

Liberty Elementary School

370 ATWATER ST, Port Charlotte, FL 33954

<http://www.yourcharlotteschools.net/les>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	39%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	C	C*	F

**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 is pending approval by the Charlotte County School Board.

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	23
Appendix 2: Professional Development and Technical Assistance Outlines	24
Professional Development Opportunities	24
Technical Assistance Items	26
Appendix 3: Budget to Support Goals	26

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Liberty Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Liberty Elementary School is to ensure that the freedom to learn prevails because: We provide standards based instruction
We focus on helping each child achieve his or her personal best in an inclusive setting
We create unique interventions, based on data, to support each child
We work together to ensure our students are ready to progress to the next grade level
We maintain a positive, safe, and engaging environment for our students to grow into responsible, respectful citizens.

b. Provide the school's vision statement.

Where the freedom to learn prevails.

2. School Environment

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

Strategy-Establish leadership opportunities and build leadership capacity across the school.
-every teacher uses a Positive Behavior Support (PBS) student management system. Classroom discussions are used to help build and maintain healthful relationships among students and to promote a classroom culture that is safe and conducive to teaching and learning.
-the adult Leadership Team which keeps the school on track in providing leadership opportunities for students, staff, and parents/school community.
-the Student Leadership Team (about 50 students in grades 3-5 and a variety of cultures), which is established through an application process.
-Liberty has a student mentoring program that was established to give our intermediate students the opportunity to grow as leaders and to support our younger students with academic and social needs.
-We provide opportunities for our parents to interact and conference with their child's teacher on a regular basis.

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

-Social Skills Intervention--Check-in for Targeted Students (Lowest Quartile): Guidance Counselor, Social Worker, Principal, Assistant Principal, Lead Teacher, Reading Coach, Math Coach
-School-wide Daily Curriculum-- Standards Based Curriculum, LES STARS Expectations, & Marzano's Cognitive Strategies
-School-wide Relationship Building--Collaborative decision-making among staff and students
-Cooperative Learning Structures--Used by teachers to establish and maintain collaborative processes among/between students, with teacher as coach/facilitator
-Student-led Conferences--Instilling acceptance of responsibility and leadership in students, which builds self esteem and appropriate self advocacy skills
-Student-Peer Mentoring--Assistant Principal and Guidance Counselor
-Anti-Bully Campaigning--Posters, discussions, videos, School Resource Officer presentations (SRO); GREAT training by the SRO
-Do the Right Thing--Nominations of students for this Charlotte County Law Enforcement initiative to build student self esteem and a continuing desire to do the right thing in any situation

- Our campus has been upgraded to include a monitored front entrance and new security locks of all of our classrooms and gates.
- We provide a before and after school program for our students. Homework, enrichment and snack time are all components of the program.
- Our student leadership team and staff members patrol the campus before and after school until all students are safe and accounted for.
- Our administrative team and School Resource Officer patrol the building throughout the day.

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.

- School-wide Behavioral System-All students follow a behavior plan that starts on "ready to learn", students move up and down the chart based on the choices they make. Consistent consequences and rewards are built into the system at every level.
- Classroom Discussions-Focus on relationship building and maintaining a classroom family environment of respect, trust and safety
- Social Skills Intervention--Check-in for Targeted Students (Lowest Quartile): Guidance Counselor, Social Worker, Principal, Assistant Principal, Lead Teacher, Reading Coach, Math Coach
- Student Led Conferences-Instilling acceptance of responsibility and leadership in students, which builds self esteem and self advocacy skills
- Voice Levels-a school-wide plan that teaches the acceptable levels of noise in all areas and minimizes distractions during learning time
- We provide classroom awards for cafeteria behavior and attendance on a weekly basis.

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.

