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

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Target Area of Improvement: Teaching and Learning

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
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	2012 - 2017	Lead: Central Office Administrators -Principals -Department Chairs -Curriculum Coordinators -Grade Level Coordinators -K-12 Teachers -LRE Facilitators -	-Formal Scales -Lesson Plans -Standards-based Report Cards (Elementary) -Checklists/Rubrics -Curriculum Guide on District Web site -Units of Study -Curriculum Calendars -School City of Hobart's Balanced Assessment System Framework Pivot – Google Classroom	-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

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

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORNING	RESOURCES

Response to Intervention (RTI)
  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:
-Achievement Groups-Strategy Groups
Double Blocked Subjects
  C. Tier II and Tier III will be implemented through intense intervention with additional support services
-Intense Reading Intervention
-Guided Math Intervention
-Individual Instruction
-Small Group Instruction
		Administrators
		-Principals
		-Northwest Indiana Special Education Cooperative
		-NWISEC Director
		-1-5 Teachers
		-LRE Facilitators
		-Interventionists
		-RTI Teams
			Hobart's Balanced Assessment Framework
			-RTI Forms
			-RTI Meetings
				Hobart's Balanced Assessment Framework
				-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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Intervention: Instruction Support Services
 	
Students who qualify for additional services will be provided additional support
  A. Special Education
  B. English Learners (EL)
	2012-2017	-Lead: Central Office Administrators
		-Principals
		-K-5 Teachers
		-EL Coordinator
		-Special Education Staff
			-School City of Hobart's Balanced Assessment Framework	- 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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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORNING	RESOURCES
Intervention: Professional Learning Communities A. All students will increase academic skills as a result of teacher participation in professional learning communities Curriculum Planning -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 B. Assessment –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. C. The district provides Professional development -Professional Development-In-House Professional Development Calendar, Conferences, Contracted Services, and Book Studies	2012-2017	-Lead: Administrators 1-5 Teachers -RTI Teams	-Teacher Professional Goals -Curriculum Maps -Enrollment in Professional Development -School City of Hobart's balanced Assessment Framework -RTI	-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

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORNING	RESOURCES

Intervention: Professional Learning Communities (continued)
-Flexibility of professional development opportunities
  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)
     D. RTI teams				

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Improvement Goal: All students will read and comprehend a variety of genres and informational text, as well as communicate ideas through writing.

Expectation(s) for Student Learning:
- All students will read with fluency
- All students will comprehend written text
- All students will communicate ideas through writing across the curriculum
- All students will use technology research tools across the curriculum to locate, evaluate, and collect information in order to process data and report results.
- All students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.

Target Participants:
All students in Liberty Elementary School
Target Groups
Free/Reduced and Hispanic students will be monitored

Interventions:
Curriculum, Instructional and Assessment:
All students will increase skills in reading and writing skills through monitoring progress on Common Core State Standards
All students will increase reading and writing skills as a result of participating in balanced literacy
All students will participate in 90 minute Core Reading Program at the elementary level
All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts across the curriculum
Student Support:
Students will participate in Response to Instruction (RTI) Tiers based on achievement and behavior levels
Students will participate in enriched and high ability courses based on achievement levels
All student will increase reading and writing skills through opportunities for family/community participation
Students who qualify for additional services will be provided extra instructional support
Students will participate in after-school clubs and extracurricular activities
Staff:
All students will increase reading and writing skills as a result of teacher participation in professional learning communities

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Evaluation:

Curriculum Calendars

Units of Study

School City of Hobart's Balanced Assessment System Framework:

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

Common Formative Assessments- (CFAs)-Department/Grade Level CFAs, Odyssey Compass Learning, quality core, rubrics, checklists, Leveled Literacy Intervention(LLI)

Benchmark Assessments-Lexile(SRI), Quantile(SMI), writing assessment, spelling inventory, acuity, quarterly standards based assessments, SPI

External Summative Assessments- ISTEP+, IREAD3, ISTAR, IMAST< Las Links, NWEA(grades 1-2); Acuity (grades 3-5)

Timeframe for Implementation:

2012- 2016

Liberty Elementary School

Target Area of Improvement: Language Arts

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Intervention: Indiana Academic Standards
1. All students will increase skills in reading and writing skills through monitoring progress on Common Core State standards
 	
   A. School City of Hobart's Balanced Assessment System Framework
   B. Using Indiana Academic Standard's Literacy Shifts
   C. Using Indiana Academic Standard's Vocabulary
   D. IDOE Required Skills and Scaffolding will be implemented
	2012- 2016	-Central Office Administrators
		-Principals
		-K-12 Teachers0
			-Classroom Assessments
			-Conferring
			-Checklists
			-Rubrics
			-Journals
			-NWEA
			-ISTEP
			-Acuity
			-SRI
			-SPI
			-Standards-Based Report Cards
				-School City of Hobart's Balanced Assessment System Framework
				-Classroom assessments (emphasis)
				-Conferring/ Anecdotal Records
				-Checklists/Rubrics
				-Journals/Reader's & Writer's Notebook
				-NWEA
				-ISTEP
				-Standards-Based Report Cards
				-TRC(District Website)
				-Google Apps
				-*Balanced Assessment* by Burke
				-*Common Formative Assessments* by Bailey and Jakicic
				-*The Art and Science of Teaching* by Marzano
				-*Using Common Core Standards* by Robert Marzano
				-Read 180 –gr. 4/5
				-System 44
				-LLI
				-Fast ForWord

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				-Explode the Code - High Noon Reading -Raz Kids -Compass Learning

