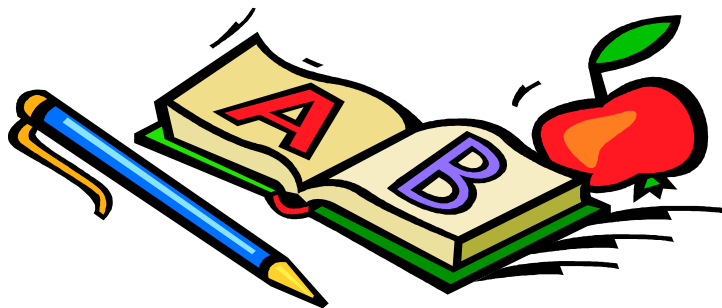


**Liberty Elementary  
School Improvement Plan  
November 2016**



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# **Liberty Elementary School Improvement Plan November 2016**

## **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 yearly curriculum meetings 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 beginning the process of converting to web-based curriculum maps called CurricuPlan. The goal is to have them all completed by the end of the 2017-18 school year.

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

In addition to the ISTEP assessments, grade 3 I-READ will be given during the 2016-2017 school year. Using mCLASS, grades K-2 will be assessing language arts and math skills with ongoing standards-based assessments. Grades K-5 do beginning of the year and end of the year writing assessments. Grades 1-5 also utilize the STAR reading and math assessments on a quarterly basis to assess student progress in reading and math. Quarterly math facts timing data will be collected to monitor computation fluency in grades 1-5.

## **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 (5<sup>th</sup> 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 Foundations and Leveled Literacy Intervention. Programs for grades 3-5 include Academy of Math and 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 1<sup>st</sup> 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 8<sup>th</sup> grade.

## Data About Student Achievement Based On ISTEP and Other Assessment Instruments

### ISTEP Results

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

### 2015-2016 Progress on Writing Scores

Grade	Percentage of Students Increasing Scores from Baseline to E.O.Y.
<b>Kindergarten</b>	100%
<b>First</b>	98%
<b>Second</b>	86%
<b>Third</b>	98%
<b>Fourth</b>	100%
<b>Fifth</b>	93%

### 2015-16 Progress on Math Facts Fluency Goals

Grade	Goal	% Mastering Goal in 14-15	Was the Goal met?	% Mastering Goal in 15-16	Was the Goal met?
<b>K</b>	Add, subtract	83%	Yes	75%	<b>Yes</b>
<b>1st</b>	Add, subtract	71%		65%	
<b>2nd</b>	Add, subtract,	76%	Yes	59%	
<b>3rd</b>	Add, subtract, multiply	70%		78%	<b>Yes</b>
<b>4th</b>	Multiply, divide	52%		60%	
<b>5th</b>	Multiply, divide	52%		63%	

### E.O.Y. 2015-16 STAR Reading Scores

	Kindergarten	First	Second	Third	Fourth	Fifth
Improved STAR Reading Score from B.O.Y. to E.O.Y.			96%	98%	78%	72%
E.O.Y. On or Above Grade Level			60%	77%	66%	62%

## E.O.Y. 2015-16 STAR Math Scores

Grade Level	Number of students that <u>showed growth</u>	Percentage <u>SHOWING GROWTH</u>	number of students <u>on grade level</u>	Percentage <u>ON GRADE LEVEL</u>
2	53	100%	39	74%
3	50	98%	41	80%
4	71	99%	64	88%
5	44*	86%	45	75%

*\*9 students achieved the 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 2015-16

<b>E/LA GRADE 3</b>								
<b>Reading: Nonfiction, Vocabulary, and Media Literacy</b>	<b>Points Possible</b>	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	24	53	24				
Section 1-2	2	41	49	10				
Section 1-3	2	59	22	18				
<b>Writing: Conventions of Standard English</b>								
Section 3 -1.2	4		4	14	41	39		
<b>Writing: Genre, Writing Process, Research Process</b>								
Section 3 - 1.1	6		4	22	41	22	8	2

<b>MATH GRADE 3</b>								
<b>Algebraic Thinking and Data Analysis</b>	Points Possible	0 Points Obtained	1 Point Obtained	2 Points Obtained	3 Points Obtained			
Section 1 – 2.1	2	55	37	8				
Section 1 – 3.1	2	47	37	14				
<b>Geometry and Measurement</b>								
Section 1 – 1.1	2	67	6	27				
Section 1 – 4.1	3	24	37	25	12			
<b>Mathematical Process</b>								
Section 1 – 1.2	2	84	4	12				
Section 1 - 2.2	2	59	33	8				
Section 1 – 3.2	2	59	16	24				
Section 1 – 4.2	3	25	37	27	8			

