SCHOOLWIDE PLAN

FOR

LIBERTY ELEMENTARY

May, 2010

"Home of the Brickies"

Title I Schoolwide Plan Checklist – Table of Contents

Directions: Review the Title I Schoolwide Plans prior to mailing to the IDOE to ensure that all requirements listed below have been met. Insert the page number where each component can be found in the column to the right. If a plan does not include all ten components, it is out of compliance with NCLB requirements and will need to be adjusted.

Schoolwide Plan: Section 1114 (b) (2) Any school that operates a schoolwide program shall first develop (or amend a plan for such a program that was in existence on the day before the date of enactment of the NCLB Act of 2001), in consultation with the LEA and its school support team or other technical assistance provider under section 1117, a comprehensive plan for reforming the total instructional program in the school that:
- i.   Describes how the school will implement the components described below
- ii. Describes how the school will use resources under this part and other sources to implement the components
- iii. Includes a list of SEA programs and other federal programs that will be consolidated in the schoolwide program
- iv. Describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by the SEA plan.

Components of a Schoolwide Plan*:	Found on Page #:
1. A comprehensive needs assessment of the whole school	5
2. Implementation of schoolwide reform strategies that: ❑ Provide opportunities for all children to meet proficient and advanced levels of student academic achievement ❑ Use effective methods and instructional strategies that are based on scientifically based research that: ❑ Strengthens the core academic program ❑ Increases the amount of learning time ❑ Includes strategies for serving underserved populations ❑ Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards ❑ Address how the school will determine if those needs of the children have been met ❑ Are consistent with and are designed to implement state and local improvement plans, if any	5
3. Highly qualified teachers in all core content area classes	6
4. High quality and on-going professional development for teachers, principals, and paraprofessionals	7
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7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program	10
8. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement	11
9. Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance	12
10. Coordination and integration of federal, state and local funds; and resources such as in-kind services and program components	13
10 a. A list of programs that will be consolidated under the schoolwide plan (if applicable)	N/A

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A. MISSION STATEMENTS

School City of Hobart District Mission Statement
Our Schools Equip Children for Adulthood
Our Schools Address the Needs of Individual Students
Our Schools Are Community Schools
Our Schools Are Committed to Success

Liberty Elementary School Mission Statement
The mission of Liberty Elementary is to be a safe, positive, student-centered school. All students are encouraged by parents, teachers, and community to do their personal best. All students are provided with knowledge, values, and lifeskills to become life long learners and good citizens

B. SCHOOL IMPROVEMENT TEAM STAKEHOLDERS

Liberty Teachers

Name	Position	Grade	Degree	License	HQT
Lori Anderson	Interventionist	1st-5th	MA	Professional	HOUSSE
Marcia Anderson	General Elementary	3rd		Professional	HOUSSE
Kelly Bunda	General Elementary	2nd	MA	Professional	HOUSSE
Joe Burger	General Elementary	5th	BA	Standard	PRAXIS
Julie Carden	Reading and Literature	1st-5th	BS	Standard	PRAXIS
Beth Dixon	General Elementary	4th	MA	Professional	HOUSSE
Melinda Dorin	General Elementary	1st	MA	Professional	HOUSSE
Amy Harrington	General Elementary	4th	MA	Professional	HOUSSE
Sara Hart	General Elementary	2nd	BA	Professional	HOUSSE
Peggy Keen	General Music	1st-5th	MA	Professional	
Mary King	Visual Art	1st-5th	MA	Professional	HOUSSE
Samantha Klaich	General Elementary	1st	BA	Standard	PRAXIS
Nate Lacny	General Elementary	3rd	BA	Standard	PRAXIS
Leslie Mancilla	General Elementary	5th	BA	Standard	PRAXIS
Margaret Mysliwy	General Elementary	2nd	BA	Initial	PRAXIS
Nicole Neeley	General Elementary	4th	BA	Professional	HOUSSE
Stefanie Osika	General Elementary	1st		Professional	HOUSSE
Shannon Palichuck	General Elementary	3RD	BA	Standard	PRAXIS
Christine Pallotta	General Elementary	2nd	BA	Standard	PRAXIS
Carolyn Polomchak	Reading/Literacy	1st-5th	MA	Professional	HOUSSE
Debra Rech	General Elementary	3rd	MA	Professional	HOUSSE
Cindy Sheehy	General Elementary	3rd	BA	Standard	HOUSSE
Carrie Spinks	General Elementary	1st	BA	Standard	PRAXIS
Lisa Vann	General Elementary	5th	BA	Standard	HOUSSE

Aides
Sue Hartill	Library			ParaPro	
Beverly Holland	Physical Education				ParaPro
Nancy Petruska	Instructional				ParaPro

C. TEN COMPONENTS OF THE SCHOOLWIDE PLAN

1. COMPREHENSIVE NEEDS ASSESSMENT

In the winter of 2005, the Liberty Elementary School NCA team worked together to complete an extensive comprehensive needs assessment. Using the NCA template for gathering data on the school profile, the team compiled data in the areas of student achievement data, school programs/process data, student/teacher/parent perception data, and demographic data. In the sections below, a summary of each type of data is included to represent the information gleaned from this work. We became district accredited through NCA. We will conduct another needs assessment in 2011. We have continual needs assessment through the use of NSSE exit surveys for grades 5, 8, and 12.

Student and Staff Demographic Data:
Liberty Elementary School is a 1st-5th building with three teachers each at grade levels fourth through fifth, and four teachers at grade levels 1st through 3rd. There is also one and a half special education teachers. Two additional teachers teach art and music. Two paraprofessionals teach library skills and recreation. There are approximately 416 students. The average class size is about 24.8 students. The percentage of economically disadvantaged students at Liberty Elementary School is 46%. There are 80% Caucasian, 11% Hispanic, 1% African-American, 7% Multi-racial, and 1% Native American students.

Resource and Program Integration:
Liberty Elementary receives federal and state grants. These funds provide a variety of resources and programs to our disadvantaged and at-risk students. Programs include: Readers Workshop, Writers Workshop, paraprofessionals, Team Lead, parent involvement, District professional development, Leveled Literacy Intervention (LLI), Read180, Compass Learning, Girls on the Run, and Response to Intervention. The School Improvement Team reviewed programs and resources used at Liberty Elementary in the spring of 2010.

Student Data:
After reviewing I.S.T.E.P. data for the years of 2006-2009, the school NCA committee members determined student achievement needs existed in the areas of Language Arts and Mathematics. See Appendix A.

2. SCHOOLWIDE REFORM STRATEGIES (Goals and Action Plan)

Based on our Needs Assessment we developed a comprehensive Action Plan for meeting our achievement goals. See Appendix B (Liberty NCA Goals and Action Plan).

3. INSTRUCTION BY HIGHLY QUALIFIED PROFESSIONAL STAFF (TEACHERS AND INSTRUCTIONAL PARAPROFESSIONALS)

All staff members, both certified staff and paraprofessionals, at the elementary buildings satisfy the highly qualified teacher standard of NCLB. Of our one and a half designated Title teachers, one is trained in Reading Recovery. All participate in the ongoing professional development to maintain their training. Furthermore, we have a certified, endorsed ELL instructor and two ELL aides who service the elementary schools. Beginning in the 2004 school year, all teachers have been receiving training in Readers and Writers workshop through the Teachers College at Columbia University. As our population continues to shift, the knowledge, skills, and strategies these staff members bring to the literacy growth and achievement of our students are critical.

4. STRATEGIES TO ATTRACT HIGH-QUALITY HIGHLY QUALIFIED TEACHER TO HIGH NEED SCHOOLS

Liberty Elementary teachers participate in high-quality, ongoing professional development and evaluation processes. The district maintains an evaluation system for certified staff that provides opportunities for continuous professional development. In accordance with the Hobart Teachers Association (HTA) a rigorous evaluation system has been developed to ensure ongoing professional development and retain highly qualified teachers. This evaluation system features teacher goal setting, self assessment, pre-observation conferences, classroom walkthroughs, and formative and summative evaluations.

Teachers who are on their sixth contract and have reached distinction in the summative evaluation phase are eligible for the Master Teacher Growth Program (MTGP), which is a self-directed professional development program for a five year cycle.

Also, the School City of Hobart will implement Professional Learning Communities. Teachers are provided with on-going professional development for staff. Professional Development program components include an annual professional development catalog, peer-mentoring, co-teaching, and modeling. Job-embedded training is available to all teachers and the School City of Hobart is a sponsor of Continuing Resource Units (CRUs) for license renewal. Professional development, as required, to train trainers for in-house professional development are offered and supported district-wide. Furthermore, the district establishes flexible schedules so teachers can practice what they have learned (or to continue their learning). In the past, prior to new DOE regulations, six half-day professional development days (FISH Days-Forever Improving Schools in Hobart) were scheduled annually district wide.

