The School District of Palm Beach County

Liberty Park Elementary School

2018-19 Schoolwide Improvement Plan

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Liberty Park Elementary School

6601 CONSTITUTION WAY, Greenacres, FL 33413

https://lpes.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	91%

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	2016-17	2015-16	2014-15
Grade	C	B	D	C*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2018.

SIP Authority

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.

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. 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: School Information

School Mission and Vision

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.

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.

School Leadership Team

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
Oliva , Michaelina	Instructional Media
Morello, Sasha	Teacher, K-12
Poorman, Jennifer	Instructional Coach
Gonzalez , Dahily	Instructional Coach
Lopez , Laura	Other
Prince, Alina	Instructional Coach

Duties

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

Joseph Schneider is the Principal and participates in collaborative planing on many levels. Through leadership meetings, grade level PLCs and committee meetings strengths and weaknesses are addressed and action steps/plans are devised to provide support to teachers and students.
Erica Henn, AP participates in collaborative planing on many levels. Through leadership meetings, grade level PLCs and committee meetings strengths and weaknesses are addressed and action steps/plans are devised to provide support to teachers and students. Henn also serves as the Title I coordinator, Tutorial, ESP, Instructional Materials, and many more.
Jennifer Poorman, SSCC participates in collaborative planing on many levels. Through leadership meetings, grade level PLCs and committee meetings strengths and weaknesses are addressed and action steps/plans are devised to provide support to teachers and students. Additionally, she

organizes and conducts the weekly SBT meetings as well as monthly SWPBS meetings.

Tiffany Law (Intermediate) and Sasha Morello (Primary) are Reading Coaches, they participates in collaborative planing on many levels. Through leadership meetings, grade level PLCs and committee meetings strengths and weaknesses are addressed and action steps/plans are devised to provide support to teachers and students. Additionally, the coaches plan standard based PLC planning, data dis-aggregation with teachers and model/coach support to teachers.

Alina Prince participates in collaborative planing on many levels. Through leadership meetings, grade level PLCs and committee meetings strengths and weaknesses are addressed and action steps/plans are devised to provide support to teachers and students. Additionally, the coaches plan math standard based PLC planning, data dis-aggregation with teachers and model/coach support to math teachers.

Dahily Gonzalez is the Dual Language Reading Coach and participates in collaborative planing on many levels. Through leadership meetings, grade level PLCs and committee meetings strengths and weaknesses are addressed and action steps/plans are devised to provide support to teachers and students. Additionally, the coaches plan standard based PLC planning, data dis-aggregation with teachers and model/coach support to dual language teachers.

Laura Lopez is the ELL coordinator. She serves as an instructional leader with the program planning and testing of our ELL students.

Barbara Bridgett is the ESE Coordinator. She serves as an instructional leader with the program planning and meetings of our ESE students.

Early Warning Systems

Year 2017-18

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	41	37	19	25	24	30	0	0	0	0	0	0	0	176
One or more suspensions	0	0	3	1	1	4	0	0	0	0	0	0	0	9
Course failure in ELA or Math	0	0	0	0	83	92	68	0	0	0	0	0	0	243
Level 1 on statewide assessment	0	0	0	0	50	91	0	0	0	0	0	0	0	141

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	27	18	12	76	90	52	0	0	0	0	0	0	0	275

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	40	0	0	0	0	0	0	0	0	0	41
Retained Students: Previous Year(s)	0	1	4	26	40	12	0	0	0	0	0	0	0	83

Date this data was collected

Tuesday 9/4/2018

Year 2016-17 - As Reported

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	35	21	28	25	20	25	0	0	0	0	0	0	0	154
One or more suspensions	0	5	6	4	4	0	0	0	0	0	0	0	0	19
Course failure in ELA or Math	57	57	70	119	84	73	0	0	0	0	0	0	0	460
Level 1 on statewide assessment	0	0	0	72	66	75	0	0	0	0	0	0	0	213

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	14	13	20	72	62	64	0	0	0	0	0	0	0	245

Year 2016-17 - Updated

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	35	21	28	25	20	25	0	0	0	0	0	0	0	154
One or more suspensions	0	5	6	4	4	0	0	0	0	0	0	0	0	19
Course failure in ELA or Math	57	57	70	119	84	73	0	0	0	0	0	0	0	460
Level 1 on statewide assessment	0	0	0	72	66	75	0	0	0	0	0	0	0	213

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	14	13	20	72	62	64	0	0	0	0	0	0	0	245

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The 25th Percentile Group performed the lowest in the area of Math. In 2017 this group had 61%, in comparison in 2018 this same group decreased to 38%. Our subgroup data is demonstrating that both our ELLs and SWD continue to struggle with achievement and learning gains.

