Liberty Elementary
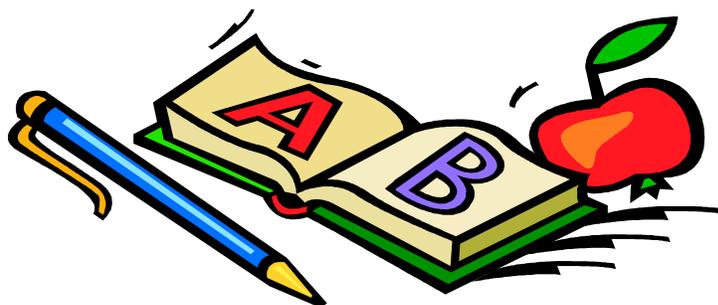# School Improvement Plan
September 2017

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Statement of Mission, Vision, or Beliefs

Liberty Elementary School Mission Statement:

All students can learn. To develop the potential of all children, it is necessary to have a safe, positive, challenging, well-structured and interactive environment. The student, family, school, and community share this responsibility for learning.

Description and Location of the Curriculum

Curriculum maps are based on Indiana Academic and College & Career Standards. Teachers have copies of the curriculum map in their classrooms. A copy of the school's curriculum can also be found in the school office and in the Superintendent's Office. All parents are invited to some form of yearly curriculum meeting for their student's grade level for the purpose of informing parents of what their child will be learning in the upcoming year. They are also given information on where to locate grade level state standards through the Department of Education. Our school corporation is in the process of converting to web-based curriculum maps called CurricuPlan. The goal is to have them all completed by the end of the 2018-19 school year.

Title and Descriptions of Assessment Instruments to Be Used In Addition To ISTEP

In addition to the ISTEP and ISTAR assessments, grade 3 I-READ will be given during the 2017-2018 school year. Using mCLASS from Amplify, grades K-2 will be assessing language arts skills with ongoing standards-based assessments. Grades K-5 will do beginning of the year and end of the year writing and math assessments. Grades 3-5 will utilize NWEA Assessments for reading, language, and math three times a year to monitor grade-level student progress for standards acquisition. Quarterly math facts timing data will be collected to monitor computation fluency in grades 1-5 with Kindergarten starting second semester.

Information About How the School's Curriculum Supports the Achievement of Indiana Academic Standards and Common Core State Standards

The school's curriculum is based on the Indiana Academic and College & Career Readiness standards with information about specific ideas and general timelines for teaching the standards included. Curriculum maps for Language Arts and Math are being developed with specific timelines for students' skill acquisition. Big ideas and essential questions are posted in classrooms as visual reminders of what students are learning.

Information About How the School's Instructional Strategies Support the Achievement of the Indiana Academic and College & Career Readiness Standards

Teachers use a variety of research-based instructional strategies that support the Indiana Academic and College and Career Readiness Standards being taught. Daily Agendas, Morning Messages, and Morning Announcements (5th grade) are also geared toward these academic standards.

Bubble Math and math RtI initiatives in grades K-5 are designed to provide lower ability math students with extra support to meet the math standards. High ability math groupings are designed to challenge identified math students by providing instruction of some standards above the students' grade level. Curriculum maps in mathematics include timelines and assessments that mirror the Indiana Academic and College & Career Readiness Standards and provide continuity throughout the grade levels.

Title I, Reading Recovery, and the Reading Response to Instruction programs provide extra help for students struggling in language arts areas. RtI programs for students in grades K-2 include Fundations and Leveled Literacy Intervention. Programs for grades 3-5 include Academy of Reading and small group support for specific targeted skills. The current adoption of McGraw-Hill Reading series, *Wonders*, provides RtI interventions that are also used.

Students in grades 2-5 who are identified as High Ability in language arts, meet in small groups during RtI time. During this daily 30 minute time, they may work with novels, including discussions, vocabulary, and culminating projects, that are more geared to HA students. Students in late kindergarten and 1st grade will

also work in small, pull-out groups, with more advanced reading and vocabulary for their age level.

Students identified as High Ability in math also work in small groups during RtI time. Specific standards from higher grade levels are brought down in increasing numbers by grade level, so that they will eventually be ready to take Algebra I in 8th grade.

