Liberty Park Elementary School

2016-17 Schoolwide Improvement Plan

Liberty Park Elementary School

6601 CONSTITUTION WAY, Greenacres, FL 33413

https://lpes.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	90%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	91%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	C	C

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/16/2016.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Liberty Park Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To create a safe learning environment which our students become life-long learners and graduate our system college and career ready. We want a positive school environment that all families, the school and the community work collaboratively to ensure that success. As a school we will learn and grow with our students in an effort to maximize student achievement., and become the top-rated school in our state, and the nation. We are committed to our efforts and believe that you can not teach every child, until you teach each child.

b. Provide the school's vision statement.

Our vision is to provide a caring and stimulating environment where children will recognize and achieve their fullest potential, later making their best contribution to society. We envision an academic collaborative multicultural community where education and lifelong learning are valued and supported for all learners to reach their highest potential and succeed in a global economy.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Liberty Park Elementary School is an extremely diverse community made up of various cultural backgrounds. The staff works hard to learn about cultural backgrounds of our families and continuously build relationships with them over time. The staff best learns about the cultural diversity through parent conferences, school events and in social school sponsored events. Events include SAC, PTO, Hispanic Heritage Night, Haitian Heritage Night, Black History Night and other monthly events. Once the initial communication takes place, we as a staff continue to bridge the communication between school and home understanding the importance of this relationship. The Community Language Facilitators are an important piece to the communication and relationship building.
Additionally, our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), as appropriate grade levels, including but not limited to:
*History of Holocaust
*History of Africans and African Americans
*Hispanic Contributions
*Women's Contributions
*Sacrifices of Veterans

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Liberty Park Elementary School integrates several initiatives such as SWPBS and Character Counts for education and the development of our students both socially and academically. Students are taught the expectations on a daily basis through our school wide Liberty Park Television Broadcast. Students are taught that they make important choices each day and that they must always respect themselves and respect others.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Liberty Park Elementary School integrates Single School Culture by our Universal Guidelines for Success, following our behavior matrix and teaching expected behaviors, communicating with parents and monitoring SWPBS. We regularly review and update our action plans during monthly School Improvement Committee meetings, We instill an appreciation for multicultural diversity through our anti bullying campaign, structured lessons, and an implementation of SWPBS. Using the SWPBS matrix parents, students and teachers participate in training at the start of a new school year, following winter break and again after spring break. A school-wide reward system is in place for students and classes to work collaboratively to earn "Eagles Dollars" for following the behavioral expectations. The school follows the district guidelines and protocols for disciplinary incidents.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

There are several systems in place to support our students in a social-emotional manner. Students that have been identified meet with the guidance counselors for group or individual sessions based upon their needs. Through these session the counselors regularly work with students to address their needs and often contact local agencies for assistance.
Liberty Park also has a mentoring program in place. Students at various grade levels are paired with a mentor to meet regularly. The mentoring relationships vary but include homework help, guidance, and allow the student to understand that there is one adult they can turn to for help.

3. Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

When a student has three or more absences in a marking period the guidance department is notified. The guidance counselor contacts the family to learn about why the student has been absent. If the student continues to be absent without excused doctor's notes, the school follows up with the district guidelines for truancy.
If a student has been suspended they are automatically referred to guidance. The guidance team will work with the individual to review expectations and assist the students with understanding choices and consequences.
Students that have received a level 1 on the state assessments have a Progress Monitoring Plan to review progress. Additionally, they will receive additional instruction in the classroom through iii or tired interventions as well as an invitation to after-school tutorial.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	27	27	23	22	19	25	0	0	0	0	0	0	0	143
One or more suspensions	2	4	1	0	0	7	0	0	0	0	0	0	0	14
Course failure in ELA or Math	53	88	77	128	74	47	0	0	0	0	0	0	0	467
Level 1 on statewide assessment	0	0	0	94	97	77	0	0	0	0	0	0	0	268

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	15	22	15	92	68	51	0	0	0	0	0	0	0	263

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Attendance and Repetitive Tardy - Initial notes from the teacher, note from the guidance counselor, meeting with administration, truancy procedures from the district
Suspensions and Repetitive Disruptive Behaviors- Referral to guidance, meeting with administration, check in, check out, modified behavior plan
Course Failure or Level 1- Progress Monitoring Plan, meeting with parent, referral to SBT (if necessary), extra instructional time through iii, tutorial