Which data component showed the greatest decline from prior year?

The 25th Percentile Group also showed the greatest decline in the area of math. In 2017 this group had 61%, in comparison in 2018 this same group decreased to 38%. 3rd grade had the greatest decline in math from the previous year however, 4th and 5th also had significant declines as well.

Which data component had the biggest gap when compared to the state average?

When examining the data, the biggest gap when comparing the school to the state was in the area of math proficiency. The state performed at 62% proficient, while Liberty Park was 45%.

Which data component showed the most improvement? Is this a trend?

The data reflects many challenges that our school faced last year. One area which remained the same was Science. We had 40% proficient both in 2017 and 2018.

Describe the actions or changes that led to the improvement in this area.

Science instruction has remained a constant however we have added Science weekly and a Science Resource Teacher to support teaching and learning.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	42%	57%	56%	36%	52%	52%
ELA Learning Gains	44%	61%	55%	41%	56%	52%
ELA Lowest 25th Percentile	54%	56%	48%	34%	51%	46%
Math Achievement	45%	65%	62%	43%	61%	58%
Math Learning Gains	48%	63%	59%	37%	61%	58%
Math Lowest 25th Percentile	38%	53%	47%	23%	51%	46%
Science Achievement	40%	56%	55%	35%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	41 (35)	37 (21)	19 (28)	25 (25)	24 (20)	30 (25)	176 (154)
One or more suspensions	0 (0)	0 (5)	3 (6)	1 (4)	1 (4)	4 (0)	9 (19)
Course failure in ELA or Math	0 (57)	0 (57)	0 (70)	0 (119)	83 (84)	92 (73)	175 (460)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (72)	50 (66)	91 (75)	141 (213)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	38%	56%	-18%	57%	-19%
	2017	44%	54%	-10%	58%	-14%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	42%	58%	-16%	56%	-14%
	2017	50%	57%	-7%	56%	-6%
Same Grade Comparison		-8%				
Cohort Comparison		-2%				
05	2018	39%	59%	-20%	55%	-16%
	2017	35%	52%	-17%	53%	-18%
Same Grade Comparison		4%				
Cohort Comparison		-11%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	42%	63%	-21%	62%	-20%
	2017	57%	62%	-5%	62%	-5%
Same Grade Comparison		-15%				
Cohort Comparison						
04	2018	43%	63%	-20%	62%	-19%
	2017	46%	64%	-18%	64%	-18%
Same Grade Comparison		-3%				
Cohort Comparison		-14%				
05	2018	46%	66%	-20%	61%	-15%
	2017	58%	61%	-3%	57%	1%
Same Grade Comparison		-12%				
Cohort Comparison		0%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	40%	56%	-16%	55%	-15%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	40	42	23	39	46	26				
ELL	31	46	52	35	44	39	24				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
BLK	45	56	61	45	45	36	32				
HSP	38	41	54	44	45	34	40				
WHT	59	34		49	66		62				
FRL	40	44	55	44	48	37	39				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	22	50	55	44	71	64	23				
ELL	27	49	56	45	62	69	11				
BLK	45	50	60	54	49	39	44				
HSP	42	58	58	55	64	66	33				
WHT	63	64		63	55		69				
FRL	43	57	57	55	62	63	35				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Standards-based, explicit small group instruction done with fidelity
Rationale	If we deliver effective and relevant instruction to meet needs of all students then we will increase reading and math proficiency.

Intended Outcome	If we strategically plan based on the standards and the student data, then we will increase reading and math proficiency. LTO 48% School wide goals ELA 66%; Math 68%; Science 65%
Point Person	Joseph Schneider (joseph.schneider@palmbeachschools.org)

Action Step	
Description	Two teachers in every reading block Two math teachers in all high need classrooms (L25 clusters) Planning guiding questions Classroom Walk throughs for Fidelity
Person Responsible	Erica Henn (erica.henn@palmbeachschools.org)

Plan to Monitor Effectiveness	
Description	Classroom Walk throughs for Fidelity Reflections Leadership meeting debriefing, minutes, sign ins Data tracking and monitoring iobservation notes and feedback PLC Planning notes, sign in. etc.
Person Responsible	Erica Henn (erica.henn@palmbeachschools.org)

