Charlotte County Public Schools

Liberty Elementary School

2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 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	2017-18	2016-17	2015-16	2014-15
Grade	C	B	C	C*

School Board Approval

This plan was approved by the Charlotte County School Board on 10/9/2018.

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.

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.

Provide the school's vision statement.

Where the freedom to learn prevails.

School Leadership Team

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
Booher, Jodi	Instructional Coach
Schnulle, Gretchen	Instructional Coach
Leonard, Mary	Other

Duties

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 CORE team to review grade level data monthly and provide support in the MTSS 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 CORE team to review grade level data monthly and provide support in the MTSS process.
*Lead Teacher/ Coaches- 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, Social Worker, and School Psychologist to assist teachers in implementing

interventions and attend MTSS meetings every Tuesday. These individuals help communicate with our families.

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	18	9	7	14	13	12	0	0	0	0	0	0	0	73
One or more suspensions	2	0	0	3	0	6	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	0	0	12	8	17	0	0	0	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	20	23	22	0	0	0	0	0	0	0	65

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	10	12	11	0	0	0	0	0	0	0	33

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	9	5	2	2	0	0	0	0	0	0	0	0	0	18
Retained Students: Previous Year(s)	0	10	8	10	9	14	0	0	0	0	0	0	0	51

Date this data was collected

Friday 8/24/2018

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	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

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	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

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?

Math Bottom Quartile students had the lowest performance with a 18%. We saw this was a two year trend. We also struggled in the area of ELA Bottom Quartile.

Which data component showed the greatest decline from prior year?

We had the greatest decline in the area of Math Bottom Quartile. Our data from the 2016-17 school year had Math Bottom Quartile growth at 48%.

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

With our Math Bottom Quartile at 18% we were significantly below the state average at 47%.

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

We had an improvement in Science from 48% of our students to 61% of our students proficient. In addition, we had an increase in Math Achievement from 58% to 63%.

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

We attribute the increase in Science Achievement to scheduling changes that allowed our teachers to prioritize Science within their day. In addition we provided professional development to help assist teachers in the including Science content into the Comprehensive Literacy Framework.

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	54%	59%	56%	48%	56%	52%
ELA Learning Gains	44%	52%	55%	47%	56%	52%
ELA Lowest 25th Percentile	45%	41%	48%	53%	50%	46%
Math Achievement	63%	65%	62%	58%	64%	58%
Math Learning Gains	41%	54%	59%	51%	63%	58%
Math Lowest 25th Percentile	18%	39%	47%	30%	48%	46%
Science Achievement	61%	66%	55%	57%	58%	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	18 (14)	9 (3)	7 (9)	14 (6)	13 (9)	12 (15)	73 (56)
One or more suspensions	2 (1)	0 (3)	0 (3)	3 (2)	0 (2)	6 (1)	11 (12)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	12 (15)	8 (11)	17 (10)	37 (36)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	20 (15)	23 (18)	22 (34)	65 (67)

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	55%	63%	-8%	57%	-2%
	2017	71%	66%	5%	58%	13%
Same Grade Comparison		-16%				
Cohort Comparison						
04	2018	46%	54%	-8%	56%	-10%
	2017	51%	59%	-8%	56%	-5%
Same Grade Comparison		-5%				
Cohort Comparison		-25%				
05	2018	55%	56%	-1%	55%	0%
	2017	50%	53%	-3%	53%	-3%
Same Grade Comparison		5%				
Cohort Comparison		4%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2018	68%	69%	-1%	62%	6%
	2017	69%	71%	-2%	62%	7%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	59%	61%	-2%	62%	-3%
	2017	62%	69%	-7%	64%	-2%
Same Grade Comparison		-3%				
Cohort Comparison		-10%				
05	2018	53%	62%	-9%	61%	-8%
	2017	41%	56%	-15%	57%	-16%
Same Grade Comparison		12%				
Cohort Comparison		-9%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2018	60%	63%	-3%	55%	5%
	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	38	22	32	36	16	7	24				
ELL	36			36							
BLK	61			53	40						
HSP	46	30		54	31		38				
MUL	50	56		75	38						
WHT	56	43	41	65	44	14	66				
FRL	52	42	38	59	35	16	57				