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Interventions: Balanced Literacy
1.All students will increase reading and writing skills as a result of participating in balanced literacy
2. All Students will participate in a 90 minute Core Reading Program
3. IDOE Required Skills and Scaffolding will be implemented
  A. Just Right Books – students will read at their independent reading level. (1-5)
  B. Phonics/Word Study – Students will learn how letters and sounds work together to form words (1-2)
  C. Small Group Instruction – Students will receive small group instruction based on their independent reading levels to aid in comprehension (1-5)
  D. Independent Reading (Differentiation) – Students will read daily to increase stamina ranging from 3 minutes in Kindergarten up to 30 minutes in the intermediate grades (1-5)
  E. Read Alouds – Students will participate in read alouds daily (1-5)
  F. Shared Reading – Students will participate in shared reading 2-3X weekly (1-2)
  G. Interactive Reading – Students will actively participate in conversations about books being read aloud to them. (1-5)
  H. Interactive Writing – Students will observe a teacher modeling writing and will also take a turn at writing a portion (1-2)
  I. Shared Writing – Students will observe a teacher modeling writing, and will give verbal suggestions, but not actually do any writing themselves. (1-2).
	2012- 2016	Lead: Literacy Coordinators and Administrators
		1-5 Teachers
		RTI Coordinators
			-ISTEP
			-NWEA
			-Acuity
			-Running Records
			-Observations
			-Anecdotal Notes
			-Reading Logs
			-Conference Notes
			-Lesson Plans
			-Turn and Talk discussion
			-Classroom assessments
			-written pieces of work
			-Group discussion
			-Rubrics
			-Read 180 progress and data monitoring
			-System 44 progress and data monitoring
			-SRI
			-SPI
			-Spelling Inventory
				-School City of Hobart's Balanced Assessment Framework
				-Scholastic Coaching
				-Leveled reading books
				-Benchmark Kits
				-Teachers College Professional Development
				-Books for read alouds
				-*Making Meaning*
				-Big Books
				-Flip charts
				-District Website
				-Writer's notebooks
				-Writing Folders
				-Chart Paper
				-Overhead Projector/Transparencies
				-*Teaching the Qualities of Writing* by Ralph Fletcher
				-*Strategies that Work* by Harvey and Goudvis
				-Phonics Lessons (Pinnell & Fountas)
				-Sitton Spelling
				-Being a Writer
				-WriteSource
				-Read 180
				-System 44
				-LLI
				-High Noon
				-Explode the Code
				-Compass Learning
				-Title 1
				-Resources from Kristen Smekens

Liberty Elementary School

				Journeys by Houghton Mifflin Harcourt -*Word Matters* by Fountas and Pinnell -*Common Core Reading and Writing Workshop Books K-6* by Lucy Calkins

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Intervention: Balanced Literacy Continued…
   J. Independent Writing (Differentiation)- Students will learn and improve independent writing skills and strategies by participating in daily instructional time focused on teaching children to apply writing skills and strategies, independently, in their own writing pieces. (1-5)
   K. Literature Circles- Students will participate in literature circles small, temporary groups, based upon book choice, which meet on a regular basis to discuss their reading through open and natural conversations about books. (3-5)
   L. Curricular Calendars/Units of Study – Students will receive focused reading/writing instruction by participating in mini-lessons derived from specific Units of Study, mapped out per month in Reading/Writing Curricular Calendars. (K-5) (within 2 years)
   M. Focused attention to writing to a prompt and constructed response				

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Interventions: Fluency and Comprehension by Using Reading Skills/Strategies
All students will increase fluency and comprehension by using reading skills/strategies with a variety of texts across the curriculum
  A. *Building Academic Vocabulary* by Marzano and Pickering – students will increase reading comprehension through direct vocabulary instruction, which focuses on specific words important to the content they are reading.
  B. *Strategies That Work* by Stephanie Harvey and Anne Goudvis – Students will increase reading comprehension by using strategies to make meaning from what they have read. (Making Connections, Questioning, Visualizing, Inferring, Determining Importance, Synthesizing).
  C. *Classroom Instruction what Works* by Robert Marzano – Students will receive instructional strategies to assist them with reading comprehension (Identifying similarities and differences, Summarizing, and Note taking. Reinforcing effort and Providing recognition, Homework and practice, Nonlinguistic representations, Cooperative learning, Setting objectives and providing feedback, Generating and testing hypothesis, Questions, cues, and advance.
  D. Dramatic Reading/Reader's Theatre – Students will build reading fluency by participating in Dramatic Readings/Reader's Theatre.
  E. Publish and Present – Students will use a variety of media and formats to collaborate, publish, and communicate information and ideas effectively to multiple audiences.
	2012- 2016	-1-5 Teachers
		-Literacy Coordinators
		-Administrators
		-RTI Coordinators
			-Teachers participation in professional development
			-Student performance of Dramatic Readings/ Reader's Theater
			-Student published products
			-Read 180
			-System 44
			-Running Records
			-SRI
				-*Building Academic Vocabulary* by Marzano and Pickering
				-*Strategies That Work* by Harvey and Goudvis
				-*Classroom Instruction That Works* by Marzano
				-Professional Development
				-Plays
				-Books
				- Google Docs
				-Making Meaning
				-Being A Writer
				-Read 180
				-System 44

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Instruction: Support Services
Students who qualify for additional services will be provided extra instructional support.
 	
