

Liberty Elementary School

Improvement Goal: All students will increase academic achievement with a specific focus on language arts and mathematics across the curriculum.

Objective(s) for Student Learning:

All students will receive a curriculum that is challenging and rigorous.

Target Participants:

All Liberty Elementary Students

Interventions:

The school-wide language of instruction is used regularly by faculty in their professional learning communities.

All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards(IAS)

All students will increase skills identified in the Indiana Academic Standards as a result of regular data analysis to inform instruction and curricular needs as identified from professional learning communities.

Student Support:

Students will participate in Response to Instruction (RTI) based on achievement and behavior levels.

Students will participate in enriched and high ability courses based on achievement levels.

Students who qualify for additional services will be provided extra instructional support.

Staff:

All students will increase academic skills as a result of teacher participation in professional learning communities.

Evaluation:

Curricular Calendars

Units of Study

School City of Hobart Balanced Assessment System Framework:

Student Self-Study –scales, effort, college and career readiness

Classroom Assessments: running records, rubrics, checklists, quizzes, unit tests, final exams

Common Formative Assessments: (CFAs)- Department/Grade Level CFAs, Compass Learning Odyssey, ACT Quality Core, Rubrics, Checklists, Leveled Literacy Intervention (LLI), Formal Scales; PIVOT: ENVISION Placement

Benchmark Assessments: Lexile (SRI), writing assessment, spelling inventory, , quarterly standards based assessments, SPI; PIVOT

External Summative Assessments- DIAL, ISTEP+, IREAD 3, ECA, ACT EPAS, AP Exams, LAS Links,

Timeframe for Implementation:

2016-2017

Liberty Elementary School

Target Area of Improvement: Teaching and Learning

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Defined Curriculum – Indiana Academic Standards (IAS) 1. All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards. A. Critical Standards will be identified by staff, IDOE, and professional affiliates. B. Curriculum mapping will be completed to define scope and sequence by staff and include the following: -Literacy Shifts and Mathematical Practices are used. -Indiana Academic Standards vocabulary identified. -Units of Study are identified along with standards and related assessments. - Curriculum Calendars are completed with Units of Study. C. Articulation of the defined curriculum will be achieved between the grade levels and across buildings. D. Curriculum will be published on the district Web site for the public. E. The planned curriculum on the Teacher Resource Center (District Website) will include instructional content, assessments, materials, resources, and processes for how the school's curriculum and instructional strategie</p>	<p>2012 - 2017</p>	<p>Lead: Central Office Administrators - Principals -Department Chairs -Curriculum Coordinators -Grade Level Coordinators -K-12 Teachers -LRE Facilitators -</p>	<p>-Formal Scales -Lesson Plans -Standards-based Report Cards (Elementary) - Checklists/Rubrics - Curriculum Guide on District Web site - Units of Study</p> <p>-Curriculum Calendars -School City of Hobart's Balanced Assessment System Framework</p> <p>Pivot –</p> <p>Google Classroom</p>	<p>-IDOE Website -IDOE Learning Connection -IAS site, Appendices -IAS sample assessment items - IDOE transition plans & most critical standards -School City of Hobart's Balanced Assessment System Framework - District Web site - Professional Development Calendar -Curriculum Planning by Grade/Department - Units of Study - Google Apps</p>

Liberty Elementary School

Liberty Elementary School

<p>Intervention: Marzano’s The Art and Science of Teaching Framework</p> <p>1. The school-wide language of instruction is used regularly by faculty in their professional learning and model communities.</p> <p>A. The school-wide language of instruction is used regularly in faculty and department meetings and shared in Professional Learning Communities by chairs and coordinators.</p> <p>B. Professional development opportunities are provided for all teachers regarding the school-wide model of instruction.</p> <p>C. Domain 1 Strategies are implemented</p>	<p>2012-2017</p> <p>-2012 Pilot</p>	<p>-Lead: Central Office Administrators</p> <p>-Principals</p> <p>-K-12 Teachers</p>	<p>-iObservation</p> <p>-Professional Learning Communities</p> <p>-Central Office Administration</p> <p>-Principals</p> <p>-K-12 Teachers</p>	<p>-The Art and Science of Teaching by Robert Marzano</p> <p>-iObservation</p> <p>-Classroom Instruction That Works by Marzano, Pickering, Pollock</p> <p>-Designing and Teaching Learning Goals and Objectives: Classroom Strategies that Work by Marzano</p> <p>-Balanced Assessment by Burke</p> <p>-Common Formative Assessments by Bailey and Jakicic</p> <p>-Effective Supervision: Supporting The Art and Science of Teaching by Marzano, Frontier, Livingston</p> <p>-Late Start Wednesdays Professional Development</p>
ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention:	2012-2017	Lead: Central Office	-School City of	-School City of

