

School Improvement Plan 2025-2028

(updated 7.2025)

SCHOOL INFORMATION

School Name	Liberty Elementary School
School Number	6823
Street Address	50-1 W. 900 N.
City	Chesterton, IN
Zip Code	46304

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SCHOOL and CONTACT INFORMATION

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Grant contact	Kevin Zeck
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Other contact	Kristin Bonez
Position	Assistant Principal
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SCHOOL IDENTIFICATION

For implementation during the following years:	2025-28 ▾
This is an initial three year plan.	Yes ▾
This is a review/update of a plan currently in use.	Yes ▾

This school is identified as Comprehensive Support & Intervention (CSI) by the federal government.	No ▾
This school is identified as Targeted Support & Intervention (TSI) by the federal government.	No ▾
This school is identified as Additional Targeted Support & Intervention (ATSI) by the federal government.	No ▾
This school is not identified as CSI, TSI, or ATSI.	Yes ▾

(TSI and ATSI only - NOT APPLICABLE)

Underperforming student groups identified by the federal government.

Choose ▾	Choose ▾	Choose ▾	Choose ▾	Choose ▾
Choose ▾	Choose ▾	Choose ▾	Choose ▾	Choose ▾

SECTION A

NEEDS ASSESSMENT and Strength-Improvement-Opportunity-Threats (SIOT) ANALYSIS

CNA Data Review

The following data was used to create and review for this plan.

General Academic	Specific Student Groups		General School Data
<input checked="" type="checkbox"/> Statewide Assessments	<input checked="" type="checkbox"/> Statewide Assessment Data	<input checked="" type="checkbox"/> English Language Learner (ELL) Assessment(s)	<input checked="" type="checkbox"/> Attendance*
<input type="checkbox"/> Federal (ESSA) Data	<input type="checkbox"/> Federal (ESSA) Data	<input checked="" type="checkbox"/> Individual Education Plans (IEPs)	<input checked="" type="checkbox"/> School Discipline Reports*
<input checked="" type="checkbox"/> District Assessments	<input type="checkbox"/> IAM Assessment	<input type="checkbox"/> Individual Learning Plans (ILPs)	<input checked="" type="checkbox"/> Bus Discipline Reports*
<input checked="" type="checkbox"/> Dyslexia Assessments	<input checked="" type="checkbox"/> Aptitude Assessment(s)	<input checked="" type="checkbox"/> Staff Training	<input checked="" type="checkbox"/> Surveys (parent, student, staff) *
<input checked="" type="checkbox"/> Common Formative Assessments	<input checked="" type="checkbox"/> Special Education Compliance Rpt	<input checked="" type="checkbox"/> Aptitude Assessment (e.g. CogAT)	<input checked="" type="checkbox"/> Daily Schedule Configuration
<input type="checkbox"/> PSAT/SAT/ACT	<input checked="" type="checkbox"/> Subgroup Assessment Data	<input type="checkbox"/> Current High Ability Grant	*Including student subgroups
List or Link Other Data Sources Below			
Link:		Link:	
Link:		Link:	

Goal Review

Previous Year Goal #1	80% of students will meet their growth goal as projected by NWEA in both reading and math from BOY to EOY.	Measurable Outcome Met?	Yes ▾
If the goal was met, how will the school further improve or sustain this level of performance?	Continue best practices regarding classroom instruction, collaborative teaming, and data-driven decision instruction and grouping.		
If the goal was not met, should the school continue to work toward this goal?	N/A ▾		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	N/A		
Root Cause Analysis Review (if applicable):			

Previous Year Goal #2	95% of students in the 3rd grade will demonstrate at or above proficiency on IREAD.	Measurable Outcome Met?	Yes ▾
If the goal was met, how will the school further improve or sustain this level of performance?	Continue best practices regarding classroom instruction, collaborative teaming, and data-driven decision instruction and grouping.		
If the goal was not met, should the school continue to work toward this goal?	N/A ▾		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	N/A		
Root Cause Analysis Review (if applicable):			

Previous Year Goal #3	Grade 3 ELA: 69% of students will demonstrate at or above proficiency on ILEARN.	Measurable Outcome Met?	No ▾
If the goal was met, how will the school further improve or sustain this level of performance?	N/A		
If the goal was not met, should the school continue to work toward this goal?	Yes ▾		

If the goal was not met, and you choose to continue to work toward this goal, what will you change?	Identify weaknesses in the area of instruction and curriculum through PLC structure.
Root Cause Analysis Review (if applicable):	

Previous Year Goal #4	Grade 4 ELA: 65% of students will demonstrate at or above proficiency on ILEARN.	Measurable Outcome Met?	Yes ▾
If the goal was met, how will the school further improve or sustain this level of performance?	Continue best practices regarding classroom instruction, collaborative teaming, and data-driven decision instruction and grouping.		
If the goal was not met, should the school continue to work toward this goal?	N/A ▾		
If the goal was not met, and you choose to continue to work toward this goal, what will you change?	N/A		
Root Cause Analysis Review (if applicable):			

SIOT ANALYSIS

The following is a summary review of the SIOT Analysis completed by the school.

SIOT Analysis	
Strengths	Areas of Improvement
<ul style="list-style-type: none">-Structured collaborative teams with collective commitments to all students with our school working as a PLC-Positive culture and climate for both staff and students-Schoolwide processes, scope and sequence, PD, and expectations for writing instruction	<ul style="list-style-type: none">-Intentional and focused Tier I instruction-Intentional and focused engagement practices
Opportunities	Threats
<ul style="list-style-type: none">-Continued growth in UDL practices-Improved student attendance	<ul style="list-style-type: none">-Cuts to school funding

FIVE WHYS WORKSHEET [Goal # 3]

Define the problem (precise problem statement):

We did not have 69% of students at or above proficiency on ILEARN for third grade ELA.

Why is it happening? (Reasons must be conditions that the school can control)

1. Not all of our students are fluent readers.

Why?

2. Special education students do not always have access to grade level material.

Why?

3. There are unknown vocabulary words within the reading passages that prevent students from comprehending them.

Why?

4.

Why?

5.

Why?

Continue beyond a fifth reason if necessary.

Strategies are intended to address root causes. If a root cause stems from a problem that is present, strategies should eliminate or significantly reduce the problem, resulting in marked improvement. If the root cause stems from something that is not present (e.g. lack of a coordinated Multi-Tiered Systems of Support), strategies should lead to the addition of that which is necessary to eliminate or significantly reduce the problem.