   A. Special Education
   B. English Learners (EL)
	2012-2016	-Lead: central Office Administrators
		-Principals
		-1-5 teachers
		-EL Coordinator
		-Special Education Staff
			-School City of Hobart's Balanced Assessment System Framework	-School City of Hobart's balanced Assessment System Framework
				-Professional Learning Communities
				-Common Planning Time
				-Harmony
				-TRC (District Website)
				-IEP
				-Case Conferences

Intervention: Increased Academic Learning Time
Subgroup students with low performance will increase reading and writing skills beyond regular classroom instruction with increase academic learning time.
   A. Ability (Readiness) Groups – Strategy Groups (1-5)
   B. Double Blocking (2-5)
   C. English Learners (1-5)
   D. 90-minute literacy block
   E. Read 180
   F. System 44
   G. Fast ForWord
   H. Compass Learning
	2012- 2016	-1-5 Teachers
		-Administrator
		-RTI Facilitators
			-ISTEP
			-NWEA
			-System 44
			-Classroom Assessments
			-Read 180
			-Report Cards
			-Benchmark Assessments
			-Running Records
			-Fast ForWord
			-Compass Learning
				- Professional Development
				-Double Blocking
				-System 44
				-Read 180
				-Fast ForWord
				-Compass Learning
				-Raz Kids

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Intervention: Family/Community Involvement
All students will increase reading and writing skills through opportunities for family/community participation
  A. Harmony-Assignments/Grades/Discipline/ Attendance
  B. Family Nights- Drama and Authors Chair
  C. District Website – Homework Help and Tips
  D. Compass Odyssey Learning
  E. Parent Teacher Meetings
  F. Parent Communication-District Focus Newsletters/Messenger/Phone Calls
  G. Building Readers Newsletter
  H. Career Cruising-Monitoring College and Career Planning
	2012- 2016	-1-5 Teachers
		-Administrators
		-Technology Department
		-Central Office Administrator
			-Monitoring Harmony usage
			-Monitoring Website usage
			-Family Night Attendance
				-Harmony Parent Information Packet
				-District website
				-Compass Odyssey Learning
				-RAZ Kids
				-Career Cruising

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Professional Learning Communities All students will increase reading and writing skills as a result of teacher participation in professional learning communities A. Curriculum Planning- Grade level/Curriculum/Department meetings B. –Identification of Critical standards C. –Units of Study/Curriculum Calendar/Curriculum Mapping D. –Web Publishing with School Wires E. Assessment– Continuous data analysis will be implemented by using the -School City of Hobart's Balanced Assessment Framework Best Practices – Book Studies, Grade Level/Curriculum/ Department Meetings F. Professional Development – In-House Professional Development Catalog, Conferences and Contracted Services	2012- 2016	-Administrators -1-5 Teachers -RTI Teams	-Teacher Professional goals -Curriculum Maps -Formal Scales -NWEA -ISTEP -Read 180 -System 44 -School City of Hobart's Balanced Assessment Framework -Enrollment in professional development	-School City of Hobart's Balanced Assessment Framework - Professional Development Catalog -Common Planning Time -Late Start Wednesdays -Professional Learning Community Meetings -RTI Training -TRC (District Website) -Interventionists -Fast ForWord -Read 180 -System 44 -LLI -Scholastic University -Contracted Services -Book Studies -Journeys -Google Apps -My Big Campus

Liberty Elementary School

Target Area of Improvement: Language Arts				
ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Writing Across the Curriculum 1. All students will increase communication skills by writing across the curriculum. A. Genre Writing- Students will write various genre essays with an emphasis on persuasive, opinion, and argumentative writing B. Constructed Response- Students will read informational text by participating in regular reading responses in response to current events. C. 6+1 Writing Trait Rubrics/Conference/Checklists-Students will become writers by receiving guidance from assessments that detail the levels of proficiency in writing. D. Close Reading/Annotation – Students will receive instruction and practice the skill of close reading, questioning and marking the text	2012-2017	-Central Office Administrators - Principals - K-12 Teachers	-School City of Hobart's Balanced Assessment System Framework - Writing Curriculum Maps - Constructed Response Rubrics -Rubrics and 6+1 Writing Traits - Rubrics/Conference Check Lists	-School City of Hobart's Balanced Assessment System Framework - Writing Curriculum Maps - Professional Development Catalog - Google Docs - 6 + 1 Writing Traits Materials - Rubrics/Conference Check Lists -TRC (District Web site) -Current Event Articles -Smeken's Workshop and Web site - Expert 21 by Scholastic -Being a Writer -Smekens' workshop and Website - Daily Cafe -Write to Learn -Newsela -Readworks -Khan Academy -Pivot -Falling in Love with Close Reading: Lessons for Analyzing Texts and Life by

				Christopher Lehman, Kate Roberts, and Donalyn Miller

Liberty Elementary School

Improvement Goal: All students will use problem-solving skills to think critically and apply knowledge and reason to solve problems.
Expectation(s) for Student Learning: • All students will think and reason effectively.   • All students will solve problems accurately and efficiently.   • All students will communicate clearly using mathematical language and representations by demonstrating skills and knowledge.   • All students will use technology research tools to locate, evaluate, and collect information in order to process data, report results, and make decisions for solving problems.
Target Participants: All students in Liberty Elementary School   Students who are achieving below proficiency level   Students who are achieving above proficiency level
Interventions: Assessment/Differentiated Instruction for Conceptual Understanding   Reasoning and Critical Thinking To Solve Problems   All students will increase mathematical skills by using technology tools across the curriculum   Students will participate in Response to Instruction (RTI) Tiers based on achievement and behavior levels.
Evaluation: ISTEP   Standards Based Report Card   Conferring   Checklists/Rubrics   School City of Hobart's Balanced Assessment System Framework: Classroom Assessments- running records, formal scales, rubrics, checklists, quizzes, unit tests, final exams   Common Formative Assessments- CFAs- Department/ Grade Level CFAs, Odyssey Compass Learning, quality core, rubrics, checklists   Benchmarks Assessments-, quarterly standards based assessments, Quantile(SMI)PIVOT   External Summative Assessments-DIAL, ISTEP, ISTAR, , LAS Links, PIVOT
Timeframe for Implementation: 2012 – 2017

