**Title I Schoolwide Plan**

**Please use the assigned Nebraska Department of Education**

**County District and School Numbers in the table below.**

*To complete text areas, click in grey box and type*

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| District Name: | | | | Omaha Public Schools | | | | | | | | |
| County Dist. No.: | | | | 28-0001-000 | | | | | | | | |
| School Name: | | | | Liberty Elementary | | | | | | | | |
| County District School Number: | | | | 28-0001-174 | | | | | | | | |
| Building Grade Span Served with  Title I-A Funds: | | | | EC - 6th | | | | | | | | |
| Preschool program is supported with Title I funds. *(Mark appropriate box)* | | | | | | | | | | | | Yes  No |
| Summer school program is supported with Title I funds. *(Mark appropriate box)* | | | | | | | | | | | | Yes  No |
| Indicate subject area(s) of focus in this Schoolwide Plan. | | | | | | | | Reading/Language Arts  Math  Other  (Specify)\_     \_\_ | | | | |
| School Principal Name: | | | | Maria Pérez-Mozaz | | | | | | | | |
| School Principal Email Address: | | | | maria.perez-mozaz@ops.org | | | | | | | | |
| School Mailing Address: | | | | 2021 St. Mary's Ave.  Omaha, NE. 68102 | | | | | | | | |
| School Phone Number: | | | | 531-299-7440 | | | | | | | | |
| Additional Authorized Contact Person (Optional): | | | | Juanita De Leon | | | | | | | | |
| Email of Additional Contact Person: | | | | juanita.deleon@ops.org | | | | | | | | |
| Superintendent Name: | | | | Matthew Ray | | | | | | | | |
| Superintendent Email Address: | | | | matthew.ray@ops.org | | | | | | | | |
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| Confirm all Instructional Paras are Highly Qualified according to ESSA. | | | | | | | | | | | | Yes  No |
| The Schoolwide Plan is available to the School, Staff, Parents, and the Public. | | | | | | | | | | | | Yes  No |
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| Names of Planning Team  *(include staff, parents & at least one student if Secondary School)* | | | | | | | Titles of those on Planning Team | | | | | |
| Deborah McKnight  Emily Hughes  Melissa Wolken  Maureen Soto  Cinthia Malvais  Jensen Ziegler  Mary Beth Hansen  Regina Neemann  Jackie Tvrdik  Linda Vernon  Irene Kuvetakis  Luisa Palomo  Ben Thomas  Ashlee Chavez  Sam Baharuddin  Meredith Gray  Rebecca Hunt  Kate Helgesen  Delayne Wolfe | | | | | | | Parent  Administrator  22/23 Assistant Principal  Instructional Facilitator  Dual Language Facilitator  6th gr teacher  5th gr teacher  4th gr teacher  3rd gr teacher  2nd gr teacher  1st gr teacher  Kindergarten teacher  Early Childhood teacher  Special Education teacher  LibrarIan  EL teacher  counselor  para  Completely Kids Coordinator | | | | | |
| **School Information**  ***(As of the last Friday in September)*** | | | | | | | | | | | | |
| Enrollment: 631 | Average Class Size: 20 | | | | | Number of Certified Instruction Staff: 54 | | | | | | |
| Race and Ethnicity Percentages | | | | | | | | | | | | |
| White: 10 % | | | Hispanic: 71 % | | | | | | | Asian: <1 % | | |
| Black/African American: 13 % | | | | | American Indian/Alaskan Native: 1 % | | | | | | | |
| Native Hawaiian or Other Pacific Islander: <1 % | | | | | | | | | Two or More Races: 4 % | | | |
| Other Demographics Percentages *(may be found on NEP* <https://nep.education.ne.gov/>*)* | | | | | | | | | | | | |
| Poverty: 80 % | | English Learner: 51 % | | | | | | | | | Mobility: 5 % | |

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| Assessments used in the Comprehensive Needs Assessment  (ie. NSCAS, MAP, ITBS, AIMS web, DIBELS, CAT etc.) | |
| NSCAS | ELPA |
| MAP | Success Maker |
| Lexia | Attendance Dashboard |
| Amira | Behavior Dashboard |

*Please write a narrative in each box below to correspond to the Rating Rubric.*

*Upload PDF documentation in corresponding folder onto NDE “Landing Page” within Microsoft/SharePoint to support the narrative.*