Additionally, the School City of Hobart utilizes a provisional support/administrative support team. This team of administrators and stakeholders align and organize staff development. They provide both professional and emotional support to teachers and strive to empower teachers and encourage them to learn and grow. This team also supports the use of collaboration by encouraging and facilitating team teaching and peer mentoring. Teachers are provided with time to visit each other's classrooms and observe best practices. Schedules are coordinated to support teachers in their endeavors to plan and evaluate instruction across grade levels and curricular areas.

Furthermore, the School City of Hobart offers teacher recognition and achievement by encouraging teachers to share experiences by writing articles, sharing at conferences, leading workshops, etc. The school administration also encourages and financially supports teachers to attend other means of professional development outside of the district. This sustained professional development helps School City of Hobart teachers develop awareness, deepens understanding and knowledge at the

building level and translates theory into practice in the classroom. Teachers at Liberty Elementary are able to reflect upon their teaching practices and student learning in order to help refine their practices and expertise. Often, teachers attend School City of Hobart Board of Directors Meetings in order to share their successes with other district stakeholders.

Also, in accordance with School Board Policy, all non-certified staff members are evaluated. The district maintains a continuous program of professional development for all non-certified staff. Supervisors recommend professional development for all departments and employees.

5. HIGH-QUALITY AND ONGOING PROFESSIONAL DEVELOPMENT

Liberty Elementary School offers a competitive pay scale to draw new teachers to the School City of Hobart. We support our new teachers with a full four days of new teacher in-service/induction prior to the start of the school year, and we pair new teachers with trained mentors. Our grade level teams provide additional support and provide the opportunity for ongoing collaboration, which is attractive to teachers new to the district. High-quality, highly qualified instructors are also attracted to in-district professional development plans that provide staff with the option of earning staff development and/or graduate credit. The onsite professional development is vital in supporting the district in its efforts to implement best practices.

We have also placed quality programming that best meets our students' needs at the top of our priority list. This student-focus has attracted high-quality, highly qualified teachers who desire to work in a progressive, collaborative, and enthusiastic climate. To apprise would-be teachers of what Liberty has to offer, we advertise openings on the Indiana Department of Education Job Board. We contact universities' placement offices to identify potential candidates, and we have updated and improved our website, where we also advertise.

6. STRATEGIES TO INCREASE PARENTAL INVOLVEMENT

School City of Hobart Website

The School City of Hobart website, www.hobart.k12.in.us, offers many opportunities to increase parental involvement. The Student Parent Learning Center offers parent resources that include Indiana Academic Standards by grade level and subject areas. Suggested activities and worksheets from the Indiana Department of Education are available for parents. The Parent Resources page was created for the purpose of informing families of how to best instruct their children during extended school closings, as well as for family educational engagement over the summer.

This parental resource site includes access to websites such as:

Family Literacy Backpacks www.buddyprojects.org provide theme focused family learning opportunities.

Thinkfinity Literacy Networks www.thinkfinity.org offers a free on-line course promoting parents and children as natural learning partners.

Indiana Reading List www.indianastandardresources.org, a companion piece to Indiana's Academic Standards, encourages parents to review a list of books and choose suitable books for their children. Parents and their children are experienced in selecting "just right books" as part of our Teachers' College curriculum.

The School City of Hobart offers information through our BE THERE campaign and BE THERE blog.

The Quaglia institute provides parents with lifeskills and examples of ways to connect with their children. Podcasts are available on our website regarding both initiatives.

How We Encourage Parents to Visit the Website:

Teachers and Administrators encourage parents to visit the website via word of mouth, newsletters, and the ALERTNOW System. The School City of Hobart has adopted the ALERTNOW Notification Service, which allows us to send a telephone or e-mail message providing important information about school events or emergencies. These messages also remind parents to check the website for other valuable information.

Parents are further encouraged to view the website because the District Calendars are located there. The web calendar format allows the information to be kept current as changes occur. This also cuts down on paper usage and facilitates our efforts to become "greener".

Our hope is that once led to the School City of Hobart website parents will peruse and use the available resources.

Parent Presentations

Another way our parents are kept involved is via Parent Presentations throughout the year. The Home School Coordinator facilitates these presentations often based on the needs of the parents who contact her throughout the year. These presentations cover various topics like the following:

The Frantic Family Syndrome: a video by John Rosemond teaching the 3 R's of Respect, Responsibility and Resourcefulness.

Grandparents Raising Grandchildren Support Group: breakfast and evening meetings are offered throughout the year for grandparents who are raising their grandchildren or who are very involved in their grandchildren's lives.

Cooperative Parenting and Divorce- "Shielding Children from Conflict": an eight –session series, once a month for changing families.

These are just three examples of the parenting presentations our school system offers.

Additional Opportunities for Parental Involvement at Liberty School

Along with our PTO, Parent Volunteers, and various Music programs, and fun festivals throughout the school year, some of our other Parent/Child activities include:
- **Literacy & Math Family Night-**All activities are run by staff members throughout the building and reinforce our Reading & Writing Workshops and our Math curriculum. This is an

excellent opportunity for parents to interact with staff and take with them ideas for helping their children at home.

- **Parent/Teacher Conferences-**These are held as needed throughout the year. Title teachers may also be present.
- **Dinner/Book Fair Night-** Families are invited to enjoy a free meal, take photographs, collaborate, and purchase books from Scholastic.
- **Responses to Intervention Meetings-Parents of children in need of intervention at Liberty are** invited to attend RTI meetings. The RTI team discusses their child's progress and what additional interventions will be implemented along with future monitoring. Parents who cannot be there are sent the information in the mail and asked to respond, both by phone or note so we are all involved and on the same page.
- **Participation in Schoolwide NCA planning-**Parent volunteers attend our North Central Association Accreditation planning and review sessions.
- **Textbook Adoption-**parents are asked to join the Textbook adoption committee at our school to look over the textbooks under consideration for that school year.
- **Handbook Committee-**Parents are invited to be a part of the process in writing the school handbook.
- **Grandparents' Day-**Grandparents' Day is celebrated one grade level at a time. Parents/Special Person often accompany grandparents. Grandparents participate in a classroom activity with their grandchild. Also, a grade level musical performance showcases the students' talents.

Attendance is encouraged at the various activities through the use of fliers, the AlertNow messaging system, food, prizes, and often student performances.

6A. How Liberty School Provides Individual Academic Assessment Results to Parents

STI-Software Technology, Inc.

Our school has the Software Technology System (STI), a student records management system that parents can access through home computers, teacher assisted computer lab time offered weekly at school, or upon request. Parents are trained on how to use the system and given a PIN number for their child at the beginning of the school year.

STI Home allows parents and students from home to:
- Check grades
- Note attendance
- Review class schedules
- Confirm assignments
- Inspect discipline reports

STI also provides progress reports six times a year as well as on-demand data upon request. It also provides trimester report cards.

Parent /Teacher Conferences

Our school welcomes parents and sometimes children to conferences to discuss individual progress. Phone conferences are also an option for busy parents.

Standardized Test Results/Universal Screening

ISTEP and NWEA (Northwest Evaluation Association) test results can be discussed with parents if requested by parent and/or teacher. Students may or may not be present.

Title and RtI intervention teachers provide universal screenings using reading benchmark leveling, NWEA scores, spelling inventory, and writing sample. Parents and students are informed of their child's independent reading level in order to facilitate selecting and reading "just right books".

6b. Strategies to Involve Parents in the Planning, Review, and Improvement of the Schoolwide Plan

Throughout the process of writing our schoolwide plan parents provided input through discussion and feedback. This feedback resulted in an improvement of our schoolwide plan.

7. PRESCHOOL TRANSITION STRATEGIES

At Liberty Elementary School, almost half of the student populations are from low income households. Only 14.2% of adults in the targeted community of Hobart hold a bachelor's degree or higher degree. On the 2008 kindergarten-readiness assessment in Hobart schools, 41% of children entering kindergarten were ranked below their chronological age. 32% of children entering kindergarten tested "at risk" on oral language tests. 3rd grade ISTEP scores indicate that School City of Hobart students were below the state average in English/Language Arts two of the past three years. Math scores were below the state average three of the past three years.

Indiana Department of Child Services identifies Lake County as second only to Marion County for cases stemming from abuse and neglect. The same report identifies "*Lack of Parenting Skills*" as the most common stress factor for neglect fatalities and the third most common stress factor for abuse fatalities. As one of the few prevention programs working individually with families in their homes, Parents as Teachers increases parents' skills and knowledge in a way no other program can, helping under-equipped parents become capable caregivers.

Parents as Teachers (PAT), an international early childhood parent education and family support program, serves families throughout pregnancy until their child enters kindergarten, enhancing child development and school achievement through parent education and support.

Program Goals of Parents as Teachers

1. Increase parent knowledge of early childhood development and improve parenting practices.
2. Provide early detection of developmental delays and health issues.
3. Prevent child abuse and neglect.
4. Increase children's school readiness and school success.