<b>E/LA GRADE 4</b>								
<b>Reading: Literature and Vocabulary</b>	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	39	52	8				
Section 1-2	2	46	24	30				
Section 1-3	2	13	69	17				
<b>Writing: Conventions of Standard English</b>								
Section 3 -1.2	4		1	18	41	39		
<b>Writing: Genre, Writing Process, Research Process</b>								
Section 3 - 1.1	6			14	44	39	1	1

<b>MATH GRADE 4</b>								
<b>Algebraic Thinking and Data Analysis</b>	Points Possible	0 Points Obtained	1 Point Obtained	2 Points Obtained	3 Points Obtained			
Section 1 – 1.1	2	17	49	34				
<b>Computation</b>								
Section 1 – 2.1	2	41	17	42				

<b>Geometry and Measurement</b>								
Section 1 – 4.1	3	42	34	20	1			
<b>Mathematical Process</b>								
Section 1 – 1.2	2	27	46	27				
Section 1 - 2.2	2	31	11	58				
Section 1 – 3.2	2	66	10	23				
Section 1 – 4.2	3	45	42	7	3			

<b>Science Grade 4</b>							
<b>Earth Science</b>	Points Possible	0 Points Obtained	1 Points Obtained	2 Points Obtained	3 Points Possible	4 Points Obtained	
Section 1-1	2	23	48	30			
<b>Science, Engineering, &amp; Technology</b>							
Section 1-3	2	63	23	14			
<b>The Nature of Science</b>							
Section 1-4	4	10	11	27	32	20	
<b>Physical Science</b>							
Section 1-2	2	62	37	1			

<b>E/LA GRADE 5</b>								
<b>Reading: Nonfiction, Vocabulary, and Media Literacy</b>	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	31	59	7				
Section 1-2	2	19	75	7				
Section 1-3	2	12	66	19				
<b>Writing: Conventions of Standard English</b>								
Section 3 -1.2	4		7	12	44	37		
<b>Writing: Genre, Writing Process, Research Process</b>								
Section 3 - 1.1	6		5	14	47	22	12	

<b>MATH GRADE 5</b>							
<b>Algebraic Thinking and Data Analysis</b>	Points Possible	0 Points Obtained	1 Point Obtained	2 Points Obtained	3 Points Obtained		



Section 1 – 2.1	2	12	17	71				
<b>Geometry and Measurement</b>								
Section 1 – 1.1	2	85	0	15				
Section 1 – 3.1	2	29	5	66				
Section 1 – 4.1	3	37	8	14	41			
<b>Mathematical Process</b>								
Section 1 – 1.2	2	88	3	8				
Section 1 - 2.2	2	25	22	53				
Section 1 – 3.2	2	73	0	27				
Section 1 – 4.2	3	49	32	5	14			

<b>Social Studies Grade 5</b>						
<b>Civics and Government</b>	Points Possible	0 Points Obtained	1 Points Obtained	2 Points Obtained	3 Points Possible	4 Points Obtained
Section 1-2	2	31	59	10		
<b>Economics</b>						
Section 1-3	2	14	49	37		
<b>Geography</b>						
Section 1-4	4	7	8	39	25	20
<b>History</b>						
Section 1-1	2	8	5	83		

### Percentage of Low Income Students Passing ISTEP 2015-16

	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>
<b>English/ LA</b>	68	77	41
<b>Math</b>	64	65	62

### Percentage of Special Education Students Passing ISTEP 2015-16

	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>
<b>English/ LA</b>	44	50	17

<b>Math</b>	44	40	8
<b>Science/Social Studies</b>		30	25

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

Based on the 2015-2016 ISTEP, I-READ and ISTAR scores, as well as Academy, 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, problem solving, 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 August curriculum/ open house meetings by providing child care for those in grades K-3. The curriculum meetings inform parents about curriculum, assessments, classroom policies, and procedures for the upcoming school year. Information about how parents can help their student with homework, math 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 4<sup>th</sup> grade Hoosier Wax Museum where students present projects about famous people from Indiana. Several teachers will offer an ISTEP Mini Boot Camp designed to show parents how to prepare their children for the types of questions they will be expected to answer on ISTEP. 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 eliminate the closure of a lab for 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 5 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, assessments, or RtI. Smart Boards were added to 3 additional classrooms. The technology department continues to put in more data access points to improve internet access to all parts of the building.