What possible strategies might address this root cause?

Strategies		
Problem	Root Cause	Strategy to Address Problem
1. Not all students are fluent readers.	There is a lack of remediation in our middle grade levels for students who can decode but are not fluent.	Provide a separate remediation time specifically for fluency.
2. Special education students do not always have access to grade level material.	Scheduling of resource time is broad and given to all special education students, reducing their time in the general education classroom. This at times causes them to review material already known and below grade level, while missing grade level instruction in the general education classroom.	Lean heavier on developing co-teaching methods to enhance instruction of students and limit resource/ pull-out time to only students who are significantly below grade level.
3. There are unknown vocabulary words within the reading passages that prevent students from comprehending them.	Vocabulary is not being explicitly taught during the reading block with fidelity.	Provide a time, through microscheduling, where vocabulary is explicitly taught in each grade level.
4.		
5.		
6.		
7.		
8.		
9.		
10.		
Link additional information here (if necessary) <input type="checkbox"/>		

SECTION B

SCHOOL IMPROVEMENT PLANNING

PLANNING COMMITTEE

List members of the committee below. If a member serves on more than one subcommittee, list all those on which the member serves.

Member Name	Title	Committee(s)	CNA/SIP Subcommittee(s)
Heidi Hennigar	Principal	Both ▾	All
Kristin Bonez	Assistant Principal	Both ▾	All
Nicole Knutson	Reading Specialist/ Parent	Both ▾	All
Laura Duda	Reading Specialist/ Parent	Both ▾	All
Amanda Vasilak	Instructional Coach	Both ▾	All

SCHOOL AND COMMUNITY NARRATIVE

A narrative description of the school, community, and educational programs.

Liberty Elementary School is part of larger Duneland School Corporation (DSC). Nestled in a unique location just under an hour from Chicago, DSC serves a diverse and evolving community blending suburban and rural lifestyles. With a student enrollment that has remained stable, hovering around 5,800 students over the past five years, Duneland continues to build upon its strong academic reputation and community engagement. Liberty currently provides educational programming to students in grades K-4.

DSC employs over 415 licensed professionals and more than 420 support staff, including instructional aides, maintenance teams, transportation workers, and cafeteria and custodial personnel. While English remains the primary language spoken in most households, the district has seen growth in multilingual families—particularly Spanish-speaking with a total of 17 languages now represented.

In Fall 2024, the district completed consolidation of schools with redistricting to develop five K-4 elementary schools, two grade 5-8 buildings with separate 5-6 intermediate and 7-8 middle schools within each, as well as maintaining the 9-12 grade high school. Duneland also offers an online school for grades K-12 as well as an alternative learning environment for grades 9-12 and developmental preschool programming.

DSC's demographics are shifting, with increased student diversity. The student population in 2024 was 75.9% white, down from 89.5% in 2012, while the Hispanic population rose to 15.8%. Multi-racial, Black, Asian, and American Indian students comprise the remaining percentage. About 28% of students qualify for free or reduced-price lunch, and 19% of students receive special education services—a 5% increase over ten years, largely due to growing needs in areas such as emotional disabilities, autism, and other health impairments.

Duneland is deeply committed to instructional excellence and whole-child support. Aligned with its Strategic Plan, the district has embedded Multi-Tiered Systems of Support (MTSS), data-informed instruction, and Professional Learning Communities (PLCs) across all schools. Central to this effort is the development of a Guaranteed and Viable Curriculum (GVC) delivered through Canvas, the district's learning management system. This ensures consistent, high-quality Tier I instruction and promotes equity and coherence across grades and buildings. Universal Design for Learning (UDL) is also being emphasized to strengthen the Tier 1 core through a 4 year professional development and coaching cycle. This initiative compliments previous strategic plan goals but also aligns with training on student behaviors and co-teaching practices which are further supporting a more inclusive school community.

Instructional practices continue to evolve, with emphasis on technology integration (1:1 devices K-12), inquiry-based learning, and embedded literacy instruction across content areas. A team of instructional coaches supports classroom teachers through Jim Knight's coaching model. Visual and performing arts remain strong, with K-12 music, art, and PE programs, and robust elective offerings in journalism, debate, world languages, and career readiness as well as a broad host of competitive athletic and academic co and extra curricular programs.

Link additional information here
(if necessary) □

www.duneland.k12.in.us

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS

A systems-based approach to continuous school improvement involves alignment across the district. While still being attentive to their unique needs, schools should align curricular, instructional, and assessment programs with the district's vision, mission, and goals. Assess the school's alignment with the district using this page.

District Vision

Duneland is committed to inspiring growth, igniting curiosity, and unlocking potential for all.

School Vision

Liberty Elementary School will prepare and motivate students for their future. Students will utilize critical thinking, work collaboratively, and feel safe to develop the confidence that is needed for a rapidly changing world.

District Mission

Duneland provides a safe, collaborative and engaging environment where all students are empowered to explore their talents, build their curiosity, embrace high expectations and become responsible, caring adults.

School Mission

Liberty Elementary School staff, families, and community empowers students with the skills and mindset to succeed. We promote a safe and inclusive learning environment that fosters meaningful relationships. Liberty Elementary School staff provides a high quality education, inspiring students to explore their talents within and beyond the classroom.

ALIGNMENT - STATEMENT OF MISSION, VISION, BELIEFS (continued)

District Goal(s)
<p>Student Achievement & Growth Goal: Address needs and expectations for continuous improvement at the local state, and federal levels.</p> <p>People & Culture Goal: Become a preferred employer by maximizing efforts to attract, retain, develop and recognize all school corporation employees.</p> <p>Finance & Facilities Goal: Align available financial and other resources to meet the school corporation's strategic initiatives.</p> <p>Safety & Operations Goal: Develop, implement, and monitor safety and security systems.</p>

Does the school's vision support the district's vision?	Yes ▾
Does the school's mission support the district's mission?	Yes ▾
Does the school's vision and mission support the district's goals?	Yes ▾

If the school's mission, vision, and/or goals are not aligned with those of the district, what steps will the school take to become aligned?	
Not Applicable - All school Improvement goals for each of the Duneland schools are established with support and guidance from district leadership to establish district-wide alignment PreK-12. This further supports the district's focus on district-wide/systems accreditation through Cognia and the district strategic plan.	
Link additional information here (if necessary) <input type="checkbox"/>	https://www.duneland.k12.in.us/strategic-plan/strategic-plan

ESSENTIAL INFORMATION & CORE ELEMENTS

All schools are required to provide basic information about the following **core elements**: curriculum; assessment; safe and disciplined learning environment; technology; cultural competency; parental involvement; secondary offerings; and, career awareness and development. An 'X' in the last column denotes that additional consideration was given by the school's planning team when reviewing data and/or developing school goals.