These goals are achieved through our direct services. Parents as Teachers families receive:

- Personal visits – The heart of the program. Home visits help families understand what to expect as a child grows and offer practical suggestions on encouraging learning and managing challenging behaviors.
- Group meetings – These events allow caregivers and children to meet other families, share experiences and discuss parenting topics.
- Screenings – Periodic assessments help measure a child's overall development.
- Resource network and referrals – Our referrals link families to other services in and around the community, including intervention and therapeutic services when necessary.

In addition, on March 11th, The School City of Hobart Kindergarten teachers partnered with area preschools, daycares and home care providers to collaborate about how to best prepare our youngest children in Hobart for school. Lifeskills, Kindergarten testing, early childhood concerns and academic standards were addressed. "Parents as Teachers" was presented to the group of thirty, as well. We plan to continue this effort to address the ever-changing needs of early childhood in Hobart.

8. TEACHER PARTICIPATION IN MAKING ASSESSMENT DECISIONS

Teachers at Liberty Elementary use data analysis to inform curricular decisions and instruction across content areas. All students in grades 1-5 participate in NWEA testing once per trimester to determine areas of strengths and challenges and to monitor growth of the individual student. These tests are also occasionally given more frequently, if additional data is needed. Teachers get immediate reports from NWEA, indicating how students perform in content areas and skill achievement. Teachers can and do analyze this data and then, plan and implement lessons that meet their students' individual and group needs. Similarly, ISTEP data for grades 3-5 is analyzed by the teaching staff to inform instruction. Trends across cohorts, grade levels, and sub groups are examined by the teaching staff and administration to inform instructional practices. Meetings to analyze data are organized amongst school personnel in the mornings before students arrive, a time when elementary staff has common planning time.

Liberty primary teachers and Title I/RtI intervention teachers use a multitude of local assessments to inform their teaching. These assessments include: running records, fluency ratings, hearing sounds in words assessment, and Literacy First Phonics Assessment. In mathematics, students are assessed using curriculum based assessments.

Each grade level team of teachers also meets on a weekly basis to design and plan instruction that matches classroom and district assessments. During RtI meetings, classroom teachers, the interventionist, and Title I teachers plan and coordinate instructional strategies. As a result of using our data warehouse, Confluent, teachers can analyze students' strengths and weaknesses to find instructional needs in the Liberty Elementary learning community. In addition to informing instruction, NWEA and ISTEP data is analyzed by the Response to Intervention (RtI) committee, as they design individualized remediation and intervention programs.

Along with standardized assessments, students take formative (classroom) curriculum based assessments and those assessments are used to drive classroom instruction for increased student performance. Teachers in our school have abundant training and practice disaggregating data in order to improve their teaching and promote student growth and learning.

High Ability

In grades 2-5, students who have been identified as high ability will be placed in a self-contained classroom at Joan Martin Elementary School. Curriculum is differentiated and problem-based in these classrooms. Students within this type of classroom setting will be able to be with their academic peers with similar cognitive abilities and academic levels.

In grades 6-8, students identified as high ability in language arts only join the students identified in this area. Students identified as high ability in math join the students identified in the area of math instruction.

9. TIMELY AND ADDITIONAL ASSISTANCE TO STUDENTS HAVING DIFFICULTY MASTERING THE STANDARDS

In recent years, the staff at Liberty Elementary has worked very hard to embed RTI (Response to Intervention) into our curricular framework. Our first and foremost goal with this RTI framework is to ensure that struggling students are offered early, targeted, expert, and intensive instruction before they fall far behind. Beginning in first grade Liberty Elementary provides students with multiple safety nets across the RTI (Response to Intervention) model.

Interventions that are available for implementation include Compass Learning, Leveled Literacy Intervention (LLI), Read180, and other research based interventions based on a student's individual need.

Tier I

First, quality instruction begins in the classroom. Every classroom in grades 1-5 utilizes Reader's Workshop, Writer's Workshop, and hands-on activities in mathematics in order to provide differentiated instruction to children. Students develop and learn skills based upon best practices in their regular education classroom. Each student's reading level is assessed on an on-going basis, and the students are provided with a variety of "just-right" reading material at their individual level. Classroom teachers utilize flexible ability grouping and provide students with targeted strategy lessons, based upon student need.

A variety of specialized programs are also available to students based upon individual needs. For example, E.L.L (English as a Learned Language) is offered to those students for whom English is not their primary language. Counseling is offered through a relationship with Regional Mental Health to students dealing with personal or emotional issues that affect their academic learning.

Tier II

When students have difficulties mastering the Indiana Academic Standards and skills, many opportunities are available to help them achieve mastery. Remediation is available beyond the classroom through Title I programs in reading and math. Title I teachers and aides provide additional small group and one-on-one instruction to at-risk students. These sessions are also based on student needs and standard mastery, which is derived from assessment data. Instructional best practices are utilized during these sessions to improve student performance. These intervention processes are documented and incorporated into the RTI (Response to Intervention) model. Possible interventions include

Tier III

     Additional intensive instruction with a highly qualified teacher is provided to students who show a high level of difficulty mastering specific skills and standards. Students who fail to make adequate progress in these intensive, targeted, tier III sessions are referred for further services through special education.

Professional Development and Targeted Instruction

     Teachers are provided with countless opportunities to grow as professionals and utilize data to inform instruction. Teachers and staff participate in professional learning communities and curriculum planning. Contracted presenters and book studies provide teachers with opportunities to learn more about best practices and incorporate these into their daily routines, procedures, and instruction. Further learning opportunities are provided through an in-house professional development catalog. Teachers are encouraged to attend both internal and external professional learning classes.

     Student performance on district tests (ISTEP+ and NWEA) is examined by administration and teachers, in order to target and enhance instruction. Teachers also look at student performance on local assessments and instruction is tailored to meet individual student needs. Assessment truly drives instruction across grade levels and classrooms at Liberty Elementary School.

10. COORDINATION AND INTEGRATION OF FEDERAL, STATE, AND LOCAL PROGRAMS AND RESOURCES

The School City of Hobart has the ability to consolidate funds. However, our district is opting not to do so.
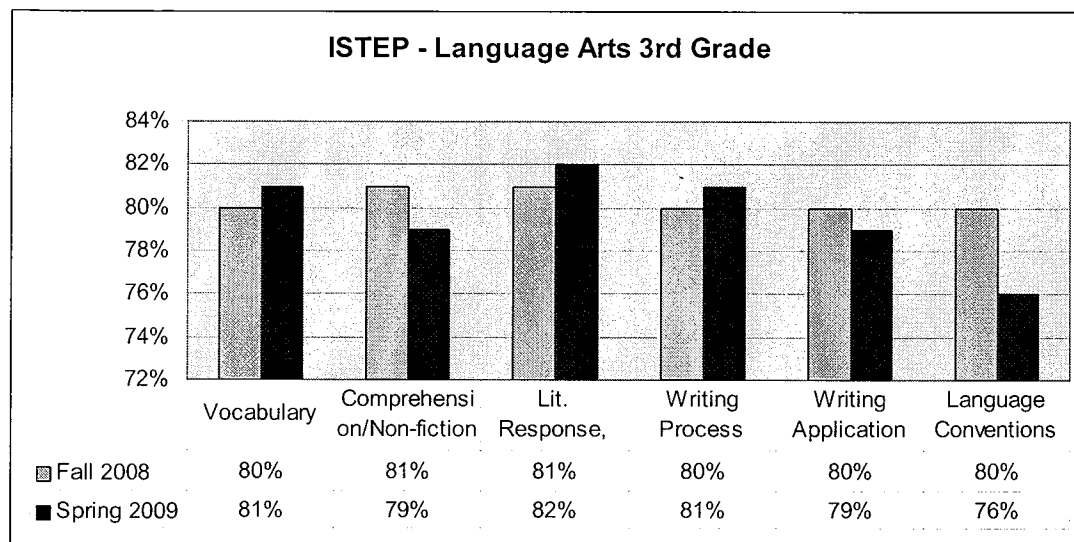Title I funds are used to serve our at-risk population.
Title IIA funds are utilized to improve instruction through professional development. All students benefit from these funds.
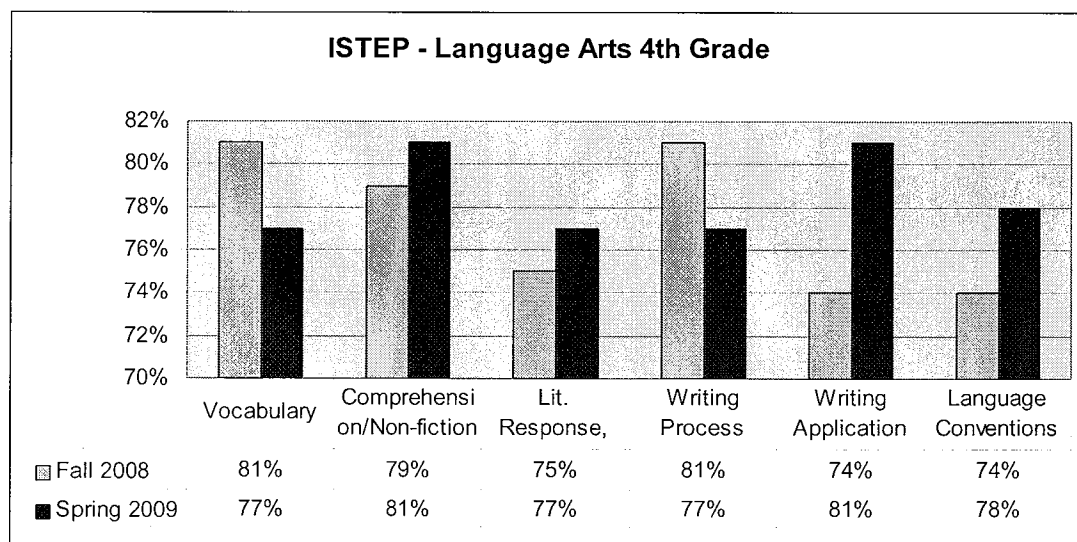
Title III funds service our growing ELL population in Hobart. Many of these students are receiving Title I services.
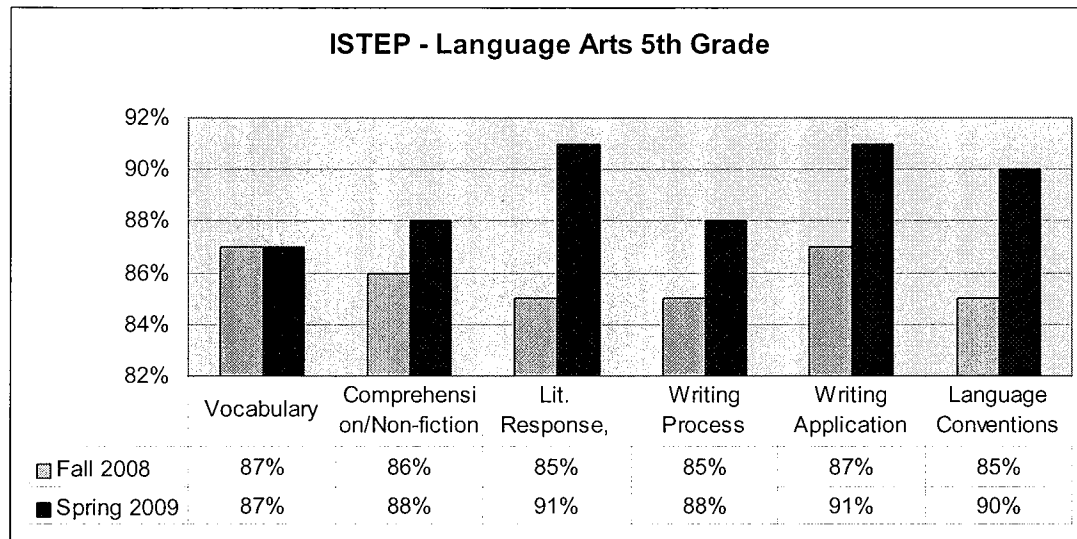
APPENDIX A