Target Area of Improvement: Problem Solving

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Intervention: Assessment/Differentiated Instruction for Conceptual Understanding
1. All students will increase problems solving skills through monitoring progress on Indiana Academic Standards to determine instructional needs
   A. School City of Hobart's Balanced Assessment System Framework
   B. Classroom Assessments (1-5 will be administered to determine instructional areas for students
2. All students will increase mathematical skills though differentiated instruction across the mathematics curriculum that emphasizes conceptual understanding.
   A. Students will know basic math facts (These help in acquisition and speed of performing math not in understanding math). (1-5)
   B. Students will understand units of measurements and apply appropriate techniques and formulas.
   C. Students will understand and solve algebraic equations and understand patterns and relationships between numbers.
   D. Students will identify, describe and compare geometric shapes
   E. Students will construct and interpret graphs throughout the curriculum as part of data analysis, (1-5)
   F. Students will demonstrate the ability to compare and contrast different values
3. All students have the opportunity to practice and demonstrate proficiency.
4. Students receive guided group instruction
5. Students receive small group instruction for
	2012-2017	Central Office
		Principals
		Teachers 1-5
			School City of Hobart's Balanced Assessment System Framework
			Classroom Assessments
			Formal Scales
			Journals
			Checklists/Rubrics
			Conferring
			Item analysis
			PIVOT
			FastMath
				School City of Hobart's Balanced Assessment System Framework - Classroom assessments
				-Manipulatives
				-Calculator
				-Software
				-Flash Cards
				-Classroom Texts
				-Time for data analysis, manipulatives, creating and interpreting graphs, tangrams and puzzles
				-Saxon Math Series
				-ENVISIONS
				-Grade 1: Math Journals,
				-Grade 2: Daily Word Problems (Evan Moor pub.); Read It, Draw It, Solve It, (Dale Seymour pub.) Math-Worksheets.com
				Grade 3:
				Daily Math Review (DMR) www.superteacher.com
				-Grade 4:
				www.multiplication.com
				Daily word problems www.superteacher.com
				-Grade 5: Daily Math Warm Ups; Drops in the Bucket Review sheets: Teacher developed units on geometry and Measurement;

proficiency				Math Manipulative Cart; workbooks -Professional Development calendar -TRC(District Web site) -Indiana Academic Standards

Intervention:
Reasoning and Critical Thinking To Solve Problems
1. All Students will use reasoning and critical thinking to solve problems through applied mathematics across the curriculum that provides relevant, concrete and everyday problems.
  A. Students will build academic vocabulary across the curriculum
  B. Students will understand and choose the correct mathematical operation to solve problems across the curriculum (Example: Similarities and Difference/Graphic Organizers – Marzano)
  C. Students will use mental math/estimation to understand when an exact answer or an estimate is sufficient.
  D. Students will develop a set of problem solving strategies across the curriculum.
Example:
  1. READ-What is the question?
  2. REREAD – What is the necessary information?
  3. THINK
    Putting together = addition
    Taking apart=subtraction
    Do I need all the information?
    Is it a two-step problem?
	2012-2017	Teachers 1-5	-Classroom Assessments
			-Rubrics
			-ISTEP
			-PIVOT
				Building Academic Vocabulary by Robert Marzano
				-Manipulatives
				-Textbook
				-small groups
				-FastMath
				-PIVOT
				-Fraction Nation
				_ENVISIONS

4. SOLVE Write the equation. 5. CHECK – Recalculate 6. LABEL & COMPARE E. Students will construct and interpret graphs with data analysis. (2-5) F. Students will construct and interpret graphs along with data analysis (1-5)				

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Liberty Elementary School

Intervention		Responsible	Assessment	Resources

Intervention: Technology Tools
All students will increase mathematical skills by using technology tools across the curriculum.
    A. Students will construct and interpret graphs using spreadsheets along with data analysis
        A. Students will use calculators to calculate, analyze and interpret mathematical equations. (2-5)
        B. Students will utilize web –based math programs (2-5)
        C. Students will use computer simulations to solve problems
		Teachers 1-5
		RTI Team
			-Classroom Assessments
			-Formal Scales
			-Teacher Observation
			-Student Presentations
				-Responders
				-SmartBoards
				- Calculators
				-Computers & Software
				-Internet
				-Tablets
				-iPads
				-Document Cameras
				-Google Apps
				-Vbrick
				-Khan Academy
				-ENVISIONS
				-Google Apps
				-Compass Learning Odyssey
				-Chrome Books
				-Challenger Learning Center
				-Professional Development Calendar
				-FastMath
				-Fraction Nation
				-Hour of Code

Liberty Elementary School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Intervention: Response to Intervention (RTI)
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:
-Achievement groups-Strategy groups
-Summer School
-Double Blocked Subjects
-Counseling
   C.   Tier II and Tier III will be implemented through intense intervention with additional support services.
-Small Group Instruction
-Individual Instruction
-Small Group Counseling
	2012-2017	-Lead: Central Office Administrators
		-Principals
		-Northwest Indiana Special Education Cooperative (NWISEC) Director
		-1-5 Teachers
		-Interventionists
		-RTI Teams
			-School City of Hobart's Balanced Assessment System Framework
			-RTI Forms
			-RTI Meetings
				-School City of Hobart's Balanced Assessment System
				-Professional Learning Communities
				-Common Planning Time
				-RTI Forms
				_RTI Meetings
				_Harmony
				-RTI Policy and Guidelines
				-Professional Development RTI
				-Curriculum Materials
				-RTI
				-TRC
				-Compass Learning Odyssey
				-Khan Academy

Intervention: Family/Community Involvement
1. students will increase problem solving skills through opportunities for family/community participation
   A. HSkyward- Assignments/Grades/Discipline/Attendance
   B. Family Nights-Math Games
   C. Website – Homework Help and Tips
   D. Compass Learning Odyssey
   E. Parent Teacher Meetings
	2012-2017	-Lead: Central Office Administration
		-Principals
		-School Staff
		-Technology Department
			-Parent/Teacher Conference Attendance
			-Monitoring Skyward Usage
			-Family Night Attendance
				-Skyward Parent Information Packet
				-District Web Site
				-Khan Academy