B. Family and Community Engagement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
Yes

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Liberty Park Elementary School understands that value of parental involvement. We continually strive to build the relationships between school and home. Targets for this school year in the area of parental involvement include recognizing parents that attend school sponsored events such as parent conferences, SAC, PTO, curriculum nights and other school functions. Additionally, we will continue to translate all conference notes, parent information, and behaviors notes into the parents' native language(s). Our key goal is to improve SAC and PTO attendance and participation by having students present work, projects, achievements, etc. at the meetings. Attendance will be improved by increasing teacher participation, offering a "babysitting service," and offering light refreshments at the meeting. We will further improve parental involvement by having teachers call and notify parents with positive feedback and conferencing with each parent with at least one positive recognition to every one negative recognition.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Liberty Park Elementary School is a community school and values the relationships that it has established with local business partners. The school is extremely fortunate to be partner with major companies and organizations such as the Sheriff's Office, COSTCO, Office Depot, Publix and many others that regularly contribute to the school and support students achievement in various methods. Through the monthly newsletter the school recognizes and promotes the business partners that continue to support our school and children. We are fortunate to have an active PTO and business partner

coordinator that work diligently to ensure that the relationships between the school and partners are sustained.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Schneider, Joseph	Principal
Henn, Erica	Assistant Principal
Law , Tiffany	Instructional Coach
Machaj , Cathy	Instructional Coach
Oliva , Michaelina	Instructional Media
DeMaio , Danielle	Instructional Coach
Morello, Sasha	Teacher, K-12
Miller, Julianne	Teacher, K-12
Poorman, Jennifer	Instructional Coach

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The school-based RtI Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ESOL contact, school psychologist, classroom teacher, reading/math/science coaches, Single School Culture Coordinator, and guidance staff.
The principal provides a common vision for the use of data-based decision-making to ensure:
~a sound, effective academic program is in place
~a process to address and monitor subsequent needs is created
~the School Based Team (SBT) is implementing RtI processes
~assessment of RtI skills of school staff is conducted
~fidelity of implementation of intervention support is documented
~adequate professional development to support RtI implementation is provided
~effective communication with parents regarding school-based RtI plans and activities occurs.

The SBT Leader will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

The remaining team members work in conjunction to analyze the data and come up with a plan that it is the best interest of the child.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s)

responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be 2 developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.
* Problem Solving Model
The four steps of the Problem Solving Model are:
Problem Identification entails identifying the problem and the desired behavior for the student.
Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

Liberty Park Elementary School integrates Single School Culture by our Universal Guidelines for Success, following our behavior matrix and teaching expected behaviors, communicating with parents and monitoring SwPBS. We regularly review and update our action plans during monthly School Improvement Committee meetings, We instill an appreciation for multicultural diversity through our anti bullying campaign, structured lessons, and an implementation of SwPBS.
Liberty Park Elementary School celebrates the cultural diversity represented by the school population through events such as Hispanic Heritage Night, Hispanic Flag Day, and Dual Language night. The school is a meeting place for Migrant families where families learn information on ways in which they can help their child be more successful. Students are exposed to various programs throughout the year such as Holocaust Information Series and a African- American History Project. Parents are regularly encouraged to participate in SAC and Parent University. Parent University is held in all three language each month. Through this forum parents are provided with educational materials and resources as well as connections to community organizations. At the end of the program parents are awarded with a diploma that they have earned through participation. The model of this parent program is based on listening to the needs of the parents and creating agendas based on these needs. Liberty Park Elementary promotes adult learning in addition to student learning through programs such as Rosetta Stone to assist parents learning the English Language.
Additionally, Liberty Park holds many events to help build the connection between home and school. Families are regularly invited to attend events such as Spirit Night, Fall Festival, Fitness Night, Skate Night, Gardening Day and more.

Title I funds are used in a number of different areas at Liberty Park. Through the use of Title I funds we have provided the teachers and students with a reading coach, math coach and two resources teachers. With these additional positions we are able to decrease the teacher to student ratio and explicitly target the needs of the students. The coaches and resource teacher regularly plan with teachers, model lessons and work with small groups within the classroom. These positions also assist with the SBT and RtI process by meeting with the students in small groups through tired interventions.