Data About Student Achievement Based On ISTEP and Other Assessment Instruments

ISTEP Results

Indicator	2014 - 2015	State Average	2015 - 2016	State Average	2016 - 2017	State Average
Student Enrollment	341		349		343	
Grade 3 Percent Passing ISTEP Math	76%	62%	70%	60%	65%	57%
Grade 3 Percent Passing ISTEP Language Arts	87%	73%	79%	69%	80%	69%
Grade 4 Percent Passing ISTEP Math	73%	65%	69%	62%	68%	61%
Grade 4 Percent Passing ISTEP Language Arts	78%	70%	83%	68%	84%	65%
Grade 4 Percent Passing ISTEP Science	84%	69%	79%	64%	79%	63%
Grade 5 Percent Passing ISTEP Math	72%	68%	75%	66%	69%	65%
Grade 5 Percent Passing ISTEP Language Arts	65%	65%	61%	63%	78%	62%
Grade 5 Percent Passing ISTEP Social Studies	65%	62%	73%	64%	78%	61%
Average Class Size	20.1		23.3		19.1	
Attendance Rate	96.6%		96.5%		97%	

2016-2017 Progress on Writing Scores

Grade	Percentage of Students Increasing Scores from Baseline to E.O.Y.
Kindergarten	93%
First	100%
Second	97%
Third	98%
Fourth	98%
Fifth	100%

2016-17 Progress on Math Facts Fluency Goals

Grade	Goal	% Mastering Goal in **2014-15**	Was the Goal met?	% Mastering Goal in **2015-16**	Was the Goal met?	**% Mastering Goal in 2016-17**	**Was the Goal met?**
K	Add, Subtract	83%	Yes	75%	Yes	87%	Yes
1st	Add, Subtract	71%		65%		57%	
2nd	Add, Subtract,	76%	Yes	59%		83%	Yes
3rd	Add, Subtract, Multiply	70%		78%	Yes	69%	
4th	Multiply, Divide	52%		60%		69%	
5th	Multiply, Divide	52%		63%		88%	Yes

E.O.Y. 2015-16 vs 2016-17 STAR Reading Scores

	Second	Third	Fourth	Fifth
Improved STAR Reading Score from B.O.Y. to E.O.Y.	96% vs **94%**	98% vs **100%**	78% vs **99%**	72% vs **77%**
E.O.Y. On or Above Grade Level	60% vs **70%**	77% vs **79%**	66% vs **72%**	62% vs **63%**

E.O.Y. 2015-16 vs 2016-17 STAR Math Scores

Grade Level	Number of students that Showed Growth 2015-16	Percentage Showing Growth 2015-16	Number of students ON Grade or ABOVE Level 2015-16	Percentage ON Grade Level or ABOVE 2015-16	Number of students that Showed Growth 2016-17	Percentage Showing Growth 2016-17	Number of students ON or ABOVE Grade Level 2016-17	Percentage ON or ABOVE Grade Level 2016-17
2	53	100%	39	74%	57	97%	40	68%
3	50	98%	41	80%	51	100%	45	89%
4	71	99%	64	88%	54	95%	43	76%
5	44*	86%	45	75%	58	87%	54	81%

*9 students achieved highest possible score at BOY and EOY, making growth impossible. They were not included in this total.

Percentage of Students' Scores On the Constructed Response Items in the Applied Skills Portion of ISTEP in 2016-17

E/LA GRADE 3

Reading: Literature & Vocabulary	Points Possible	0 Points Obtained	1 Point Obtained	2 Points Obtained	3 Points Obtained	4 Points Obtained	5 Points Obtained	6 Points Obtained
Section 1-1	2	57	39	4				
Section 1-2	2	49	37	12				
Section 1-3	2	63	25	8				
Writing: Conventions of Standard English								
Section 2 -1.2	4		4	14	37	45		
Writing: Genre, Writing Process, Research Process								
Section 2 - 1.1	6		8	14	47	22	10	

MATH GRADE 3

Algebraic Thinking and Data Analysis	Points Possible	0 Points Obtained	1 Point Obtained	2 Points Obtained	3 Points Obtained			
Section 1 – 1.1	2	22	20	59				
Section 1 – 4.1	3	12	22	25	41			
Geometry and Measurement								
Section 1 – 2.1	2	16	29	55				
Section 1 – 3.1	2	25	41	33				
Mathematical Process								
Section 1 – 1.2	2	22	24	55				
Section 1 - 2.2	2	27	24	49				
Section 1 – 3.2	2	27	39	33				
Section 1 – 4.2	3	14	18	45	24			

