2013-2014 SCHOOL IMPROVEMENT PLAN

Liberty Park Elementary School

6601 CONSTITUTION WAY

Greenacres, FL 33413

561-804-3400

www.edline.net/pages/libertyparkes

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	91%

Alternative/ESE Center	Charter School	Minority Rate
No	No	89%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
C	C	B	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
   - Year 1 – declined to D, or first-time graded schools receiving a D
   - Year 2 – second consecutive D, or F followed by a D
   - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
   - Year 1 – declined to F, or first-time graded schools receiving an F
   - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Prevent	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Liberty Park Elementary School

Principal
Joseph Schneider

School Advisory Council chair
Barbara Bridgett

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Cathy Machaj	Math Coach
Tiffany Law	Literacy Coach
Erica Henn	Assistant Principal
Tonya Crenshaw	Exceptional Student Education Coordinator
Elizabeth Bozhilov	Learning Team Facilitator

District-Level Information

District
Palm Beach

Superintendent
Mr. E. Wayne Gent

Date of school board approval of SIP
11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

SAC Chairperson- Barbara Bridgett
SAC Co-Chairperson- Ludie Milhomme
Secretary (Support Member)- Elizabeth Bozhilov
Parent Member- Kim Davenport
Parent Member- Michelle Jones
Parent Member-Sally Sweitkata
Parent Member- Jodi Holmberg
Parent Member- Cindy Wilson
Parent Member- Ariel Demosthene
Teacher Member- Lyn Emery
Teacher Member- Terri Vizoso
School Support Member- Liliana Campos
Administration Member- Joseph Schneider

Involvement of the SAC in the development of the SIP

After reviewing the data, SAC has been an active participant in assessing the needs of the school. SAC has reviewed goals and determined the resources and strategies required to reach these goals. SAC was actively involved in the evaluation of school performance data and preparation of the school's improvement plan and budget.

Activities of the SAC for the upcoming school year

SAC will continue to review the data of the school including school performance achievement data, parental involvement, attendance, tardy and budget . The SAC committee will continually review the strategies and the SIP to ensure that the student needs are being met. SAC will address any and all issues brought to the committee and work to remedy issues problem solving for the good of the school and students.

Projected use of school improvement funds, including the amount allocated to each project

None

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Joseph Schneider		
Principal	Years as Administrator: 11	Years at Current School: 1
Credentials	B.A. in Education from University of Florida, M.Ed for University of Florida, Specialist Degree from Florida Atlantic University, Certified in Elementary Education K-6, School Principal, Middle Grades Science 5-9	
Performance Record	2012-2013: Principal of Liberty Park Elementary School; Grade C. Reading Mastery 47%, Learning Gains: 67%, Lowest 25%: 72%; Math Mastery: 32%, Learning Gains: 56%, Lowest 25% 53%; Writing Mastery: 62%, Science Mastery: 29%. Subgroups not met: Reading- ESE, ELL and Economically Disadvantaged students need improvement. Math- ESE, ELL and Economically Disadvantaged students need improvement.	

Erica Henn		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	Bachelor of Arts in Elementary Education, K-5, ESOL Endorsement, Florida Atlantic University; Masters of Science-Educational Leadership, Florida Atlantic University.	
Performance Record	2012-2013: Assistant Principal of Liberty Park Elementary School; Grade C. Reading Mastery 47%, Learning Gains: 67%, Lowest 25%: 72%; Math Mastery: 32%, Learning Gains: 56%, Lowest 25% 53%; Writing Mastery: 62%, Science Mastery: 29%. Subgroups not met: Reading- ESE, ELL and Economically Disadvantaged students need improvement. Math- ESE, ELL and Economically Disadvantaged students need improvement.	