Liberty Elementary School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Professional Learning Communities All students will increase problem solving skills as a result of teacher participation in professional learning communities A. Curriculum Planning-Grade Level/Curriculum/Department Meetings -Identification of Critical Standards -Units of Study /Curriculum Calendar/Curriculum Mapping B. Assessment -Continuous data analysis will be implemented by using the School City of Hobart's Balanced Assessment System Framework C. RTI Teams D. Professional Development- In-House Professional Development Calendar, conferences, and Contracted Services, building-based grade level meetings	2012-2017	-Lead: Administrators -1-5 teachers -RTI Teams	-Teacher Professional Goals -Curriculum Maps -Formal Scales -Enrollment in Professional Development -School City of Hobart's Balanced Assessment System Framework -RTI Teams	-School City of Hobart's Balanced Assessment System Framework -Professional Development Calendar -Common Planning Time -Professional Learning Community Meetings -RTI Training _TRC(District website -Interventionists -Contracted Services -Late Start Wednesdays -Data Meetings -Google Aps

Liberty Elementary School

Improvement Goal:
All students will demonstrate the skills and knowledge necessary for managing the dual role of family member and wage earner by gaining employment in a high-skill career or by continuing education at the post-secondary level.

Expectation(s) for Student Learning:
- All student will develop career awareness

Target Participants:
All students at Liberty Elementary School

Interventions:
Curriculum:
All students will participate in career awareness.
All students will participate in small learning communities and community education.
Student Support:
Community/Parents/ and Guardians will develop career education knowledge to benefit all students.
The district encourages community groups to collaborate with schools to support student learning.

Evaluation:
High School Exit Survey
ACT Explore, Plan, and WorkKeys

Timeframe for Implementation: 2012 – 2017

Target Area of Improvement: Careers – Awareness, Education Plan, Career, and Guidance

Liberty Elementary School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Career Awareness 1. All students will participate in career awareness. A. Students will be provided with connected curriculum opportunities. B. Students will have the opportunities to listen and learn from guest speakers. C. Students will participate in a variety of study trips connected to the curriculum D. Students will participate in various economical, hands-on activities through Junior Achievement (grades 1-5) E. Students will receive "Student Success Mini-Magazines" from Learn More Resource Center F. Students will be given the opportunity to join after school clubs involving career based activities, such as: photography, cooking, science, gardening, computer, etc. G. All students will utilize Career Cruising's online portfolio for College and Career Planning H. Students will have the opportunity to collaborate with community resources I. Students will participate in Mighty Acorns(grades 4-5) 2. All students will participate in College Go Activities 3. 3. All students will have college and career expectations. 4. Al 4th graders will tour the high school for career pathway and early college planning A. Daily college and career conversation.	2012-2017	-Lead Central Office Administrators -Curriculum Directors -Principals -1-5 Teachers -Home School Coordinators -Community Volunteers -Club Sponsors -Technology Department	Lesson Plans -Study Trip Form -NSSE High School Exit Survey -Skyward Parent Portal usage monitoring -Parent/Teacher Conference Attendance	-School Buses -Speakers -Extra-curricular Clubs -Career Internet Surveys -Community Members./Business Community -Learn More website -Time for Planning, Coordinating and Scheduling -Junior Achievement Inc. -College Go Activities -Shirley Heinze -Chicago Field Museum -

Liberty Elementary School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Intervention: Small Learning Communities and Community Education
All students will participate in small learning communities and community education
A. Liberty students will be referred to the High Ability program and, when qualified, they will be bused to the High Ability program (grades 2-5)
B. Students and parents will be invited to attend Student/Teacher Conferences, academic progress conferences, and use Skyward Parent Portal.
Community members will be invited to engage students by mentoring, internships, and service opportunities, such as Junior Achievement and Teaching Gardens, and Mighty Acorns.
C. The School City of Hobart Foundation supports student learning through awarding grants for innovative projects and programs.
D. Hobart Food pantry provides service opportunities
E. Tri Kappa provides awards for art show.
F. All students will utilize Career Cruising's online portfolio for College and Career planning
G. . Daily college and career conversations
H. All 4th grade students will tour the high school for career pathway and early college planning
I. Intervention: Clubs and Extra-Curricular
   1. Students will participate in clubs and extracurricular activities
     A. Academic Support
	2012-2017
	
	2014-2017
		-Lead Central Office Administrators
		-Curriculum Directors
		-Principals
		-1-5 Teachers
		-Home School Coordinators
		-Community Volunteers
		-HA Teachers
		-Technology Department
		
		Lead: Central Office
		
		-Administrators
		
		-Principals
			Website Utilization
			-Skyward Utilization
			-Parent/Teacher Conference Attendance
			-Community Partnerships data
			-Financial Planning Workshops
			-Grants awarded by the School City of Hobart Education Foundation
			
			-Club Participation
			
			-Extra-curricular participation
				-Learn More Web site
				-District Website
				-Financial Planning workshops
				-Skyward and Technology Department
				-Business/Community Partnerships
				-Hobart Education Foundation
				-Kiwanis
				-Hobart Food pantry
				-Tri Kappa
				
				-Study Tables
				-ISTEP/ECA Boost
				-Lego Robotics
				-Academic Super Bowls
				-Yearbook Publishing
				-Broadcasting

B. Academic Enrichment C. Athletics D. Performing Arts		-K-12 Teachers		-Athletics -Performing Arts -3-D Printing -App Development -Hour of Code Website

