

**WE ARE MAVERICKS, FACING THE FUTURE**

**WITH THE GOAL OF CHANGING THE WORLD.**

February Town Hall  
2022

# Agenda:

- ❖ ESSER III Grant Ideas - Parent input desired
- ❖ Cognia Accreditation Results (Time permitting)



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American Rescue Plan (ARP) Act - ESSER III

# Our Vision, Mission, and Motto



## Our Vision

Virtue + Knowledge = Wisdom

## Our Mission

The mission of Liberty Tech is to engage students in a rigorous, relevant Classical/STEAM based learning environment to foster the acquisition of knowledge, wisdom, and virtue to positively impact the world around them.

## Our Motto

We are Mavericks facing the future with the goal of changing the world.

# American Rescue Plan Background

The United States Congress has passed three bills that provided immediate and direct economic assistance to state and local educational agencies through the Elementary and Secondary School Emergency Relief (ESSER) funds. The disbursement of the funds has been provided to support areas with the greatest need, where the academic and non-academic components for school districts had the greatest impact due to COVID-19. On March 11, 2021, President Biden signed the American Rescue Plan (ARP) into law to provide COVID-19 relief funds which led to the U.S. Congress passing the third bill, American Rescue Plan Act. LTCS has been awarded about \$503,731 under the American Rescue Plan Act ESSER III.

# Purpose of ARP Funds

- Support states and local school districts' efforts to safely reopen schools
- Address learning loss through evidence-based interventions
- Maintain continuity of services for students and staff including social-emotional learning, mental health, and student health
- Support measures of implementation that will continue to reduce the effects of COVID-19 on students and families

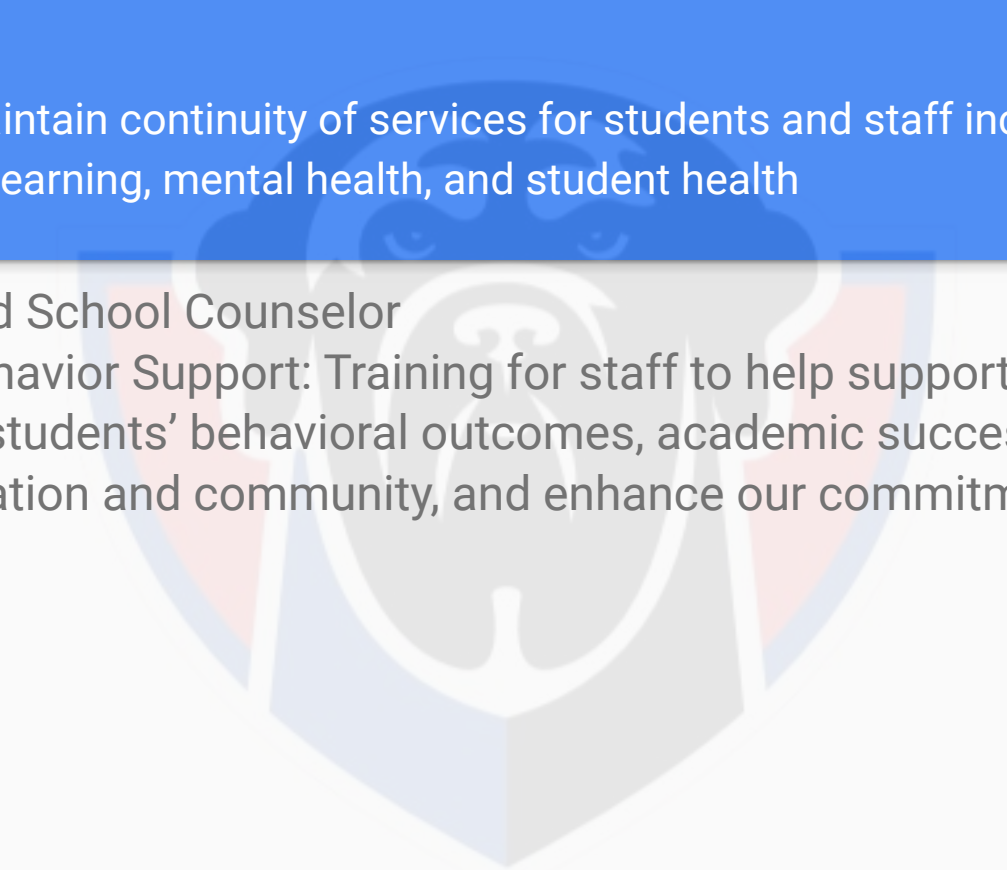
# Our Priorities

- Addressing learning gaps through evidence-based interventions
- Maintain continuity of services for students and staff including social-emotional learning, mental health, and student health
- Increasing student engagement