Instructional Coaches

of instructional coaches
2

receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Cathy Machaj		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics	
Credentials	Bachelor of Arts in Elementary Education, K-5, ESOL Endorsement, Florida Atlantic University; Masters of Science-Educational Leadership, Florida Atlantic University.	
Performance Record	2012-2013: Math Coach of Liberty Park Elementary School; Grade C. Reading Mastery 47%, Learning Gains: 67%, Lowest 25%: 72%; Math Mastery: 32%, Learning Gains: 56%, Lowest 25% 53%; Writing Mastery: 62%, Science Mastery: 29%. Subgroups not met: Reading- ESE, ELL and Economically Disadvantaged students need improvement. Math- ESE, ELL and Economically Disadvantaged students need improvement.	

Tiffany Law		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Bachelor of Science in Elementary Education, K-6, ESOL Endorsement, Florida Atlantic University
Performance Record	Served as Area 5 Writing Specialist School that were supported 2012-2013: Westgate-64% Belvedere-56% Grassy Waters-75% Pleasant City-69%

Classroom Teachers

# of classroom teachers
59

 # receiving effective rating or higher
57, 97%

 # Highly Qualified Teachers
100%

 # certified in-field
43, 73%

 # ESOL endorsed
50, 85%

 # reading endorsed
5, 8%

 # with advanced degrees
10, 17%

 # National Board Certified
3, 5%

 # first-year teachers
6, 10%

 # with 1-5 years of experience
32, 54%

 # with 6-14 years of experience
15, 25%

 # with 15 or more years of experience
6, 10%

Education Paraprofessionals

# of paraprofessionals

2

 # Highly Qualified

2, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

14

 # receiving effective rating or higher

14, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

At Liberty Park Elementary School new teachers participate in the Educator Support Program. Through this program teachers are given the opportunity to work with a peer and develop a mentoring relationship. The ESP program is organized and supported by the assistant principal. The mentoring teachers are teachers that have completed the Clinical Educator Program and are eager to support new teachers.
Additionally, teachers have the opportunity to participate in the B-TAP (beginning teachers program.) In this program teachers are supported in curriculum planning, data analysis, classroom management and additional topics that arise in the school environment. The B-TAP program is organized and supported by a Kindergarten teacher and SAC chairperson, Barbara Bridgett.
Regular ongoing professional Development
District Training
Learning Team Meetings
Team Planning
Individual support from coaches (planning, modeling, classroom management, data disaggregation)

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

At Liberty Park Elementary School new teachers participate in the Educator Support Program. Through this program teachers are given the opportunity to work with a peer and develop a mentoring relationship. The ESP program is organized and supported by the assistant principal. The mentoring teachers are teachers that have completed the Clinical Educator Program and are eager to support new teachers. The pairs were made based on similarities in teaching content and style. Regular meetings are held to address the needs and questions of the new teachers.
Additionally, teachers have the opportunity to participate in the B-TAP beginning teachers program. In this program teachers are supported in curriculum planning, data analysis, classroom management and additional topics that arise in the school environment. The B-TAP program is organized and supported by a Kindergarten teacher and SAC chairperson, Barbara Bridgett.
Regular ongoing professional development
District Training
Learning Team Meetings

Team Planning
Individual support from coaches (planning, modeling, classroom management, data disaggregation)

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be 2 developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.
* Problem Solving Model
The four steps of the Problem Solving Model are:
Problem Identification entails identifying the problem and the desired behavior for the student.
Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.
Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.
Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.
The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school-based RtI Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ESOL contact, school psychologist, classroom teacher, reading/math/science coaches, Learning Team Facilitator (LTF), and guidance staff.
The principal provides a common vision for the use of data-based decision-making to ensure:
~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 RtI processes
~assessment of RtI skills of school staff is conducted
~fidelity of implementation of intervention support is documented
~adequate professional development to support RtI implementation is provided
~effective communication with parents regarding school-based RtI plans and activities occurs.
The SBT Leader will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.
The remaining team members work in conjunction to analyze the data and come up with a plan that it is the best interest of the child.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The leadership team meets on a weekly basis with the SBT team to review the SBT cases. During this time team members review cases and the progress on these cases. Teachers are present in the meetings to share progress and data to support this progress. The Rti facilitator maintains records and data to monitor the progress of the student throughout process.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data:
Florida Comprehensive Assessment Test (FCAT)
Curriculum Based Measurement
Florida Assessment for Instruction in Reading (FAIR)
Palm Beach County Fall Diagnostics
Palm Beach Writes/Performance Assessments
K-5 Literacy Assessment System
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
Office Discipline Referrals
Retentions
Absences/Tardies
Midyear data:
Florida Assessment for Instruction in Reading (FAIR)
Palm Beach County Winter Diagnostics
Palm Beach Writes/Performance Assessments
Progress Monitoring and Reporting Network (PMRN)
K-5 Literacy Assessment System
End of year data:
Florida Assessment for Instruction in Reading (FAIR)
Florida Comprehensive Assessment Test (FCAT)
FCAT Writes
Frequency of required Data Analysis and Action Planning Days:
Once within a cycle of instruction (refer to appropriate focus calendar)