**1. Comprehensive Needs Assessment**

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| **1.1** | *Please provide a narrative below describing how data was used from a comprehensive needs assessment of the entire school to identify the needs of all children, particularly those who are failing, or are at-risk of failing to meet State academic standards, and how this analysis was used to plan curriculum, instruction and assessment decisions.* |
| dLiberty Elementary has a systematic approach in place to using data to modify instruction. Liberty uses multiple data points to determine strengths and areas of need in student achievement and growth. Liberty also uses data to set both class and individual student growth goals. Data sources include:  - NSCAS Data for grades 3-6  - MAP achievement and growth results in Reading and Math for K-6  - MAP achievement and growth results in Science for grades 3-6  - ELPA Data for grades 1-6  - Amira for grades K-3; gives individualized reading achievement and progress monitoring support  - Lexia for grades 3-6; gives individualized reading achievement and progress monitoring support  - Success Maker for grades K-6; gives individualized math achievement and progress monitoring support  - Attendance dashboard  - Behavior dashboard  Liberty has been designated as a Comprehensive Support and intervention (CSI) school by the Nebraska Department of Education. Liberty met all CSI designation criteria which include Title I school status, achievement scores in the lowest quartile of NSCAS and ELPA21, and chronic absenteeism.  Professional development was designed to support these CSI/School Improvement Plan (SIP) goals and is aligned to the OPS district initiative to improve Tier I instruction. Professional development topics are Tier I Math, Tier I Reading, Tier I Science, English Learner (EL) best practices and Tier I MTSSB.  Liberty EC-6 and Resource teachers (Special Ed and EL) participate in on-going data digs to review multiple data points and use this data to plan for whole group/tier I instruction, differentiation and determine the appropriate intervention. Student data is disaggregated by classroom/teacher and subgroup.  Guidance for interpreting MAP and ELPA student data is provided by Liberty's Instructional Facilitator and the EL teacher leader. Teachers then collaborate to make an instructional plan for students, and to set class and individual growth goals. Each teacher creates and posts a class "MAP Growth Goals" poster in their classroom. Each teacher has a plan to share individual MAP growth goals along with strategies to achieve the goals.    Supporting Documentation:  - Liberty Data Books from previous years  - NSCAS Results  - MAP Achievement Results  - MAP Growth Results  - Amira/Lexia/Success Maker reports  - GLM Agendas  - On-Going Data Digs as noted on GLM Agendas  - Class and Individual Goal setting templates for MAP growth  - Individual Goal setting template for ELPA growth  - Attendance meeting template  - MTSSB Tier 1 Meeting Agendas | |
| **1.2** | *Please provide a narrative below describing how information from parents and community was gathered to identify the needs of the school. Provide supporting documentation in the corresponding folder.* |
| Information is gathered from parents and community formally and informally throughout the school year to identify the needs of the school.  Parents have the opportunity to share their opinions through an online survey created by OPS. This data is compiled by the OPS research department and shared through the Data Book, which is created for each OPS school, including Liberty Elementary. The data from the climate survey is shared with staff at different points in time, depending on the focus of the disucssion.  Specifically, discipline and safety are regularly discussed during monthly MTSS-B meetings. These discussions are shared with grade level teams by each grade level representative. Parent involvement, equity/respect for diversity and school climate are woven into Grade Level Meetings, as well as monthly meetings with our Family Facilitator and Home Visitor, funded by the Superintendents' Early Childhood Plan.  According to the climate survey, parents had a less positive view of the climate at Liberty from 2018 to 2019, but a more positive view of safety, equity/respect for diversity and discipline. Unfortunately, due to the discontinuation of paper surveys, our parent participation in the survey dropped considerably, from 147 to 24 participants.  Liberty is one of the full implementation sites of the Superintendents' Early Childhood Plan. In partnership with the Buffett Early Childhood Institute, Liberty is implementing home visiting and improving the link between home and school for our youngest children. One of the goals of this plan is to increase parent participation and connection to their school and the Buffett Institute has developed a Family Engagement survey to measure parent engagement. The Buffett Institute uses a variety of measures to evaluate the Superintendents' Early Childhood Plan and parental engagement  Family Engagement surveys will be collected throughout the school year (conferences, family nights, open house, etc.). The survey is offered electronically or hard copy.  In addition to the survey created by our district, we formally gather feedback from parents and the community during our annual Liberty Title I meeting in the spring. We present current data and then give time to discuss and share feedback on what could be improved.  Gathering parent and community information is key to continuing to identify the needs of our school.  Supporting Documentation:  - Liberty Data Books, from previous years  - Climate Survey (in Liberty Data Book)  - Newsletters from MTSSB meetings  - Informal Family Survey Results  - Formal feedback gathered at annual Title I meeting  - Superintendents' Early Childhood Plan Family Engagement Survey | |
| **1.3** | *Please provide a narrative below describing the on-going improvement efforts, which should support the Continuous School Improvement Plan. Provide supporting documentation in the corresponding folder.* |
| Liberty’s School Improvement Plan (SIP) identifies on-going improvement efforts, strategies, resources and interventions to meet the school's CSI/SIP goals and student needs. The SIP is developed based specifically on Liberty’s student population, academic needs and instructional staff and to support the CSI/SIP goals. Liberty also receives guidance from the district in the form of the district school improvement initiatives, which focus on improving Tier I instruction and increasing proficiency on NSCAS, MAP Achievement and MAP Growth.  Teachers participate in professional development on reading curriculum resources and components, math curriculum resources and components and schoolwide MTSSB expectations. EL best practices embedded throughout all professional development. Two to three grade level meetings (GLMs) a month focus on Tier I math, Tier I reading and student performance data. Monthly staff meetings around MTSSB strategies and district required trainings.  Strategies to support the CSI/SIP plan include a master schedule, academic talk and language goals. Liberty designs a master schedule so that all students are able to participate in Tier I instruction. The master schedule is built around required special education minutes. Reading intervention program options include Phonics Mastery Guides, Word Study Studio, Leveled Literacy Intervention, Repeated Reading Protocol, Lexia, iRead and Estrellitas and El Camino (Spanish dual language). MTSSB has implemented universal language for behavior expectations. The attendance team collaborates with parents and caregivers to remove barriers impacting chronic absenteeism.  Paraprofessional schedules are prioritized to support highest needs.  Staff attend district curriculum day professional development days in August, September & February.  Supporting documentation:  - Master Schedule  - Schedule for Special Education  - EL schedule (resource tab in Master Schedule doc.)  - Para schedules  - SIP Days' Schedules and Agendas  - District Curriculum Day Memos  - Staff Meeting Agendas  - Grade Level Meeting Agendas  - Paraprofessional Meeting Agendas | |