Liberty Elementary School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Community Education Community/Parents/and Guardians will develop career education knowledge to benefit all students. A. Parents will be invited to utilize the Learn More Website B. Students and parents will be invited to utilize the District Website's Student/Parent Leaning Center and College and Careers C. Parents will be invited to participate in Financial Planning Workshops --529 plans started at the Elementary School D. Students and parents will be invited to attend Student/Teacher Conferences, academic progress conferences, and utilize Skyward E. Community members will be invited to engage students by mentoring, internships, and service opportunities, such as Junior Achievement, Teaching Gardens, and The Mighty Acorns F. Students and parents will be exposed to College and Career Websites G. Community organizations are encouraged to fund P.A.T. aka Building Brickies H. Community childcares, daycares and preschools will unite for "Ready, Set, Grow!" to collaborate with School City of Hobart kindergarten teachers on school readiness I. The School City of Hobart Educational Foundation supports student learning	2012-2017	-Lead Central Office Administrators -Parent as Teacher Educator -1-5 Teachers -Technology Department	-Skyward utilization -Parent/Teacher Conference Attendance -Community Partnerships data -Financial Planning Workshops -Parent Workshop Attendance	-Learn More Web site -District Website -Financial Planning workshops -Skyward and Technology Department -Business/Community Partnerships -Tri Kappa -St. Mary Medical Center -American Heart Association -Hobart Education Foundation -Kiwanis -Hobart Chamber of Commerce -Local Philanthropists -Local Preschools and Daycares -Kindergarten Teachers -Lake County P.A.T. -Legacy Foundation -District Website -Community Members -Skyward

through awarding grants for innovative projects and programs, and supports scholarships. – J. The Hobart Chamber of Commerce supports scholarships. K. Kiwanis promotes 3rd grade dictionaries				

Liberty Elementary School

Improvement Goal: All students will develop an understanding and commitment to the democratic ideas of human dignity, justice and equality by focusing on productive citizenship in a democratic society.
Expectation(s) for Student Learning: • All students will demonstrate behavior expectations through the Lifelong Guidelines • All students will demonstrate the Personal Best guidelines by acting on the Lifeskills. • All students will repeat diversity while becoming effective and participating members of a democracy. • All students will participate in community service activities to experience personal, intellectual, and social growth. • All students will practice digital citizenship through ethical and responsible use of technology systems, information, and software • All students will demonstrate the need to be globally responsible citizens from knowledge obtained in science and social studies. • All students will demonstrate behavior expectations by being responsible, respectful, and safe in accordance to our PBIS plan.
Target Participants: All students in Liberty Elementary School Students(grades 5-12 substance abuse; Too Good for Drugs and Violence Program) Reproductive and Family Planning (grades 4-12)
Interventions: All students will have the opportunity to receive positive incentives individually, as a class, and at school wide celebrations. All students will develop positive personal and interpersonal skills through Lifeskills and Lifelong Guidelines. All students will develop positive leadership skills, ethics, and accountability. All students will develop digital citizenship and practice acceptable technology usage. All students will learn necessary strategies to keep themselves safe. The school community will collaborate to provide a safe and secure facility.
Evaluation: NSSE Stakeholder Surveys Discipline Data Leadership Survey
Timeframe for Implementation: 2012-2017

Liberty Elementary School

Target Area of Improvement: Citizenship – Lifeskills, Diversity, Community Service, Ethics

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORNING	RESOURCES
Intervention: Positive Behavior Intervention System (PBIS) Positive Personal and Interpersonal Skills All students will develop positive personal and interpersonal skills through Lifeskills and Guiding Principles. A. Daily practice and usage of Lifelong Guidelines/Lifeskills/ Guiding Principles (in classroom management and curriculum) –Report card 21st Century Lifeskill Rubrics B. Incorporate Lifeskills and Guiding Principles in student government, athletics, clubs, and other activities such as YMCA, Scouts C. Incorporate Lifeskills and Guiding Principles in Student Discipline 1. MOP – grades 1-5 We teach, model, and practice these questions so that students can "mop up" inappropriate behavior. Me- Did or could this behavior hurt me or get me in trouble? Others- Did or could this behavior hurt others or get others in trouble? Property – Did or could this hurt somebody's property? 2. 4 A's for grades 1-5 ADMIT- Write or tell me what you did wrong. APOLOGIZE-Write or tell me how you are going to say that you are sorry. ACCEPT – Tell how you will accept the consequences. AMENDS – Tell how you will fix the problem or behavior	2012-2017	All staff 1-5 Lead: Administrators Home School Coordinators Counselors Citizenship Goal Chairs	Leadership Surveys Observable Student Behaviors Referral Form Data Discipline Data NSSE Opinion Surveys	-Morning Announcements/PA system -Displays-Incentives -Professional Development for Teachers/Parents/Community Organizations -Student Handbook – MOP forms -Referral Forms -Focus on Education Newsletter/Website -*The First Days of School* by Harry Wong -Posted School Procedures -"First Five Minutes" Rachel's Challenge

Liberty Elementary School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORNING	RESOURCES

Intervention: Positive Behavior Intervention System (PBIS) (continued)
    A.   Focus attention on Lifeskills in newsletters
    B.   Integrate Lifeskills at home and in the community.
    C.   The Lifeskill of Responsibility will be reviewed as it relates to attendance
    D. Components of PBIS will be implemented.				

Intervention: Positive Personal and Interpersonal Skills – Home School Coordinators Grade Level Programs All students will develop positive personal and interpersonal skills through Lifeskills and Guiding Principles 1-5 Rachel's Challenge is a school program for 1-5 that promotes pro-kindness. Based on curriculum from Rachel's Challenge students learn the importance of doing kind acts. School participates in kindness chain and year-end rally for a cause to promote kind deeds. 1st Grade: *Tattling vs. Telling* is a way for the students to learn the difference between tattling which is to just get others IN trouble vs. telling, which is to get others OUT of trouble or dangerous situations. Students practice this technique through scenario situations and then there is a follow-up discussion. 2nd Grade: *Free the Horses* is an 11 week positive thinking program that teaches students to think before they act, teaches how thinking is connected to feelings and actions, and how it is important to be a friend to others. It also addresses name calling issues.	Fall 2012– Spring 2016	Lead – Home School Coordinators	Leadership Surveys Observable Student Behaviors Referral Forms Data Discipline Data Student Opinion Survey	-Healthy Choice Decision Making curriculum -Drug Education Program -Bullying -Why Try -Home School Coordinators -Curriculum (videos/books) -Parent Communication -Healthy Habits -Mighty Acorns -Canoe Mobile