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional development was provided for all teachers during preschool with school and district based presenters. Additional support, professional development, materials and resources are also distributed to teachers throughout the year. Teachers are instructed how to utilize various forms of data to problem solve depending on the RtI needs of the individual student.
As students progress through the tiers, parents are invited to attend School Based Meetings and parent conferences to learn more about the RtI process and how they can be involved. Parents receive specific data pertaining to instruction and or behavior to better understand the difficulties the child is having. Parents also receive regular feedback and progress updates throughout the process.

Increased Learning Time/Extended Learning Opportunities
This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year:

Tutorial Program for K-5 students in the areas of reading and math. The students participate in small group instruction after school with experienced teachers focusing on areas of weakness.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is analyzed from previous performance on FCAT, Diagnostics, RRR and classroom assessments. Students are then grouped according to need and instructed through the tutorial program.

Who is responsible for monitoring implementation of this strategy?

The teachers, tutors, coaches and administration are responsible for the implementation of this strategy.

Strategy: Before or After School Program

Minutes added to school year:

Enrichment program for students that are scoring at or above the grade level. Students participate in enrichment tutorial to deepen understand and think more critically about concepts.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is analyzed from previous performance on FCAT, Diagnostics, RRR and classroom assessments. Students are then grouped according to need and instructed through the Enrichment program.

Who is responsible for monitoring implementation of this strategy?

The teachers, tutors, coaches and administration are responsible for the implementation of this strategy.

Strategy: Weekend Program

Minutes added to school year:

Through Saturday school students are having additional opportunities to learn in a small group setting. Core academic content is addressed focusing on student weaknesses.

Strategy Purpose(s)

- Instruction in core academic subjects

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is analyzed from previous performance on FCAT, Diagnostics, RRR and classroom assessments. Students are then grouped according to need and instructed through the Weekend Tutorial program.

Who is responsible for monitoring implementation of this strategy?

The teachers, tutors, coaches and administration are responsible for the implementation of this strategy.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Joseph Schneider	Principal
Erica Henn	Assistant Principal
Tiffany Law	Literacy Coach
Elizabeth Bozhilov	Learning Team Facilitator
Emilie Decker	Rti/SBT Leader
Laura Hernandez	ESOL Coordinator
Michalina Oliva	Library Media Specialist

How the school-based LLT functions

The Literacy Leadership Team meets twice a month to discuss data, strategies, areas of strength/ weakness, program implementation and to review the grade level Instructional Focus Calendars.

Major initiatives of the LLT

Implementing the Common Core and new Balanced Literacy Roll-Out
Supporting teachers identified as needed assistance in the area of literacy
Disaggregating data to develop action plans for instruction, tutorial and resources

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

At Liberty Park Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/ School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/ Processing. Specifically, Concepts of Print/Early Literacy Behaviors assessments will be used in the area of letter and sound recognition and sight word vocabulary. They will also be given the end of year Kindergarten math test. Screening data will be collected and aggregated. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Data will also be used to determine who needs enrichment and placement in our advanced/gifted program.