CORE ELEMENT 1: CURRICULUM

The following lists primary curriculum resources (i.e. adopted materials) and supplementary materials such as online subscriptions or other such materials used by most teachers. Subject/Courses include: English/language arts, math, social studies, science, visual arts, music, health, and physical education. Items indicate alignment with Indiana Academic Standards (IAS) as well as how the resource is used.

Subject/Course	Grades	Resource Name	Aligned to IAS	Tier(s)	Rationale for Resource Use	Continue Use?	X
ELA	K-4	Fountas and Pinnell	Yes ▾	Tier 1 ▾	Core reading instruction, part of the guaranteed & viable curriculum	Yes ▾	<input checked="" type="checkbox"/>
ELA	K-4	Kendore	Yes ▾	Tier 1 ▾	Core reading instruction, part of the guaranteed & viable curriculum	Yes ▾	<input checked="" type="checkbox"/>
ELA	K-1	Heggerty	Yes ▾	Tier 1 ▾	Core reading instruction, part of the guaranteed & viable curriculum	Yes ▾	<input checked="" type="checkbox"/>
ELA	K-1	Phonics First	Yes ▾	Tier 3 ▾	Tier 3 support	Yes ▾	<input checked="" type="checkbox"/>
ELA	K-4	Kendore	Yes ▾	Tier 3 ▾	Tier 3 support	Yes ▾	<input checked="" type="checkbox"/>
Math	K-4	Reveal	Yes ▾	Tier 1 ▾	Core math instruction, part of the guaranteed & viable curriculum	Yes ▾	<input checked="" type="checkbox"/>
Math	K-4	Reveal	Yes ▾	Tier 2 ▾	Tier 2 support	Yes ▾	<input checked="" type="checkbox"/>
Math	K & 1	Bridges	Yes ▾	Tier 3 ▾	Tier 3 support	Yes ▾	<input checked="" type="checkbox"/>
Social Studies	K-4	Studies Weekly	Yes ▾	Tier 1 ▾	Core social studies instruction	Yes ▾	<input checked="" type="checkbox"/>
Science	K-4	Savvas	Yes ▾	Tier 2 ▾	Core science instruction	No ▾	<input checked="" type="checkbox"/>
Link additional information here (if necessary) <input type="checkbox"/>			https://www.duneland.k12.in.us/programs-services/dsc-teaching-and-learning/guaranteed-and-viable-curriculum/new-page				

CORE ELEMENT 1: CURRICULUM

(continued)

Best Practice/Requirements Self-Check	Yes/No	X
The school uses a district-established curriculum that is aligned to the Indiana Academic Standards.	Yes ▾	<input type="checkbox"/>
Pacing guides and/or curriculum maps are used to plan and teach a standards-based curriculum.	Yes ▾	<input type="checkbox"/>
Teachers and staff are engaged in cross grade-level articulation of standards.	Yes ▾	<input type="checkbox"/>
A culturally responsive curriculum is used to ensure all students' cultural differences are recognized and appreciated.	Yes ▾	<input type="checkbox"/>

The public may view the school's curriculum in the following location(s)	
The district has developed a Guaranteed and Viable Curriculum for its courses. Information regarding the GVC can be found on the district website. Families may access courses through the Student Learning Management System, at school sites, and by requesting an appointment through the District Teaching and Learning Office.	
Link additional information here (if necessary) <input type="checkbox"/>	https://www.duneland.k12.in.us/programs-services/dsc-teaching-and-learning/guaranteed-and-viable-curriculum

CORE ELEMENT 2: INSTRUCTIONAL PROGRAM

Schools are required to address the learning needs of all students and develop strategies, programs, and services to address such needs. Sound instructional practices are essential for students to reach the highest levels of academic achievement. The school has assessed their practices using the chart below.

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for identifying the exceptional learning needs of students who are highly proficient and at-risk of failure.	Yes ▾	<input type="checkbox"/>
A process for coordinating instructional services (e.g. Head Start, adult education, etc.) is in place.	Yes ▾	<input type="checkbox"/>
A variety of instructional strategies are employed to meet the diverse learning needs of students.	Yes ▾	<input checked="" type="checkbox"/>
Teachers use strategies that monitor and adjust instruction during lessons (e.g. adjusted based on checks for understanding).	Yes ▾	<input checked="" type="checkbox"/>
Teachers ensure students are engaged in cognitively complex tasks (including varying depth of knowledge) during instruction.	Yes ▾	<input type="checkbox"/>
Teachers use instructional strategies that ensure students have multiple means of accessing instructional content.	Yes ▾	<input type="checkbox"/>
Instructional strategies provide students with multiple options for illustrating their knowledge.	Yes ▾	<input type="checkbox"/>
Instructional strategies foster active participation by students during the instructional process	Yes ▾	<input type="checkbox"/>
Teachers and staff promote authentic learning and student engagement across all content areas.	Yes ▾	<input type="checkbox"/>
Strategies and instructional methods ensure equity of opportunity for all students during the learning process.	Yes ▾	<input type="checkbox"/>
Instructional strategies assist with bridging the cultural differences in the learning environment.	Yes ▾	<input type="checkbox"/>
Teachers and staff integrate evidence-based strategies during Tier II and Tier III instruction.	Yes ▾	<input checked="" type="checkbox"/>
Teachers work collaboratively to support and refine instructional effectiveness (e.g. with feedback, coaching, etc)	Yes ▾	<input type="checkbox"/>
High expectations for academic achievement are made clear to students and supported with adequate scaffolding and resources.	Yes ▾	<input type="checkbox"/>

CORE ELEMENT 2: Title SWP Narrative

Describe activities and programs implemented at the school to ensure that students who have difficulty mastering proficient and advanced levels of academic achievement are provided with effective and timely additional assistance.