Liberty Elementary School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORNING	RESOURCES
Intervention: Positive Personal and Interpersonal Skills – Home School Coordinators Grade Level Programs (continued) 3rd Grade: *Don't Call Me Names* is a video and discussion program on what to do if you are called a name and why no one should call others names. Refusal skills and strategies for saying no to peer pressure situations while maintaining friendships, are taught to the students. *Chrissa Stands Strong* is a 4 week video and classroom exercises about friendship and bullying 4th Grade: *Broken Toy* is a powerful video on the possible effects of bullying and why it is important to treat others as people, not objects. Conflict Mediation is an 8 week course on resolving conflicts peacefully. *Fighting Fair* is a 4 week video and classroom discussion based on the teachings of Dr. Martin Luther King conflict mediation and anti-bully. *Why Try* is a 5 week decision making program that teaches students the necessary steps to make good choices and how to obtain opportunity, freedom, and self-respect. Students learn through use of the Reality Ride Rollercoaster metaphor, current media clips, music, and experimental activities. -*5th-12th grade: Healthy Choice Decision Making* Curriculum(District Website) -Drug Education Program -Bullying -Internet Safety -HIV/AIDS-CSHAC				

-Sex Education/At-Risk Behavior -Why Try -Healthy Habits				

Liberty Elementary School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORNING	RESOURCES
5th Grade: *Gum in My Hair* is a program that offers students concrete techniques they can practice and use to respond to on-going bullying. (Parents receive and accompanying letter to facilitate discussion at home for follow-through.) *Why Try* is a 5 week decision making program that teaches students the necessary steps to make good choices and how to obtain opportunity, freedom, and self-respect. Students learn through use of the Reality Ride Rollercoaster metaphor, current media clips, music, and experimental activities.				

Intervention: Positive Personal and Interpersonal Skills – Project Wisdom
I. All students will develop positive leadership skills, ethics, school connectedness, and accountability.
   A. Students will reflect upon the meaning of civic and personal values and the applications of those values in their daily lives by listening to Project Wisdom messages which help them understand that any true success is rooted in respectful, responsible, and caring behaviors
   B. Students will commit to kindness and compassion by pledging Rachel's Challenge
-4th/5th grades Rachel's Story
-5 minute Rachel's Challenge Daily Activities
	2012-2017
	
	2013-2016
		Lead: Principal
		
		Lead: counselors
			Leadership Surveys Observable Student Behaviors Referral Form Data Discipline Data NSSE Opinion Surveys
			
			Leadership Surveys -Observable Student Behaviors -Referral Form Data -Discipline Data -AdvancED Stakeholder Surveys
				-PA System -Project Wisdom Resource Manual -Guest Readers
				
				-Rachel's Challenge Curriculum -5 Minute Daily Rachel's Challenge Activities -SCOH Website -SKYWARD

Liberty Elementary School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORNING	RESOURCES
Intervention – Positive Leadership Skills – *Leadership and Mentor Programs* All students will develop positive leadership skills, ethics, school connectedness, and accountability A. Brickie Leaders –Students will participate in a Brickie Leaders group to promote leadership, empathy, accountability, and open discussions. -Elementary Brickie Leaders will foster student participation through school families and buddies. B. Common Language 1-5 on Aggression will be modeled. C. Parent education will be communicated and will encourage accountability for adults as well as children. D. Students will participate in Public Service/Service Learning through partnerships with community organizations and various other non-profit groups. E. Students will have the opportunity to participate in extra and co-curricular activities.	2012-2017	Lead: Administrators Home School Coordinators Counselors Citizenship Goal Chairs	Leadership Surveys Mentor Data Observable Student Behaviors Referral Form Data NSSE Opinion Survey	-Brickie Leaders Consultant for student, teacher and parent training -Brickie Leaders Sponsors -Community Organizations - Extra and co-curricular activities -Mighty Acorns -Canoemobile

Liberty Elementary School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORNING	RESOURCES

Intervention: Positive Leadership Skills – Middle School Transition
All students will develop positive leadership skills, ethics, and accountability
   A. Students, as 5th Graders, will participate in middle school readiness activities including the following:
     -attend an open house, a talent show or school event
     -Tour HMS
     -Meet principals, counselors, and teachers throughout the school year
     -Attend the Instrument Petting Zoo
	2012-2017	Lead: Principals
		Counselors
		5th and 6th Grade Teachers
		Parents
			Leadership Surveys
			Observable Student Behaviors
			Referral Form Data
			Discipline Data
			NSSE Opinions Survey
				-Brickie Leaders Consultant and training for students, teachers, and parents
				-Brickie Leaders Sponsor(s)

Liberty Elementary School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORNING	RESOURCES
Intervention: Digital Citizenship All students will develop digital citizenship and practice acceptable technology usage. A. Students will develop digital citizenship through ethical and responsible use of technology systems, information and software -Etiquette –Students will follow the School City of Hobart's Student Technology Network for Responsible Use Policy(RUP) for appropriate technology use. -Staff will model appropriate uses of technology in and out of the classroom. B. Students will access information, store, and share information in a responsible manner. -Responsibility – Students will assume electronic responsibility for actions and deeds. -Students will abide by the school's codes of conduct as they related to plagiarism, fair use and copyright laws. C. Students will be given opportunities to communicate in different fashions. -Access –Students will have full electronic participation in society. -Provide time for students to use school technology to complete assignments. -Students will work together on assignments. -Accommodations will be made so all have access to the technology within the school	2012 – 2017	-Lead: Director of Technology -Technology Staff -Administrators -All staff 1-5 -SRO Office -Too Good for Drugs and Violence	Lesson Plans Observable Student Behaviors Referral Form Data Discipline Data NSSE Opinion Surveys	- Ribble, M., Bailey, G., Ross, T (2004) *Learning and Leading with Technology Digital Citizenship Addressing Appropriate Technology Use.* -IT Manager -Student Handbook -RUP -RUP forms -SKYWARD -Internet Access -Filter/Firewall -Professional Development -District Web Site -SRO officers iSafe Curriculum -Learning.com curriculum -BOYD Policy -Cyber bullying on District Web Site -NEtzSmartz

system. (One to One Initiative and Bring Your Own Device BYOD)				
ACTIONS	**SCHEDULE**	**RESPONSIBILITIES**	**MONITORING**	**RESOURCES**