# Priority: Addressing learning gaps through evidence-based interventions

- Hiring a additional staff
  - MTSS Coordinator - Train and work with our teachers to provide academic or behavioral interventions for students as needed.
  - After School Director - Head up our after school program, clubs, sports, and tutoring
  - Part Time Reading and Math Interventionist
  - Media Center Teacher's Assistant (TA) - The TA would handle media check-out which would free up our media specialist to collaborate on Language Arts lessons and STEAM/Computer lessons.
  - An Additional Kindergarten Teacher (There would be 16 students in each classroom with a Teacher and Teacher's Assistant.)
  - An Additional 1st Grade Teacher (There would be 16 students in each classroom with a Teacher and Teacher's Assistant.)
- Orton-Gillingham Training (6 teachers)
  - The purpose of Orton-Gillingham training is to prepare educators to assist students to become competent readers, writers, and independent learners.





**Priority:** Maintain continuity of services for students and staff including social-emotional learning, mental health, and student health

- Hiring a 2nd School Counselor
- Student Behavior Support: Training for staff to help support a positive impact on students' behavioral outcomes, academic success, strengthen communication and community, and enhance our commitment to our virtues.

# Priority: Increasing student engagement

- Handwriting without Tears
- Secret Stories (Multi-sensory phonics instruction) - training and resources; K-2nd & EIP
- Copy Work Resources - Classical Education components
- Artists & Composers Resources - Classical Education components
- Dibels 8 ELA & Math - K-5 assessment data and progress monitoring
- STEAM tables
- I-pads
- Class set of Ukuleles
- Art Table Easels

# We need your input!

Please keep in mind that these are federal funds provided by the US Department of Education. There are stipulations and restrictions for how we spend these funds.

**We ask that you complete the survey no later than Friday, March 4th. If you want a voice in how we spend these funds, speak now or forever hold your peace.**

Survey: [ESSER III Grant Ideas](#)



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Cognia Accreditation Process

## Cognia Accreditation Process

Accreditation is pivotal in leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the Cognia Accreditation Process examines the whole institution—the program, the cultural context, and the community of stakeholders—to determine how well the parts work together to meet the needs of learners.

## Cognia Accreditation Process

- Engagement Review Teams gathers evidence and information pertinent to evaluating an institution's performance against the research-based Cognia Performance Standards.
- Review teams use these Standards to assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning.
- Using the Standards, the review team provides valuable feedback to institutions, which helps to focus and guide each institution's improvement journey.

# Cognia Accreditation Process

## Cognia Standards Diagnostic Results

The Cognia Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on the Cognia Performance Standards. The diagnostic consists of three components built around each of three Domains: **Leadership Capacity**, **Learning Capacity**, and **Resource Capacity**. Results are reported within four ranges identified by color. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Insufficient	Identifies areas with insufficient evidence or evidence that indicated little or no activity leading toward improvement
Yellow	Initiating	Represents areas to enhance and extend current improvement efforts
Green	Improving	Pinpoints quality practices that are improving and meet the Standards
Blue	Impacting	Demonstrates noteworthy practices producing clear results that positively impact the institution

Under each Standard statement is a row indicating the scores related to the elements of Cognia's i3 Rubric. The rubric is scored from one (1) to four (4). A score of four on any element indicates high performance, while a score of one or two indicates an element in need of improvement. The following table provides the key to the abbreviations of the elements of the i3 Rubric.

Element	Abbreviation
Engagement	EN
Implementation	IM
Results	RE
Sustainability	SU
Embeddedness	EM

# Cognia Accreditation Process: Leadership Capacity Standards

Leadership Capacity Standards								Rating	
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning, including the expectations for learners.							Impacting	
	EN:	4	IM:	4	RE:	3	SU:		3
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.							Improving	
	EN:	4	IM:	3	RE:	3	SU:		2
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.							Improving	
	EN:	4	IM:	4	RE:	3	SU:		2
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.							Impacting	
	EN:	4	IM:	4	RE:	3	SU:		2
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.							Impacting	
	EN:	4	IM:	4	RE:	4	SU:		4
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.							Impacting	
	EN:	4	IM:	4	RE:	3	SU:		3
1.7	Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.							Improving	
	EN:	4	IM:	4	RE:	2	SU:		2
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.							Improving	
	EN:	4	IM:	3	RE:	2	SU:		2
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.							Improving	
	EN:	4	IM:	3	RE:	2	SU:		2
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.							Improving	
	EN:	4	IM:	3	RE:	3	SU:		2