Remediation and Tier 3 efforts begin with our robust collaborative teaming and school-wide professional learning community. Teams use CFA and CSA data to make instructional Tier 1 decisions, but also use that data to create instructional groups for Tier 2 remediation and enrichment efforts. If larger achievement gaps are identified through benchmark and universal screeners, students qualify for Tier 3 support. These supports are diagnostic with interventions geared toward those identified skills leading to the deficiencies.

Tier 2 supports are provided by classroom teachers as well as push-in supports from related arts teachers as well as instructional aides. Tier 3 supports are provided by our intervention team primarily paid through Title I services.

Link additional information here
(if necessary)

CORE ELEMENT 3: ASSESSMENT

The school utilizes the following assessments and related data to inform instruction as well as identify goals.

Assessment Name	Grade(s)	Use	Type and Rationale for Use	Continue Use	X
ILEARN	3 & 4	Sum... ▾	State assessment	Yes ▾	<input checked="" type="checkbox"/>
IREAD	2 & 3	Sum... ▾	State assessment	Yes ▾	<input checked="" type="checkbox"/>
District CFA/CSA	K-4	Form... ▾	Formative assessment, drive instruction	Yes ▾	<input checked="" type="checkbox"/>
mClass	K-2	Benc... ▾	Tier 3 identification and remediation	Yes ▾	<input checked="" type="checkbox"/>
NWEA	K-4	Benc... ▾	Tier 3 identification and remediation	Yes ▾	<input checked="" type="checkbox"/>
MEFS	K	Benc... ▾	Tier 3 identification	Yes ▾	<input type="checkbox"/>
CogAT	K, 2, 4	Benc... ▾	High ability identification	Yes ▾	<input type="checkbox"/>

Best Practice/Requirements Self-Check	Yes/No	X
A system is in place to use assessment data to make decisions about programs, practices, and instruction.	Yes ▾	<input type="checkbox"/>
The school uses assessment data to identify students for Tier II and Tier III instruction.	Yes ▾	<input type="checkbox"/>
Locally created assessments are reviewed and revised regularly to ensure priority standards are being measured at the appropriate levels of depth and rigor.	Yes ▾	<input type="checkbox"/>

CORE ELEMENT 3: Title SWP Narrative

Describe opportunities and expectations for teachers to be included in decision-making related to the use of academic assessment results, where the intent is to improve student achievement.

After benchmarking events (BOY, MOY, EOY), grade-level teaching teams along with other school staff meet to review student data. The data is used to identify those students who have larger achievement gaps that need the additional support of Tier 3 services. After identification, staff work diagnostically to determine gaps leading to the deficiencies and then best teaching techniques and resources to best address needs. After the benchmark meetings, there is continual follow up on students through MTSS meetings with grade-level teams. The MTSS team constitutes various members of the school staff. Student progress monitoring is reviewed and communication between intervention teams and collaborative grade-level teams occurs to best meet the needs of all students.

Link additional information here
(if necessary)

CORE ELEMENT 4: COORDINATION OF TECHNOLOGY INITIATIVES

Briefly describe how technology is used by students to increase learning.

Duneland School Corporation has been a 1:1 technology district for over eight years, with students in grades K–8 using iPads and high school students using laptops. Even prior to the pandemic, the district had established e-learning days and integrated technology into instruction, which enabled a smooth transition to remote learning in 2020.

As part of its Guaranteed and Viable Curriculum (GVC) model, over 90 courses have been built into the Canvas Learning Management System, incorporating blended learning practices across all subject areas. These efforts are led by teacher teams and supported by instructional coaches in every building who provide embedded professional development.

A district-level Instructional Technology Coordinator offers ongoing training to enhance instructional practices, with recent emphasis on the role of artificial intelligence in K–12 education. This has included the development of an AI Usage Rubric to guide appropriate use by students and staff, as well as the integration of tools like Khanmigo and Magic School, supported by Digital Learning grants. The district also promotes peer-led learning through the Duneland Learning Academy, an after-hours program where teachers share effective instructional and technology strategies.

Duneland’s commitment to innovation is further reflected in its award-winning robotics program and technology-rich high school career courses in PLTW, engineering, radio, and television.

Link additional information here
(if necessary)

Best Practice/Requirements Self-Check	Yes/No	X
The school has a process for integrating technology into the instructional program to promote learning.	Yes ▾	<input type="checkbox"/>
A plan is in place to provide in-service training in the use of technology.	Yes ▾	<input type="checkbox"/>
Protocols and criteria are used to review and select technology hardware, software, and instructional programs	Yes ▾	<input type="checkbox"/>
There are established procedures for maintaining technology equipment.	Yes ▾	<input type="checkbox"/>
Sufficient infrastructure exists to support instructional, assessment, and operational needs.	Yes ▾	<input type="checkbox"/>

CORE ELEMENT 5: CAREER AWARENESS AND DEVELOPMENT

Grades K-5 only

What career awareness activities are provided for students?	Yes/No		Yes/No
Currently implementing career awareness activities?	Yes ▾	Career day/fair or community day	Yes ▾
Career simulation (JA/Biztown, etc.)	No ▾	Career-focused clubs (robotics, agricultural garden, STEM, etc.)	Yes ▾
Career-focused classroom lessons	Yes ▾	Guest speakers	Yes ▾
Not currently implementing career exploration activities		No ▾	
Other:			

If “not currently implementing career exploration activities” was indicated above, explain why.	
Career exploration activities are implemented within the school.	
Link additional information here (if necessary) <input type="checkbox"/>	

CORE ELEMENT 6: SAFE AND DISCIPLINED ENVIRONMENT

All schools are required to develop a school safety plan. That plan is not part of this document. Since student safety and well-being are crucial factors in learning, the questions below reflect conversation about how the school's environment adds to or takes away from student learning.

