

The School District of Palm Beach County

Liberty Park Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	21
Positive Culture & Environment	30
Budget to Support Goals	32

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* 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 10/20/2021.

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	21
Title I Requirements	0
Budget to Support Goals	32

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 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	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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SIP Authority

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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	Position Title	Job Duties and Responsibilities
Schneider, Joseph	Principal	<p>The principal provides a common vision for the use of data-based decision-making to ensure:</p> <ul style="list-style-type: none"> ~a sound, effective academic program is in place ~a process to address and monitor subsequent needs is created ~the School Based Team (SBT) is implementing Rtl processes ~assessment of Rtl skills of school staff is conducted ~fidelity of implementation of intervention support is documented ~adequate professional development to support Rtl implementation is provided ~effective communication with parents regarding school-based Rtl plans and activities occurs.
Mompeller, Dahily	Assistant Principal	<p>Instructional leader responsible for safety, culture, climate, teaching and learning.</p> <p>Observation, Walkthroughs, feedback to teachers, Title I requirements, discipline, tutorial.</p> <p>Plans professional development, collaborates with leadership team.</p> <p>Reporting State Requirements for restraints.</p> <p>Community Promotions, Social Media, Facebook and Twitter.</p> <p>Other Duties as assigned.</p>
Lacasse-Cruz, Christy	Reading Coach	<p>Grades K-5 Reading/Writing Coach/Resource teacher</p> <p>Collaborates with other coaches, plans PLC, supports teachers, instructional support for teachers.</p>
Prince, Alina	Math Coach	<p>Math Coach/Resource teacher</p> <p>Plans PLCs, collaborates with coaches, supports teachers, instructional support for students.</p>
Crenshaw, Tonya	Teacher, K-12	<p>Plans PLCs with team leaders and coaches.</p> <p>Dis-aggregates and tracks data both electronically to share with staff as well as data wall for FSQs, USAs</p>
Ward, Joshua	Science Coach	<p>Science Coach/Resource teacher</p> <p>Collaborates with teachers and coaches, plans lessons and labs, analyze data.</p>
Bridgett, Barbara	Teacher, ESE	<p>ESE Coordinator</p> <p>Track data, plan meetings, assist ESE teachers with differentiated instruction.</p>
Poorman, Jennifer	Teacher, K-12	<p>SBT Coordinator</p> <p>Collaborates with other team members to differentiate instruction for students as well as provide interventions to help students be successful. Plans interventions - scheduling interventionist groups and progress monitoring.</p>

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.*

2

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.*

13

Total number of teacher positions allocated to the school

77

Total number of students enrolled at the school

880

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data**Early Warning Systems****2021-22**

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	119	133	135	163	125	183	0	0	0	0	0	0	0	858
Attendance below 90 percent	0	34	34	47	31	42	0	0	0	0	0	0	0	188
One or more suspensions	0	0	0	3	0	3	0	0	0	0	0	0	0	6
Course failure in ELA	0	46	57	103	65	119	0	0	0	0	0	0	0	390
Course failure in Math	0	26	29	103	71	107	0	0	0	0	0	0	0	336
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	33	47	52	0	0	0	0	0	0	0	132
Level 1 on 2019 statewide FSA Math assessment	0	0	0	39	67	68	0	0	0	0	0	0	0	174
Number of students with a substantial reading deficiency	0	9	11	89	107	89	0	0	0	0	0	0	0	305
FY21 ELA Winter Diag Level 1 & 2	0	0	0	87	118	112	0	0	0	0	0	0	0	317
FY21 Math Winter Diag Level 1 & 2	0	0	0	90	107	100	0	0	0	0	0	0	0	297

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	0	29	37	93	67	107	0	0	0	0	0	0	0	333

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	1	1	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 7/20/2021

2020-21 - 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	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

2020-21 - 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	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	

