Liberty Park Elementary School

2020-21 Schoolwide Improvement Plan

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Liberty Park Elementary School

6601 CONSTITUTION WAY, Greenacres, FL 33413

https://lpes.palmbeachschools.org

Demographics

Principal: Joseph Schneider

Start Date for this Principal: 7/31/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (48%) 2017-18: C (44%) 2016-17: B (54%) 2015-16: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/21/2020.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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Liberty Park Elementary School

6601 CONSTITUTION WAY, Greenacres, FL 33413

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	88%

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	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	B

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/21/2020.

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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Schneider, Joseph	Principal	Principal duties include Systems, Instruction and Culture. Observations Safety
Henn, Erica	Assistant Principal	Instructional leader responsible for safety, culture, climate, teaching and learning. Observations, walkthroughs, feedback to teachers Plans Professional Development, collaborates with leadership team, all Title I requirements, discipline, tutorial. Dis-aggregates and tracks data both electronically to share with staff as well as data wall for FSQs, USAs. Drills and codes, collaborates with PTO, responsible for class coverage, PLC Coverage Reporting state requirements for restraints Community promotions, social media- Facebook and Twitter Other duties as assigned
Law , Tiffany	Instructional Coach	Grades 3-5 Reading/Writing Coach/ Resource Teacher Plans PLC, Support Teachers, instructional support for students
Oliva , Michaelina	Instructional Media	Teaches all classes, plans literacy events including book fair, author visits, Literacy Night, Reading Counts, etc.
Morello, Sasha	Teacher, K-12	ELL coordinator collaborates with other teams to differentiate instruction for students as well as provide accommodations to help students be successful. Plans ELL scheduling and CLF schedules.
Poorman, Jennifer	Teacher, K-12	Plan PLC, Support Teachers, instructional support for students SBT coordinator collaborates with other teams to differentiate instruction for students as well as provide interventions to help students be successful. Plans interventionist scheduling and progress monitoring.
Gonzalez , Dahily	Instructional Coach	Dual Language Coach- Plans PLC, Support Teachers, instructional support for students Report Card, Dual Language Meeting
Prince, Alina	Instructional Coach	Math Coach/Resource- Plans PLC, Support Teachers, instructional support for students
Bridgett , Barbara	Teacher, ESE	ESE Coordinator- track data, plan meetings, assist ESE teachers with differentiating instruction
Greene , Jonathan	Instructional Coach	Science Coach/Resource- Collaborate with teachers, plan lessons and labs, analyze data

Name	Title	Job Duties and Responsibilities
Lacasse-Cruz , Christy	Instructional Coach	Plan PLC, Support Teachers, instructional support for students

Demographic Information

Principal start date
Tuesday 7/31/2012, Joseph Schneider

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
14

Total number of teacher positions allocated to the school
77

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2018-19: C (48%) 2017-18: C (44%) 2016-17: B (54%)

	2015-16: D (36%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	117	129	146	149	182	144	0	0	0	0	0	0	0	867
Attendance below 90 percent	41	37	42	17	25	27	0	0	0	0	0	0	0	189
One or more suspensions	0	2	2	1	3	2	0	0	0	0	0	0	0	10
Course failure in ELA	51	80	63	60	77	65	0	0	0	0	0	0	0	396
Course failure in Math	13	26	51	62	57	35	0	0	0	0	0	0	0	244
Level 1 on 2019 statewide ELA assessment	0	0	0	0	12	23	0	0	0	0	0	0	0	35
Level 1 on 2019 statewide Math assessment	0	0	0	0	9	25	0	0	0	0	0	0	0	34
FY20 ELA Winter Diag Level 1 & 2	0	0	0	99	74	108	0	0	0	0	0	0	0	281
FY20 Math Winter Diag Level 1 & 2	0	0	0	60	65	81	0	0	0	0	0	0	0	206
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	31	40	53	56	56	39	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	2	3	3	15	42	28	0	0	0	0	0	0	0	93
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 8/25/2020

Prior Year - 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	
Number of students enrolled	151	132	176	164	186	203	0	0	0	0	0	0	0	1012
Attendance below 90 percent	33	20	24	17	25	27	0	0	0	0	0	0	0	146
One or more suspensions	0	1	0	4	5	4	0	0	0	0	0	0	0	14
Course failure in ELA or Math	71	70	59	53	112	122	0	0	0	0	0	0	0	487
Level 1 on statewide assessment	0	0	0	50	77	100	0	0	0	0	0	0	0	227

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	22	16	12	41	77	94	0	0	0	0	0	0	0	262