**2. Schoolwide reform strategies**

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| **2.1** | *Please provide a narrative below describing the additional assistance provided for students at risk of not meeting the challenging state academic standards. Provide supporting documentation in the corresponding folder.* |
| The School Improvement Plan includes the focus on improving Tier I instruction while still providing intervention for students at risk of not meeting challenging state academic standards.  According to both our NSCAS scores and Amira/Lexia levels, almost 60% of our students read below grade level, and 81% are developing towards proficiency on NSCAS.  The classroom teachers collaborate with Special Education teachers and EL teachers to discuss how to support special education and EL students with Tier I instruction through scaffolding and accomodations.  EL teachers focus on supporting newcomers in second through sixth with language acquisition and transition into a school setting. EL teachers utilize HMH Tabletop minilessons to support accessibility to Tier I instruction in second through sixth grade.  All teachers are provided information on the Student Assistance Team process (SAT) . SATs are held at the grade level and then at the building level to provide support for students in need. Liberty's Student Assistance Team is made up of the SAT Facilitator, classroom teacher, parent and additional supporting staff. This team meets to discuss specific students who are not making expected progress and create a plan of support that is monitored and reviewed consistently.  Liberty Elementary administration and teachers collect and analyze data from several sources to ensure that goals are kept current and student achievement is regularly monitored. Progress monitoring data is collected from MAP growth, formative assessments, summative assessments, iRead, Lexia, Success Maker, Amira, Teaching Strategies Gold (EC), IEP Progress Reports, referral data, SAT progress data, anecdotal observations and checks for understanding.  Progress Monitoring data is used to inform small group and intervention instruction and scaffolding Tier I instruction.  In addition to academic support, Liberty also provides Social Emotional support for students. Strategies to meet the needs of all students, but specifically the needs of students at risk for not meeting the State standards include individual and small group counseling and mentoring. Counselors provide bi-weekly lessons to all students on Social Emotional Learning using their district approved curriculum.  MTSSB Tier I strategies include schoolwide expectations videos, lessons and activities to support expected behaviors utilizing universal language. Expected behaviors are supported through individual and class Shout-Outs as well as 4:1 positive to corrective ratio.  MTSSB Tier II strategies include check-in/out, referral process and universal screener to identify additional students who need Tier II support.  Students struggling with anger, grief or lack of appropriate social skills are seen by one of the school counselors and/or the PAC facilitator. The Principal, Assistant Principal, School Counselor and PAC Facilitator meet regularly to review concerns of specific students. The MTSSB Team presents important aspects of the Schoolwide Behavior Plan and the referral process to the staff during the opening meeting at the beginning of the year and again during monthly staff meetings.  One of the counselors organizes mentors for students who have been identified through teacher recommendation. TeamMATE mentors visit with their mentees on a regular basis at Liberty, and have lunch with the student weekly, to focus on building a positive relationship.  Many of our highest need students are paired with a Liberty staff member through an ongoing mentorship. Supporting them with their goals, academics and social emotional needs through out their time at Liberty.  Liberty utilizes the Connections program for students who need additional support. Teachers and staff can request a student referral to the program through one of the counselors or Liberty’s social worker. Parents are required to complete an application for their student to participate. Liberty also provides a support to struggling early childhood students and parents through a program called Kid Squad.  All teachers hold a daily morning meeting with students, meant to provide an opportunity for class building and teachers to establish strong relationships with all students. The Strong Kids curriculum is a provided resource teachers can use for teaching social emotional skills.  Students at risk of not meeting the challenging state academic standards require both additional academic and social/emotional support, as outlined above.  Supporting Documentation:  - Liberty Master Schedule  - Master Schedule for Special Education Resource teachers  - Data digs  - SAT process document  - Student goal setting examples  - TeamMates application and Nomination Form  - Connections School-based Therapy referral form in English/Spanish  - Kid Squad Application  - Morning Meeting Lesson  - MTSS-B Agendas and Presentations  -MTSSB Tier I & II Handbooks | |