Additional money from the Title I budget has been allotted to tutorial. This year we are running two primary tracks of reading tutorial and three intermediate tracks of both math and reading tutorial. Enrichment tutorial is offered to students that are currently proficient three times throughout the year and three tracks of Saturday tutorial is offered to students in grade three through five in reading, math, science and writing. A portion of the funds are used to buy materials to create materials for professional development, tutorial and Parent University. These materials include paper, ink and other supplies. Students are provided agendas to encourage positive communication between parents and school.

Title I, Part C - Migrant
Migrant liaison proves services and support to students and parents. The liaison coordinates with Title i and other programs to ensure student needs are met.

Title II
District receives supplemental funds for improving basic education programs and technology for classrooms. New technology in the classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title II
Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and ELL.

Title X- Homeless
District Homeless Social Worker and school provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Assign a McKinney-Vento Contact to work directly with the district's McKinney-Vento Program (MVP) team to collaboratively address educational, social-emotional, and physical needs of students experiencing homelessness. Students and families receive priority when donations and services are available.

SAI
SAI fund will be used to remediate Level 1 and 2 struggling readers in grads 1,2,3 and 4

Violence Prevention Programs
Single School Culture and Appreciation for Multicultural Diversity

Nutrition Programs
School Food Service provides free breakfast for all student at Liberty Park Elementary. Fresh fruit and vegetables are provided to students and families through the fresh fruit and vegetable program.

Business Partners- Liberty Park Elementary proudly partners with Lowe's, Sheriff's Department, Tom Sayer, Kona Ice, Strathmore Bagels.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Rhonda Counes	Parent
Darla Paulena	Education Support Employee
Barbara Bridgett	Teacher
Joseph Schneider	Principal
Ludie Milhomme	Parent
Cindy Wilson	Parent
Kim Davenport	Parent
	Student
Zahamira Mourak	Education Support Employee
Rhonda Counes	Parent
Maxine Paulena	Business/Community
Yuly Layola	Parent
Catherine Lara	Parent
Christina DeJesus	Parent
Michelle Driver	Parent
Solyvie Laui	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

SAC assisted throughout the entire SIP process last year. From the initial goal writing, to determining the use of funds, to evaluating the use of the funds. The SAC team worked diligently to be sure that the needs of the students were met.

b. Development of this school improvement plan

After reviewing the data, SAC has been an active participant in assessing the needs of the school. SAC has reviewed goals and determined the resources and strategies required to reach these goals. SAC was actively involved in the evaluation of school performance data and preparation of the school's improvement plan and budget.

c. Preparation of the school's annual budget and plan

After reviewing the previous years plan with the staff, administrative team and SAC the new plan was developed. The School Improvement Committees meet monthly to determine goals, strategies, and barriers. This is a continual process throughout the year as we develop and modify the plan based on what will best meet the needs of our students and families.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

Personnel- $245,968 (Reading Coach, Reading Intervention Teacher, 0.5 Primary Recourse Teacher, Math Coach, Math Resource Teacher, Rti Interventionist
Professional Development- $240.00
Technology- $13,483 Reading Plus Computer Software, Rosetta Stone for Family Involvement, Interwrite Pads for classroom instruction

Evidence Based Programs- $35,291 (Tutorial, materials for tutorial)
Other 8,716 (Paper, ink, materials, food)

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

When the report was run on October 26, 2015 we were not in compliance in the membership categories represented. Since then we have reviewed the SAC committee ensuring that the membership matches the membership categories. We have updated the information in TERMs and will print a new report to ensure compliance.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Schneider, Joseph	Principal
Henn, Erica	Assistant Principal
Fuertes, Monique	Instructional Coach
Law , Tiffany	Instructional Coach
Machaj , Cathy	Instructional Coach
Oliva , Michaelina	Instructional Media

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The Literacy Leadership Team meets twice a month to discuss data, strategies, areas of strength/ weakness, program implementation and to review the grade level Instructional Focus Calendars. Additonally the LLT Implementing the Common Core and new Balanced Literacy Roll-Out. Through regular meetings the LLT supporting teachers identified as needed assistance in the area of literacy. The LLT Disaggregates data to develop action plans for instruction, tutorial and resources as well as plan events to promote literacy at Liberty Park.

D. Public and Collaborative Teaching
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Collaborative Team Planning Meetings are held weekly. The support that they recieve from coaches alternates between grade level and subject areas. Coaches and resource teachers work alongside the Learning Team Facilitator and teacher to plan and work collaboratively.