Part II: Needs Assessment/Analysis
School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				45%	58%	57%	42%	57%	56%
ELA Learning Gains				57%	63%	58%	44%	61%	55%
ELA Lowest 25th Percentile				61%	56%	53%	54%	56%	48%
Math Achievement				46%	68%	63%	45%	65%	62%
Math Learning Gains				50%	68%	62%	48%	63%	59%
Math Lowest 25th Percentile				47%	59%	51%	38%	53%	47%
Science Achievement				28%	51%	53%	40%	56%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	47%	54%	-7%	58%	-11%
Cohort Comparison						
04	2021					
	2019	46%	62%	-16%	58%	-12%
Cohort Comparison		-47%				
05	2021					
	2019	40%	59%	-19%	56%	-16%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	47%	65%	-18%	62%	-15%
Cohort Comparison						
04	2021					
	2019	41%	67%	-26%	64%	-23%
Cohort Comparison		-47%				
05	2021					
	2019	45%	65%	-20%	60%	-15%
Cohort Comparison		-41%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	26%	51%	-25%	53%	-27%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Iready, SuccessMaker, FSQs and USAs Data will allow teachers and administrators to track students' academic progress or growth across the entire year. Teachers use student performance data to continually evaluate the effectiveness of their instruction and adjust it based on students' needs.

Various reports will be used to monitor and support student learning:

Grades K-2 - We will use Iready for Fall, Winter and Spring

In grades 3-5 - We will use FSQs and USAs data from Performance Matters.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23.4	21.1	40.5
	Economically Disadvantaged	21.9	18.7	38.5
	Students With Disabilities	11.1	0.0	20.0
	English Language Learners	13.8	10.2	28.6
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		90.9	92.2
	Economically Disadvantaged		90.4	91.5
	Students With Disabilities		91.7	91.7
	English Language Learners		89.2	87.2
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34.2	13.9	22.0
	Economically Disadvantaged	20.8	11.2	20.2
	Students With Disabilities	28.6	21.4	15.4
	English Language Learners	10.6	3.0	9.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		52.9	51.0
	Economically Disadvantaged		50.4	48.9
	Students With Disabilities		64.3	64.3
	English Language Learners		46.5	43.4

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	58.3	50.7	53.0
	Economically Disadvantaged	59.1	48.5	50.4
	Students With Disabilities		50.0	47.4
	English Language Learners	0.0	20.0	25.4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	45.5	47.5	33.1
	Economically Disadvantaged	43.9	45.4	31.7
	Students With Disabilities	63.6	52.9	28.6
	English Language Learners	26.3	25.0	17.2
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		40.1	40.6
	Economically Disadvantaged		39.9	40.4
	Students With Disabilities		32.3	31.3
	English Language Learners		17.7	10.8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	38.3	34.8	32.3
	Economically Disadvantaged	38.4	34.3	32.2
	Students With Disabilities	20.0	15.6	12.5
	English Language Learners	18.2	9.2	4.6

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students		60.3	65.5
	Economically Disadvantaged		56.7	62.7
	Students With Disabilities		46.4	43.3
	English Language Learners		44.0	51.9
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53.4	42.4	34.2
	Economically Disadvantaged	53.2	41.6	29.9
	Students With Disabilities	58.3	37.9	34.5
	English Language Learners	44.7	30.8	20.0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	61.0	55.2	61.1
Science	Economically Disadvantaged	58.6	52.5	56.7
	Students With Disabilities	45.8	33.3	43.3
	English Language Learners	34.9	35.8	46.3
	Number/% Proficiency	Fall	Winter	Spring
	All Students	61.0	55.2	61.1
	Economically Disadvantaged	58.6	52.5	56.7

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	24	38	38	17	13	6	11				
ELL	31	44	52	18	12	18	13				
BLK	42	39		25	9		17				
HSP	38	47	55	28	18	17	18				
WHT	53	31		22			31				
FRL	39	42	47	25	13	15	14				
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				

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	258
Total Components for the Federal Index	8
Percent Tested	95%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	29
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	
White Students	
Federal Index - White Students	27
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	30
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