Assessment tools to determine student readiness rates include state and district assessments: DIBELS, FAIR, FLKRS, Cella, and K-3 Reading Assessments. The data is then shared at learning team meetings and grade level meetings where the data is disaggregated and at-risk and low performing students are identified. Students then receive additional assistance through iii, tutorials, or other supplemental services. Assessment information is also shared with the School Based Team. Staff members that are responsible include: all kindergarten teachers, reading coach, math coach, fine arts teachers, counselors, ESE coordinator, ESOL coordinator, nurse, and administration. We partner with Boys Town to provide play therapy and family outreach for those student who are at-risk, withdrawn, or demonstrate concerns with their transition to school. These programs target students in kindergarten and first grade.

During our Curriculum Night at the beginning of the school year and Kindergarten Round Up at the end of the school year, Liberty Park invites staff members from surrounding preschools to join us for the academic presentation. We allow parents to register their children ahead of time during Kindergarten Round UP. They are given information on what to expect from the teacher, school, and children. Parents are given a tour of the school and classrooms. We spend one of our monthly Parent University Trainings focused on early childhood developmental milestones with the support of a representative from Child Find/FDLRS.

Currently, Liberty Park has a pre-K/ESE (Speech) program. We held parent & child training sessions as a component of our on-going Parent University. These sessions focused on Kindergarten readiness skills and developmental milestones. We taught parents techniques that they could use without major cost, in their own homes to prepare their children for the school environment.

Liberty Park has the kindergarten students on a staggered start. The first 3 days of school allow kindergarten students to meet the teachers and go through the routines of school with a few students at a time.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	60%	47%	No	64%
American Indian				
Asian				
Black/African American	58%	44%	No	63%
Hispanic	56%	42%	No	60%
White	72%	62%	No	75%
English language learners	46%	21%	No	51%
Students with disabilities	36%	20%	No	42%
Economically disadvantaged	58%	45%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	114	26%	65%
Students scoring at or above Achievement Level 4	97	22%	55%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	291	67%	100%
Students in lowest 25% making learning gains (FCAT 2.0)	58	72%	100%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	183	51%	65%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	73	21%	65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	57	16%	65%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	72	62%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	66%	54%	No	69%
American Indian				
Asian				
Black/African American	57%	56%	No	61%
Hispanic	67%	50%	No	70%
White	66%	66%	Yes	69%
English language learners	63%	40%	No	66%
Students with disabilities	49%	27%	No	54%
Economically disadvantaged	64%	53%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	140	32%	70%
Students scoring at or above Achievement Level 4	99	23%	60%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	244	56%	100%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	41	53%	100%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	40	29%	65%
Students scoring at or above Achievement Level 4	24	17%	50%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	60		100
Participation in STEM-related experiences provided for students	60	6%	10%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	29	3%	1%
Students retained, pursuant to s. 1008.25, F.S.	32	3%	0%
Students who are not proficient in reading by third grade	116	60%	20%
Students who receive two or more behavior referrals	37	3%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	20	2%	0%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Liberty Park Elementary School understands that value of parental involvement. We continually strive to build the relationships between school and home. Targets for this school year in the area of parental involvement include recognizing parents that attend school sponsored events such as parent conferences, SAC, PTO, curriculum nights and other school functions. Additionally, we will continue to translate all conference notes, parent information, and behaviors notes into the parents' native language(s). Our key goal is to improve SAC and PTO attendance and participation by having students present work, projects, achievements, etc. at the meetings. Attendance will be improved by increasing teacher participation, offering a "babysitting service," and offering light refreshments at the meeting. We will further improve parental involvement by having teachers call and notify parents with positive feedback and conferencing with each parent with at least one positive recognition to every one negative recognition.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase Parental Involvement in SAC	10	75%	100%
Translate parent informational documents into native language(s)	100	95%	100%
Provide all K - 5th grade students with a student planner/folder to increase communication between teachers and parents	100	100%	100%

Area 10: Additional Targets

Additional targets for the school

Liberty Park Elementary 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 Holocaust
*History of Africans and African Americans
*Hispanic Contributions

*Women's Contributions
*Sacrifices of Veterans

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
K-5 Hispanic Contributions	990	95%	100%
K-5 Women's Contributions	990	95%	100%
K-5 Sacrifices of Veterans	1070	100%	100%
K-5 History of Africans and African Americans	990	95%	100%
5th Grade History of Holocaust	128	100%	100%

Goals Summary

G1. By June 2014, 65% of all students are expected to achieve a level 3 or higher on the Science Florida Comprehensive Assessment Test 2.0 (FCAT 2.0.)