Individual support from coaches (planning, modeling, classroom management, data disaggregation) Additional opportunities for teacher to earn additional pay include after-school activities and tutorials. Ongoing professional development provided by reading coach as well as additional support from resource teachers.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

At Liberty Park Elementary School new teachers participate in the Educator Support Program. Through this program teachers are given the opportunity to work with a peer and develop a mentoring relationship. The ESP program is organized and supported by the assistant principal. The mentoring teachers are teachers that have completed the Clinical Educator Program and are eager to support new teachers.

Regular ongoing professional Development
District Training
Learning Team Meetings
Team Planning
Individual support from coaches (planning, modeling, classroom management, data disaggregation)
Additional opportunities for teacher to earn additional pay include after-school activities and tutorials.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

At Liberty Park Elementary School new teachers participate in the Educator Support Program. Through this program teachers are given the opportunity to work with a peer and develop a mentoring relationship. The ESP program is organized and supported by the assistant principal. The mentoring teachers are teachers that have completed the Clinical Educator Program and are eager to support new teachers. The pairs were made based on similarities in teaching content and style. Regular meetings are held to address the needs and questions of the new teachers.

Additionally, teachers have the opportunity to participate in the B-TAP beginning teachers program. In this program teachers are supported in curriculum planning, data analysis, classroom management and additional topics that arise in the school environment. The B-TAP program is organized and supported by a Kindergarten teacher and SAC chairperson, Barbara Bridgett.

Regular ongoing professional development
District Training
Learning Team Meetings
Team Planning
Individual support from coaches (planning, modeling, classroom management, data disaggregation)

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Through regular LTM and PD teams examine the state standards and how their instruction is aligned to those standards. Through weekly team planning sessions, grade levels unpack the standards and create instructional focused calendars with the standards as the focus. Classroom materials ordered for classroom use is chosen based on the targeted specific needs of the students in order to reach the standards.
Teachers participate in cohort and cadre training offered from the district to better understand how these standards should be aligned to the instructional practice.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Through the use of school and state assessments such as the RRR, diagnostic, LLI, writing samples, formative assessments, teachers dis-aggregate the data to discover strengths and weaknesses and implications for instructional practices.
After evaluating the overall students profiles the teachers form differentiate groups to meet the needs of all learners based on a variety of goals. Students who are not meeting proficiency levels are evaluated for SBT when necessary through the multi-tiered process to provide the support to meet their individual goals. These students are then reevaluated every six weeks to monitor progress.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 840

Tutorial Program for K-5 students in the areas of literacy, math and science. The students participate in small group instruction after school with experienced teachers focusing on areas of weakness.

Strategy Rationale

Extended learning opportunities provide our struggling learners with additional core academic instruction in a small group setting.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Henn, Erica , erica.henn@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is analyzed from previous performance on FCAT, Diagnostics, RRR and classroom assessments. Students are then grouped according to need and instructed through the tutorial program.

Strategy: Extended School Day

Minutes added to school year: 840

Enrichment program for students that are scoring at or above the grade level. Students participate in enrichment tutorial to deepen understand and think more critically about concepts.

Strategy Rationale

Extended learning opportunities provide our enrichment learners with accelerated academic instruction in a small group setting.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Henn, Erica , erica.henn@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is analyzed from previous performance on FCAT, Diagnostics, RRR and classroom assessments. Students are then grouped according to need and instructed through the Enrichment program.

Strategy: Weekend Program

Minutes added to school year: 1,440

Through Saturday school students are having additional opportunities to learn in a small group setting. Core academic content is addressed focusing on student weaknesses.

Strategy Rationale

Extended learning opportunities provide our struggling learners with additional core academic instruction in a small group setting.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is analyzed from previous performance on FCAT, Diagnostics, RRR and classroom assessments. Students are then grouped according to need and instructed through the Weekend Tutorial program.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

At Liberty Park Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, Concepts of Print/Early Literacy Behaviors assessments will be used in the area of letter and sound recognition and sight word vocabulary. They will also be given the end of year Kindergarten math test. Screening data will be collected and aggregated. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Data will also be used to determine who needs enrichment and placement in our advanced/gifted program.