E/LA GRADE 4								
Reading: Literature and Vocabulary	**Points Possible**	0 Points Obtained	1 Point Obtained	2 Points Obtained	3 Points Obtained	4 Points Obtained	5 Points Obtained	6 Points Obtained
Section 1-1	2	11	36	54				
Section 1-2	2	16	45	38				
Section 1-3	2	64	23	5				
Writing: Conventions of Standard English								
Section 2 -1.2	4		5	25	43	27		
Writing: Genre, Writing Process, Research Process								
Section 2 - 1.1	6		7	13	57	20	2	2

MATH GRADE 4					
Algebraic Thinking and Data Analysis	Points Possible	0 Points Obtained	1 Point Obtained	2 Points Obtained	3 Points Obtained
Section 1 – 3.1	2	4	18	79	
Computation					
Section 1 – 2.1	2	14	32	54	
Geometry and Measurement					
Section 1 – 1.1	2	21	25	54	
Mathematical Process					
Section 1 – 1.2	2	25	61	14	
Section 1 – 2.2	2	7	38	55	
Section 1 – 3.2	2	27	27	46	
Section 1 – 4.2	3	43	16	29	11
Number Sense					
Section 1 – 4.1	3	14	20	36	29

Science Grade 4

Earth Science	Points Possible	0 Points Obtained	1 Points Obtained	2 Points Obtained	3 Points Possible	4 Points Obtained
Section 1-3	2	45	48	7		
Life Science						
Section 1-2	2	11	43	45		
The Nature of Science						
Section 1-4	4	16	34	25	25	0
Physical Science						
Section 1-1	2	21	43	36		

E/LA GRADE 5

Reading: Nonfiction, Vocabulary, and Media Literacy	Points Possible	0 Points Obtained	1 Point Obtained	2 Points Obtained	3 Points Obtained	4 Points Obtained	5 Points Obtained	6 Points Obtained
Section 1-1	2	11	63	26				
Section 1-2	2	18	42	40				
Section 1-3	2	42	40	14				
Writing: Conventions of Standard English								
Section 2 -1.2	4		0	3	32	65		
Writing: Genre, Writing Process, Research Process								
Section 2 - 1.1	6		0	2	35	49	9	5

MATH GRADE 5

Algebraic Thinking and Data Analysis	Points Possible	0 Points Obtained	1 Point Obtained	2 Points Obtained	3 Points Obtained			
Section 1 – 2.1	2	32	35	32				
Section 1 – 4.1	3	0	11	40	48			
Geometry and Measurement								
Section 1 – 1.1	2	52	38	9				
Section 1 – 3.1	2	62	31	6				

Mathematical Process	Points Possible	0 Points Obtained	1 Point Obtained	2 Points Obtained	3 Points Obtained			
Section 1 – 1.2	2	72	23	5				
Section 1 – 2.2	2	2	42	57				
Section 1 – 3.2	2	46	31	22				
Section 1 – 4.2	3	0	17	32	49			

Social Studies Grade 5						
Civics and Government	Points Possible	0 Points Obtained	1 Points Obtained	2 Points Obtained	3 Points Possible	4 Points Obtained
Section 1-4	4	5	18	28	32	15
Economics						
Section 1-2	2	11	80	8		
Geography						
Section 1-1	2	6	26	66		
History						
Section 1-3	2	22	58	17		

Percentage of Low Income Students Passing ISTEP
2015-16 vs 2016-17

	3rd	4th	5th
English/ LA	68 vs 83%	77 vs 76%	41 vs 81%
Math	64 vs 62%	65 vs 68%	62 vs 72%
Science & Social Studies		68%	75%

Percentage of Special Education Students Passing ISTEP
2015-16 vs 2016-17

	3rd	4th	5th
English/ LA	44 vs 55%	50 vs 55%	17 vs 30%
Math	44 vs 42%	40 vs 36%	8 vs 60%
Science/Social Studies		30 vs 55%	25 vs 40%

Conclusions About Student Achievement, Based on ISTEP and Other Assessment Instruments

Based on the 2016-2017 ISTEP, I-READ and ISTAR scores, as well as Academy of Reading, mCLASS and STAR reading and math scores, the majority of our students are performing at or above grade level in language arts and math. However, we still find that our students' open-ended and constructed responses were not where we would like for them to be. We must also continue to focus on math computation fluency, mathematical reasoning, and constructed response items that require text evidence.