FY20 Winter Diagnostic vs. FY21 Winter Diagnostic results shows:

ELA

3rd Grade -4.8 % level 3 and above

4th Grade -13.2 % level 3 and above

5th Grade -14.3 % level 3 and above

Math

3rd Grade - 20% level 3 and above

4th Grade -12 % level 3 and above

5th Grade -20 % level 3 and above

Science

5th Grade -0.5 % level 3 and above

FSA19 results vs FSA21 results

ELA -7.1 pts in Gr 3, -9.5 pts in Gr 4, -2.2 pts in Gr 5

Math -23.7 pts in Gr 3, -9.7 pts in Gr 4, -26.5 pts in Gr 5

Science -5.7 pts

ELA

ELL -16 pts in Gr 3, -26.4 pts in Gr 4, -5.3 in Gr 5

ESE - 19.4 pts in Gr 3, +8.7 pts in Gr 4, +0.6 pts in Gr 5

Math

ELL - 20.6 pts in Gr 3, -28.9 pts in Gr 4, -23.6 pts in Gr 5

ESE - 33.1 pts in Gr 3, -2.6 pts in Gr 4, -14.6 pts in Gr 5

Science

ELL - 5.8 pts

ESE +0.3 pts

Based on this data trend our focus will be to diminish course failure and increase learning gains and achievement. Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our ESSA identified groups; ELL and SWD students.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on this data trend our focus will be to increase learning gains and achievement for grades 3, 4 and 5 in addition to focusing on the needs of our ELL and ESE students. When we focus on Literacy, Math and Science with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards we will support all learners, specially our ELL and ESE students.

The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. In addition to falling behind in academics, students who are not in

school on a regular basis are more likely to be involved. This negatively affects their social and emotional growth towards their future success. We will be targeting students with excessive absenteeism through SBT. We will be implementing district initiatives as well as setting up plans for students that are missing more than 10% of school days. At Liberty Park we develop student engagement and participation towards 100% attendance through various incentives and recognition. For example, we do drawings for donated items. This year we will have 2 bicycles for a drawing. We also organize ice-cream socials and other events for attendance incentives.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

During FY20 and FY21, more than half of our students were virtual learners. Contact information was not accurate which caused communication breakdowns. Many of our teachers and administrators were also severely affected by the pandemic, many were quarantined or requested a leave of absence which caused interruptions in instruction and support services. Virtual PLCs were established. We introduced new platforms such as: Peardeck Smart Suite, Google Classroom and Google Meet to ensure all students equal opportunity to learn and be supported.

Actions to address improvement:

1. Effective literacy instruction develops students' abilities through the integration of reading, writing, and content instruction support and enrich each other. Students provided with experience in all these areas if they are to achieve success. Actively discussing texts encourages learners to make connections and think deeply about the ideas contained in texts.

2. Increase Grade 4 mathematics achievement.

Mathematics learning at the elementary level correlates over the long term with school readiness and academic achievement. Mathematics introduces students to concepts, skills and thinking strategies that are essential in everyday life and support learning across the curriculum.

3. Increase Grade 5 science achievement to previous level.

Science education equips students with fundamental skills to navigate the subject throughout school and beyond. Skills in measurement and comparison not only contribute to science literacy, but they also build capacity across the curriculum. Process skills like observing, investigating, describing, predicting and experimenting are not just vital to scientific thinking, but contribute academic achievement across all content areas.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The area which had the greatest growth in comparison to the previous year was in 3rd grade ELA.(+7 pts from FY18 to FY19) We have found that this was primarily due to an experienced team that worked collaboratively, strong explicit standards based instruction, small group instruction and rigorous activities through technology.