Assessment tools to determine student readiness rates include state and district assessments: DIBELS, FAIR, FLKRS, Cella, and K-3 Reading Assessments. The data is then shared at learning team meetings and grade level meetings where the data is disaggregated and at-risk and low performing students are identified. Students then receive additional assistance through iii, tutorials, or other supplemental services. Assessment information is also shared with the School Based Team. Staff members that are responsible include: all kindergarten teachers, reading coach, math coach, fine arts teachers, counselors, ESE coordinator, ESOL coordinator, nurse, and administration. We partner with Boys Town to provide play therapy and family outreach for those student who are at-risk, withdrawn, or demonstrate concerns with their transition to school. These programs target students in kindergarten and first grade.

During our Classroom Showcase/Curriculum Night at the beginning of the school year and Kindergarten Round Up at the end of the school year, Liberty Park invites staff members from surrounding preschools to join us for the academic presentation. We allow parents to register their children ahead of time during Kindergarten Round Up. They are given information on what to expect from the teacher, school, and children. Parents are given a tour of the school and classrooms. We spend one of our monthly Parent University Trainings focused on early childhood developmental milestones with the support of a representative from Child Find/FDLRS.

During Kindergarten Round-up, each kindergarten family received a "welcome bag" full of resources. These resources included basic books in English and Spanish, literacy games, math games, handouts, worksheets and manipulatives. Parents that attended the Kindergarten Round-up learned how to implement these games at home from the coaches and everything was translated for our families. The parents of our kindergartners were extremely thankful for the resources that were provided for them to work on at home with their children.

Currently, Liberty Park has a pre-K/ESE (Speech) program. We held parent & child training sessions as a component of our on-going Parent University. These sessions focused on Kindergarten readiness skills and developmental milestones. We taught parents techniques that they could use without major cost, in their own homes to prepare their children for the school environment.

Liberty Park has the kindergarten students on a staggered start. The first 3 days of school allow kindergarten students to meet the teachers and go through the routines of school with a few students at a time.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Adhering to the Florida State Standards is helping to prepare our students to be "college and career ready."
At our elementary school we are also helping our children to develop creatively. Students are encouraged to participate in many of the enrichment opportunities that we have available for students to participate in. These enrichment opportunities include art, music, chess, news reporting, stamp collecting and more.
Adhering to the Florida State Standards is helping to prepare our students to be "college and career ready."
At our elementary school we are also helping our children to develop creatively. Students are encouraged to participate in many of the enrichment opportunities that we have available for students to participate in. These enrichment opportunities include art, music, chess, news reporting, stamp collecting and more.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Adhering to the Florida State Standards is helping to prepare our students to be "college and career ready."
At our elementary school we are also helping our children to develop creatively. Students are encouraged to participate in many of the enrichment opportunities that we have available for students to participate in. These enrichment opportunities include art, music, chess, news reporting, stamp collecting and more.
We currently are also implementing a Lego Robotics club to foster analytic thinking for our students.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

The guidance department hosts several career events throughout the year including career week featuring local business partners and organizations. Additionally, students and parents are invited to career presentations from local middle school showcasing the career and technical programs offered.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes.

Implementing the Florida State Standards we work diligently to prepare our students according to the progression outlined to prepare our students for college and career readiness.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If we deliver effective and relevant instruction to meet needs of all students then we will increase reading on grade level by 3rd Grade.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we deliver effective and relevant instruction to meet needs of all students then we will increase reading on grade level by 3rd Grade. 1a

🔍 G083650

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	46.0
FSA Mathematics Achievement	50.0
FCAT 2.0 Science Proficiency	45.0

Targeted Barriers to Achieving the Goal 3

- Reading and language proficiency directly affects achievement scores in all content areas

- Low parent participation in school activities including homework, school events, parent conferences

Resources Available to Help Reduce or Eliminate the Barriers 2

- School-wide Science Day on PDD

- Science journals

- Technology

- Resource staff and academic Coaches

Plan to Monitor Progress Toward G1. 8

Leadership Team will review and analyze data and will determine adequate progress or needed next steps

Person Responsible
Joseph Schneider

Schedule
Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion
IReady reports, Performance Matters Reports (FSQs and USAs), District Diagnostics, RRR data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If we deliver effective and relevant instruction to meet needs of all students then we will increase reading on grade level by 3rd Grade. 1

🔑 G083650

G1.B1 Reading and language proficiency directly affects achievement scores in all content areas 2

🔑 B222020

G1.B1.S1 Provide instructional programming customized to the individual strengths, needs, interests, and aspiration of each learner. 4

🔑 S234278

Strategy Rationale

To provide instructional strategies to meet the needs of all students.