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	1	1	15	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - 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	
Number of students enrolled	151	132	176	164	186	203	0	0	0	0	0	0	0	1012
Attendance below 90 percent	33	20	24	17	25	27	0	0	0	0	0	0	0	146
One or more suspensions	0	1	0	4	5	4	0	0	0	0	0	0	0	14
Course failure in ELA or Math	71	70	59	53	112	122	0	0	0	0	0	0	0	487
Level 1 on statewide assessment	0	0	0	50	77	100	0	0	0	0	0	0	0	227

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	22	16	12	41	77	94	0	0	0	0	0	0	0	262

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	1	1	15	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	45%	58%	57%	45%	53%	55%
ELA Learning Gains	57%	63%	58%	58%	59%	57%
ELA Lowest 25th Percentile	61%	56%	53%	58%	55%	52%
Math Achievement	46%	68%	63%	56%	62%	61%
Math Learning Gains	50%	68%	62%	61%	62%	61%
Math Lowest 25th Percentile	47%	59%	51%	61%	53%	51%
Science Achievement	28%	51%	53%	40%	51%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	2019	47%	54%	-7%	58%	-11%
	2018	38%	56%	-18%	57%	-19%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	46%	62%	-16%	58%	-12%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	42%	58%	-16%	56%	-14%
Same Grade Comparison		4%				
Cohort Comparison		8%				
05	2019	40%	59%	-19%	56%	-16%
	2018	39%	59%	-20%	55%	-16%
Same Grade Comparison		1%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	47%	65%	-18%	62%	-15%
	2018	42%	63%	-21%	62%	-20%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	41%	67%	-26%	64%	-23%
	2018	43%	63%	-20%	62%	-19%
Same Grade Comparison		-2%				
Cohort Comparison		-1%				
05	2019	45%	65%	-20%	60%	-15%
	2018	46%	66%	-20%	61%	-15%
Same Grade Comparison		-1%				
Cohort Comparison		2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	26%	51%	-25%	53%	-27%
	2018	40%	56%	-16%	55%	-15%
Same Grade Comparison		-14%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	28	52	66	34	52	51	14				
ELL	33	53	58	37	50	53	18				
BLK	48	58	67	48	49	25	27				
HSP	42	55	59	44	51	54	25				
WHT	67	70		60	50		50				
FRL	43	55	61	44	48	46	26				

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				
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				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	399
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

When reviewing the data we have found that Science has the lowest performance. Over time we have remained at the 40% mark, last year we had a decrease to 26%. Contributing factors include the need for science instruction throughout all the grade levels. We have also found that we need to examine the curriculum more in depth. Additionally, we will work harder to provide language transfer opportunities through vocabulary cards and cognates to support our ELL learners.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component which has shown the greatest decline from the prior year was in Science. We believe that factors contributing tho this include isolated Science instruction in 5th grade, development of science concepts (especially with ELL students) and the knowledge and depth of the curriculum.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

When reviewing the data, we found the greatest gap when comparing it to the state averages is in the area of Science with a 27% difference. As described above the factors that contribute to this gap is the isolated Science instruction in 5th grade, development of science concepts (especially with ELL students) and the knowledge and depth of curriculum.

Which data component showed the most improvement? What new actions did your school take in this area?

The area which had the greatest growth in comparison to the previous year was in 3rd grade ELA. We have found that this was primarily due to an experienced team that worked collaboratively, strong explicit standards based instruction and rigorous activities through technology.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

When reflecting on the EWS, it is clear that we need to continue our efforts to have students come to school each and every day. Another area of concern is course failure in ELA/Math with 640 students. Our Grading System is Standard Based and when students receive an ND(needs development) marking there is an indication that mastery has not been met. Therefore, it is impossible or improbable that our pupils will be successful with the state grade level assessment causing an achievement gap. Course failures causes our students to fall behind and not to be on track to meet the expectations for success and may dictate a future grade level failure. Grade failure causes

children to be older that their same-grade peers, which will eventually affect their self-esteem negatively and a strong probability of a higher dropout rate.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

At LPE Elementary we focus on student achievement, student learning gains and overall social emotional growth. We believe that if we dedicate time to the following priorities, we will ensure an equitable and equal opportunity for all our students by:

• Teaching Time management & preparedness
• Increasing motivation
• Measuring Progress
• Boosting self- confidence