**3. High quality and ongoing professional development**

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| **3.1** | *Please provide a narrative below describing the professional development and other activities provided to improve instructional effectiveness and use of academic data to guide instruction. Provide supporting documentation in the corresponding folder.* |
| Omaha Public Schools and Liberty Elementary provides ongoing professional development for teachers and paraprofessionals to improve instruction. Data from academic assessments is used to improve Tier I instruction while continuing to provide intervention as needed. The district provides professional development to all teachers on Curriculum Days throughout the year, with a focus on supporting Tier I Instruction and differentiation.  Professional development is provided during Grade Level Meetings (GLMs) by the instructional facilitator, dual language lead teacher, district leadership and building leadership. Focus of GLMs is based on teacher feedback regarding proficiency around curriculum components, Tier I instruction, student assessment data, EL practices and differentiating instruction to meet individual student needs.    Professional development is provided during Staff Meetings by the MTSSB team, district leadership and building leadership. Focus of Staff Meetings is determined by research based best practices to support school-wide behavior needs as indicated by the Behavior Dashboard and teacher input. Staff also collaborate to celebrate successes and address challenges.  Professional Development is also provided on SIP Days. These days can cover data digs, collaboration, district required trainings and additional curriculum needs.  Liberty paraprofessionals often attend school-wide meetings. They also participate in training specifically intended for paraprofessionals at Liberty and districtwide.  Ongoing professional development and other activities are designed to improve teachers' and paraprofessionals' effectiveness. Educators benefit by learning how to use data to guide instruction, especially targeted at those subgroups of students at risk of failing to meet the challenging state academic standards.  Supporting Documentation  - Liberty Elementary SIP At-A-Glance  - PD plan for the school year  - GLM Agendas & presentations  - Staff Meeting Agendas & presentations  - SIP Day Agendas & presentations | |