GRAPHS AND DATA

ISTEP - Language Arts 3rd Grade

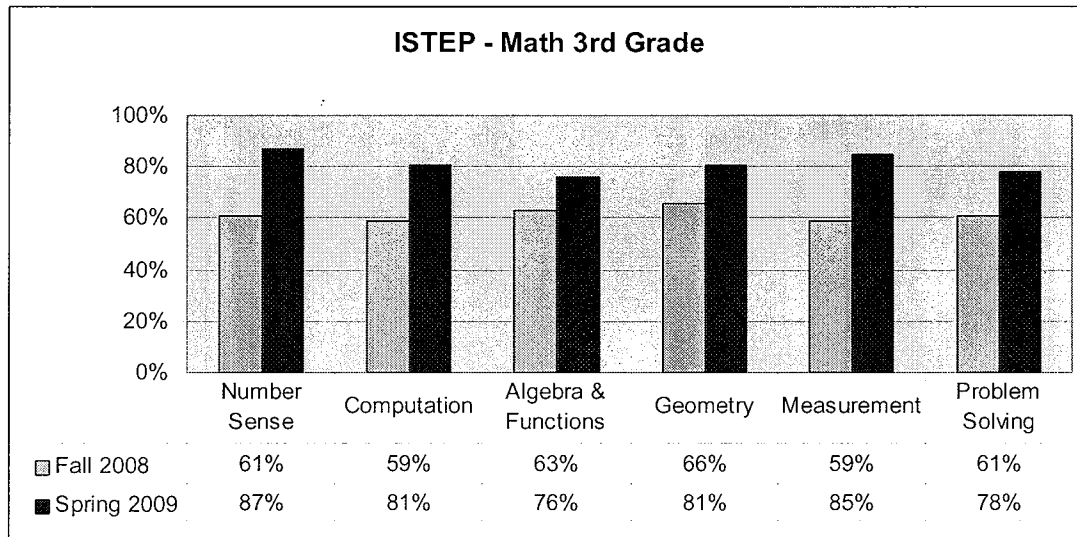|	Vocabulary	Comprehension/Non-fiction	Lit. Response,	Writing Process	Writing Application	Language Conventions
Fall 2008	80%	81%	81%	80%	80%	80%
Spring 2009	81%	79%	82%	81%	79%	76%

The third grade students from the 08-09 school year had comparable achievement in the fall and spring test sessions. In the area of Language Conventions there was a 4% decrease. During the 2010-2011 school year we will use universal screening assessments to select students who need more support in writing, specifically, language conventions. In order to raise overall student achievement, students will receive more intensive instruction from the classroom teacher, while students in need will receive help from Title 1 staff and RTI interventions. These students will be assessed regularly in order to monitor their progress.

ISTEP - Language Arts 4th Grade

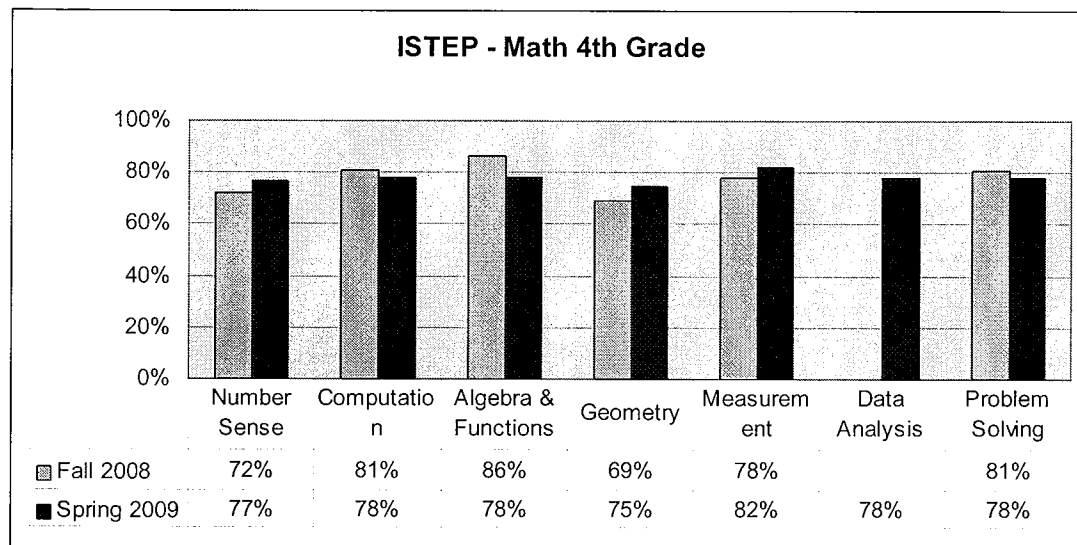|	Vocabulary	Comprehension/Non-fiction	Lit. Response,	Writing Process	Writing Application	Language Conventions
Fall 2008	81%	79%	75%	81%	74%	74%
Spring 2009	77%	81%	77%	77%	81%	78%

The fourth grade students from the 08-09 school year showed improvement in all standard areas except vocabulary and the writing process from the fall to spring test sessions. Classroom teachers, Title 1 teachers, and RTI interventionists will work together to provide targeted, systematic interventions to students who are struggling with the writing process. This process includes planning, pre-writing activities, draft, revisions, editing and publication of writing pieces. Classroom teachers, Title 1 teachers and RTI interventionists will support vocabulary development. Progress will be continually monitored to ensure student success.