Action Step 1 5

J. Miller will support small group STEM instruction, 5th grade Science groups, and provide Tier 2 and 3 math support to students as identified.

Person Responsible

Julianne Miller

Schedule

Daily, from 8/9/2016 to 6/2/2017

Evidence of Completion

Schedule, student groups, lessons plans

Action Step 2 5

C. Machaj will support small group math instruction, and provide Tier 2 and 3 math support to students as identified.

Person Responsible

Cathy Machaj

Schedule

Daily, from 8/9/2016 to 6/2/2017

Evidence of Completion

Schedule, student groups, lessons plans

Action Step 3 `5`

S. Morello will support small group reading instruction for K and 1st grade classes, and provide Tier 2 and 3 reading support to students as identified.

Person Responsible

Sasha Morello

Schedule

Daily, from 8/9/2016 to 6/2/2017

Evidence of Completion

Schedule, student groups, lessons plans

Action Step 4 `5`

D. DeMaio will support small group reading instruction for 2nd and 3rd grade classes, and provide Tier 2 and 3 reading support to students as identified.

Person Responsible

Danielle DeMaio

Schedule

Daily, from 8/9/2016 to 6/2/2017

Evidence of Completion

Schedule, student groups, lessons plans

Action Step 5 `5`

T. Law will support small group reading instruction for 4th and 5th grade classes, and provide Tier 2 and 3 reading support to students as identified.

Person Responsible

Tiffany Law

Schedule

Daily, from 8/9/2016 to 6/2/2017

Evidence of Completion

Schedule, student groups, lessons plans

Action Step 6 5

O. Cuedra will support small group reading instruction and provide Tier 2 and 3 reading support to students as identified.

Person Responsible

Orlando Cuedra

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

SBT data monitoring and probes, student groups, schedule

Action Step 7 5

W. Thaddies will support small group reading instruction and provide Tier 2 and 3 reading support to students as identified.

Person Responsible

warren thaddies

Schedule

Daily, from 8/16/2016 to 6/2/2017

Evidence of Completion

SBT data monitoring and probes, student groups, schedule

Action Step 8 5

Provide afterschool tutorial for targeted students based on data.

Person Responsible

Joseph Schneider

Schedule

Biweekly, from 8/30/2016 to 5/25/2017

Evidence of Completion

Reflection template, meeting notes from admin meetings highlighting review of data, student grouping, and program adjustments.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Admin will meet with team weekly to determine student needs.

Person Responsible

Joseph Schneider

Schedule

Weekly, from 8/29/2016 to 5/29/2017

Evidence of Completion

Reflection template, Leadership meeting notes,, email feedback, adjustments to schedules

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Admin will meet with paras to review student data and make instructional plans.

Person Responsible

Joseph Schneider

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Reflection template, meeting notes from admin meetings highlighting review of data, student groupings, and program adjustments.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administration will review lesson plans, conduct classroom walkthroughs, and analyze progress monitoring data

Person Responsible

Joseph Schneider

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

IObservation Notes and Feedback, Data Chat artifacts and Data Monitoring Forms.

G1.B4 Low parent participation in school activities including homework, school events, parent conferences
2

🔍 B222023

G1.B4.S1 Providing parents the opportunity to participate in school sponsored activities including SAC, PTP, Parent University, Parent Language classes and parent conferences to improve student achievement. 4

🔍 S234279

Strategy Rationale

Create partnerships to build parent capacity to support academics at home.

Action Step 1 5

D. Felix will assist in development of PIP, Compact, Title and parent meetings and trainings, school marketing, increase parent participation, recruit volunteers, and conduct home visits.

Person Responsible

Darline Felix

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Parent involvement lof, volunteer log, business partnership agreements, agendas, parent sign-ins, evaluations.

Action Step 2 5

Provide Rosetta Stone classes for families to learn English/Spanish.

Person Responsible

Yulissa Urena

Schedule

Biweekly, from 9/13/2016 to 6/2/2017

Evidence of Completion

Rosetta Stone usage reports, parent sign-ins

Plan to Monitor Fidelity of Implementation of G1.B4.S1 `6`

Admin will meet with parent liaison and other key staff to plan activities to build parent capacity.