- Mentoring Program for intermediate students mentoring younger students--Supervised by Assistant Principal
- Bully Reporting--easy report system by clicking on a button link on the LES website
- Leadership roles are assigned for every student in every classroom, and every teacher uses a Positive Behavior Support (PBS) student management system. Classroom discussions are used to help build and maintain healthful relationships among students and to promote a classroom culture that is safe and conducive to teaching and learning.
- We use our Social Worker and School Resource Officer to provide services to students in need.
- The school ensures the social and emotional needs are being met for all students by having a caring staff that goes out of their way to make sure that all students are okay.
- We partner with various community organizations to provide food, shelter, clothing and gifts for students in need.
- We provide numerous before and after school activities/clubs that all of our students are invited to participate in.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

- Grade levels have a Collaborative Planning time every every 8 days. Teachers discuss students in Tier I,II, and III processes at these meetings. Data is collected via graphs for attendance, academics and behavior (whole class; students in Tier II, and III processes). Graphs are displayed for the Team (including parents). Data is also discussed at Attendance Team Meetings, Retention Team Meetings,

Wednesday Morning Faculty Meetings, and at CORE team meetings.

-Every other Tuesday is known as Response To Intervention (RTI) Tuesday, and at this time, the Guidance Counselor, School Psychologist, Administration, Reading Coach, Math Coach, and Lead Teacher meet with teachers during planning time to discuss and create individual plans regarding RTI students.

-Leadership Team works with school-wide problem solving and collaborates with the school PPC monthly.

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	14	3	9	6	9	15	0	0	0	0	0	0	0	56
One or more suspensions	1	3	3	2	2	1	0	0	0	0	0	0	0	12
Course failure in ELA or Math	0	0	0	15	11	10	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	0	0	0	15	18	34	0	0	0	0	0	0	0	67
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	8	12	0	0	0	0	0	0	0	20

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

- Collaborative Planning: Teachers will have a 2 hour collaborative planning time with their grade level to focus on core instruction. At this time we also will be discussion students tier 1 and 2 interventions.
- Intervention Team: We have hired and trained two paraprofessionals who will help with our tier 2 and tier 3 interventions during each grade levels specific intervention time.
- Response to Intervention Kit/Florida Common Core Ready Made Centers Kit-Provides supplemental instruction to Tier II students in ELA and Math
- My Sidewalks Intervention Program/Common Core Math Diagnosis and Intervention system- Provides supplemental instruction to Tier III students in ELA and Math
- I-Ready-Provides specific leveled instruction for all students and provides the teacher with step by step instructional lessons to target specific areas of weakness

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/423992>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

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.

- Our facilities are used on weekends by organizations in the community
- Our Parent Teacher Organization/School Advisory Council, Leadership and Parent Involvement Team actively recruit business partners for our school and work to build support in the community
- We hold an annual Leadership Day to promote student leadership and invite community members in to our building to celebrate leadership
- Chick Fil A-We have created a partnership with Chick Fil A. We work together to provide family involvement activities and raise money for our school.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Brown, Sheila	Principal
Whaley, Carolyn	Assistant Principal
Guerra, Julio	School Counselor
Magill, Ryane	Instructional Coach
Ziemak, Denise	Instructional Coach
Booher, Jodi	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.

*Principal-Co-Chair of Performance Partnership Committee (PPC) , School Advisory Council (SAC), Literacy Council and member of PTO. Responsible for scheduling Professional Development activities requested by the staff. Assist with student discipline interventions and parent conferences. Work with the Lead Teacher to review grade level data every Thursday and provide support in the RTI process.

*Assistant Principal-Co-Chair of the Support Performance Partnership Committee (SPPC), member of the Literacy Council, Leadership Team and PTO. Assist with student discipline interventions and parent conferences. Work with the Lead Teacher to review grade level data every Thursday and provide support in the RTI process.

*Lead Teacher-Provides professional development sessions in curricular and instructional areas; provides coaching and mentoring assistance; facilitates data team meetings and assists with data analysis and necessary follow up with teachers regarding interpretation and graphing; works with Guidance Counselor and School Psychologist to assist teachers at RTI meetings every Tuesday.

*Math/Reading Coach- provides data analysis assistance, provides support for the RTI process, instructs students.

*Social Worker-Works with attendance matters; meets with parents re: behavior issues and assists with family services.

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.

Academic and behavioral warning systems help to identify students in need of interventions through a Multi-Tiered System of Supports (MTSS). Early and timely interventions can only occur when we have a system that alerts us of the concerns. Currently, the district has three systems that provide information to help make timely adjustments necessary for Student Success.