ISTEP - Language Arts 5th Grade

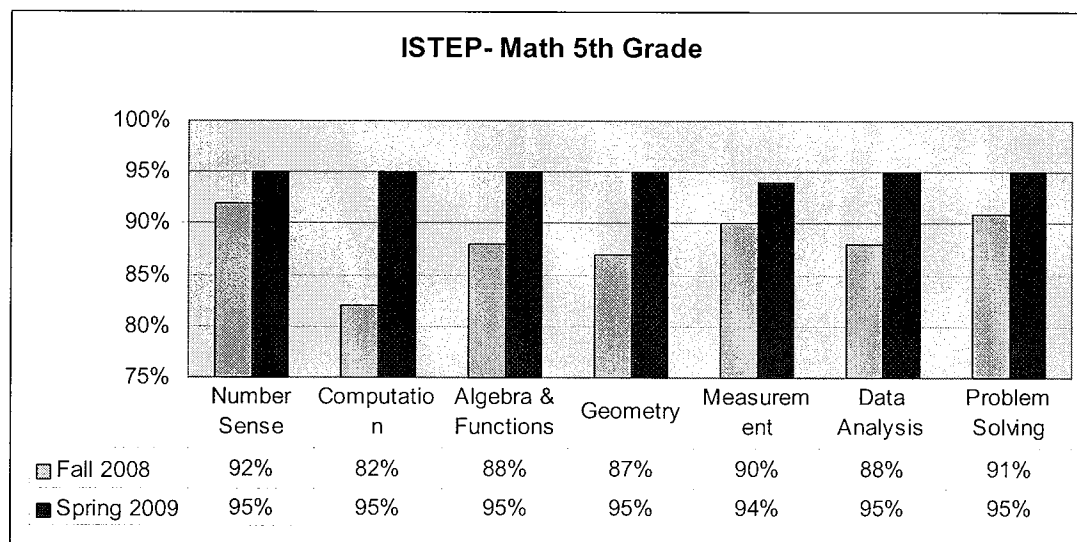|	Vocabulary	Comprehension/Non-fiction	Lit. Response,	Writing Process	Writing Application	Language Conventions
Fall 2008	87%	86%	85%	85%	87%	85%
Spring 2009	87%	88%	91%	88%	91%	90%

The fifth grade students from the 08-09 school year showed average to high achievement.
The classroom teachers, Title 1 teachers and RTI Interventionists will work together to monitor students progress in the areas of English/Language Arts. Interventions will be used, as needed, to support student achievement.

ISTEP - Math 3rd Grade

	Number Sense	Computation	Algebra & Functions	Geometry	Measurement	Problem Solving
Fall 2008	61%	59%	63%	66%	59%	61%
Spring 2009	87%	81%	76%	81%	85%	78%

The third grade students from the 08-09 school year showed significant gains in all Mathematics area from the fall 2008 to the spring 2009 test sessions. The classroom teachers, Title 1 teachers and RTI interventionists will work together to monitor student progress in the all areas of mathematics. Interventions will be used, as needed, to support student achievement.

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ISTEP - Math 4th Grade

	Number Sense	Computation	Algebra & Functions	Geometry	Measurement	Data Analysis	Problem Solving
Fall 2008	72%	81%	86%	69%	78%		81%
Spring 2009	77%	78%	78%	75%	82%	78%	78%

The fourth grade students from the 08-09 school year showed improvements in the areas of number sense, geometry, measurement while there was decline in the areas of computation, algebra and functions, and problem solving from the fall to spring test sessions. The areas of weakness will be targeted by classroom teachers, Title 1 staff and RTI staff in order to provided targeted interventions to students who are not meeting state standard benchmarks.

ISTEP- Math 5th Grade

	Number Sense	Computation	Algebra & Functions	Geometry	Measurement	Data Analysis	Problem Solving
Fall 2008	92%	82%	88%	87%	90%	88%	91%
Spring 2009	95%	95%	95%	95%	94%	95%	95%

The fifth grade students from the 08-09 school year showed average to high achievement in all areas of mathematics on the both the fall and spring test sessions. The classroom teachers, Title 1 teachers and RTI Interventionists will work together to monitor students progress in the areas of Mathematics. Interventions will be used, as needed, to support student achievement.

APPENDIX B

NCA GOALS & ACTION PLAN

Action Plan #1 Curriculum

Improvement Goal:

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

Expectations(s) for Student Learning:

Target Participants:

All students at Liberty Elementary

Interventions:

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

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

Low performing students will participate in RTI tiers.

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

Evaluation:

Curriculum Calendars

Units of Study

NWEA Reports

ISTEP Reports

Benchmark Reading Tests

Report Cards/Standards-based

Writing Roadmap/Writing Rubrics

Timeframe for Implementation:

Fall 2006-Spring 2011

Target Area of Improvement: - Improvement Goal Descriptor

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Defined Curriculum-Indiana Academic Standards All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards	2006-2011	Principal K-5 Teachers Grade Level Coordinators	-Curriculum Guide on District Web site	-IDOE Website -Indiana Academic Standard Resource Books -District WebSite-School Wires and Professional Development -Curriculum Planning by grade -Professional Development
Intervention: Defined Curriculum-Indiana Academic Standards All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards Curriculum mapping will be completed to define scope and sequence by staff and include the following: -Units of Study identified along with standards and assessments covered -Curriculum Calendars are completed with Units of Study	2006-2011	Superintendents Principal K-5 Teachers	-Curriculum Guide on District Web Site -Units of Study -Curriculum Calendars	-IDOE Website -Indiana Academic Standard Resource Books -District Web site-School Wires and Professional Development -Curriculum Planning by grade -Professional Development -Teacher Developed Units of Study and Professional Development

Target Area of Improvement: - Improvement Goal Descriptor

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Defined Curriculum-Indiana Academic Standards All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards Articulation of the defined curriculum will be achieved between the grade levels and across buildings.	2006-2011	Superintendents Principals Literacy Coordinators K-5 Teachers	Curriculum Guide on District Web Site -Units of Study -Curriculum Calendars	IDOE Website -Indiana Academic Standard Resource Books -District Website-School Wires and Professional Development -Curriculum Planning by grade -Professional Development
Intervention: Defined Curriculum-Indiana Academic Standards All students will receive a curriculum based on defined expectations for student learning from the Indiana Academic Standards Curriculum willll be published on the district Web site and in each school's main office	2006-2011	Superintendents Technology Department	School Website	District Web site-School Wires and Professional Development
Intervention: Defined Curricululm-Data Analysis to Inform Curricular and Instructional Gaps All students will increase skills identified in the Indiana Academic Standards as a result of regular data analysis to inform instruction and curricular gaps. Students will participate in fall and spring NWEA testing to determine areas of strengths and challenges and to monitor growth of the individual student. -Response to intervention (RTI): Tiered Interventions will be recommended for low performing students	2006-2011	Lead: Assistant Superintendent, Principals Northwest Indiana Special Education Cooperative (NISEC) Director K-5 Teachers LRE Facilitator Literacy Coordinators	-NWEA Reports -Annual Data Analysis -Trend Data Analysis	-Data Warehouse(Confluent) -NWEA Website -Data Analysis Time

Target Area of Improvement: - Improvement Goal Descriptor

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Defined Curricululm-Data Analysis to Inform Curricular and Instructional Gaps All students will increase skills identified in the Indiana Academic Standards as a result of regular data analysis to inform instruction and curricular gaps. As a result of using the Data Warehouse, student strengths and weaknesses will be analyzed for ISTEP instructional needs. -Response to intervention (RTI): Tiered Interventions will be recommended for low performing students		Lead: Assistant Superintendent, Principals Northwest Indiana Special Education Cooperative (NISEC) Director K-5 Teachers LRE Facilitators Literacy Coordinators	-ISTEP Reports -Annual Data Analysis -Trend Data Analysis	-Data Warehouse(Confluent) -ISTEP Data -Data Analysis Time
Intervention: Defined Curricululm-Data Analysis to Inform Curricular and Instructional Gaps All students will increase skills identified in the Indiana Academic Standards as a result of regular data analysis to inform instruction and curricular gaps. Students will take formative (classroom) assessments created in STI Assessment or teacher made assessments (common) to inform instruction for increased student performance.	2006-2011	Lead: Assistant Superintendent, Principals K-5 Teachers	-Annual Data Analysis -Trend Data Analysis	-Data Warehouse(Confluent) -Data Analysis Time
Intervention: Response to Intervention(RTI) Low Performing students will participate in RTI Tiers. A district-wide RTI policy will be developed with implementation guides.	-RTI Early Implementation 2006-2008 -RTI Policy and Guidelines 2008	Lead: Assistant Superintendent, Principals Northwest Indiana Special Education Cooperative (NISEC) Director K-5 Teachers LRE Facilitators Literacy Coordinators	-NWEA Reports -ISTEP Reports -Annual Data Analysis -Trend Data Analysis	-Data Warehouse(Confluent) -NWEA Website -ISTEP Data -Data Analysis Time -RTI Policy and Guidelines -Professional Development RTI -Curriculum Materials RTI Tier II -Professional Development Cultural Competency