Intervention: Digital Citizenship
    D. Students will identify the dangers of identity theft and how to protect themselves electronically.
    -Security – Electronic precautions will be taken to guarantee safety.
-Parents and students will be given resources to learn the proper use of social networks like Instagram; Snapchat; Twitter and Facebook.				

Liberty Elementary School

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Intervention: Strategies to be Safe
All students will learn necessary strategies to keep themselves safe.
 	
  A. Home School Coordinator Program in Grades 1-5
    -1st grade students will participate in the program, *Tippy,* learning about safe touch. Steps are reviewed with all grade levels yearly or as needed. learn about telling vs tattling
    -2nd grade students will participate in the program, Free the Horses. It is an 11-week positive thinking program that teaches students to think before they act, how thinking is connected to feelings and actions, and how it is important to be a friend to others. It also addresses name-calling issues.
    -3rd grade students will be taught Refusal Skills. These will help them say no to their peers and still keep their friends in peer pressure situations. *Stand Tall* a video based program that teaches students how to respond to disrespectful behavior. Students will watch a story that displays bullying and identify what is bullying and who to respond to it.
Karissa Stand Strong-An American Girl Anti-Bullying Program.
*Making Peace-*students learn respecting individual cultural diversity and
	2012- 2017	Lead: Administrators and Board of School Trustees
		-Home School Coordinators
		-Hobart Police Department Officer
		-School Resource Officer
		-School Nurse
		-HIV/AIDS Council
		1-5 Teachers
			-Leadership Surveys
			-Observable student Behaviors
			-Referral Form Data
			-Discipline Data
			-AdvancED Stakeholder Surveys
				-Healthy Choice Decision Making Curriculum:
				-Home School Coordinator Programs
				-Too Good for Drugs and Violence Curriculum
				-Communicable Disease HIV/AIDS Curriculum
				-Parent Communication
				-Health Communication
				-NetzSmartz
				-SCOH District Website for Bullying Prevention
				-Safe Schools

combating racism. They learn the steps to resolve conflicts peacefully. *Why Try-* (lessons 1-4) students will use classroom activities, you-tube video clips and classroom discussion to understand why doing their best in school is important and what skills are needed to be successful. *The Broken Toy-* students will identify actual bullying and discuss how to handle it and prevent it.

-5th grade students participate in Why Try(lessons 5-10) a continuation from 4th grade focusing on the same issues and activities.

-Students will participate in classroom activities such as community circles to problem-solve and gain clarification and support related to their safety.

B. Students in grade 5 will participate in Too Good for Drugs and Violence

C. Too Good for Drugs and Violence Graduation keynote by Dr. Mann Spitler on Fighting the Addiction Beast

D. All students will participate in communicable disease education that is appropriate for their grade level.

E. Students will participate in curriculum that promotes wellness and/or safety:
-Drug Education Program
-Bullying
-Internet Safety
-Why Try
-Bus Safety Program
-School Safety Tip Line (24 hour

availability with anonymous reporting) -Healthy Habits -Nutrition Education within the cafeteria -Fire Safety (1-5) -Safety Around Electricity – Buzz Ingram's NIPSCO Electricity Education (2) F. Students will participate in the Healthy Choice Decision making Curriculum -Tour of Hobart History (3) -Wellness Classes on Staying Germ-free; -Reproductive Health				
Intervention: Safe and Secure Facility The school community will collaborate to provide a safe and secure facility A. Annual review and following of Emergency Response Plan 　　　-Practice storm drills 　　　-Practice fire drills 　　　-Practice Earthquake drills 　　　-Practice lockdowns B. Annual Review and Following of Crisis Plan C. CPR/AED Training D. Communicate Safety Procedures to parents via handbook, monthly newsletter, and School Messenger System as needed. E. All staff members will wear a school ID badge. F. All visitors must wear a visitor badge, issued by submitting to an ID check using Raptor Security software	2012-2017	All 1-5 Staff Lead: Administrators Director of School Safety	Drill Data Emergency and Crisis Review Checklist Accident Reports Observable Student Behaviors Lesson Plans Discipline Data NSSE Opinion Surveys	-Emergency Response Plan -Crisis Plan -Videos -Implementation of Drills -Emergency Exit and Drill -Secure Classrooms -Student Handbook -Substitute Resource Manual -Alarm Systems -Security Cameras -Communication Systems -Raptor Security Software -Rem4Ed Software

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORNING	RESOURCES
Intervention: Positive Leadership Skills	2012-2017	-Classroom Teachers	-Data Collected	-Tri-Kappa

Liberty Elementary School

Students will benefit from School and Community Partnerships A. Students will be invited to participate in school and community events.		-Student council -Support Staff -Brickie Leaders	-Program Listing/Description	-Shop with a Cop -Jump/Hoops for Heart -Student Council Character Clubs -Classroom Buddies -Afterschool Clubs -Clothing Our Children -Community Coat Drive -Food Drive -Girls on the Run -American Legion Flag & Essay -5th grade Recyclers -Junior Achievement -New Family Welcome Team -Brickie Makers/Innovators