Focus-provides a variety of district reports regarding retention, referrals, ESE and ELL status, and attendance. Focus automatically generates 5 day and 10 day attendance letters to communicate a concern to the parents (guardians). In addition to the existing Focus reports, the Information Communications System (ICS) team is available to support school-based criteria for a custom report. School Portal-data networks that provide a wide variety of academic reports that address both local and state assessment results. They use a color-coded system and filters which give the user opportunity to clearly see/identify students in need of intervention.

It is the responsibility of the Principal, Assistant Principal, Lead Teacher and District Personnel to determine the most efficient use of these programs. Principals, Assistant Principals, and Lead Teachers meet with District Personnel monthly to review the effectiveness of programs, personnel and funding.

I-Ready-provides a variety of student and school reports that show growth and proficiency in ELA and Mathematics.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kari Kulman	Parent
Sheila Brown	Principal
Michelle Rockymore	Parent
Sheryl Flavin	Business/Community
Shelly Lorenz	Parent
Joe/Heather Cataldo	Parent
Rozanne Clapp	Parent
Luis Martinez	Parent
Angelina Barnett	Parent
Mathew Dowling	Parent
Lauren Tavares	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

September 2016 SAC meeting: Will review student achievement data and the Parent Involvement Plan and make any necessary changes.

b. Development of this school improvement plan

Meetings will be held monthly to discuss:

*Review and creation of new School Improvement Plan

*updates in the implementation of the SIP

*updates in the implementation of the PIP

The first meeting is scheduled for August 18th, 2016

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

Meetings will be held monthly to discuss the school's annual budget and plan:

The first meeting is scheduled for August 18, 2016. At that meeting, we will discuss the need to provide funding for substitute teachers needed to support monthly meetings for PPC, PBS, and Literacy Council and the one-one technology classroom initiatives.

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

There have been no School Improvement funds allocated to schools in several years.

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

No

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

*Flyers to parents at school events

*Advertisement on the School Facebook Page

*Recruitment note in school newsletter

*Individual invitations given to every parent at Title I Open House

*Called individual parents

*Use School Connect Messages for parent reminders

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
Brown, Sheila	Principal
Whaley, Carolyn	Assistant Principal
Booher, Jodi	Instructional Coach

b. Duties

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

Committee Members Include: Allyn Shelatz, Katina Willette, Kara Clow, Sandy Ward, Randi Davidson, Joann Winkler

*Monthly meetings, at the first meeting a needs analysis was used to determine the needs for the current school year

*Quarterly Events that include parent Involvement

*Read Across Liberty Week, which includes a Parent Day that showcases student leadership notebooks and student led conferences K-5

*Data tracking and specific grade level incentives for AR points earned

*Data tracking and specific grade level incentives for I-Ready minutes

*Data tracking and specific grade level incentives for Reflex fact mastery

*Sunshine State Reader Challenge

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

*Patriot Pow Wow Meetings-Professional Development workshops will be provided every Wednesday addressing specific instructional needs at Liberty

*Collaborative Planning Grade Level Meetings-Core team member will meet with every grade level to discuss interventions, review data, and provide support for Standards based instruction

*Common Planning Time-Master Schedule created that allows for 80 minutes of common planning time each week

*Data Chats will occur at the start of each collaborative planning time to discuss students in Tier 2 and Tier 3.

*One day a month our Leadership Team, Literacy Council, Math Council, Thinking Maps team, and PPC meet to discuss the needs of our school.

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

Implementation of best practices by Principal, Assistant Principal, and Core Leadership team:

*Leadership opportunities in PLC's, Lesson Study Groups, and Leadership Team efforts

*Professional Development onsite by Lead Teacher, Principal, Assistant Principal and Highly Qualified Staff with emphasis on unpacking Standards, I-Ready, ESOL, Thinking Maps and WIN time planning

*Use of CCPS Soft-Search system to select applicants and check credentials

*Use of targeted interview process (or modified version) in a collaborative team process

*Check all references

*Mentoring by highly qualified, clinical education certified teachers

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

*CCPS New Educator Training (NET) program for new teachers-mentoring by highly qualified, clinical education certified teachers and Program Planners.