For the first time, our school participated in a technology day designed by our Technology Committee. This day included 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

<b>Incidents</b>	2011-2012	2012-2013	2013-2014	2015-2016
Out of School Suspensions	4	3	14	16
In School Suspensions	7	3	4	3
Office Time Outs	75	55	58	106
<b>Detentions:</b>				
Attendance (Tardies)	1	0	0	0
Disciplinary Detentions	46	72	28	55
Academic Detentions	54	40	75	42
Bus Conduct Reports	27	21	21	26

## **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 is 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 and 2015-16. Many of those school years' out-of-school suspensions were from 2 and 3 students respectfully. 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.

## **SCHOOL IMPROVEMENT GOALS for 2016-2017**

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**

75% of students will demonstrate mastery of math facts (defined by 100% accuracy on 30, 50, 60, 70, or 80 problems in appropriate grades K-5) as measured by 2.5-minute timing samples administered in classrooms weekly.

#### Students will master the following facts:

- K will master addition and subtraction for the sum and difference to 5
- 1 will master addition and subtraction for the sum and difference to 10
- 2 will master addition and subtraction for the sum and difference to 20
- 3 will master addition, subtraction, and multiplication facts
- 4 will master multiplication and division
- 5 will master multiplication and division

## STRATEGIES

- Each classroom will have Fast Facts practice time sometime during each school day.
- Students will participate in weekly 2.5-minute timing assessments with progress charted by teacher/students. Students will be allowed to complete the weekly assessment in a manner that allows them to complete as many as possible, including oral responses and skipping around the answer sheet.
- The principal will monitor progress for this goal by collecting scores from all classrooms at the beginning of the year, and at the end of each quarter. This information will be shared with the teachers and students after each collection.
- A math fact strategy of the month will be included in several of the monthly school newsletters. This may include how to- ideas, web sites, and activities to do at home.
- Special area teachers will incorporate computation skill practice as well as problem solving with students in a manner appropriate to their area once a week.
- All students will have an opportunity to earn math license plates by passing 2.5 minute assessments for individual grade level goals, as well as in mixed computation areas for some grades.
- A school-wide display will be created to recognize individual student progress toward grade-level goals.

## 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, Acuity, and ISTEP scores
- Students will show progressive individual growth

## PERSONS RESPONSIBLE

- Classroom teachers
- Administrator
- Students

## **GOAL #2**

In the Applied Skills portions of ISTEP+, students in grades 3-5 will score higher than the State average on questions worth 2, 3, 4 or 6 points in Problem Solving, Literary Text, and Nonfiction Text and Vocabulary. (In 2014-15, we did not meet the performance standard in ELA for white students; the state goal was 87% passing, our percentage was 86.89% passing. At the time of this writing, we do not have State data with which to compare our scores. We will reassess for this goal once we receive the State scores and adjust accordingly.)

STRATEGIES (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 quarter.
- Emphasis will be placed on using academic vocabulary as appropriate in all writing pieces.
- All staff will implement the 6 Traits writing process.

## 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
- 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

### PERSONS RESPONSIBLE

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

## **GOAL #4**

Identified low income students will score higher than the State average for the same group on the Math and English/Language Arts portions of the ISTEP assessment.

### **STRATEGIES**

- Due to the increasing number of families receiving federal assistance, the staff will continue to work to deepen their understanding of the low socioeconomic population of our school.
- Each teacher (and any staff member interested in participating) will “adopt” an at-risk student to build a relationship with and provide educational and emotional support. Participants will make contact with their student at least once a week. The purpose is to pair an at-risk student with a caring adult within the school.
- The Superintendent’s “Pay It Forward” program may be used to help needy students or their families who might need some sort of financial assistance.
- Students that have been identified as having the basic need for food will be offered “BackSacks” from the Gleaners program, which is a bag of shelf stable food they receive on Fridays to eat during the weekend.

## **GOAL #5**

Students with learning disabilities will score higher than the State average for the same group on the Math and English/Language Arts portions of the ISTEP assessment.

### **STRATEGIES**

- Special Education students will be given daily assistance in Reading skills in the Title 1 program.
- Special Education students will receive daily Math Facts practice in the Title 1 program.
- Special Education students will be included in the RtI reading instruction given by the classroom teacher.
- Teachers who adopt an at-risk student (see Goal #4) will be encouraged to choose a Special Education student.



## **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 also available through corporation resources. Staff members have opportunities to participate in local professional development sessions offered after school and in the summer. Professional development will center on training for understanding and supporting special education students in the general education setting.

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 existent 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 2017, the School Improvement Leadership Team will study the current data and progress made toward the goals. The plan will then be revised and updated.