Activity #2	
Title	Effective PLCs that focus on using data to plan and implement pillars of effective instruction to improve student achievement
Rationale	Administration, coaches and SSCC working side by side with PLCs to unpack standards, identify strengths/weaknesses in student skills and plan lessons that incorporate the pillars of effective instruction. Teacher ownership of data to work collaboratively with teams to improve student achievement.
Intended Outcome	If we strategically plan based on the standards and the student data, then we will increase reading and math proficiency. LTO 48% School wide goals ELA 66%; Math 68%; Science 65%
Point Person	Joseph Schneider (joseph.schneider@palmbeachschools.org)
Action Step	
Description	90 minute PLC on a 7 day rotation based on common grade level or content Group Norms established during 1st meeting, including being prepared with proper materials or data.
Person Responsible	Tiffany Law (tiffany.law@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	Classroom Walk throughs for Fidelity Reflections Leadership meeting debriefing, minutes, sign ins Data tracking and monitoring iobservation notes and feedback PLC Planning notes, sign in. etc.
Person Responsible	Erica Henn (erica.henn@palmbeachschools.org)

Activity #3	
Title	Monitoring and Differentiating support to provide enrichment or remediation for each student
Rationale	If we deliver effective and relevant instruction to meet needs of all students then we will increase reading and math proficiency.
Intended Outcome	If we strategically plan based on the standards and the student data, then we will increase reading and math proficiency. LTO 48% School wide goals ELA 66%; Math 68%; Science 65%
Point Person	Joseph Schneider (joseph.schneider@palmbeachschools.org)
Action Step	
Description	Continue to Improve SBT support and tracking Provide extended learning opportunities Adaptive Technology- iready STEM in PreK-1, Gifted After School Program support
Person Responsible	Jennifer Poorman (jennifer.poorman@palmbeachschool.org)
Plan to Monitor Effectiveness	
Description	Classroom Walk throughs for Fidelity Reflections Leadership meeting debriefing, minutes, sign ins Data tracking and monitoring iobservation notes and fee SBT Planning notes, sign in. etc.
Person Responsible	Joseph Schneider (joseph.schneider@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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.

PFEP Link

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

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.

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

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Liberty Park offers a school year Voluntary Prekindergarten (VPK) program. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE.

Incoming Kindergarten students are assessed prior to entering Kindergarten. Data will be collected and aggregated. Data is used to plan daily academic and social/emotional instruction for all students who may need intervention beyond core instruction. Core Kindergarten academic & behavioral instruction includes daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. We implement Staggered start. During Kindergarten Round-up, resources included basic books in English/Spanish, literacy/math games, handouts, worksheets and manipulatives. Parents that attended the Kindergarten Round-up learned how to implement these games at home from the coaches.
Assessments determine student readiness rates include state and district assessments: FLKRS, K-3 Reading Assessments. The data is shared at learning team meetings where the data is disaggregated & at-risk and low performing students are identified. Students then receive additional assistance through iii, tutorials, or other supplemental services. Assessment are shared with School Based Team. Staff that are responsible include: kindergarten teachers, reading/math coach, fine arts, counselors, ESE coordinator, ESOL coordinator, nurse, and administration.
During Classroom Showcase/Curriculum Night at the beginning of the school year and Kindergarten Round 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.

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.

In alignment, to school board 2.09 and Florida State statue 1003.42 our school highlights multicultural diversity within the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures and contributions of black and African Americans, Latino and Hispanics and women with in US History. Our fifth grade focuses on the Holocaust studies and culminates with a visit to the Holocaust Memorial Museum in Washington DC.

Though SBT, Rti, and CST we work to address and remediation of student needs through personalized instruction.
SWPBS- Universal guides, building community, bully-free

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:
• History of the Holocaust
• History of Africans and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans Embed cultural activities within the curriculum and daily coursework (e.g., reading selections, writing prompts)

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:
• Declaration of Independence
• Constitution of the United States and the Bill of Rights
• Federalist papers: Republican form of government
• Flag education
• Civil government: functions and interrelationships
• History of the United States
• Principles of Agriculture
• Effects of alcohol and narcotics
• Kindness to animals
• Florida history
• Conservation of natural resources
• Health education
• Free enterprise
• Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

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/technology.New technology 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 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, physical needs of students experiencing homelessness. Students/families receive priority when donations and services are available.
SAI-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 SFS provides free breakfast
Business Partners- Proudly partners with Lowe's, Sheriff's Department, Kona Ice,

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.

Part V: Budget

Total:	**$0.00**