Target Area of Improvement: - Improvement Goal Descriptor

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Response to Intervention (RTI) Low performing students will participate in RTI Tiers. Tier II instruction will be implemented through the use of research based learning strategies: "Increased Academic Learning Time" including the following: A. Ability (Readiness) Groups-Strategy Groups B. Focused Leveled Instruction Program (FLIP) C. English as a New Language D. Double Block	-RTI Policy and Guidelines 2008 -RTI Tiers 2009-2010	Lead: Assistant Superintendent, Principals Northwest Indidana Special Education Cooperative (NISEC) Director K-5 Teachers LRE Facilitators Literacy Coordinators RtI Team	-NWEA Reports -ISTEP Reports -Annual Data Analysis -Trend Data Analysis	Data Warehouse(Confluent) -NWEA Website -ISTEP Data -Data Analysis Time -RTI Policy and Guidelines -Professional Development RTI -Curriculum Materials -Professional Development Cultural Competency
Intervention: Professional Learning Communities All students will increase academic skills as a result of teacher participation in professional learning communities. -Curriculum Planning-Grade Level/Curriculum Meetings -Units of Study/Curriculum Calendar/Curriculum Mapping -Web Publishing with School Wires	2006-2011	Administrators K-5 Teachers	-NWEA Analysis -ISTEP Analysis -Assessments -Grade Level Meetings (District andn Building Level)	-Professional Development Catalog -time -Data Analysis Training -RTI Training -Web Training with School Wires
Intervention: Professional Learning Communities All students will increase academic skills as a result of teacher participation in professional learning communities and data analysis-NWEA, ISTEP	2006-2011	Administrators K-5 Teachers	-Enrollment in professional development -NWEA Analysis -ISTEP Analysis	-Professional Development Catalog -Time -Data Aalysis Training -TRC
Intervention: Professional Learning Communities All students will increase academic skills as a result of teacher participation in professional learning communities	2006-2011	Administrators K-5 Teachers	-Enrollment in professional development	-Professional Development Catalog -Time -Data Analysis Training

Target Area of Improvement: - Improvement Goal Descriptor

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Professional Learning Communities All students will increase academic skills as a result of teacher participation in professional learning communities RTI Training	2006-2011	Administrators NISEC Administrator K-5 Teachers	-Enrolllment in professional development	-Professional Development Catalog -Time -RTI Training
Intervention: Professional Learning Communities All students will increase academic skills as a result of teacher participation in professional learning communities Cultural Competency-Book Studies: -*In Boy Writers:Recaliming Their Voices* by Fletcher -*Hear Our Cry-Boys in Crisis* by Slocumb -*A Framework for Understanding Poverty* by Payne -*THE MINDS OF BOYS* by Gurian -*THROUGH EBONY EYES* by Thompson -*Boys and Girls Learn Differently* by Gurian -*UNFINISHED BUSINESS-Closing the Racial Achievement Gap in Our Schools* by Noguera and WIng	2006-2011	Administrators K-5 Teachers	-Enrollement in professional development	-Professional Development Catalog -Time -Cultural Competency Book Studies
Intervention: Professional Learning Communities All students will increase academic skills as a result of teacher participation in professional learning communities. Professional Development -In-House Professsional Development Catalog, Conferences, and Contracted Services	2006-2011	Administrators K-5 Teachers	-Enrollment in professional development -NWEA Analysis -ISTEP Analysis	-Professional Development Catalog -Time -Finances for attending workshops and conferences -Contracted Services

Action Plan #2: Language Arts

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

Expectations(s) for Student Learning:

- All students will read with fluency.

- All students will comprehend written text.

- All students will communicate ideas through writing.

- All students will use technology research tools 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:
Males (steady decline in performance)

Interventions:
All students will increase skills in reading and writing skills
through monitoring progress on academic standards.
All students will increase reading and writing skills as a result of
participating in balanced literacy.
All students will increase fluency and comprehension by using
reading skills/strategies with a variety of texts across the
curriculum.

Action Plan #2: Language Arts

Evaluation:
ISTEP
NWEA
The Writing Roadmap
Standards Based Report Card
Conferring
Checklists/Rubrics

Timeframe for Implementation:
2006-2011

Target Area of Improvement:Language Arts - Fluency, Comprehension, Technology, and Comprehension

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Academic Standards All students will increase skills in reading and writing skills through monitoring progress on academic standards A.Classroom Assessments/Conferring/Checklists/Rubrics/Journals B. NWEA C. ISTEP	2006-2011	· K-5 teachers	- Classrooom Assessments - Conferring - Checklists - Rubrics - Journals - NWEA - ISTEP - Standards-Based Report Cards	- Classroom assessments - Checklists - Rubrics - Journals - NWEA - ISTEP - Standards-Based Report Cards

Target Area of Improvement:Language Arts - Fluency, Comprehension, Technology, and Comprehension

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Balanced Literacy All students will increase reading and writing skills as a result of participating in balanced literacy A. Just Right Books - Students will read at their independent reading level. (K-5) B. Phonics/Word Study - Students will learn how letters and sounds work together to form words.(K-2) C. Small Group Instruction - Students will receive small group instruction based on their independent reading levels to aid in comprehension. (K-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. (K-5) E. Read Alouds - Students will participate in read alouds daily.(K-5) F. Shared Reading - Students will participate in shared reading 2-3X weekly. (K-2) G. Interactive Reading - Students will actively participate in conversations about books being read aloud to them. (K-5) H. Interactive Writing - Students will observe a teacher modeling writing and will also take a turn at writing a portion. (K-2) I. Shared Writing - Students will observe a teacher modeling writing, and will give verbal suggestions, but not actually do any writing themselves. (K-2)	2006-2011	Lead: Literacy Coordinators and Administrators K-5	-ISTEP -NWEA -Running Records -Observations -Anecdotal Notes -Reading Logs -Conference notes -Lesson Plans -Turn and talk discussion -Classroom assessments -Written pieces of work -Group discussion -Rubrics	-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 -Ralph Fletcher Teaching the Qualities of Writing -Strategies that Work -Phonics Lessons (Pinnell & Fountas) -Sitton Spelling -Being a Writer -Write Source

Target Area of Improvement:Language Arts - Fluency, Comprehension, Technology, and Comprehension

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. (K-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)

Target Area of Improvement:Language Arts - Fluency, Comprehension, Technology, and Comprehension

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: 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 that 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 hypotheses, Questions, cues, and advance organizers). D. Dramatic Reading/Reader's Theater - Students will build reading fluency by participating in Dramatic Readings/Reader's Theater. 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.	2006-2011	- K-5 Teachers - Literacy Coordinators - Administrators	-Teacher participation in professional development - Student performance of Dramatic Readings/Reader's Theater -Student published products	*-Building Academic Vocabulary* by Marzano and Pickering *-Strategies That Work* by Harvey and Goudvis - *Classroom Instruction that Works* by Marzano - Professional Development - Plays - Books - Microsoft Office Suite

Target Area of Improvement:Language Arts - Fluency, Comprehension, Technology, and Comprehension

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Writing Across the Curriculum All students will increase communication skills by writing across the curriculum A. 6+1 Writing Traits (2-5)/Blackburn Cramp (K-2) -- Students will become writers by receiving guidance from assessments that detail the levels of proficiency in Writing Traits. B. Computer Assisted Instruction - Students will participate in computer assisted instruction with Writing Road Map that offers feedback on writing in the form of a rubric like 6+1 Writing Traits. (3-5)	2006-2011	K-5 Teachers Literacy Coordinators Administrators	- Writing Roadmap Scores - Written pieces assessed by ISTEP Rubrics and 6+1 Rubrics	- Writing Roadmap Program - Professional Development - ISTEP Rubric - Internet - Word processing programs - Microsoft Office -Write Source -Being a Writer
Intervention: Technology Tools All students will increase reading and writing skills by using technology tools across the curriculum. (K-5) A. Computer Assisted Instruction - Students will participate in computer assisted instruction with Writing Roadmap that offers feedback on writing in the form of a rubric like 6+1 Writing Traits. (3-5) B. Research - Students will use technology research tools to locate, evaluate, and collect information in order to process data and report results. (3-5) C. Publish and Present - Students will use a variety of media and formats to publish and present information and ideas effectively to multiple audiences. (1-5 1x year)	2006-2011	K-5 Teachers Administrators	- Writing Roadmap Scores - Student presentations	- Writing Roadmap - Internet - Word processing program - Microsoft Office Suite -Encyclopedia Britannica
Intervention: Increased Academic Learning Time Subgroup students with low performance will increase reading and writing skills beyond regular classroom instruction with increased academic learning time A. Ability (Readiness) Groups - Strategy Groups (K-5) B. Focused Leveled Instructional Program (FLIP)(2-5) C. Double Blocking (2-5) D. English as a New Language(K-5)	2006-2011	K-5 Teachers Administrators	- ISTEP - NWEA - Classroom assessments - Report cards - Benchmark assessments - Running Records -FLIP data	- Professional Development - Curriculum materials for FLIP, Double Blocking

Target Area of Improvement:Language Arts - Fluency, Comprehension, Technology, and Comprehension

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Family/Community Involvement All students will increase reading and writing skills through opportunities for family/community participation A. STI Home - Assignments/Grades/Discipline/Attendance B. Family Night C. Web site - Homework Help and Tips D. Parent Teacher Conferences	2006-2011	-K-5 Teachers -Administrators -Technology Department -Central Office Administration	- Monitoring STI Home usage - Monitoring website usage - Parent Teacher Conference Attendance - Family Night Attendance	- STI Home parent information packet - School City of Hobart Website
Intervention: Professional Learning Communities All students will increase reading and writing skills as a result of teacher participation in professional learning communities A. Data Analysis - NWEA, ISTEP, Classroom Assessments B. Best Practices - Book Studies, Grade Level/Curriculum/Department Meetings C. Professional Development - In-House Professional Development Catalog, Conferences D. Grade-Level Meetings	2006-2011	-Administrators -K-5 Teachers	- Teacher goal sheets - NWEA - ISTEP - Classroom assessments - Enrollment in professional development	- Professional Development - Book Studies - Data Analysis Training - Time

Action Plan #3: Mathematics

Improvement Goal:
: All students will use mathematical skills to think critically and apply knowledge and reason to solve problems.