# Cognia Accreditation Process: Learning Capacity Standards

Learning Capacity Standards								Rating	
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.							Impacting	
	EN:	4	IM:	4	RE:	3	SU:		2
2.2	The learning culture promotes creativity, innovation, and collaborative problem-solving.							Impacting	
	EN:	4	IM:	3	RE:	3	SU:		2
2.3	The learning culture develops learners' attitudes, beliefs, and skills needed for success.							Impacting	
	EN:	4	IM:	4	RE:	3	SU:		2
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.							Improving	
	EN:	4	IM:	4	RE:	1	SU:		1
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.							Improving	
	EN:	4	IM:	2	RE:	2	SU:		2
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.							Improving	
	EN:	3	IM:	2	RE:	2	SU:		2
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.							Impacting	
	EN:	4	IM:	3	RE:	3	SU:		3
2.8	The institution provides programs and services for learners' educational futures and career planning.							Improving	
	EN:	4	IM:	2	RE:	3	SU:		3
2.9	The institution implements processes to identify and address the specialized needs of learners.							Impacting	
	EN:	4	IM:	3	RE:	3	SU:		2
2.10	Learning progress is reliably assessed and consistently and clearly communicated.							Improving	
	EN:	3	IM:	3	RE:	3	SU:		3

# Cognia Accreditation Process: Learning Capacity Standards

Learning Capacity Standards										Rating
2.11	Educators gather, analyze, and use formative and summative data that lead to the demonstrable improvement of student learning.									Improving
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	4	EM:	

# Cognia Accreditation Process: Resource Capacity Standards

Resource Capacity Standards										Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.									Impacting
	EN:	4	IM:	3	RE:	3	SU:	3	EM:	
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.									Improving
	EN:	4	IM:	2	RE:	2	SU:	4	EM:	
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.									Improving
	EN:	4	IM:	3	RE:	3	SU:	2	EM:	
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction.									Impacting
	EN:	4	IM:	4	RE:	4	SU:	4	EM:	
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.									Initiating
	EN:	2	IM:	1	RE:	2	SU:	1	EM:	
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.									Impacting
	EN:	4	IM:	4	RE:	2	SU:	3	EM:	
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.									Improving
	EN:	3	IM:	2	RE:	2	SU:	2	EM:	

# Cognia Accreditation Process: Resource Capacity Standards

Resource Capacity Standards										Rating
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.									Impacting
EN:	4	IM:	4	RE:	4	SU:	2	EM:	3	

# Cognia Accreditation Process: Index of Education Quality (IEQ) Score

## Accreditation Status and Index of Education Quality®

Cognia will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. Cognia provides the Index of Education Quality (IEQ) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. This formative tool for improvement identifies areas of success and areas in need of focus. The IEQ comprises the Standards Diagnostic ratings from the three Domains: Leadership Capacity, Learning Capacity, and Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provide information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve, and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within that level. An IEQ in the range of 225–300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all Cognia Improvement Network (CIN) institutions evaluated for accreditation in the last five years. The range of the annual CIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

<b>Institution IEQ</b>	<b>328.50</b>	<b>CIN 5 Year IEQ Range</b>	<b>278.34 – 283.33</b>
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# Cognia Accreditation Process: Insights from the Review

- The school holds in the highest regard its mission of integrating project-based learning into every aspect of the educational experience.
- The school is partnering with families to provide an educational setting that values and fosters academic excellence.
- The school's teacher evaluation process is consistently implemented and being leveraged along with access to resources to maintain the standard of academic rigor.
- The school currently does not have a formal process to identify professional development goals for faculty and staff.
- A board manual and code of ethics for the governing body are in place.
- The school does not currently have a comprehensive long-term strategic plan in place.
- The school has not implemented a formal digital use program that sets policy and procedure and integrates digital resources into the classroom to ensure horizontal and vertical alignment.

# Cognia Accreditation Process: Next Steps

- Review and share the findings with stakeholders.
- Develop plans to address the areas for improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report.
- Continue the improvement journey