FY20 Winter Diagnostic Results vs. FY21 Winter Diagnostic results shows:

ELA

3rd Grade -4.8 % level 3 and above

4th Grade -13.2% level 3 and above

5th Grade -14.3 % level 3 and above

Math

3rd Grade -20 % level 3 and above

4th Grade -12 % level 3 and above

5th Grade -20 % level 3 and above

Science

5th Grade -0.5 % level 3 and above

FSA19 results vs FSA21 results

ELA: -7.1 pts in Gr 3, -9.5 pts in Gr 4, -2.2 pts in Gr 5

Math: -23.7 pts in Gr 3, -9.7 pts in Gr 4, -26.5 pts in Gr 5

Science: -5.7 pts

When looking at the our subgroups:

ELA

ELL -16 pts in Gr 3, -26.4 pts in Gr 4, -5.3 in Gr 5

ESE - 19.4 pts in Gr 3, +8.7 pts in Gr 4, +0.6 pts in Gr 5

Math

ELL: -20.6 pts in Gr 3, -28.9 pts in Gr 4, -23.6 pts in Gr 5

ESE: -33.1 pts in Gr 3, -2.6 pts in Gr 4, -14.6 pts in Gr 5

Science

ELL -5.8 pts

ESE +0.3 pts

What were the contributing factors to this improvement? What new actions did your school take in this area?

The action plan for addressing school wide improvement priorities for this school year will focus on increased attendance, engaged rigorous and appropriate instruction, developing and building capacity of teachers and staff to assist school wide improvement. The action plan steps include:

1. Developing leadership teams to develop and increase capacity in each content area of ELA, Math, Science, and Social Studies. Each content department has an assigned academic coach responsible for scheduling and facilitating collaborative planning with our Learning Team Facilitator.
2. Collaborative planning with academic coaches and our Learning Team Facilitator. Collaborative planning will consist of deliberate coaching, modeling and guiding of instructional expectations. The instructional expectations include data driven instruction that scaffolds according to the needs of the student.
3. Increase attendance and student engagement in class. This year our team has also worked to improve our school-wide guidelines and behavior matrix that will be demonstrated and taught through specific practices led by our Guidance counselors. Students will be responsible to abide by the guidelines of our Behavior Matrix. Come to school each and every Day, be on time, be dress for success, be respectful to yourself and be respectful to others. This year with the pandemic in the forefront of our reality we have several systems in place to support school wide improvement and the safety and well-being of our students and staff, academically, emotionally, and physically as best we can.

What strategies will need to be implemented in order to accelerate learning?

Standards Based Instruction will continue to be a primary focus during instruction planning sessions. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level. Administrators were assigned to support the students and build relationships with them to motivate and ensure their attendance in order to positively ensure:

1. Increasing students learning gains in Literacy allows for our students to develop the skills necessary towards future success. Children who have developed strong reading skills perform better in school and have a healthier self image.
2. Increasing students learning gains in Math helps us think analytically and have better reasoning abilities. Analytical thinking refers to the ability to think critically about the world around us.
3. Ensuring learning gains & progress for our ELL and ESE sub groups: Students who fall within our

ELL and ESE Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students.

4. Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. This focus will be ongoing and PD will be provided during staff meetings and on professional development days.

5. School Based Teams to review data and provide progress monitoring for all student to have potential to be successful.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ELL and ESE subgroups achieving below the Federal Index. PLCs continue to be an active part of our school schedule; they receive embedded PD.

Teachers will receive PD on the mental process students experience when learning. They were instructed on the understanding of the various levels of learning and the application of learning.

Teachers will focus on various high-yield strategies to support student learning through:

Identifying similarities and differences. Summarizing and note taking, Reinforcing effort and providing recognition, Homework and practice, Nonlinguistic representations, Cooperative learning, Setting objectives and providing feedback.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Our primary focus will continue to be implementing standards-based instruction and differentiating that instruction by providing small group support. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not performing at grade level. Teachers collaborate weekly to ensure the academic success of our students. Our goal is to ensure the following:

1. Increase Reading Proficiency

Efforts are in place to strengthen reading skills in K and 1 so that achievement gaps in reading are closed. ELL and SWD students are provided targeted instruction using WIDA data results and iReady results.