*Lead Teacher and Instructional Coaches support through coaching, modeling, and peer observation with feedback

*Peer support with ongoing monitoring-pair master teachers with other teachers

*Continue grade level Data Team meetings to provide academic and strategy support

*Implement monthly individual meetings to focus strategies to improve student achievement

*Onsite technology support by Lead Teacher, Assistant Principal, and Tech facilitator

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.

Liberty Elementary will follow the Standards Based Instructional System with a focus on unpacking each standard and aligning effective formative assessments to the standards that will drive instruction

*Use CMAPS program to provide curriculum maps and timelines

*Use Data Days to review student data and implement instructional interventions

*Attend Principal, Assistant Principal and Lead Teacher meetings

*Provide safety nets for struggling students following the MTSS

*Attend grade level and individual meetings monthly to discuss student achievement with each standard

*Students in grades K-3 will be given the Developmental Reading Assessment (DRA) 2-3 times per year to provide teachers with their current reading abilities so that they can make instructional decisions

*WIN (What I Need) Time will be provided for 1 hour daily to all students. This time will include intensive instructional interventions, enrichment opportunity, and any other support that our students.

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.

*Data Team Meetings are held regularly at all grade levels. Teachers discuss students in Tier I, II, and III processes at these meetings. Data are collected via graphs (whole class; students in Tier II and Tier III processes). Graphs are displayed for the Team (including parents). Data are also discussed at Attendance Team Meetings, Retention Team Meetings, faculty meetings, and at Core Team Meetings.

*Differentiation: 60 minutes of WIN time where students are instructed at their level

*Tier II interventions

*Conversion Units using FL CCSS ELA Response to Intervention Kit and FL CCSS Math CC Ready Made Centers Kit

Tier III interventions using FL CCSS ELA My Sidewalks Intervention Program and FL CCSS Math Diagnosis and Intervention System

*Every Tuesday the Guidance Counselor, School Psychologist, and Lead Teacher meet with teachers during planning time to discuss and plan regarding RTI cases

*PBIS/RTI Coaches and Team Leaders provided by the district for assistance school wide

*Leadership Team works with school-wide problem solving and collaborates with the school PPC Monthly.

*Across Grade Level Teacher Collaboration

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: 10,800

Students will participate in extended learning and enrichment activities for at least 1 hour daily. Some activities include science experiments, math projects, and social studies lessons.

Strategy Rationale

Research shows that students who are given extended learning opportunities can increase their academic achievement significantly.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Brown, Sheila, sheila.brown@yourcharlotteschools.net

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

Attendance and iReady scores

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

*Spring-LES hosts "Kindergarten Roundup," during which time, the area Kindergarten students and their parents are invited to come and see the building and register for school. Students are invited back before the year begins to have a screening assessment and meet teachers.

*Fall-Kindergarten parents are invited into the classrooms during the first days of school. Teachers do presentations regarding academic and behavioral expectations, and parents get to learn what a typical school day looks like. They get to walk through the schedule and ask questions. Additionally, the teachers go over safety regulations and procedures concerning arrival and dismissal. Also, parents take part in discussion about the meaning of a Title I school, and they receive a copy of the Title I Compact Agreement.

*Fifth grade students are given the opportunity to visit Murdock Middle School at the end of the school year. Students and their parents visit classrooms, ask questions and meet with the administrative staff.

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.

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

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

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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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.** By the end of the 2017-2018 school year, LES will increase the percentage of proficient students in ELA, Math, and Science according to iReady assessment for grades k-2 and FSA for grades 3-5, and NGSS Assessment for 5th grade by targeting the lowest 25% of students, identified sub-groups, and learning gains for all students.