Our priorities are:
1. ELA, Math and Science Achievement. - This ensures personalized instruction and learning for all our students to perform on grade level which will positively develop their self-esteem, self-worth, and aspirations towards college and career readiness success.
2. ELA and Math learning gains. - If we focus on a positive impact to learning gains by ensuring standards based instruction and the effective use of of research- based strategies and resources, we will ensure student learning-and improve student achievement towards grade level success.
3. Build teacher capacity - During PLCs, we will focus on developing effective and relevant instruction through unpacking standards, analyzing data, developing standards based lesson using resources and materials from the District, share best practices, following/participating with the coaching continuum model, incorporate research based strategies, including but not limited to Go-To-Strategies, STEM strategies, AVID strategies, etc.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	To ensure effective and relevant instruction towards 3rd Grade ELA Proficiency in alignment with LTO #1, increase reading on grade level. Although we had an increase in 3rd grade ELA from 2018 to 2019, we will continue to chose this as an Area of Focus as we are aligned with the District's Strategic Plan. When comparing our school with this in the district we are 7% lower and 11% lower than the state. As we further examine subgroups SWD had a 28% proficiency and ELL 33%. We will continue to increase overall proficiency including the ESE and ELL populations .
Measurable Outcome:	The measurable goal for this year as determined by the results of the 3rd Grade ELA FSA is 66%. This would be a 19% increase from 47% and would affect all subgroups including ESE and ELL.
Person responsible for monitoring outcome:	Joseph Schneider (joseph.schneider@palmbeachschools.org)
Evidence-based Strategy:	1. Standards- based, explicit small group instruction open with fidelity 2. Effective PLCs that focus on using data to plan and implement pillars of effective instruction to improve student achievement 3. Monitoring and differentiating support to provide enrichment or remediation for each student
Rationale for Evidence-based Strategy:	1. If we deliver effective and relevant standards based instruction to meet the needs of all students then we increase 3rd Grade ELA proficiency. 2. To increase student achievement, teachers will implement a focused curriculum and plan for it through PLC. During the planning process teachers will review data, analyze standards and test item specifications to provide the most relevant instruction to students. 3. To meet the needs of all learners, teacher will analyze data to provide small group instruction base don student needs. This small group instruction will take place during the reading block as well as after school.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	To ensure effective and relevant instruction towards 5th Grade Science Proficiency in alignment with LTO #2, High school readiness. When reviewing the data we have found that Science has the lowest performance. Over time we have remained at the 40% mark, last year we had a decrease to 26%. The data component which has shown the greatest decline from the prior year was in Science. Additionally, we found the greatest gap when comparing it to the state averages is in the area of Science with a 27% difference.
Measurable Outcome:	The measurable goal for this year as determined by the results of the Science FCAT is 50%. This would be an increase from 26% and would affect all subgroups.
Person responsible for monitoring outcome:	Joseph Schneider (joseph.schneider@palmbeachschools.org)
Evidence-based Strategy:	1. Standards- based, explicit small group instruction open with fidelity 2. Effective PLCs that focus on using data to plan and implement pillars of effective instruction to improve student achievement 3. Monitoring and differentiating support to provide enrichment or remediation for each student
Rationale for Evidence-based Strategy:	1. If we deliver effective and relevant standards based instruction to meet the needs of all students then we increase science proficiency. 2. To increase student achievement, science teachers will implement a focused curriculum and plan for it through PLC. During the planning process teachers will review data, analyze standards and test item specifications to provide the most relevant instruction to students. 3. To meet the needs of all learners, teacher will analyze data to provide small group instruction based on student needs. This small group instruction will take place during the science block as well as after school.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

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.

Within our school, teacher will articulate, demonstrate and teach the specific practices that reflect the application of the SwPBS Universal Guidelines of students practicing "coming to school each and every day, coming to school on time, being dressed for success, being respectful to themselves and respectful to others." To support the SwPBS culture students and classes earn Eagle dollars and positive incentives. We also recognize students for Character Counts, Schneider 5 Award for behavior and Trimester Awards for Academics.
As an AVID school, each classroom teaches "SLANT" which encompasses positive expectations for learners. Additionally, a component of AVID is regular parent communication to support student learning and success.
Through professional development we have implemented Social Emotional Learning practices into our curriculum and classrooms. Through morning meeting, teacher and students make connections with one another building strong relationship. Teachers have been trained on Kognito for Mental Health awareness as well as the many resources that we have available on campus to support student socially and emotionally. Additionally, we participate in "The Great Kindness Challenge," "Dot Day," "Unity Day" and other events.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

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 when possible. 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.

Through professional development we have implemented Social Emotional Learning practices into our curriculum and classrooms. Through morning meeting, teacher and students make connections with one another building strong relationship. Teachers have been trained on Kognito for Mental Health awareness as well as the many resources that we have available on campus to support student socially and emotionally. Additionally, we participate in "The Great Kindness Challenge," "Dot Day," "Unity Day" and other events.
Counseling services are available for students through the guidance counselors as well as the Co-located Mental Health Counselor. Mentors work with students to build strong relationships and to meet the social-emotional needs of students.

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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				$1,026.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
		510-Supplies	1871 - Liberty Park Elementary School	School Improvement Funds		$1,026.00
2	III.A.	Areas of Focus: Instructional Practice: Science				$0.00
					Total:	$1,026.00