2. Small Group Instruction

Targeted small group instruction using rigorous texts is designed to increase learning gains in ELA and Math. Ongoing progress monitoring will be done for all students. However, students who fall within our ELL and ESE Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on specific needs of students.

3. Literacy Across All Content Areas

Effective literacy skills enable student to analyze and think about content leading to a better understanding of concepts. During common planning and PLCs, teachers will plan implementation of ELA standards as they plan instruction in all content areas.

4. Increase in Student Engagement: Student engagement is another area of focus. To facilitate active participation in the learning process, teachers must plan and employ engagement strategies.

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 ELA Proficiency.
Our FSA results shown a decrease of 5% when comparing the FSA scores from FY19 with the scores from FY21.
If we focus on standards-based instruction to increase learning gains in school-wide ELA, Math and Science, then we will increase student achievement and ensure alignment to the District's Strategic Plan.

Proficiency percentages per grade level and subject are listed below:

3rd grade - ELA 40% Math - 24%

4th grade - ELA 37% Math - 24%

5th grade - ELA 38% Math - 19% Science - 21%

When looking at the our subgroups:

ELA

ELL -16 pts in Gr 3, -26.4 pts in Gr 4, -5.3 in Gr 5

ESE - 19.4 pts in Gr 3, +8.7 pts in Gr 4, +0.6 pts in Gr 5

Math

ELL: -20.6 pts in Gr 3, -28.9 pts in Gr 4, -23.6 pts in Gr 5

ESE: -33.1 pts in Gr 3, -2.6 pts in Gr 4, -14.6 pts in Gr 5

Science

ELL -5.8 pts

ESE +0.3 pts

Our ESSA identified subgroups, ELL and SWDs (ESE) have demonstrated a decline over the past two years.

However our SWDs students went up 0.3 pts in Science from FY19 to FY21 in Gr 5. Data indicates we need to review what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners.

Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.

The measurable goal for this year as determined by the results of ELA FSA is 46%. This would be a 5% increase from 41% and would affect all subgroups including ESE and ELL.

Measurable Outcome:

By FY 22, we will increase the overall percentage of students proficiency level on the ELA FSA by 5% bringing us to 46%. We will increase the low 25% learning gains by 50%, an increase to 100%. Additionally, Liberty Park Elementary school will attempt to increase our students learning gains to 100% with and increase of 56%.

Monitoring:

Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Liberty Park we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/

binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology

The monitoring will be supported by key members of the leadership team:

Assistant Principals
Coaches
Learning Team Facilitator
Reading Coach
Math Coach
Science Coach

Person responsible for monitoring outcome:

Joseph Schneider (joseph.schneider@palmbeachschools.org)

Evidence-based Strategy:

1. Standard Based Instruction, explicit small group instruction in ELA and Math open with fidelity.
 - a. Continue implementing Small group instruction to support students learning at their ability with a variety of tasks, process, and product.
2. Effective PLCs that focus on using data to plan and implement pillars of effective instruction to improve student achievement.
 - a. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.
3. Monitoring and differentiating support to provide enrichment or remediation for each student.
 - a. Implement tutoring programs to ensure learning supplemented with additional resources and teacher support.

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 ensure 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, teachers will analyze data to provide small group instruction based on student needs. This small group instruction will take place during the reading block with a second reading teacher.

Action Steps to Implement

1. Standard Based Instruction
 - a. Teachers will plan standard based instruction using the District's Scope of Sequence.
2. Continue implementing Small group instruction:
 - a. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.
 - b. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
2. Tutorials
 - a. Analyze student data to determine students for tutorial groups and the support necessary. b. Choose research-based supplemental materials and resources to during tutorials.

3. Adaptive Technology (Iready, SuccessMaker, Iamagine Learning and Istation)

a. Provide teachers with professional development to ensure appropriate use of adaptive technology.