**4. Strategies to increase parent and family engagement**

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| **4.1** | *Please provide a narrative below describing how the School-Parent Compact was jointly developed and how it is distributed. Provide supporting documentation in the corresponding folder.* |
| Teachers and parents are involved in developing and refining the School-Parent Compact and it is reviewed at the annual Title I parent meeting. The compact is included in the Student Planner, which is reviewed by teachers with students at the beginning of each semester. Parents are asked to sign the student planner at the beginning of the year to confirm that they've read the School-Parent Compact. Parents are also asked to sign the student planner every evening after review.  The School-Parent Compact is also posted on our school webpage and is distributed to all families on back to school night at the beginning of the year.  The School-Parent Compact is available in both English and Spanish.  The School-Parent Compact meets the following requirements:  - the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment to enable children to meet the challenging state academic standards  - ways in which parents will be responsible for supporting their children's learning  - the importance of communication between teachers and parents on an ongoing basis  Supporting Documentation  - School-Parent Compact  - Title I meeting agenda and notes  - Title I meeting presentations  - Title I meeting sign-in  - Title I meeting invitation/flyer  - Student Planner | |
| **4.2** | *Please provide a narrative below describing how parents were involved in developing the Title I Parent and Family Engagement Policy or Procedure. Provide supporting documentation in the corresponding folder.* |
| The district Title I Office holds an annual District Parent and Family Engagement Policy Review meeting.  The Parent and Family Engagement Policy is also discussed during Liberty's annual Title I meeting and parents provided feedback on the policy.  The Title 1 Parent and Family Engagement Policy is also posted on our webpage and distributed to all families on back to school night.  The Parent and Family Engagement Policy is available in English and Spanish.  Supporting Documentation  - Title I Parent and Family Engagement Policy  - OPS Parent and Family Engagement Policy Review Meeting  - Parent Meeting Flyer in English and Spanish | |
| **4.3** | *Please provide a narrative below describing how and when the annual Title I parent meeting is/was held informing parents of the school’s participation in Title I. Provide supporting documentation in the corresponding folder.* |
| Liberty usually holds our annual Title I parent meeting in Second Semester. Parents are invited during parent/teacher conferences with a flyer handed out at parent/teacher conferences and specific parent invitations.  In addition to the annual Title I parent meeting, ongoing activities provide many opportunities for parents to be involved in the education of their children. Strategies to increase parent and family engagement are provided. The importance of communication between teachers and parents is addressed on an ongoing basis with teachers during Staff Meetings. All documents are sent home in English and Spanish.  Communication with families is a key aspect of improving overall student achievement. Each student at Liberty has a student planner that is used as an agenda and parent communication tool. Parents are asked to review and sign the planner every day, which provides the opportunity for parents and teachers to exchange notes and other important information. SeeSaw and Blackboard are available as school to home electronic communication tools.  Parents and students are invited to Back to School Night to meet their teacher, visit the classroom and gain familiarity with the school.  Parents are invited to Open House to learn about the expectations and curriculum for the school year, via fliers and an automated phone call.  Dual Langauge informational meetings are held annually and offered multiple times to accommodate family schedules.  Parents are invited to Parent/Teacher Conferences in the fall and spring during Open House and are reminded of the date and time with a note in the student planner. Parent/teacher conferences provide the opportunity for parents and teachers to discuss the social emotional and academic progress of students. We strive for 100% parent participation in conferences by rescheduling and offering alternative dates/times/modes.  Liberty has their annual Math & Literacy Family Nights. Additional family engagement opportunities are welcomed as our wellness committee, PTO and Completely Kids collaborate. Liberty will put on a Disney musical each spring where all families are invited to attend. Parents are invited to Family Nights through fliers and automated phone calls. Students are reminded about Family Night during morning announcements. We have active participation in our Family Nights.  Parents of students in grades K-3 are invited to attend a vocal concert performance in the winter, just before winter break. Parents of students who play an instrument can also watch their child perform at the instrumental concert.  Intramural sports are offered throughout the year. Another opportunity for families to engage with students and staff.  Parents are invited to Parent/Teacher conferences twice a year. They sign up for conferences during Open House and receive a reminder a week before the conferences. Conference times are offered during the day and evening on multiple days. Teachers also are able to schedule a conference during the school day or even before the school day if a parent is not able to come during the regularly scheduled conference times.  Liberty is fortunate to have a Family Facilitator and Home Visitor to build connections between home and school at an early age. The Family Facilitator sends home take-home books with each Pre-K and HeadStart student. Parents are encouraged to read with their children each night. The Family Facilitator and Home Visitor host monthly Parent/Child Play Groups. Liberty's early childhood classrooms also host Family Fun days in the fall and spring to connect parents to school.  Finally, in addition to our district website, Liberty communicates with parents via social media on Facebook and Twitter, SeeSaw and Blackboard.  Supporting Documentation:  - Family Night Flyers  - Music Concert Flyers  - Disney Musical Flyer  - Title I Parent Meeting Flier  - Title I Parent Meeting Invitation  - Title I Parent Meeting Presentation  - Title I Parent Meeting Agenda and notes  - Phone Calls, e-mails and text messages sent in both English and Spanish | |