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	37	56	58	33	34	29	33				
BLK	45	69		40	38		55				
HSP	62	78	75	56	55		44				
MUL	67	56		59	63		50				
WHT	58	59	70	61	54	43	46				
FRL	57	61	69	56	47	33	42				

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	To increase student achievement through standards based instruction, collaboration, and high effect size strategies.
Rationale	Our students need one year or more of gains s to allow them to be proficient at their grade level standards.
Intended Outcome	Increase our percent of students who make their learning gain, with a specific focus on increasing learning gains for Bottom Quartile students in both ELA and Math.
Point Person	Sheila Brown (sheila.brown@yourcharlotteschools.net)
Action Step	
Description	Activity 1: ELA LEARNING GAINS with a laser-focus on the Lowest 25% - Critical Concepts training for one 3rd, 4th, and 5th grade teacher to become an expert at their content - Instructional Rounds and Learning Walks for teachers to learn from master teachers - Professional Development and implementation of Outcome Based Planning - Implement Learning Walks to observe highly effective teachers during instruction Activity 2: Math LEARNING GAINS with a laser-focus on the Lowest 25% - Critical Concepts training for one 3rd, 4th, and 5th grade teacher to become an expert at their content - Instructional Rounds and Learning Walks for teachers to learn from master teachers - Before/After School tutoring with highly effective teachers - Professional Development and implementation of Outcome Based Planning - Implement Learning Walks to observe highly effective teachers during instruction Activity 3: REDUCING THE ACHIEVEMENT GAP OF STUDENTS WITH DISABILITIES IN ELA - MTSS monitoring and planning during monthly team meetings and biweekly CORE team meetings - Hire intervention master teacher to push into inclusion classroom during ELA - Provide professional development for high effect size strategies for all students - Professional Development and implementation of Outcome Based Planning - Continue use of intervention classroom with ESE coach and paraprofessionals
Person Responsible	Sheila Brown (sheila.brown@yourcharlotteschools.net)
Plan to Monitor Effectiveness	
Description	Teachers who participate in the Critical Concepts training and Instructional Rounds will share information with teammates during Collaborative Planning. Teachers will meet weekly to monitor student performance using formative assessments and implement Outcome Based planning. During monthly CORE team meetings we will review bottom quartile students progress and determine if specific interventions are necessary. End of year assessments will be used to determine the effectiveness for each program.
Person Responsible	Sheila Brown (sheila.brown@yourcharlotteschools.net)

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 Elementary builds positive relationships with parents, families, and other community members to fulfill our school mission by including all stakeholders in decisions. We encourage all families to join us at PTO and SAC meetings and invite parents to attend our PFEP planning and the annual Family Engagement Conference.

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.

-Bully Reporting--easy report system by clicking on a button link on the LES website
-Leadership roles are assigned to students, 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 Guidance, 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.
- We implemented a grandparents group to support the subgroup of our students being raised by grandparents.

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.
*Spring-Kindergarten parents are invited into the classrooms during Kinder Kickoff. Principal, Assistant Principal and Lead 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. Students get to walk through the lunch line and come into our Model Classroom and do an activity with our Lead teacher.
*Fall- Kindergarten parents will be invited to attend our Back to School Bash and Open House. Parents and students will be able to see their kindergarten classroom. 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 during our Riser Night. Students and their parents visit classrooms, ask questions and meet with the administrative staff.

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.
EDIS -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.

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

We have an annual Career Day where our students can learn about colleges and possible career paths. Students learn about these careers and complete thinking maps to show the necessary requirements for that field of work.

Part V: Budget

Total:	**$66,479.00**