G2. By June 2014, 80% of all fourth grade students will score a 3.5 or above on the Writing Florida Comprehensive Assessment Test 2.0 (FCAT 2.0.)

G3. By June 2014, 75% of all parents will participate in school sponsored activities including SAC, PTO, Parent University, Parent Language Classes, etc.

G4. By June 2014, 70% of all students are expected to achieve a level 3 or higher on the Mathematics Florida Comprehensive Assessment Test 2.0 (FCAT 2.0.)

G5. By June 2014, 65% of all students are expected to achieve a level 3 or higher on the Reading Florida Comprehensive Assessment Test 2.0 (FCAT 2.0.)

Goals Detail

G1. By June 2014, 65% of all students are expected to achieve a level 3 or higher on the Science Florida Comprehensive Assessment Test 2.0 (FCAT 2.0.)

Targets Supported
- Science
- Science - Elementary School

Resources Available to Support the Goal
- School-wide Science Day on PDD
- Gizmos
- Science journals
- Technology- regular use of computers, i-pad science based programs

Targeted Barriers to Achieving the Goal
- In the dual language program, science is instructed in Spanish, yet tested in English
- Reading proficiency directly affects FCAT Science scores
- Provide hands-on experience for all students on the scientific method

Plan to Monitor Progress Toward the Goal

By June 2014, 65% of all students are expected to achieve a level 3 or higher on the Science Florida Comprehensive Assessment Test 2.0 (FCAT 2.0.)

Person or Persons Responsible
Administration, teachers

Target Dates or Schedule:
Regularly

Evidence of Completion:
Science classroom assessments, observations, informal assessments, journals, diagnostics and FCAT

G2. By June 2014, 80% of all fourth grade students will score a 3.5 or above on the Writing Florida Comprehensive Assessment Test 2.0 (FCAT 2.0.)

Targets Supported
- Writing

Resources Available to Support the Goal
- Use of Writing Response Journal daily
- Word of the day and Word of the Week
- Focused Lessons on tested benchmarks
- Regular embedded assessments to monitor progress

Targeted Barriers to Achieving the Goal
- ELL population struggles with vocabulary, grammar and spelling.

Plan to Monitor Progress Toward the Goal

By June 2014, 80% of all students will score a 3.5 or above on the Writing Florida Comprehensive Assessment Test 2.0 (FCAT 2.0.)

Person or Persons Responsible
Administration, coach, resource teachers, classroom teachers

Target Dates or Schedule:
Regularly

Evidence of Completion:
Classroom assessments, information observations, evaluation of Words their Way journals, diagnostics, Literacy Assessments, FCAT

G3. By June 2014, 75% of all parents will participate in school sponsored activities including SAC, PTO, Parent University, Parent Language Classes, etc.

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Parent University held twice a month in the languages represented at our school

- SAC and PTO meetings monthly

- Language facilitators to assist in communication with parents

- Regular School events with parent notification through call -out, informational flyer, marquee, newsletter, website, signs and posters.
-

Targeted Barriers to Achieving the Goal
- Language and Communication Barriers

Plan to Monitor Progress Toward the Goal

75% of all parents will participate in school sponsored activities including SAC, PTO, Parent University, Parent Language Classes, etc.

Person or Persons Responsible
Administration, Mrs. Urena,

Target Dates or Schedule:
Monthly

Evidence of Completion:
Regular review of attendance

G4. By June 2014, 70% of all students are expected to achieve a level 3 or higher on the Mathematics Florida Comprehensive Assessment Test 2.0 (FCAT 2.0.)