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. By the end of the 2017-2018 school year, LES will increase the percentage of proficient students in ELA, Math, and Science according to iReady assessment for grades k-2 and FSA for grades 3-5, and NGSS Assessment for 5th grade by targeting the lowest 25% of students, identified sub-groups, and learning gains for all students. **1a**

G097708

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	63.0
FSA Mathematics Achievement	63.0
ELA Achievement District Assessment	80.0
Math Achievement District Assessment	80.0

Targeted Barriers to Achieving the Goal **3**

- Time for planning rigorous lessons with highly engaging strategies

Resources Available to Help Reduce or Eliminate the Barriers **2**

- I-Ready Tool Box
- Standards Binders
- CPALMS
- Florida Ready LAFS
- Florida Ready MAFS
- iReady Standards Mastery Assessments
- Reflex
- Accelerated Reader Program
- Coaches and Paraprofessionals

Plan to Monitor Progress Toward G1. **8**

In order to monitor the progress towards the goal we will analyze iReady data during data days throughout the year. In addition after common assessments, teachers will analyze the data to drive further instruction.

Person Responsible

Ryane Magill

Schedule

Semiannually, from 9/1/2017 to 9/1/2017

Evidence of Completion

We will compile the data throughout the year into PowerPoint presentations to share with teachers. The PowerPoint presentations will be kept as evidence.

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

 = Problem Solving Step  S123456 = Quick Key

G1. By the end of the 2017-2018 school year, LES will increase the percentage of proficient students in ELA, Math, and Science according to iReady assessment for grades k-2 and FSA for grades 3-5, and NGSS Assessment for 5th grade by targeting the lowest 25% of students, identified sub-groups, and learning gains for all students. 1

G097708

G1.B3 Time for planning rigorous lessons with highly engaging strategies 2

B262613

G1.B3.S1 Grade level teams will meet with a core team member on a rotating schedule for 120 minutes of collaborative planning for high impact lessons. In addition, Jen Jones will come for guided reading and literacy workstations training two times during the year 4

S278115

Strategy Rationale

The core team member will facilitate collaborative planning to help grade levels plan lessons and pace curriculum appropriately.

Action Step 1 5

Collaborative Planning

Person Responsible

Ryane Magill

Schedule

On 3/29/2018

Evidence of Completion

Teachers will bring grade level evidence from common assessments to determine the grade level needs for planning each week.

Action Step 2 5

Jen Jones Day 1 Training

Person Responsible

Carolyn Whaley

Schedule

On 9/25/2017

Evidence of Completion

PD handouts and sign in sheets

Action Step 3 5

Jenn Jones Training Day 2

Person Responsible

Carolyn Whaley

Schedule

On 2/2/2018

Evidence of Completion

PD Handouts and sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Notes from Collaborative Planning

Person Responsible

Ryane Magill

Schedule

On 3/30/2018

Evidence of Completion

Each core team member facilitator will take notes for their appropriate grade level meetings.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Handouts and sign in sheets for PD

Person Responsible

Ryane Magill

Schedule

Every 6 Weeks, from 9/25/2017 to 2/2/2018

Evidence of Completion

We will have 2 PD opportunities with Jen Jones. Ryane Magill will collect the evidence for each one.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Classroom Walk throughs

Person Responsible

Sheila Brown

Schedule

Weekly, from 8/14/2017 to 3/29/2018

Evidence of Completion

During administrative walk throughs high impact lessons will be observed. This will be documented through assessment data and the feedback form.

G1.B3.S2 Hire and train two paraprofessionals to provide tier 2 and 3 interventions to assist teachers during WIN time. 4

 S278116

Strategy Rationale

If teachers have someone to provide tier 3 interventions they will be able to focus on students with in tier 2.

Action Step 1 5

Tier 3 Interventions provided by Paraprofessionals

Person Responsible

Sheila Brown

Schedule

Daily, from 8/14/2017 to 5/25/2018

Evidence of Completion

Lowest quartile learning gains on FSA and iReady and the learning gains for students within the RTI process

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

MTSS and Core Team Meetings

Person Responsible

Julio Guerra

Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

During MTSS meetings we will monitor how effective the interventions are and what we need to change to meet the needs of our Tier 3 students.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