Best Practice/Requirements Self-Check	Yes/No	X
Practices are in place to develop and maintain a positive school climate between staff, students, and families	Yes ▾	<input type="checkbox"/>
A multi-tiered system of support (MTSS) provides students with academic, behavioral, mental well-being, and early intervention.	Yes ▾	<input type="checkbox"/>
Discipline rules are established, and copies of the rules are made available to students and their parents/guardians.	Yes ▾	<input type="checkbox"/>
Discipline rules to prevent bullying are in place and include education, parental involvement, and intervention.	Yes ▾	<input type="checkbox"/>
A suicide awareness and prevention policy is in place and staff have been appropriately trained.	Yes ▾	<input type="checkbox"/>
High expectations for behavior and attendance are communicated to families and consistently reinforced by all staff.	Yes ▾	<input type="checkbox"/>
All staff express the belief that all children can learn and consistently encourage students to succeed.	Yes ▾	<input type="checkbox"/>
The school develops staff capacity to create positive classroom and school climates that are culturally responsive.	Yes ▾	<input type="checkbox"/>

Briefly answer the following:

What practices are in place to maintain a safe environment?
<p>Our school is committed to supporting the social, emotional, and physical well-being of students and staff through a range of proactive programs, training, and services.</p> <p>The school has access to school resource officers and has at least one certified school counselor on staff as well as at least one registered nurse on-site during school hours. A district Licensed Mental Health Counselor also services the district in conjunction with two outside counseling partnerships with Porter Starke and Crown Counseling. Due to grant funding these partnerships with local mental health organizations provide counseling services at no cost to families.</p> <p>Morning meetings have been implemented across Liberty to build meaningful relationships and deliver instruction in Indiana Department of Education (IDOE) Social-Emotional Learning (SEL) competencies through Second Step lessons. Recent facility renovations have created dedicated sensory spaces, including amygdala reset stations and calm-down corners.</p> <p>All certified teachers and additional staff receive training to recognize signs of child abuse, neglect, suicidal ideation, and other social-emotional concerns. The district has also increased Crisis Prevention Intervention (CPI) training, specifically in trauma-informed care and verbal de-escalation, and extended these efforts</p>

to include teachers, aides, administrators, transportation personnel, and soon, food service, custodial, and office staff. During the 2023–2024 school year, K–4 staff were trained in the Zones of Regulation program. Training has been supported through the ParaProfessional Grant. SNT Consulting with Kevin Dill has been used throughout the 2024-2025 school year to support the development of restorative behavior programs with specific focus on our Exceptional Learning students. This process will continue and expand with him into the following year. Additionally, a Behavior Coach has been hired for the district and the district was awarded the IDOE Behavior Grant to further support many of the previously mentioned initiatives as well as address new needs.

The Student Support Services Coordinator leads initiatives to enhance staff and student awareness of trauma-informed and neuroscience-based practices. Staff wellness is also prioritized through programs coordinated by Human Resources, including health education, wellness checks, and regular communication promoting participation.

Additionally, in 2023–2024, the district transitioned from a localized tip line to the Sandy Hook Promise's "See Something, Say Something" reporting system.

The district's 2024–2028 Strategic Plan outlines continued efforts to strengthen safety practices, including comprehensive risk assessment procedures and regular training in CPI, TBRI, and QPR for staff across all roles.

Link additional information here
(if necessary)

CORE ELEMENT 7: CULTURAL COMPETENCY

Identify the racial, ethnic, language-minority, and socio-economic groups in your school.

Group	X	Group	X	Group	X
American Indian/Alaskan Native	<input checked="" type="checkbox"/>	English Language Learner	<input checked="" type="checkbox"/>	Multiracial	<input checked="" type="checkbox"/>
Asian	<input checked="" type="checkbox"/>	Free/Reduced Lunch	<input checked="" type="checkbox"/>	Native Hawaiian or Other Pacific Islander	<input type="checkbox"/>
Black	<input checked="" type="checkbox"/>	Hispanic Ethnicity	<input checked="" type="checkbox"/>	White	<input checked="" type="checkbox"/>

Describe how racial, ethnic, language-minority, and socio-economic groups are identified.

Identification occurs as part of the enrollment process by families. Information gathered here is included within our student information system (Skyward). Home language surveys are used to identify students who speak other languages. If the survey indicates a language other than English, the student then takes an English language proficiency placement test that demonstrates the need for English language services. Socio economics status is contained within our system, but is not information that is shared with staff due to privacy restrictions. These processes align with federal, state, and local code, guidelines, and practices.

Describe strategies for increasing educational opportunities and performance for students in groups identified for the school.

Liberty works diligently to foster a culture and climate of welcome for all students. All students are celebrated for their individuality- their cultures, differences, and personalities. Similar to academics, Yost works to meet the needs of all students with regard to their SEL needs.

Link additional information here
(if necessary)

CORE ELEMENT 7: CULTURAL COMPETENCY (continued)

What professional development might be necessary for staff to work effectively in cross-cultural situations?

The district has made a commitment through their strategic plan with emphasis on training for Universal Design for Learning. Professional development in UDL equips staff with strategies to remove barriers and provide equitable access to learning for all students, regardless of background. By focusing on flexible approaches to instruction, UDL training helps educators adapt content and delivery to meet diverse cultural and linguistic needs. This prepares staff to work more effectively in cross-cultural situations by fostering inclusive practices that honor and support every learner's strengths.

What curriculum materials are used to ensure all students' cultural differences are recognized and appreciated?

Curriculum materials in Duneland are adopted by the School Board of Trustees based on recommendations from stakeholder teams that include teachers, administrators, students, and parents. These teams carefully review available options to ensure alignment with Indiana Academic Standards and state requirements. The adopted resources are selected to provide representation of diverse cultures, supporting recognition and appreciation of all students' cultural differences. UDL training guides teachers to building opportunities for students to engage in choice during their instruction. When students are given multiple ways to connect with and engage in meaningful, high-interest curricular content, they gain opportunities to express their voice and share their cultural identity through their work.

Link additional information here
(if necessary)

CORE ELEMENT 8: REVIEW OF ATTENDANCE

Reduction of absenteeism is a top priority for Indiana schools. Students are considered chronically absent when they are not in attendance for 10% of the school year. This equates to approximately 18 days of school.

What may be contributing to the attendance trend?		Schools, Liberty included, are still struggling to recover from the impact of Covid and the changes in expectations for school attendance after Covid.			
What procedures and practices are being implemented to address chronic absenteeism?		More thorough and intentional follow-up with students that are displaying increased absences, specifically, more communication with families.			
If procedures or practices to reduce chronic absenteeism are in place, how are the results monitored?		Attendance is monitored weekly and reported to parents in our newsletter.			
Number of students absent 10% or more of the school year:		33			
Last Year:	22	Two Years Ago:	22	Three Years Ago:	24

Best Practice/Requirements Self-Check		Yes/No
The school has and follows a chronic absence reduction plan.		Yes -
An MTSS is in place to identify and help the academic, behavioral, and/or wellness needs of chronically absent students		Yes -
Link additional information here (if necessary) <input type="checkbox"/>		

CORE ELEMENT 9: PARENT AND FAMILY ENGAGEMENT

How does the school maximize family engagement to improve academic achievement?