Targets Supported

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)

- Algebra 1 EOC

- Geometry EOC

Resources Available to Support the Goal

- Word of the day activities- Building math vocabulary

- Problem of the Day activities- Building concrete understanding of word problems, practicing the steps required for problem solving

- Math Coach to provide professional development, resources, planning and small group instruction

- Math Resource Teacher to provide resources, planning and small group instruction.

- Technology including Think Central, Destination and Core K-12

Targeted Barriers to Achieving the Goal

- Lack of Support for teacher in mathematics

- Understanding of Common Core (K-2) and Blended (3-5) Standards

Plan to Monitor Progress Toward the Goal

Provide support for math teachers including materials, professional development, coach support and tutorial

Person or Persons Responsible
Administration, coaches

Target Dates or Schedule:
Regularly

Evidence of Completion:
Math Assessments including Classroom Assessments, progress monitoring, diagnostics, informal observations, FCAT

G5. By June 2014, 65% of all students are expected to achieve a level 3 or higher on the Reading Florida Comprehensive Assessment Test 2.0 (FCAT 2.0.)

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal

- Literacy Coach will plan with teams supporting through curriculum, modeling and resources.

- Collaborate as team to create and implement Instructional Focus Calendars to drive instruction.

- Lead teachers at each grade level are attending district planning cohorts to receive information. These literacy leaders are then sharing instructional strategies and lesson planning techniques with their teams.

- Implementing vivid vocabulary through the morning broadcast announcements, classroom instruction and fine arts.

- Reading counts implemented with grades K-5. Students complete tickets when they complete reading counts assessments, then win prizes to encourage participation. Students will earn trimester reward incentives and recognition for their reading counts accomplishments.

- Reading Plus implemented in grades 2-5 during reading lab and individual class time.

- School-wide reading events throughout the course of the school year with encouraged parent involvement. I.e.- Literacy Night, Read for the World Record, Happily Ever After

Targeted Barriers to Achieving the Goal

- Large English Language Learner population with deficiencies in oral language and vocabulary.

- Implementing new common core standards and new reading adoption with fidelity.

- Need more individualized reading instruction

Plan to Monitor Progress Toward the Goal

Reading Assessments including Literacy Assessments, progress monitoring, diagnostics, informal observations, FCAT

Person or Persons Responsible

Adminstration, coaches, teachers, media specialist

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Increases in student achievement as evident from the results of Literacy Assessments, diagnostics, FCAT

Action Plan for Improvement

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

G1. By June 2014, 65% of all students are expected to achieve a level 3 or higher on the Science Florida Comprehensive Assessment Test 2.0 (FCAT 2.0.)

G1.B1 In the dual language program, science is instructed in Spanish, yet tested in English

G1.B1.S1 Provide Tutorial in science for 5th grade students not proficient as indicated on the diagnostics

Action Step 1

5th Grade Science Tutorial

Person or Persons Responsible

5th Grade students, teachers

Target Dates or Schedule

Saturday School

Evidence of Completion

Sign in, lesson plans, student tutorial roster

Plan to Monitor Fidelity of Implementation of G1.B1.S1

5th Grade Science Tutorial

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

Following each block of tutorial

Evidence of Completion

Sign in, lesson plans, student tutorial roster

Plan to Monitor Effectiveness of G1.B1.S1

5th Grade Science Tutorial

Person or Persons Responsible

Administration

Target Dates or Schedule

Regularly

Evidence of Completion

Science classroom assessments, observations, informal assessments, journals, diagnostics and FCAT

G1.B1.S2 Vocabulary resources provided in both languages

Action Step 1

Science vocabulary resources provided in both languages

Person or Persons Responsible

Teachers

Target Dates or Schedule

Each unit

Evidence of Completion

Science vocabulary lists provided for students

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Science vocabulary resources provided in both languages