Expectations(s) for Student Learning:

Target Participants:
All students in Liberty Elementary School
Subgroups:
Third grade students (steady decline)

Interventions:
Curriculum, Instructional and Assessment
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.
Student Support
Subgroup students with low performance will increase
mathematical skills beyond regular classroom instruction with
increased academic learning time.
Staff
All students will increase mathematical skills as a result of
teacher participation in professional learning communities.
All students will increase mathematical skills through
opportunities for family/community participation.

Evaluation:
ISTEP
NWEA
Standards Based Report Card
Conferring
Checklists/Rubrics

Action Plan #3: Mathematics

Timeframe for Implementation:
Fall 2006- Spring 2010

Target Area of Improvement: Mathematics - Computation, Problem-Solving, and Data Analysis

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Assessment/Differentiated Instruction for Conceptual Understanding 1. All students will increase skills in mathematics as a result of teacher monitoring progress on academic standards to determine instructional needs. A. Classroom Assessments (K-5) B. NWEA will be administered every fall and spring to determine goal areas for each student. (2-5) C. ISTEP data will be analyzed to determine skill areas for instruction. (3-5) 2. All students will increase mathematical skills through 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 measurement and apply appropriate techniques and formulas. (1-5) C. Students will understand and solve algebraic equations and understand patterns and relationships between numbers. (K-5) D. Students will identify, describe and compare geometrical shapes. (K-5) E. Students will construct and interpret graphs throughout the curriculum as part of data analysis. (K-5)	2006-2011	Teachers K-5	Classroom assessments ISTEP NWEA	-Classroom assessments -Manipulatives -Calculator -Software -Flash cards -Classroom Texts -Time for data analysis -Kindergarten: Problem of the Week; sorting manipulatives; creating and interpreting graphs; tangrams and puzzles, -Grade 1: Math Journals, Problem of the Day, -Grade 2:TOPS cards, Inquiry Math, McGraw Hill Indiana test booklet practice, -Grade 3: Daily Word Problems(Evan Moor pub.); Read It, Draw It, Solve It, (Dale Seymour pub.); NCTM Basic Math Skills(Evan Moor pub); Math-Worksheets.com, -Grade 4: Inquiry Math-Purdue Spatial Drawings; Problem Solving team work problems (McGraw-Hill); Daily Math Warm-Ups; Math

[1] Continued...

Target Area of Improvement: Mathematics - Computation, Problem-Solving, and Data Analysis

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Intervention: Reasoning and Critical Thinking To Solve Problems
All students will use reasoning and critical thinking to solve problems through applied mathematics across the curriculum that provide relevant, concrete, and everyday problems.
A. Students will build academic vocabulary
B. Students will understand and choose the correct mathematical operation to solve problems across the curriculum. (Example: Similarities and Differences/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?
4. SOLVE Write the equation.
5. CHECK Recalculate
       Label
       Compare
E. Students will problem solve by using probability, data analysis, and statistics across the curriculum. (2-5)
F. Students will construct and interpret graphs along with data analysis.(K-5)
	2006-2011	K-5	-Classroom assessments
			-Rubrics
			-ISTEP
			-NWEA
				Building Academic Vocabulary by Robert Marzano
				-Manipulatives
				-Textbook

Intervention: Technology Tools All students will increase mathematical skills by using technology tools across the curriculum. A. Students will use calculators to calculate, analyze and interpret mathematical equations. (2-5) B. Students will utilize web based math programs (2-5)	2006-2011	Teachers K-5	-Classroom Assessments -Teacher Observation	-Calculators -Computers & Software -Interntet

Target Area of Improvement: Mathematics - Computation, Problem-Solving, and Data Analysis

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Response to Intervention Through the use of research based strategies, subgroup students with low performance will increase mathematical skills beyond regular classroom instruction with increased academic learning time. A. Ability (Readiness) Groups - Strategy Groups (K-5) B. Focused Leveled Instructional Program (FLIP) (2-5) C. English as a New Language (K-5)	2006-2011	Teachers K-5 RtI Team	-Teacher observations -Classroom Assessments -NWEA -ISTEP -FLIP data -Report card data	-Time for data analysis. -Curriculum materials for FLIP, -Schedules -Professional Development
Intervention: Family/Community Involvement All students will increase mathematical skills through opportunities for family/community participation. A. STI Home - Assignments/Grades/Discipline/Attendance B. Family Night C. Web site - Homework Help and Tips D. Parent Teacher Conferences	2006-2011	Principals School Staff Central Office Administration & Technology Department	-Parent/Teacher Conference Attendance -Monitoring STIHome usage -Monitoring Website usage -Family Night Attendance	-STI Home Parent Information Packet -School City of Hobart Website
Intervention: Professional Learning Communities All students will increase mathematical skills as a result of teacher participation in professional learning communities. A. Data Analysis - NWEA, ISTEP, Classroom Assessments B. Professional Development - In-House Professional Development Catalog, Conferences; building-based grade level meetings C. Grade-level Meetings	2006-2011	Administrators K-5 Teachers	-ISTEP -NWEA -Classroom Assessments -Teacher Goal Sheets -Professional Development grade level meetings Enrollment	-Time for Professional Development -Professional Development -Book Studies -Data Analysis Training

Table Overruns

[1] Continued...

Manipulative Cart; Money Bus activities,
-Grade 5: Daily Math Warm Ups; Drops in the Bucket Review sheets; Teacher developed units on Geometry and Measurement; Money Bus; Math Manipulative Cart; workbooks

Action Plan #4: Careers

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.

Expectations(s) for Student Learning:

- All students will develop career awareness.

Target Participants:
All students in Liberty Elementary School

Interventions:
All students will participate in career awareness.
All students will participate in small learning communities and community education.
Community/Parents/and Guardians will develop career education knowledge to benefit all students.

Evaluation:
NSSE Inventory of School Effectiveness
NSSE Elementary Exit Survey

Timeframe for Implementation:
Fall 2006 - Spring 2011

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

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 1-4) 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 activites, such as: photography, cooking, science, gardening, computer, etc. G. Students will participate in the Challenger Center at Purdue (grade 5) H. Students will have the opportunity to collaborate with community resources	2006-2011	Superintendents Principals K-5 Teachers Home School Coordinator Community Volunteers Club Sponsors Technology Department	Lesson Plans -Study Trip Forms -NSSE Inventory of School Effectiveness -NSSE Elementary Exit Survey -STIHome+ usage monitoring -Parent/Teacher Conference Attendance	School Buses -Speakers -Extra-curricular Clubs -Career Interest Surveys -Community Members / Business Community Community data base -Learn More Website -Time for Planning, Coordinating and Scheduling
2. Intervention: Small Learning Communities And Community Education All students will participate in small learning communities and community education. A. Students will participate in the Gifted and Talented Program(grades 3-5) B. Students and parents will be invited to attend Student/Teacher Conferences, academic progress conferences, and STI Home+. C. Community members will be invited to engage students by mentoring, internships, and service opportunities, such as Junior Achievement and The Money Bus.	2006-2011	Principal GT Coordinator/Teachers K-5 Teachers Home School Coordinator Community Members	Web site utilization -STIHome utilization -Parent/Teacher Conference Attendance -Community Partnerships data -Financial Planning Workshops	Learn More Web site -District Web site -Financial Planning Workshops -STIHome and Technology Department -Business/Community Partnerships

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

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
3. Collaboration with Community 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 Learning Center. C. Parents will be invited to participate in Financial Planning Workshops D. Students and parents will be invited to attend Student/Teacher Conferences, academic progress conferences, and STI Home+ E. Community members will be invited to engage students by mentoring, internships, and service opportunities, such as Junior Achievement and The Money Bus. F. Parents will be exposed to Career Websites. G. Parents and Students will have access to the Career Data Bank H. Community organizations are encouraged to fund P.A.T. I. Community childcares, daycares and preschools will unite for "Ready, Set, Grow!" to collaborate with School City of Hobart kindergarten teachers on school readiness		Parent Educator Kindergarten Teachers	-STIHome utilization -Parent/Teacher Conference Attendance -Community Partnerships data -Financial Planning Workshops	-Learn More Web site -District Web site -Financial Planning Workshops -STI Home -Technology Department -Career Data Bank -Business/Community Partnerships -Community Fund -Tri Kappa -St. Mary Medical Center -Hobart Educational Foundation -Local Philanthropists -Local Preschools and Daycares -Kindergarten Teachers -Lake County PAT -Legacy Foundation

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Improvement Goal:

: All students will develop an understanding and commitment to the democratic ideals of human dignity, justice and equality by focusing on productive citizenship in a democratic society.

