers will also have the students practice timed writing responses throughout the year. All of these papers will be assessed using the IDOE Writing Rubric. We will compare our class results to ISTEP results on both the essay and constructed response questions.

| Activity - webPD by Smekens | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------------------------|------------|------------|-------------------|-------------------|-------------------------|
| All instructional staff will receive ongoing professional development in using the 6+1 Writing Traits through the purchase of webPD by Smekens | Technology, Academic Support Program | 12/01/2016 | 11/30/2017 | \$1100 | State Funds | All instructional staff |

| Activity - Canvas/Google Docs | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|-------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|
|-------------------------------|---------------|------------|----------|-------------------|-------------------|-------------------|

Indiana School Improvement Plan

Liberty Intermediate School

| | | | | | | |
|--|--|------------|------------|-----|-------|-------------------------|
| All language arts teachers will use Canvas, our student learning platform, and share our Six Traits outline with students. Students will have this outline in their language arts portfolio. This document has examples of each trait trait and also gives the student the opportunity to show they understand the trait by including their own examples. Teachers will model and/or share well written constructed responses to short answer questions through Google docs or Canvas. These responses must cite text evidence, proper organization, and conventions (We will develop this strategy/plan into a working template for all LIS teachers to use). | Technology, Direct Instruction, Policy and Process, Academic Support Program | 08/30/2017 | 06/30/2018 | \$0 | Other | All instructional staff |
|--|--|------------|------------|-----|-------|-------------------------|

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

State Funds

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|------------------|--|--------------------------------------|------------|------------|-------------------|-------------------------|
| webPD by Smekens | All instructional staff will receive ongoing professional development in using the 6+1 Writing Traits through the purchase of webPD by Smekens | Technology, Academic Support Program | 12/01/2016 | 11/30/2017 | \$1100 | All instructional staff |
| Total | | | | | \$1100 | |

Other

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------|--|--|------------|------------|-------------------|-------------------------|
| Canvas/Google Docs | All language arts teachers will use Canvas, our student learning platform, and share our Six Traits outline with students. Students will have this outline in their language arts portfolio. This document has examples of each trait and also gives the student the opportunity to show they understand the trait by including their own examples. Teachers will model and/or share well written constructed responses to short answer questions through Google docs or Canvas. These responses must cite text evidence, proper organization, and conventions (We will develop this strategy/plan into a working template for all LIS teachers to use). | Technology, Direct Instruction, Policy and Process, Academic Support Program | 08/30/2017 | 06/30/2018 | \$0 | All instructional staff |
| 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.