Parental Participation in School Activities and Events

96% of L.E.S. parents attended Parent-Teacher conferences in October of 2015. We are still attempting to increase our numbers at our beginning of the year events like Curriculum/Open House Night, various grade-level Parent meetings, and Title I Parent meetings by involving the whole family through socials and babysitting. The curriculum meetings inform parents about the Indiana Academic and College & Career standards, assessments, classroom policies, and procedures for the upcoming school year. Information about how parents can help their student with homework, math fact fluency, and test-taking are among several topics included in monthly newsletters from the principal and also in weekly newsletters from individual teachers. Parents are invited and encouraged

to attend such events as class plays, COSI on Wheels, Geography Bee, Spelling Bee, Math Bowl, Family Literacy Night, Family Math & Science Night, Family Fun & Fitness Nights, Book Fair, and musical concerts. Kindergarten teachers invite parents to a Super Bowl Party, Grandparents' Day Celebration, and classroom parties. First grade parents are asked to participate in Make It/Take It projects and the construction of Gingerbread houses as a Christmas project. Many parents attend the 4th grade Hoosier Wax Museum where students present projects about famous people from Indiana. All students take home Friday folders for parents to sign, demonstrating that they have viewed their child's performance on his/her weekly assignments. Some classes send home daily planners in which students are required to write all homework assignments for parents to view. Several parents volunteer in classrooms and the school library. PTO continues to look for ways to increase parent involvement at monthly meetings and school events.

Technology Initiatives

We have a variety of levels of staff expertise with technology. Each classroom teacher has a computer with a data projector as well as at least one computer or iPad for student use. Two computer labs facilitate more usage by individual classrooms and help to eliminate lengthy closures of a lab during online testing. Several classroom teachers have access to a sound amplification system designed to increase clarity, as well as student attention and focus. The school has 6 iPad towers that are dispersed throughout the grade levels. One tower, with headsets, may be checked out in smaller numbers, for use in such ways as centers, individual student assessments, or RtI activities. Smart Boards were added to 3 additional classrooms, bringing the total of Smart Boards in the building to 7. The technology department updated the infrastructure by putting in more data access points to improve internet access in all parts of the building.

Our school continues to participate in specifically designated IT days designed by our Technology Committee. These days include student introductions to new technologies from the STEM areas, as well as new ways for technology to be used within the classrooms. (Virtual field trips, eBooks, coding, Google Earth, etc.) We recognize that our approach to technology cannot be static, and we need to continue to enhance the learning environment as the inevitable advances in technology continue.

Data About A Safe And Disciplined Learning Environment

Incidents	2012-2013	2013-2014	2015-2016	2016-2017
Out of School Suspensions	3	14	16	17
In School Suspensions	3	4	3	5
Office Time Outs	55	58	106	159
Detentions:				
Attendance (Tardies)	0	0	0	0
Disciplinary Detentions	72	28	55	41
Academic Detentions	40	75	42	28
Bus Conduct Reports	21	21	26	8

A Safe and Disciplined Learning Environment

A safe and disciplined learning environment and a positive school climate are two of the strengths of Liberty Elementary School. Evidence can be seen in the discipline statistics that show minimal discipline referrals for a school our size. Out-of-school suspensions are rare, with the exception of 2013-14, 2015-16, and 2016-17. The majority of those school years' out-of-school suspensions were from 3-6 students specifically. Detentions are designated as behavioral or academic.   Students who receive an academic detention have demonstrated irresponsibility in their weekly work.

While school climate has always been positive, intentional steps using the LifeSkills model ensure that this climate continues. Common language, procedures, rules, and consistent application of these procedures by all staff make expectations clear to students. Spending time taking a proactive approach to discipline by intentionally teaching LifeSkills, manners, conflict resolution, and problem solving contribute to the learning environment that exists.

This school year we will begin a book study for The Growth Mindset Coach by Annie Brock and Heather Hundley, to glean information and ideas to help students change their thinking about their abilities and potential.

SCHOOL IMPROVEMENT GOALS for 2017-2018

The first step in determining the goals for our school is to understand what goals have been predetermined. Public Law 221 requires that a goal for attendance rate and a goal for the percentage of students passing ISTEP be included in the School Improvement Plan. The school goals also align with the corporation's goals for improvement.

GOAL #1
Compared to the previous year's scores, the percentage of students obtaining one point or more on the Mathematical Reasoning section of the ISTEP Applied Skills Math report will increase.

