

# **Liberty Elementary School Improvement Plan**

## **September 2011**



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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 the Indiana Academic Standards. Teachers have copies of the curriculum map in their classrooms. A copy of the school's curriculum maps 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.

Curriculum mapping has been completed for grades K-5 in the area of mathematics. Mapping of the reading/language arts curriculum will begin in the 2011-2012 school year.

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

In addition to the ISTEP assessments, grade 3 IREAD will be implemented during the 2011-2012 school year. Grades 3, 4, and 5, will begin using Acuity predictive computer assessments during the 2011-2012 school year. Using mClass, grades K-2 will be assessing language arts and math skills with ongoing standards-based assessments. Grades 1-5 all do quarterly writing assessments with Kindergarten participating two times a year. Grades 1-5 also utilize the STAR reading assessment monthly to assess student progress in reading. Monthly math fact 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**

The school’s curriculum is the Indiana Academic Standards with information about specific ideas and general timelines for teaching the standards included. Curriculum maps have been 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. Science and social studies standards are also incorporated into grade levels’ year-long curriculum plans.

**Information About How the School’s Instructional Strategies Support the Achievement of Indiana Academic Standards**

Teachers use a variety of research-based instructional strategies that support the Indiana Academic Standards being taught. Yearlong curriculum plans were developed based on integrating the standards into thematic units. C.L.A.S.S. strategies such as using *Welcome Boards* and *Daily Agendas* are geared toward the academic standards.

The *Bubble Math* and math RtI initiatives in grades K-5 are designed to provide lower ability math students with extra support to meet the Indiana math standards. High ability math groupings are designed to challenge more able math students by providing instruction of some standards above the students’ grade level. Curriculum mapping in mathematics includes timelines and assessments that mirror the Indiana academic standards and provide continuity throughout the grade levels.

*Title I, Reading Recovery*, and the Response to Instruction programs provide extra help for students struggling in language and math areas. Response to Instruction programs for students in grades K-2 includes *Foundations, Leveled Literacy Initiative*, and *Sidewalks*. Programs for grades 3-5 include *Academy of Math* and *Academy of Reading, Read Naturally*, and targeted skill small group support.

**Data About Student Achievement Based On ISTEP And Other Assessment Strategies**

**ISTEP Results**

Indicator	2009-2010	State Average	2010-2011	State Average	
Student Enrollment	496		490		
Grade 3 Percent Passing ISTEP Math	79	75	83	78	

Grade 3 Percent Passing ISTEP Language Arts	86	77	86	82	
Grade 4 Percent Passing ISTEP Math	73	75	76	77	
Grade 4 Percent Passing ISTEP Language Arts	90	77	90	80	
Grade 4 Percent Passing ISTEP Science	90	75	75	75	
Grade 5 Percent Passing ISTEP Math	71	80	95	85	
Grade 5 Percent Passing ISTEP Language Arts	85	71	78	74	
Grade 5 Percent Passing ISTEP Social Studies	75	64	77	66	
Average Class Size	20.6		21.3		
Attendance Rate	96.51		96.75		

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

Based on the 2010-2011 ISTEP scores, as a building, the majority of our students are performing at or above grade level in language arts. While our math scores are not as consistent across grade levels, we do see the positive effects of our math intervention programs. Upon further inspection, we find that our students' open-ended and constructed responses were not where we would like for them to be. We continue to focus on math computation fluency, problem solving, and constructed response items.

### **Parent Involvement Information**

Activity	Percentage of Parents Participating in 2010-2011
Fall Parent Teacher Conferences	95%
Reading/Math at Home	75%
Fall Curriculum Meetings	57%
Title I Parent Meeting	28%

## Parental Participation in School

A high percentage of parents attended Parent-Teacher conferences in the fall of 2010. We are still attempting to increase our numbers at fall curriculum meetings by adding some rewards and incentives. The curriculum meetings inform parents about curriculum, assessments, classroom policies, and procedures for the upcoming school year. The monthly Reading and Math at Home program is a way for parents to become involved in helping their student improve in the two most important academic areas, reading and math. 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 and presentations, science fair, Geography Bee, Spelling Bee, Math Bowl, and musical concerts. Many parents volunteer in classrooms and the school library. PTO continues to look for ways to increase parent attendance at monthly meetings and volunteer 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 for student use. The addition of a new computer lab last year has facilitated more usage by individual classrooms and eliminated the closure of the lab for on-line testing. Document projectors have become available at each grade level.

Staff is being trained in the use of mClass and Acuity assessments to monitor student progress. Two classrooms are piloting the use of mobile learning devices as an alternative to traditional classroom practices.