Liberty has multiple family events specifically driven by our Title I team. We host a family information night and playground based reading events for families. In addition to Title I specific events, families are invited to the building for various PTO events. These events are intended to improve school/family relationships. Liberty has been and is currently recognized as an IDOE "Family Friendly School."

In what ways are parents/families able to express ideas, concerns, and/or suggestions?

Families are always encouraged to reach out to teachers, the office, and administration. Duneland uses Parent Square to foster improved two-way communication between families and school.

In what ways does the school involve parents/families to maintain or increase high levels of student attendance?

Weekly monitoring of attendance with scheduled parent calls and meetings are intended to increase student attendance. The calls and meetings aren't punitive in nature, but more so intended to build bridges between families and school.

How do teachers and staff bridge cultural differences through effective communication?

All communications that are sent home have translation opportunities. Furthermore, there are translation opportunities with spoken communication using the GLOBO (formerly LUNA) program.

Link additional information here
(if necessary)

CORE ELEMENT 9: Title SWP PARENT AND FAMILY ENGAGEMENT

Describe strategies used to increase parental involvement.

Student performance is consistently monitored through Professional Learning Communities (PLCs) using common formative and summative assessment data. PLCs analyze this information to provide targeted interventions based on identified needs. Standardized assessment data is also reviewed by each building's Multi-Tiered System of Support (MTSS) team to guide additional interventions.

These foundational systems ensure equitable access for all students. Training in Universal Design for Learning (UDL) further removes barriers and expands access to the core curriculum. In addition, assessment data is regularly reviewed to increase student enrollment in honors and Advanced Placement (AP) courses, ensuring that more students have opportunities to engage in advanced academic pathways

How does the school provide individual academic assessment results to parents/guardians?

Results for all standardized assessments are sent home to parents via paper communication. Results are also posted in our student information system Skyward with results and individual reports for each student for family review. This is done for state assessments such as ILEARN as well as local assessments such as NWEA. Assessment information is also reviewed as part of annual Parent/Teacher conferences.

How does the school involve parents in the planning, review, and improvement of the schoolwide plan?

Liberty's school improvement plan is reviewed by DTA members and selected parents, then posted for the community on the website. We ask for feedback from these stakeholders.

Link additional information here
(if necessary)

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

Describe how your school coordinates and integrates federal, state, and local funds and resources, such as in-kind services and program components.

The district will collaborate with its assigned Indiana Department of Education (IDOE) Title I specialist to ensure that the methodology used for allocating state and local funds complies with the "Supplement Not Supplant" requirement and demonstrates the required Level of Effort. This includes a review of data sources to verify that appropriate evidence is used to support this assurance. An internal process has been established to validate initial data provided by the IDOE, aligned with the October Average Daily Membership (ADM) reporting. Internal controls include scheduled checkpoints throughout the grant's period of availability to confirm that funding levels are sustained appropriately. Each review will be documented and substantiated with supporting evidence.

State and local funds are used to provide every school with a foundational level of support. In the 2020–2021 school year, Duneland conducted a comprehensive staffing analysis to create a continuum of equitable student support. This analysis established staffing ratios beyond administrative and classroom teaching roles. Based on comparisons with peer districts and internal data, the analysis determined that each K–12 building should include positions such as an Instructional Coach, a Media Specialist, and both instructional and supervisory aides. Additionally, each K–6 building would be staffed with a Reading Specialist. Based on enrollment additional certified interventionists may be added to support larger school populations.

Title I funding is allocated to schools based on established poverty indicators, specifically free and reduced lunch percentages. Only schools that meet the criteria receive Title I support. In these schools, Title I funds are used to provide additional support, such as a second Reading Specialist or Academic Interventionist as well as paraprofessionals, as funding allows. Academic Interventionists are licensed teachers who serve in support roles rather than full teaching capacities. Due to their licensure, they are typically compensated at a higher rate than non-licensed aides.

Provide a list of programs that will be consolidated under the schoolwide plan (if applicable).

Schoolwide program has existed for several years. There is no further consolidation needed.

Link additional information here
(if necessary)

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

(continued)

Describe the school's plan 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.

During the 2021–2022 school year, Duneland School Corporation launched the Birth-to-School program, also known as the Early Learning HUB (Helping. Understanding. Building.). The HUB provides families with children ages birth to five access to language-rich environments, literacy experiences, play-based learning, and content-driven exploration focused on numeracy, literacy, and social-emotional development all aimed at preparing children for formal schooling. The program has continued to expand through strong community partnerships and grant funding from Porter County First Things First. As part of this growth, the Developmental Preschool program was relocated from an off-site cooperative facility to a centralized location alongside the HUB. Beginning in the 2023–2024 school year, the HUB, Developmental Preschool, and YMCA preschool programs were co-located to create a single, comprehensive and inclusive early learning center for families.

To further support early learning efforts, the district has established partnerships with a variety of local organizations, including preschools, healthcare providers, universities, libraries, the community foundation, United Way, Head Start, and the local chamber of commerce. These partnerships facilitate the sharing of research-based, best-practice strategies to support school readiness.

In 2025, Duneland introduced a districtwide, centralized Kindergarten Round-Up event, bringing together all elementary schools in one location. This new format allowed families to register for the upcoming school year and engage with community partners offering information on summer programs and enrichment opportunities. Following Round-Up, each school hosted special events exclusively for incoming kindergarteners, such as school tours, staff introductions, storytime, and structured activities designed to ease the transition into the school setting.

Prior to the start of the school year, schools hold a Kindergarten Open House to build early connections with new students and their families. The district also partners with Parents as Teachers to implement the Ready, Set, Kindergarten program at each elementary school, further supporting school readiness. Additionally, Duneland offers Kinder Camp, a summer program designed to help at-risk students prepare for the transition to kindergarten through structured support and familiarization with the school environment.

Describe strategies used to attract high-quality teachers to your school and/or district. Examples could include: Mentoring and induction programs; recruitment incentives; high-quality professional development; partnerships with teacher preparation programs and; career pathways for teachers leaders.

Duneland School Corporation provides a range of supports to foster teacher growth at all experience levels. The district's localized mentoring program is designed not only to support all new teachers but also to offer targeted assistance for educators who may need additional guidance in specific areas.