4. PLCs/Professional Development

a. Develop a PLC schedule to include all content area teachers and resource teachers.

b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs

Person
Responsible [no one identified]

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:	<p>To ensure effective and relevant instruction towards 5th Grade Science Proficiency in alignment with LTO #2, High school readiness.</p> <p>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 20%. The data component which has shown the greatest decline from the prior year was in Science.</p> <p>Additionally, we found the greatest gap when comparing it to the state averages is in the area of Science.</p>
Measurable Outcome:	<p>The measurable goal for this year as determined by the results of the Science FCAT is 40%. This would be an increase from 20% and would affect all subgroups.</p>
Monitoring:	<p>Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Liberty Park we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology</p> <p>The monitoring will be supported by key members of the leadership team: Assistant Principals Coaches Learning Team Facilitator Reading Coach Math Coach Science Coach</p>
Person responsible for monitoring outcome:	<p>Joseph Schneider (joseph.schneider@palmbeachschools.org)</p>
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Standard Based Instruction, explicit small group instruction in ELA and Math open with fidelity. <ol style="list-style-type: none"> a. Continue implementing Small group instruction to support students learning at their ability with a variety of tasks, process, and product. 2. Effective PLCs that focus on using data to plan and implement pillars of effective instruction to improve student achievement. <ol style="list-style-type: none"> a. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus. 3. Monitoring and differentiating support to provide enrichment or remediation for each student. <ol style="list-style-type: none"> a. Implement tutoring programs to ensure learning supplemented with additional resources and teacher support.
Rationale for Evidence-	<ol style="list-style-type: none"> 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

based Strategy: 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

1. Standard Based Instruction
 - a. Teachers will plan standard based instruction using the District's Scope of Sequence.
2. Continue implementing Small group instruction:
 - a. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.
 - b. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
2. Tutorials
 - a. Analyze student data to determine students for tutorial groups and the support necessary. b. Choose research-based supplemental materials and resources to during tutorials.
3. Adaptive Technology (Iready, SuccessMaker, Iamagine Learning and Istation)
 - a. Provide teachers with professional development to ensure appropriate use of adaptive technology.
4. PLCs/Professional Development
 - a. Develop a PLC schedule to include all content area teachers and resource teachers.
 - b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs

Person Responsible [no one identified]

#3. Instructional Practice specifically relating to Math

<p>Area of Focus</p> <p>Description and Rationale:</p>	<p>To ensure effective and relevant instruction towards Math Proficiency. Our FSA results shown a decrease of 17% when comparing the FSA scores from FY19 with the scores from FY21. Proficiency percentages per grade level are listed below: 3rd grade - 24% 4th grade - 24% 5th grade - 19%</p> <p>When looking at the our subgroups: ELL: -20.6 pts in Gr 3, -28.9 pts in Gr 4, -23.6 pts in Gr 5 ESE: -33.1 pts in Gr 3, -2.6 pts in Gr 4, -14.6 pts in Gr 5</p> <p>Our ESSA identified subgroups, ELL and SWDs (ESE) have demonstrated a decline over the past two years. Data indicates we need to review what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners. The measurable goal for this year as determined by the results of the Math FSA is 45%. This would be a 18% increase from 27% and would affect all subgroups including ESE and ELL.</p> <p>Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.</p>
<p>Measurable Outcome:</p> <p>Monitoring:</p>	<p>The measurable goal for this year as determined by the results of the Math FSA is 45%. This would be an increase from 18% and would affect all subgroups.</p> <p>Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Liberty Park we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and Technology</p>
<p>Person responsible for monitoring outcome:</p>	<p>The monitoring will be supported by key members of the leadership team: Assistant Principals Coaches Learning Team Facilitator Reading Coach Math Coach Science Coach</p> <p>[no one identified]</p>

Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Standard Based Instruction, explicit small group instruction in ELA and Math open with fidelity. <ol style="list-style-type: none"> a. Continue implementing Small group instruction to support students learning at their ability with a variety of tasks, process, and product. 2. Effective PLCs that focus on using data to plan and implement pillars of effective instruction to improve student achievement. <ol style="list-style-type: none"> a. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus. 3. Monitoring and differentiating support to provide enrichment or remediation for each student. <ol style="list-style-type: none"> a. Implement tutoring programs to ensure learning supplemented with additional resources and teacher support.
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> 1. If we deliver effective and relevant standards based instruction to meet the needs of all students then we increase our Math Proficiency. 2. To ensure student achievement, teaches will implement a focused curriculum and plan for it through PLC. <p>During the planning process teachers will review data, analyze standards and test item specifications to provide the most relevant instruction to students.</p> <ol style="list-style-type: none"> 3. To meet the needs of all learners, teachers will analyze data to provide small group instruction based on student needs. This small group instruction will take place during the reading block with a second reading teacher.

Action Steps to Implement

1. Standard Based Instruction
 - a. Teachers will plan standard based instruction using the District's Scope of Sequence.
2. Continue implementing Small group instruction:
 - a. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.
 - b. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
2. Tutorials
 - a. Analyze student data to determine students for tutorial groups and the support necessary.
 - b. Choose research-based supplemental materials and resources to during tutorials.
3. Adaptive Technology (Iready, SuccessMaker, Iamagine Learning and Istation)
 - a. Provide teachers with professional development to ensure appropriate use of adaptive technology.
4. PLCs/Professional Development
 - a. Develop a PLC schedule to include all content area teachers and resource teachers.
 - b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When looking at SafeSchoolsforAlex.org we see our school ranks 340 out of 1395 in the state and ranks 23 out of 82 elementary schools in the county. Our school falls in the low category when compared to all elementary schools statewide. We reported 0.2 incidents per 100 students. This rating was for a total enrollment of 954, with 2 incidents for 2019-2020 school year. When looking at the ranking details the incidents rated are low and high incidents. Our issues fall under violent and drug/public incidents. We had zero property incidents and ranked Low for violent incidents and High for Drug/Public Order incidents. The incidents we ranked for are Battery and Weapons. Our total reported suspension ranked very low. We had less than 10 in school suspensions and out of school suspensions in 2019-2020.

To support our students and make an impact on incidents we will integrate a Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student handbook, and monitoring SWPBS through data and AVID strategies, lessons and resources. Liberty Park will provide mentoring of our male students to support and foster positive relationships with all.

Within our school, teachers 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. Additionally, we participate in "The Great Kindness Challenge," "Dot Day," "Unity Day" and other events.

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.

Additionally, we are an AVID school promoting college and career readiness through college days, best practices for instruction and learning.

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.

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. 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. 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 provides 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.

In addition, as stipulated within Florida Statute & Policy 2.09 Liberty Park Elementary ensures all students receive equal access to the pillars of Effective Instruction: Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction will also be infused as applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust, the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November shall be designated as "Holocaust Education Week".

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.

(c) Women's Contribution

(d) Sacrifices of Veterans, and the value of Medal of Honor recipients

These concepts are introduced as stand-alone and may also be integrated into other core subjects. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender, This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum. Additionally, topics are often addressed in greater depth through the school counselor during her instruction on the wheel.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal: Promoting collaboration among staff members, with proper focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. Thus, principals can positively influence their school culture with strategies that encourage collaboration. School Counselors: Supports a positive culture and environment through lessons the lesson they teach that are unique and different from academic instruction. Through the small group interactions and experience for students, our councilor ensure students feel safe, welcome, and included. Teachers: incorporate SWPBS; a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. to ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention (Few)

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA					\$17,544.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22	
	5100	500-Materials and Supplies	1871 - Liberty Park Elementary School	School Improvement Funds		\$17,544.00	
2	III.A.	Areas of Focus: Instructional Practice: Science					\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math					\$0.00
Total:							\$17,544.00