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	2009-2010	2010-2011		
Out of School Suspensions	3	2.5		
In School Suspensions	4	18		
Office Time Outs	36	72		
Detentions:				

Disciplinary Detentions	57	71		
Academic Detentions	154	76		
Bus Conduct Reports	28	16		

## **A Safe and Disciplined Learning Environment**

A safe and disciplined learning environment and a positive school climate are one of the strengths of the school. Evidence is seen in the discipline statistics that show minimal discipline referrals for a school our size. Out-of-school suspensions are very rare. Detentions are designated as behavioral or academic. Students who receive an academic detention have demonstrated irresponsibility in their weekly work. The high number of academic detentions in 2009-2010 increased because the fourth grade began the alignment of the academic detention policy with the fifth grade. We have seen fewer academic detentions in 5<sup>th</sup> grade during 2010-2011 because everyone is now familiar with the expectations.

While school climate has always been positive, intentional steps using the C.L.A.S.S. 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 pro-active approach to discipline by intentionally teaching Lifeskills, manners, conflict resolution, and problem solving contribute to the learning environment that exists.

## **SCHOOL IMPROVEMENT GOALS**

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 20, 50, 60, 70, or 80 problems in appropriate grades K-5) as measured by two 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

- *Fast Fact* time five days a week during math RtI time. Everyone in the building will participate including Special area teachers, the office staff, and all aides in order to support all students.
- Weekly two-minute timing assessments with progress charted by teacher/students.
- A math fact strategy of the month will be added to the monthly school newsletter. This may include How to- ideas, web sites, and activities.
- 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 meeting grade level goals as well as passing two minute assessments in additional computation areas.
- Wall of Math Fact Fame will be created to recognize individual students who have met grade-level goals. Giant thermometers will represent grade level progress toward this goal.

### RESULTS INDICATORS

- Student growth in math fluency, based on the 2-minute timed tests, will be analyzed every nine weeks to determine if strategies are effective
- Improvement of math grades (computation grades on report cards)
- Improvement on weekly math fact assessments, Acuity, and ISTEP scores
- Students will show progressive individual growth

### PERSONS RESPONSIBLE

- Classroom teachers
- Administrator
- All other building staff members
- Students

## **GOAL #2**

Students in grades 3-5 will improve performance on expository, constructed and extended response questions as evidenced by scores in all content areas that will exceed the state average of students passing by 10 percentage points as measured by scores on ISTEP Applied Skills.

### Percentage of Students Passing Constructed Response Items on ISTEP

Grade 3	Liberty Elementary Percentage	State Percentage
Language Arts	35.6	26.6
Math	44	45

Grade 4	Liberty Elementary Percentage	State Percentage
Language Arts	48	40
Math	40	46
Science	31	32

Grade 5	Liberty Elementary Percentage	State Percentage
Language arts	27	20
Math	57	53
Social Studies	65	59

STRATEGIES (Even though the goal is directed to grades 3-5, strategies will be applied in all grade levels.)

- All teachers will utilize the previous years' constructed response questions in all areas
- More modeling/ writing of exemplary responses will be done as a class.
- More practice writing summaries citing evidence from text will be done.
- More practice with persuasive writing will be done.
- More practice using the questions in the answer/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. Teachers will model strategies that have been successful.
- Acuity open-ended questions will be graded by the entire grade level team for consistency purposes (Assessed anonymously).

- Special area teachers will give one open-ended or constructed response writing prompt each quarter.
- Principal will collect data each month of examples of constructed or extended response writing prompts that have been used in reading, math, social studies and science.
- Emphasis will be placed on using descriptive vocabulary as appropriate in all writing pieces.
- Staff will investigate research-based vocabulary programs.

### RESULTS INDICATORS

- Increase in scores on Acuity
- Increase in ISTEP Applied Skills scores on open-ended response portions
- Improvement in scores on any open-ended response questions

### PERSONS RESPONSIBLE

- Administrator
- Teachers
- Students

### **GOAL #3**

The percentage of student attendance will increase from 96.75 to 97% 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.
- Recognition of classes with perfect attendance will be done daily during announcements.
- Monthly drawing awards will be given for students with perfect attendance.
- Students with monthly perfect attendance will earn small recognition award.
- Ribbons for classrooms with perfect attendance will be displayed near the cafeteria.

## 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
- Parents
- Students

## **Professional Development**

Much of the professional development for the staff at Liberty Elementary takes place through in-house training, 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, during the in-service day, as well as in the summer.

Professional development methods to improve the cultural competency of the staff have centered on training for all staff working with special education students in the general education setting. Specifically, all staff members participate in a minimum of one autism training each year, as well as in-servicing for any other identified subgroups of special populations within the building.

We need to continue our efforts at improving our delivery of differentiated instruction to meet the needs of our lower achieving students as well as our high ability students.

## **Timeline for Implementation, Review, and Revision**

During the spring of 2012, the School Improvement Leadership Team will study the current data and progress made toward the goals. The plan will then be revised and updated.