STRATEGIES
- Each classroom will have math facts practice time sometime during each school day. Students will participate in weekly 2.5 minute timing assessments with progress charted by students and/or teachers.
- Special area teachers will incorporate computation skill practice as well as problem solving with all students in a manner appropriate to their area once a week.
- Teachers will provide, at a minimum, weekly math prompts that encourage students to think critically and respond about the mathematics they are learning.
- Teachers will provide access to materials, models, tools and/or technology-based resources that assist students with strategies necessary for engaging in mathematical processing.
- Daily, in grades 2-5, small groups will meet during Math RtI time to practice multi-step word problems, math facts, spiraling of standards for review, as well as reviewing standards from recent lessons. In grades 4-5, these small groups/centers will be teacher-led by including the Title I staff.
- The School Leadership Team will work with grade levels to develop grade-specific academic vocabulary lists and strategies for this goal.

RESULTS INDICATORS
- Student growth in math fluency, based on the 2.5 minute timed tests, will be analyzed every nine weeks to determine if strategies are effective
- Improvement of math grades
- Improvement on weekly math fact assessments, NWEA, and ISTEP scores

- Students will show progressive individual growth

<u>PERSONS RESPONSIBLE</u>

- Classroom teachers
- Title I Staff
- Instructional Aides
- Administrator
- Students

GOAL #2

Compared to the previous year, the percentage of students obtaining one or more points on the Applied Skills portions of the English Language Arts ISTEP test will increase.

<u>STRATEGIES</u> (Even though the goal is directed towards grades 3-5, strategies will be applied in all grade levels.)

- All teachers will utilize previous years' constructed response questions in all areas to model how to properly respond to these questions by including text evidence and answering all parts of the question.
- As a class or in small groups, modeling will be done to practice how to write exemplary responses using grade level content for constructed response questions that incorporate text evidence and appropriate content vocabulary. Focus will be placed on inferences garnered from text and supported by evidence found in the text.
- Students will practice responding to various texts by comparing and contrasting ideas from more than one piece of text.
- Students will be provided more practice using part of the question in the answer or response (written and spoken responses) *Curriculum-based community circles can use be used to practice this strategy orally at all grade levels.
- Staff meetings/grade level meetings will be used to discuss strategies from the 6 Traits model to develop better writing skills.
- Special area teachers will give one open-ended or constructed response writing prompt each semester.
- The School Leadership Team will work with grade levels to develop grade-specific academic vocabulary lists and strategies for inclusion. Emphasis

will be placed on using academic vocabulary as appropriate in all writing pieces and when responding orally.
- All staff will implement the 6 Traits writing process at all grade levels, with specific traits being emphasized at each grade level.

RESULTS INDICATORS

- Increase in scores on weekly reading tests
- Increase in ISTEP Applied Skills scores on open-ended response questions
- Improvement in scores on any open-ended response questions

PERSONS RESPONSIBLE

- Administrator
- Teachers
- Title I staff
- Instructional Aides
- Students

GOAL #3

The percentage of student attendance will remain at 97% or higher as calculated by the school attendance officer.

STRATEGIES

- Staff will implement the current UCCCJSD attendance policy with regards to absenteeism and tardies.
- Quarterly perfect attendance will be published in the local paper.
- Each month, students with perfect attendance will have their names put in a drawing for an opportunity to earn a small reward.

RESULTS INDICATORS

- Increase in monthly attendance
- Number of habitual absentees will decline
- Academic success for habitual absentees will improve as monitored by classroom grades

<u>PERSONS RESPONSIBLE</u>

- Classroom teachers
- Principal
- Social worker
- School attendance officer
- Secretaries
- Parents
- Students

Professional Development

Much of the professional development for the staff at Liberty Elementary takes place through in-house training, as well as attendance at outside professional development opportunities. Professional development is available through corporation resources, the local Educational Service Center, and through the staff of the local Special Education Co-Op. Staff members have opportunities to participate in professional development sessions offered after school and in the summer.

We need to continue our efforts at improving our delivery of differentiated instruction to meet the needs of our high ability students as well as our lower achieving students. Teachers of high ability language arts students will continue using literature units that provide rigor in this area. Teachers of high ability students will be offered the opportunity to attend appropriate conferences and college courses.

In order to continue to improve our staff's understanding of ever-changing technology, we will better utilize the technology committee where in-house experts will share new ideas for using a variety of technology in the classrooms to support our curriculum. Individual staff members will share tech tips at the end of staff meetings. As staff members become more comfortable with new and existing programs and technologies, "interest groups" will be encouraged to share ideas and information with each other. Teachers will also be made aware of opportunities outside the building for upcoming workshops that are technology-based.

Timeline for Implementation, Review, and Revision

During the spring of 2018, the School Improvement Leadership Team will study the current data and progress made toward the goals. The plan will then be revised and updated.