Person Responsible

Joseph Schneider

Schedule

Every 3 Weeks, from 8/22/2016 to 6/2/2017

Evidence of Completion

Reflection template, notes from meetings with admin reflecting planning for trainings, schools activities, and action to be taken.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

Review Parent participation and sign ins and review feedback

Person Responsible

Darline Felix

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Parent Sign-ins, SEQ Parent version, and PIP

IV. Implementation Timeline

| Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B4.S1.MA1 M305787	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.A8 A301246	Provide afterschool tutorial for targeted students based on data.	Schneider, Joseph	8/30/2016	Reflection template, meeting notes from admin meetings highlighting review of data, student grouping, and program adjustments.	5/25/2017 biweekly
G1.B1.S1.MA1 M305785	Admin will meet with team weekly to determine student needs.	Schneider, Joseph	8/29/2016	Reflection template, Leadership meeting notes,, email feedback, adjustments to schedules	5/29/2017 weekly
G1.MA1 M305790	Leadership Team will review and analyze data and will determine adequate progress or needed next...	Schneider, Joseph	8/15/2016	IReady reports, Performance Matters Reports (FSQs and USAs), District Diagnostics, RRR data	6/2/2017 monthly
G1.B1.S1.MA1 M305784	Administration will review lesson plans, conduct classroom walkthroughs, and analyze progress...	Schneider, Joseph	8/15/2016	IObservation Notes and Feedback, Data Chat artifacts and Data Monitoring Forms.	6/2/2017 monthly
G1.B1.S1.MA2 M305786	Admin will meet with paras to review student data and make instructional plans.	Schneider, Joseph	8/15/2016	Reflection template, meeting notes from admin meetings highlighting review of data, student groupings, and program adjustments.	6/2/2017 biweekly
G1.B1.S1.A1 A301239	J. Miller will support small group STEM instruction, 5th grade Science groups, and provide Tier 2...	Miller, Julianne	8/9/2016	Schedule, student groups, lessons plans	6/2/2017 daily
G1.B1.S1.A2 A301240	C. Machaj will support small group math instruction, and provide Tier 2 and 3 math support to...	Machaj , Cathy	8/9/2016	Schedule, student groups, lessons plans	6/2/2017 daily
G1.B1.S1.A3 A301241	S. Morello will support small group reading instruction for K and 1st grade classes, and provide...	Morello, Sasha	8/9/2016	Schedule, student groups, lessons plans	6/2/2017 daily
G1.B1.S1.A4 A301242	D. DeMaio will support small group reading instruction for 2nd and 3rd grade classes, and provide...	DeMaio , Danielle	8/9/2016	Schedule, student groups, lessons plans	6/2/2017 daily
G1.B1.S1.A5 A301243	T. Law will support small group reading instruction for 4th and 5th grade classes, and provide...	Law , Tiffany	8/9/2016	Schedule, student groups, lessons plans	6/2/2017 daily
G1.B1.S1.A6 A301244	O. Cuedra will support small group reading instruction and provide Tier 2 and 3 reading support to...	Cuedra, Orlando	8/15/2016	SBT data monitoring and probes, student groups, schedule	6/2/2017 daily
G1.B1.S1.A7 A301245	W. Thaddies will support small group reading instruction and provide Tier 2 and 3 reading support...	thaddies, warren	8/16/2016	SBT data monitoring and probes, student groups, schedule	6/2/2017 daily
G1.B4.S1.MA1 M305788	Review Parent participation and sign ins and review feedback	Felix, Darline	8/15/2016	Parent Sign-ins, SEQ Parent version, and PIP	6/2/2017 monthly
G1.B4.S1.MA1 M305789	Admin will meet with parent liaison and other key staff to plan activities to build parent capacity.	Schneider, Joseph	8/22/2016	Reflection template, notes from meetings with admin reflecting planning for trainings, schools activities, and action to be taken.	6/2/2017 every-3-weeks
G1.B4.S1.A1 A301247	D. Felix will assist in development of PIP, Compact, Title and parent meetings and trainings,...	Felix, Darline	8/15/2016	Parent involvement lof, volunteer log, business partnership agreements, agendas, parent sign-ins, evaluations.	6/2/2017 daily
G1.B4.S1.A2 A301248	Provide Rosetta Stone classes for families to learn English/Spanish.	Urena, Yulissa	9/13/2016	Rosetta Stone usage reports, parent sign-ins	6/2/2017 biweekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	J. Miller will support small group STEM instruction, 5th grade Science groups, and provide Tier 2 and 3 math support to students as identified.				$66,953.77
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	100-Salaries	1871 - Liberty Park Elementary School	Title I, Part A	1.0	$66,342.45
			Notes: Salary and benefits for J. Miller			
	5000	100-Salaries	1871 - Liberty Park Elementary School	Title I, Part A		$611.32
			Notes: Subs for J. Miller			
2	G1.B1.S1.A2	C. Machaj will support small group math instruction, and provide Tier 2 and 3 math support to students as identified.				$66,953.77
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	100-Salaries	1871 - Liberty Park Elementary School	Title I, Part A	1.0	$66,342.45
			Notes: Salary and benefits for C. Machaj			
	5000	100-Salaries	1871 - Liberty Park Elementary School	Title I, Part A		$611.32
			Notes: Subs for C. Machaj			
3	G1.B1.S1.A3	S. Morello will support small group reading instruction for K and 1st grade classes, and provide Tier 2 and 3 reading support to students as identified.				$66,953.77
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	100-Salaries	1871 - Liberty Park Elementary School	Title I, Part A	1.0	$66,342.45
			Notes: Salary and benefits for S. Morello			
	5000	100-Salaries	1871 - Liberty Park Elementary School	Title I, Part A		$611.32
			Notes: Subs for S. Morello			
4	G1.B1.S1.A4	D. DeMaio will support small group reading instruction for 2nd and 3rd grade classes, and provide Tier 2 and 3 reading support to students as identified.				$66,953.77
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	100-Salaries	1871 - Liberty Park Elementary School	Title I, Part A	1.0	$66,342.45
			Notes: Salary and benefits D. Demaio			