Each school building is staffed with an Instructional Coach who collaborates with teachers to improve instructional practices and enhance student performance. Teachers identified as ineffective receive a targeted growth plan that outlines specific performance benchmarks and expectations for continued employment. All first year teachers complete an Instructional Coaching cycle to support as well.

New and inexperienced teachers are supported through a two-year mentoring program and active participation in the New Teacher Academy. Teachers who are teaching out-of-field or are on transition-to-teaching pathways are given individualized learning plans and are paired with mentors for a minimum of three years.

All schools operate within a Professional Learning Community (PLC) framework, aligned with the district's Guaranteed and Viable Curriculum (GVC). This model has shown a measurable impact on teacher effectiveness and collaboration.

To further support professional development, Duneland offers a "for teachers, by teachers" after-school professional development series in the Duneland Learning Academy. These sessions provide practical, peer-led learning opportunities that address classroom needs.

In fall 2023, the district introduced a professional development-based evaluation model. Under this system, teachers select a high-impact instructional strategy from a curated list, engage in targeted professional development, and then demonstrate effective implementation of the strategy through multiple classroom observations. This system has continued to be used and the HITS are updated annually to further embed district initiatives such as UDL.

The district utilizes grant and local funds to support teachers in returning to school to gain advanced degrees in high need areas or to support dual credit verification to support teaching AP and DC courses. In these cases tuition is paid for by the district. Incentives in teaching these courses is also built into the Teacher Agreement.

Unique to Duneland is the proximity to Indiana University Northwest, Purdue Northwest, and Valparaiso University. Partnerships have been built with each institution to support practicum and student teaching experiences. Members of the Duneland leadership serve on advisory boards for some of these educational programs as well. Uniquely, our work with UDL has drawn the attention of one institution who has made extra strides to include their students in our schools to experience UDL in practice to support what is being taught in class.

Link additional information here
(if necessary)

CORE ELEMENT 11: PROVISION FOR TITLE I SCHOOLS OPERATING A SCHOOLWIDE PROGRAM

(continued)

List of all instructional staff. Include licensure/certification and current class/subject areas being taught. To provide this information, you may include a link, attach the information to this document, or list the information in the table below.

Staff Name	Licensure/Certification	Assigned Class/Subject
Tami Pullins	K-6	Kindergarten
Tracy Snider	K-6	Kindergarten
Chelsey Manion	K-6	Kindergarten
Heather Lowe	K-6	Kindergarten
Rebekah Vallee	K-6	1st grade
Breinne Ramker	K-6	1st grade
Brianna Jacobs	K-6	1st grade
Lindsay Trout	K-6	1st grade
Allison Mysliwicz	K-6	2nd grade
Amy Eppolito	K-6	2nd grade
Riley Popplewell	K-6	2nd grade
Jillian Matzke	K-6	2nd grade
Laura Roberson	K-6	2nd grade
Catie Armstrong	K-6	3rd grade
Kristen Frain	K-6	3rd grade
Emma Sabinske	K-6	3rd grade
Angie Karagiannakis	K-6	3rd grade
Lauren Zieg	K-6	4th grade
Taylor Gorecki	K-6	4th grade

David Mueller	K-6	4th grade
Angie Lawrence	K-6	4th grade
Nicole Knutson	K-6	Reading Specialist
Laura Duda	K-6	Reading Specialist
Holly Koedyker	K-6	High Ability
Bob Nemtuda	K-12	Physical Education
Aubrey Rose	K-12	Art
Lauren Smith	K-12	Music
Brandi Costa	K-12	Media Specialist
Cathy Spalding	K-12	Special Education
Amanda Taylor	K-6	Special Education
Julie Miles	K-6	Special Education
Jeff Russell	K-6	Special Education
Lindsey Stainko	K-12	Counselor
Amanda Vasilak	K-6	Instructional Coach
Kristin Bonez	K-12	Assistant Principal
Heidi Hennigar	K-12	Principal
Link additional information here (if necessary) <input type="checkbox"/>		

SCHOOL IMPROVEMENT PLAN

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES - [GOAL #1]

GOAL			
Goal	95% of students will pass IREAD after the summer retest.		
Sub-group focus	Students qualifying for special education		
The strategies we are going to implement are	UDL, Kendore Phonics, grade-level collaborative teaming		
To address the root cause	Foundational phonics skill gaps		
Which will help us meet this student outcome goal*	By ensuring evidence-based practices and data-driven decision making in ELA and Reading		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
UDL	Morin, A. (n.d.). Universal Design for Learning (UDL): What You Need to Know. Reading Rockets. Retrieved July 17, 2025, from Reading Rockets website: "Universal Design for Learning (UDL) is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed"	Administration and teachers	Aug 2025-May 2028
Kendore Phonics	Orton-Gillingham. (n.d.). How Orton-Gillingham can support struggling readers. Retrieved July 17, 2025, from https://www.orton-gillingham.com/how-orton-gillingham-can-support-struggling-readers/	Administration and teachers	Aug 2025-May 2028
Teaching team collaborative meetings	DuFour, R., & Eaker, R. (1998). Professional learning communities at work: Best practices for enhancing student achievement. Bloomington, IN: Solution Tree.	Administration and teachers	Aug 2025-May 2028

Link additional information here
(if necessary)

Strategy #1		UDL				
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
School-wide UDL PD	Admin/I.C. introduction	Admin/I.C.	Lesson plans	Google Suite	Aug 2025	In Progress ▾
Monitoring implementation	Admin	Admin	Collaborative team notes	Google Suite	Aug 2025	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Basic introduction and staff understanding					
How has student achievement been impacted? What is the evidence?	In its initial stages					
How will implementation be adjusted and/or supported moving into next year?	Further PD through notes, feedback, and classroom observation					
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #2	Kendore Phonics					
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Thorough implementation of phonics curriculum	Lesson plans, intentional focus on GVC	Teacher, admin, I.C.	Lesson plans and collaborative team notes	Google Suite, Canvas, classroom resources	Ongoing	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	The GVC is fully incorporated, continual updating and drive for intentional use of GVC and CFA/CSA's.					
How has student achievement been impacted? What is the evidence?	ELA ILEARN and IREAD scores improving					
How will implementation be adjusted and/or supported moving into next year?	Further PD through notes, feedback, and classroom observation					
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #3		Grade-Level Collaboration Meetings				
What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Weekly team meetings	Teams collaborate weekly to enhance instruction and student learning	Teachers, admin	Team meeting notes	Google Suite	On-going	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?		Professional Learning Communities are fully incorporated. Making plans for increased intentionality and structure.				
How has student achievement been impacted? What is the evidence?		ELA ILEARN and IREAD scores improving.				
How will implementation be adjusted and/or supported moving into next year?		Collaborative team meeting notes.				
Link additional information here (if necessary) <input type="checkbox"/>						