FSA and iReady Data

Person Responsible

Sheila Brown

Schedule

On 5/25/2018

Evidence of Completion

We will determine the effectiveness based on student gains on both FSA and iReady.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M404382	In order to monitor the progress towards the goal we will analyze iReady data during data days...	Magill, Ryane	9/1/2017	We will compile the data throughout the year into PowerPoint presentations to share with teachers. The PowerPoint presentations will be kept as evidence.	9/1/2017 semiannually
G1.B3.S1.A2 A374608	Jen Jones Day 1 Training	Whaley, Carolyn	9/25/2017	PD handouts and sign in sheets	9/25/2017 one-time
G1.B3.S1.MA3 M404379	Handouts and sign in sheets for PD	Magill, Ryane	9/25/2017	We will have 2 PD opportunities with Jen Jones. Ryane Magill will collect the evidence for each one.	2/2/2018 every-6-weeks
G1.B3.S1.A3 A374609	Jenn Jones Training Day 2	Whaley, Carolyn	2/2/2018	PD Handouts and sign in sheets	2/2/2018 one-time
G1.B3.S1.MA1 M404377	Classroom Walk throughs	Brown, Sheila	8/14/2017	During administrative walk throughs high impact lessons will be observed. This will be documented through assessment data and the feedback form.	3/29/2018 weekly
G1.B3.S1.A1 A374607	Collaborative Planning	Magill, Ryane	8/14/2017	Teachers will bring grade level evidence from common assessments to determine the grade level needs for planning each week.	3/29/2018 one-time
G1.B3.S1.MA1 M404378	Notes from Collaborative Planning	Magill, Ryane	8/14/2017	Each core team member facilitator will take notes for their appropriate grade level meetings.	3/30/2018 one-time
G1.B3.S2.MA1 M404380	FSA and iReady Data	Brown, Sheila	8/14/2017	We will determine the effectiveness based on student gains on both FSA and iReady.	5/25/2018 one-time
G1.B3.S2.MA1 M404381	MTSS and Core Team Meetings	Guerra, Julio	8/14/2017	During MTSS meetings we will monitor how effective the interventions are and what we need to change to meet the needs of our Tier 3 students.	5/25/2018 biweekly
G1.B3.S2.A1 A374610	Tier 3 Interventions provided by Paraprofessionals	Brown, Sheila	8/14/2017	Lowest quartile learning gains on FSA and iReady and the learning gains for students within the RTI process	5/25/2018 daily

V. Professional Development Opportunities

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

G1. By the end of the 2017-2018 school year, LES will increase the percentage of proficient students in ELA, Math, and Science according to iReady assessment for grades k-2 and FSA for grades 3-5, and NGSS Assessment for 5th grade by targeting the lowest 25% of students, identified sub-groups, and learning gains for all students.

G1.B3 Time for planning rigorous lessons with highly engaging strategies

G1.B3.S1 Grade level teams will meet with a core team member on a rotating schedule for 120 minutes of collaborative planning for high impact lessons. In addition, Jen Jones will come for guided reading and literacy workstations training two times during the year

PD Opportunity 1

Collaborative Planning

Facilitator

Ryane Magill, Denise Ziemak, Jodi Booher, Sheila Brown, Carolyn Whaley

Participants

Grade level teachers

Schedule

On 3/29/2018

PD Opportunity 2

Jen Jones Day 1 Training

Facilitator

Jen Jones

Participants

All LES teachers

Schedule

On 9/25/2017

PD Opportunity 3

Jenn Jones Training Day 2

Facilitator

Jen Jones

Participants

All LES teachers

Schedule

On 2/2/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Collaborative Planning				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	500-Materials and Supplies	0201 - Liberty Elementary School	Title, I Part A		\$0.00
			<i>Notes: Common Assessments to drive the instruction and conversations during collaborative planning.</i>			
2	G1.B3.S1.A2	Jen Jones Day 1 Training				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0201 - Liberty Elementary School	SIG 1003		\$0.00
			<i>Notes: We will be paying for this out of our SIG funds.</i>			
3	G1.B3.S1.A3	Jenn Jones Training Day 2				\$2,910.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	300-Purchased Services	0201 - Liberty Elementary School	School Improvement Funds		\$2,910.00
4	G1.B3.S2.A1	Tier 3 Interventions provided by Paraprofessionals				\$40,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0201 - Liberty Elementary School	Title, I Part A		\$40,000.00
			<i>Notes: 2 paraprofessionals to provide Tier 3 interventions.</i>			
Total:						\$42,910.00