	5000	100-Salaries	1871 - Liberty Park Elementary School	Title I, Part A		$611.32

			Notes: Subs for D. Demaio			

5	G1.B1.S1.A5	T. Law will support small group reading instruction for 4th and 5th grade classes, and provide Tier 2 and 3 reading support to students as identified.			**$66,953.77**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	100-Salaries	1871 - Liberty Park Elementary School	Title I, Part A	1.0	$66,342.45
			Notes: Salary and benefits for T. Law			
	5000	100-Salaries	1871 - Liberty Park Elementary School	Title I, Part A		$611.32
			Notes: Subs T. Law			

6	G1.B1.S1.A6	O. Cuedra will support small group reading instruction and provide Tier 2 and 3 reading support to students as identified.			**$25,469.85**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	100-Salaries	1871 - Liberty Park Elementary School	Title I, Part A	1.0	$25,469.85
			Notes: Salary and benefits for O. Cuedra			

7	G1.B1.S1.A7	W. Thaddies will support small group reading instruction and provide Tier 2 and 3 reading support to students as identified.			**$25,469.85**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	100-Salaries	1871 - Liberty Park Elementary School	Title I, Part A	1.0	$25,469.85
			Notes: Salary and benefits for W. Thaddies			

8	G1.B1.S1.A8	Provide afterschool tutorial for targeted students based on data.			**$32,000.26**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	100-Salaries	1871 - Liberty Park Elementary School	Title I, Part A		$30,000.26
			Notes: Salary and benefits for tutors			
	5000	510-Supplies	1871 - Liberty Park Elementary School	Title I, Part A		$2,000.00
			Notes: Tutorial and clasroom supplies - paper, ink, books, pencils			

9	G1.B4.S1.A1	D. Felix will assist in development of PIP, Compact, Title and parent meetings and trainings, school marketing, increase parent participation, recruit volunteers, and conduct home visits.			**$30,330.73**

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5000	100-Salaries	1871 - Liberty Park Elementary School	Title I, Part A	1.0	$28,370.87

			Notes: Salary and benefits for D. Felix			
	5000	510-Supplies	1871 - Liberty Park Elementary School	Title I, Part A		$1,959.86
			Notes: Supplies for parent trainings - paper, ink, card stock, Kindergarten Round-up materials, parent resource room books, refreshments for parent trainings			
10	**G1.B4.S1.A2**	**Provide Rosetta Stone classes for families to learn English/Spanish.**				**$3,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	360-Rentals	1871 - Liberty Park Elementary School	Title I, Part A		$3,000.00
			Notes: Rosetta Stone sunscription			
					Total:	**$451,039.54**