PROGRESS INDICATORS - [GOAL #1]

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4

Key Performance Indicator (Assessment)	ILEARN Checkpoints, NWEA Reading	ILEARN Checkpoints, NWEA Reading	ILEARN Checkpoints, NWEA Reading	ILEARN Checkpoints, NWEA Reading
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) □				

SCHOOL IMPROVEMENT PLAN GOAL AND STRATEGIES - [GOAL #2]

GOAL

Goal	80% of students will maintain at least a 94% attendance rate.		
Sub-group focus	Students from high poverty homes		
The strategies we are going to implement are	UDL, School/Family Outreach		
To address the root cause	Struggling attendance after Covid		
Which will help us meet this student outcome goal*	By fostering student engagement and school/family communication		
How Will We Get There?			
Evidence Based Strategies to Address Problems	Supporting Research for Strategy	Who is Accountable for Strategy?	Timeline
UDL	Hainline, A. D. (2022). The effect of Universal Design for Learning on student engagement and achievement in a southwest Missouri school district (Doctoral dissertation). Lindenwood University. Retrieved from Lindenwood University Digital Commons	Teachers/Admin	Aug 2025
School/Family Outreach	Rogers, T., & Mapp, K. (n.d.). Nudge letters reduce chronic absenteeism. Harvard Graduate School of Education. Retrieved July 17, 2025, from https://www.gse.harvard.edu/ideas/ed-magazine/24/05/um-where-everybody	Teachers/Admin	Aug 2025
Link additional information here (if necessary) <input type="checkbox"/>			

Strategy #1	UDL
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What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)						
Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
School-wide UDL PD	Admin/I.C. introduction	Admin/I.C.	Lesson plans	Google Suite	Aug 2025	Not Started ▾
Monitoring implementation	Admin	Admin	Collaborative team notes	Google Suite	Aug 2025	Not Started ▾
						Choose ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Basic introduction and staff understanding.					
How has student achievement been impacted? What is the evidence?	In initial stages.					
How will implementation be adjusted and/or supported moving into next year?	Further PD through notes feedback and classroom observation.					
Link additional information here (if necessary) <input type="checkbox"/>						

Strategy #2	School/ Family Outreach
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What actions will we take to implement the improvement strategy? (specific, actionable activities that lead to the completion of the strategy identified)

Activity (Action Step)	Activity Description	Position Responsible	Measurement	Resources Needed	Timeline	Status
Parent Square attendance communication	More efficient and timely notification of attendance issues	IT/Admin	Attendance rate	Parent Square and Device	Aug 2025	Not Started ▾
Direct communication	Timely phone calls/meetings when increased absences	Admin	Weekly attendance data review	SMS and device	Aug 2025	In Progress ▾
To what extent has the strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?	Closer attendance monitoring has begun, but Liberty will begin using a more intentional communication system in Aug 2025.					
How has student achievement been impacted? What is the evidence?	In its initial stages					
How will implementation be adjusted and/or supported moving into next year?	Coordinated use of Parent Square					
Link additional information here (if necessary) <input type="checkbox"/>						

PROGRESS INDICATORS - [GOAL #2]

PROGRESS INDICATORS				
Check-in Schedule	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Key Performance Indicator (Assessment)	Attendance rate	Attendance rate	Attendance rate	Attendance rate
Results				
On Track to Meet Goals?				
Strengths				
Areas for Growth				
Next Steps				
Link additional information here (if necessary) <input type="checkbox"/>				

PROFESSIONAL DEVELOPMENT PLAN

Professional Development Goal(s)	Kendore Phonics implementation
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	District
Plan for coaching and support during the learning process	Instructional Coach and Administration taking lead role in working with teaching staff, as well as teachers who have had success in teaching it for years
Evidence of Impact	Continual increase in IREAD pass rates in both the 2nd and 3rd grades
How will effectiveness be sustained over time?	School CFA/CSA data, mClass data (2nd grade), NWEA data, ILEARN Checkpoint data
Link additional information here (if necessary) <input type="checkbox"/>	

Professional Development Goal(s)	All certified staff will be trained in Universal Design for Learning best practices by Fall 2028
Is professional development linked to SIP goals?	Yes ▾
Possible Funding Sources	Title II General Funds
Plan for coaching and support during the learning process	<p>IU Cell is leading the district in a four year professional development and implementation cycle that covers the following:</p> <ul style="list-style-type: none"> ● Initial Cohort Training (new cohort each year): 2-6 Teachers, Instructional Coaches and Administrators will participate in training provided by IU Cell. This includes five training days and additional embedded coaching cycles. ● Continued Cohort Training (following initial training): Cohorts will participate in Think Tank coaching cycles and CAST Level 1 and Level 2 certification. ● Instructional Coach Training: IU Cell will be working in year 2 of the cycle to train and support instructional coaches in local ownership of embedded coaching cycles as well as facilitating training for new cohorts. ● Ongoing Support: Building Implementation Teams and the District Implementation Team provide oversight to further expand and develop professional learning opportunities and ongoing support for implementation beyond the four years with IU Cell. ● Building Based Training: High Impact Teaching Strategies are embedded into the Certified Employee Evaluation with an emphasis on UDL. Ongoing training throughout the year is provided to support HITS and therefore UDL for all staff.
Evidence of Impact	District Capacity Assessment Student Performance Data Cognia Surveys and Inventories
How will effectiveness be sustained over time?	The District and Building Implementation teams are receiving concurrent training to provide ongoing support and oversight to solidify a district culture to support sustainability. The DIT and BITs will be responsible for training and support beyond the four years with IU Cell.
Link additional information here (if necessary) □	

Professional Development Goal(s)	
Is professional development linked to SIP goals?	Choose ▾
Possible Funding Sources	
Plan for coaching and support during the learning process	
Evidence of Impact	
How will effectiveness be sustained over time?	
Link additional information here (if necessary) □	