Liberty Elementary School

<p>Response to Intervention (RTI)</p> <ol style="list-style-type: none"> 1. Students will participate in RTI Tiers based on achievement and behavior levels A. A district-wide RTI policy is implemented with guidelines B. Tier II will be implemented through the intervention of “Increased Academic Learning Time” within the classroom including the following: <ul style="list-style-type: none"> -Achievement Groups-Strategy Groups Double Blocked Subjects C. Tier II and Tier III will be implemented through intense intervention with additional support services <ul style="list-style-type: none"> -Intense Reading Intervention -Guided Math Intervention -Individual Instruction -Small Group Instruction 		<p>Administrators</p> <ul style="list-style-type: none"> -Principals -Northwest Indiana Special Education Cooperative -NWISEC Director -1-5 Teachers -LRE Facilitators -Interventionists -RTI Teams 	<p>Hobart’s Balanced Assessment Framework</p> <ul style="list-style-type: none"> -RTI Forms -RTI Meetings 	<p>Hobart’s Balanced Assessment Framework</p> <ul style="list-style-type: none"> -RTI – forms, meetings, policy and guidelines, curriculum materials, & TRC -PLC -Common Planning Time -Leveled Literacy Intervention (LLI) -System 44 -Read 180 -Professional Development (RTI) -TRC (District Web site) -Compass Odyssey Learning -HMH Data
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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
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Liberty Elementary School

<p>Intervention: Instruction Support Services</p> <p>Students who qualify for additional services will be provided additional support</p> <ul style="list-style-type: none"> A. Special Education B. English Learners (EL) 	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Central Office Administrators -Principals -K-5 Teachers -EL Coordinator -Special Education Staff 	<ul style="list-style-type: none"> -School City of Hobart's Balanced Assessment Framework 	<ul style="list-style-type: none"> - School City of Hobart's Balanced Assessment Framework -Professional Learning Communities -Common Planning Time -Harmony -TRC (District Web Site) -IN IEP(IIEP) -Case Conference -SKYWARD
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Liberty Elementary School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Professional Learning Communities</p> <p>A. All students will increase academic skills as a result of teacher participation in professional learning communities Curriculum Planning</p> <ul style="list-style-type: none"> -Grade level/Curriculum /Department Meeting -Identification of Critical Standards _Units of Study/Curriculum Calendar/Curriculum Mapping -Web Publishing with School Wires -Career Academy Curriculum Training <p>B. Assessment</p> <ul style="list-style-type: none"> -Professional Learning Communities focus on results. -Continuous data analysis will be implemented by using the School City of Hobart’s Balanced Assessment System Framework -Teachers meet regularly in teams to review student learning by using evidence from the formative assessments in the School City of Hobart’s Balanced Assessment System Framework. <p>C. The district provides Professional development</p> <ul style="list-style-type: none"> -Professional Development-In-House Professional Development Calendar, Conferences, Contracted Services, and Book Studies 	<p>2012-2017</p>	<ul style="list-style-type: none"> -Lead: Administrators 1-5 Teachers -RTI Teams 	<ul style="list-style-type: none"> -Teacher Professional Goals -Curriculum Maps -Enrollment in Professional Development -School City of Hobart’s balanced Assessment Framework -RTI 	<ul style="list-style-type: none"> -Professional Development Catalog -Common Planning Time -Professional Learning Community Meetings -RTI Training -TRC (District Web site) -Career Academy Training -Interventionists -Read 180 -System 44 -Do The Math -HMH -Contracted Services -PGP forms

Liberty Elementary School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
<p>Intervention: Professional Learning Communities (continued)</p> <p>-Flexibility of professional development opportunities</p> <ul style="list-style-type: none"> a. Late Start Wednesdays b. Professional Development Calendar c. Peer Mentoring/Co-teaching d. Job-embedded training e. The district is a sponsor of Professional Growth Points (PGPs) for license renewal f. The district establishes flexible schedules so teachers can meet and practice what they have learned (or to continue to learn) <p>D. RTI teams</p>				