Expectations(s) for Student Learning:

- All students will demonstrate behavior expectations through the Lifelong Guidelines.

- All students will demonstrate the Personal Best guideline by acting on the Lifeskills.

- All students will respect 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.

Target Participants:

All students in Liberty Elementary Schools

Interventions:

All students will develop positive personal and interpersonal skills through Lifeskills and Lifelong Guidelines.
All students will develop positive leadership skills, ethics, school connectedness, 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:

Fall 2006- Spring 2011

Target Area of Improvement: Citizenship - Life Skills, Diversity, Community Service, Ethics

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: 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) B. Incorporate Lifeskills and Guiding Principles in student government, athletics, clubs, and other activities.(YMCA;Scouts;Youth Athletic Organizations) C. Incorporate Lifeskills and Guiding Principles in student discipline: 1. MOP Grades for K-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 K-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. D. Focus attention on Lifeskills in newsletters. E. Integrate Lifeskills at home and in the community. F. The Lifeskill of Responsibility will be reviewed as it relates to attendance.	Fall 2007 -2011	All Staff K-5 Lead: Administrators Home School Coordinator Counselors Citizenship Goal Chairs	Leadership Surveys Observable Student Behaviors Referral Form Data Discipline Data NSSE Opinion Surveys	-Morning Announcements -PA System -Displays-Incentives -*ITI: The Model* by Susan J. Kovalik -*Character-Centered Teaching* Kit by Dr. Daggett -*Character Begins at Home: Family Tools for Teaching Character and Values* by Karen Olsen and Sue Pearson -*Tools for Citizenship and Life: Using the ITI Lifelong Guidelines and Lifeskills in Your Classroom* by Sue Pearson, Karen Olsen -Professional Development for Teachers/Parents/ Community Organizations -Student Handbook-MOP Forms -Referral Forms -Focus on Education Newsletter/Web Site -*The First Days of School* by Harry Wong

Target Area of Improvement: Citizenship - Life Skills, Diversity, Community Service, Ethics

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Positive Personal and Interpersonal Skills - Home School Coordinator Grade Level Programs All students will develop positive personal and interpersonal skills through Lifeskills and Guiding Principles A. Students will participate in classroom presentation/discussions: Kindergarten: *Charlie the Caterpillar* is an excellent book to teach the children our "turtle technique." Students learn how to keep their hands and feet to themselves and how to "cool down" if upset, angry, etc. 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. 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. 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. 5th Grade: *Scars* is an amazing video that shows what happens to a popular boy who used to be a bully and now finds himself being bullied and called names after a tragic accident. Discussion follows. *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 an accompanying letter to facilitate discussion at home for follow-through.)	2006 - 2011	Lead: Home School Coordinators	Leadership Surveys Observable Student Behaviors Referral Form Data Discipline Data NSSE Opinion Surveys	-Home School Coordinator Curriculum (videos/books) -Parent Communication

Target Area of Improvement: Citizenship - Life Skills, Diversity, Community Service, Ethics

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Positive Personal and Interpersonal Skills - Project Wisdom 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 application 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.	2006 - 2011	Lead: Principals	Leadership Surveys Observable Student Behaviors Referral Form Data Discipline Data NSSE Opinion Surveys	-PA System -Project Wisdom Resource Manual -Guest Readers
Intervention: - Positive Leadership Skills - Leadership and Mentor Programs All students will develop positive leadership skills, ethics, school connectedness, and accountability A. Team LEAD - Students will participate in a Team LEAD group to promote leadership, empathy, accountability, and open discussions. - Elementary Team LEAD will foster student participation through school families and buddies. B. Common Language K-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.	2007 - 2011	Lead: Administrators Home School Coordinators Counselors Citizenship Goal Chairs	Leadership Surveys Mentor Data Observable Student Behaviors Referral Form Data Discipline Data NSSE Opinion Survey	-Team Lead Consultant for student, teacher and parent training -Team LEAD Sponsor(s) -Community Organizations -Extra and co-curricular activities

Target Area of Improvement: Citizenship - Life Skills, Diversity, Community Service, Ethics

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
Intervention: Positive Leadership Skills - Middle School Transition All students will develop positive leadership skills, ethics, school connectedness, 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 athletic event -Meet principals, counselors, and teachers throughout the school year -Do activities that help reduce anxiety (Example: experiment with locks for lockers)	2006 - 2011	Lead: Principals Counselors 5th and 6th Grade Teachers Parents	Leadership Surveys Observable Student Behaviors Referral Form Data Discipline Data NSSE Opinion Survey	-Team LEAD Consultant and training for students, teachers and parents -Team LEAD Sponsor(s)

Target Area of Improvement: Citizenship - Life Skills, Diversity, Community Service, Ethics

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
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 Acceptable Use Policy (AUP) for appropriate technology use. -Staff will model appropriate uses of technology in and out of 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 relate 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 system. 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 MySpace.	Fall 2007-2011	-Lead: Director of Technology -Technology Staff -Administrators -All staff K-5 -D.A.R.E. /SRO Officer	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.* -Director of Technology -IT Manager -Student Handbook -AUP -Internet Access -Filter/Firewall -Professional Development -D.A.R.E./SRO Officers

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ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES

Intervention: Strategies to be Safe
All students will learn necessary strategies to keep themselves safe.
A. Home School Coordinator Programs Grades K-5
-Students in grade 1 will participate in the program, Tippy, learning about safe touch. Steps are reviewed with all grade levels yearly or as needed.
-Students in grade 2 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.
-Students in grade 4 will participate in the program, Stranger Smart, prevention/self-defense tips to keep students safe.
-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 Drug Abuse Resistance Education (D.A.R.E.)
C. All students will participate in communicable disease education that is appropriate for their grade level.
D. Students will participate in curriculum that promotes wellness and/or safety:
    -Going to the Dentist (K)
    -Bike Safety (K-5)
    -Halloween Safety (K-5)
    -Fire Safety (K-5)
    -Embriology Unit-Chicks (K,2)
    -Safety Around Electricty- Buzz Ingram's NIPSCO Electrictiy Education
      Program (2)
    -Tour of Hobart History (3)
    -Take 5 Keeping Fit & Healthy (5)
    -Wellness Classes on Staying Germ-free; Growing Up
	2006 - 2011	Lead: Administrators and Board of School Trustees
		Home School Coordinators
		D.A.R.E. Officer
		School Resource Officer
		School Nurses
		HIV/AIDS Council
		K-5 Teachers
			Leadership Surveys
			Observable Student Behaviors
			Drug Testing Data
			ISTEP Data
			Referral Form Data
			Discipline Data
			NSSE Opinion Survey
				-Home School Coordinator Programs
				-DARE Curriculum
				-Communicable Disease HIV/AIDS Curriculum
				-Parent Communication
				-Health Communication

Target Area of Improvement: Citizenship - Life Skills, Diversity, Community Service, Ethics

ACTIONS	SCHEDULE	RESPONSIBILITIES	MONITORING	RESOURCES
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 lockdowns B. Annual Review and Following of Crisis Plan C. CPR/AED Training D. Communicate Safety Procedures to Parents via handbook, monthly newsletter, and Phone Tag 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.	2006 - 2011	All K-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 Manuals -Alarm Systems -Security Cameras -Communication Systems -Raptor Security Software
Intervention: Positive Leadership Skills Students will benefit from School and Community Partnerships A. Students will be invited to participate in school and community events.	2007-2011	-Classroom Teachers -Student Council -Support Staff	-Data Collected -Program Listing/Description	-Tri-Kappa -Shop with a Cop -Jump/Hoops for Heart -Student Council Character Club -Kindergarten Helpers -First Grade Buddies -Afterschool Clubs

Implement, Monitor, and Adjust Interventions
Students and their Performance during Implementation

Learning Area - Reading
Expectations for Student Learning
- Students will ....

Student Perception Data- _____

Student Artifact Data

Teacher Observation

Strengths and Weaknesses

Strengths

Weaknesses

Implement, Monitor, and Adjust Interventions
School Effectiveness during Implementation

Research-based Practices

Ensure Desired Results - Monitoring Student Performance

Organizational Conditions

Quality Information

Strengths and Weaknesses

Strengths

Weaknesses

Implement, Monitor, and Adjust Interventions
School and Community Contexts during Implementation

Trends and Patterns

Implement, Monitor, and Adjust Interventions

Adjustments to Interventions
Intervention:

Action: *Adjust Action ____:*

Schedule:

Responsibilities:

Monitoring:

Resources:

Action: *Adjust Action _____:*
Schedule:

Responsibilities:

Monitoring:

Funding to prepare additional parent information