**5. Transition Plan**

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| **5.1** | *Please provide a narrative below describing the school’s transition plan for incoming students to support, coordinate and integrate services from their previous program or school (i.e. Headstart and/or other Early Childhood Program to Elementary, Elementary to Intermediate, Intermediate to Middle School, Middle School to High School).* |
| Incoming to Elementary:  1) Kindergarten Roundup/Registration – Parents/guardians complete paperwork. Bilingual support is provided.  2) Early Childhood & Kindergarten Welcome – Students see the school/classroom, meet classmates and teachers. Separate from the whole school Back to School Night.  3) Early Childhood Application Days - Parents/guardians complete paperwork. Bilingual support is provided.  4) Early Childhood Home Visits - teachers and paras visit students in their homes prior to the first day of school.  5) Counselor Welcome Lesson - Elementary school counselor teaches a lesson about the role of the counselor and what things they do to help students.  6) MTSSB Schoolwide Expectations - are taught through video lessons, modeling, and expectation stations  7) Early Childhood First 30 Days - daily lessons to teach routines and procedures  8) OPS Back to School Bash - district-wide event welcoming students and families back to school  Supporting Documentation:  - Early Childhood & Kindergarten Round Up/Registration Flyer  - Early Childhood & Kindergarten Welcome Flyer  - Getting Ready for Kindergarten Helpful Hints Sheet | |
| **5.2** | *Please provide a narrative below describing the school’s transition plan for outgoing students as they move onto their next school / program / career. (i.e. Elementary to Intermediate, Intermediate to Middle School, Middle School to High School, High School to Post Secondary Schooling or Career).* |
| Transition from Elementary to Middle School:  1) Evening/Weekend Event - Middle Schools host evening/weekend event(s) for students and families to come and see the school, meet staff, pick classes, elementary counselors disseminate open house information in both English & Spanish  2) Transition Lesson 1 – Elementary school counselors teach “Middle School Expectations: Understanding the Change”  3) Transition Lesson 2 – Elementary school counselors teach “Middle School Expectations: Setting Yourself for Academic Success”  4) Transition Lesson 3 – Elementary school counselors teach “Middle School Expectations: Social Success”  5) School Day Transition Event - Middle school counselors (+ other staff if necessary) go to elementary schools to register students who did not attend evening/weekend event  6) Middle School Orientation - Elementary school counselors complete Middle School Orientation lesson (virtually explore their assigned middle school)  7) Academic Information Form – Data from grades, testing, and teacher input is compiled to help family and student determine which classes may be the best fit.  8) Collaboration between elementary and middle school counselors/special education teachers/English Language teachers on student needs and placement.  Supporting Documentation:  - Counselor lessons on 6th grade transition  - Counselor presentation on transition  - Elementary Counselor Curriculum Scope and Sequence  - OPS MS Summer School Registration form | |

**6. Strategies to address areas of need**

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| **6.1** | *Please provide a narrative below describing how the Schoolwide Plan increases the amount and quality of learning time within or beyond the instructional day.* |
| Liberty provides a variety of Extended Learning Opportunities, including the Completely Kids After School program and summer school. The Completely Kids after-school program at Liberty has a 30-minute academic time set aside for all students. Completely Kids students in grades 3-6 also choose enrichment clubs after school.  Next Level Learning (summer school) is offered to select students based on academic performance and language proficiency. Next Level Learning extends the school year for an additional six weeks. Next Level Learning continues academic instruction while also offering some enrichment activities. Next Level Learning focuses on literacy, math and STEM instruction with the use of district provided lesson plans and resources.    Each student receives a summer Scholastic reading bag which includes a pack of several books (fiction and non-fiction).  Supporting Documentation:  - List of Completely Kids After-School Clubs - Sample Completely Kids Schedule  - Summer School Calendar  - Summer School Daily Schedule | |

**7. Optional: Consolidation OR Coordination and Integration of Federal, State or local Funds**

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| **7.1** | *Please provide a narrative below describing the option to Consolidate available Federal, State, and local funds in order to upgrade the entire educational program of a school; OR describe coordination and integration of funds to meet student needs and support student achievement. Supporting documentation may also be placed in the corresponding folder. (If you choose not to consolidate, N/A is acceptable.)* |
| Yes, we use Title I funds, together with other Federal, State, and local funds, in order to upgrade the entire educational program | |