Person or Persons Responsible

Administration

Target Dates or Schedule

Regularly

Evidence of Completion

Science vocabulary resources provided to students, journals

Plan to Monitor Effectiveness of G1.B1.S2

Science vocabulary resources provided in both languages

Person or Persons Responsible

Administration

Target Dates or Schedule

Regularly

Evidence of Completion

Science classroom assessments, observations, informal assessments, journals, diagnostics and FCAT

G1.B2 Reading proficiency directly affects FCAT Science scores

G1.B2.S1 Integrate science into the reading block

Action Step 1

Integrate science into the reading block

Person or Persons Responsible

Literacy Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Walk through, lesson plans, observations

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Integrate science into the reading block

Person or Persons Responsible

Administration

Target Dates or Schedule

Regularly

Evidence of Completion

Walk through, lesson plans, observations

Plan to Monitor Effectiveness of G1.B2.S1

Integrate science into the reading block

Person or Persons Responsible

Administration

Target Dates or Schedule

Regularly

Evidence of Completion

Science classroom assessments, observations, informal assessments, journals, diagnostics and FCAT

G1.B3 Provide hands-on experience for all students on the scientific method

G1.B3.S1 All students will participate in the school-wide Science Fair

Action Step 1

School-wide participation in the science fair and science days

Person or Persons Responsible

All science teachers

Target Dates or Schedule

Throughout the year

Evidence of Completion

Completed class and individual science fair projects

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

School-wide participation in the science fair and science days

Person or Persons Responsible

Administration

Target Dates or Schedule

As the science fair project are developed

Evidence of Completion

Completion of the Science Fair projects

Plan to Monitor Effectiveness of G1.B3.S1

School-wide participation in the science fair and science days

Person or Persons Responsible

Administration

Target Dates or Schedule

Upon completion of science fair projects

Evidence of Completion

Complete science fair projects

G2. By June 2014, 80% of all fourth grade students will score a 3.5 or above on the Writing Florida Comprehensive Assessment Test 2.0 (FCAT 2.0.)

G2.B1 ELL population struggles with vocabulary, grammar and spelling.

G2.B1.S1 Words their Way for grades 3-5

Action Step 1

Words their Way Training with grades 3-5

Person or Persons Responsible

Grades 3-5, Coach, District Support

Target Dates or Schedule

October PDD

Evidence of Completion

Agenda, sign in, notes

Facilitator:

District Support

Participants:

All Literacy and Writing teachers 3-5

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Words their Way Training

Person or Persons Responsible

Administration, coach

Target Dates or Schedule

regularly

Evidence of Completion

Walkthroughs, lesson plans, observations

Plan to Monitor Effectiveness of G2.B1.S1

Words their Way Training

Person or Persons Responsible

Administration, coach, teachers

Target Dates or Schedule

Regularly

Evidence of Completion

Classroom assessments, information observations, evaluation of Words their Way journals, diagnostics, Literacy Assessments, FCAT

G2.B1.S2 Fountas and Pinnell Phonics Kits to teach Phonics to K-2

Action Step 1

Fountas and Pinnell Phonics Kits to teach Phonics to K-2

Person or Persons Responsible

Coach, teahcers K-2

Target Dates or Schedule

November 2013

Evidence of Completion

Agendas, sign-in, notes

Facilitator:

District Support

Participants:

K-2 Literacy Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Fountas and Pinnell Phonics Kits to teach Phonics to K-2

Person or Persons Responsible

Administration, coach

Target Dates or Schedule

Regularly

Evidence of Completion

Walk throughs, lesson plans, observations

Plan to Monitor Effectiveness of G2.B1.S2

Fountas and Pinnell Phonics Kits to teach Phonics to K-2

Person or Persons Responsible

Administration, coach, teachers

Target Dates or Schedule

Regularly

Evidence of Completion

Classroom assessments, information observations, evaluation of Words their Way journals, diagnostics, Literacy Assessments,

G2.B1.S3 Daily school-wide vocabulary

Action Step 1

Daily school-wide vocabulary

Person or Persons Responsible

Administration, members of Liberty Park Television Show

Target Dates or Schedule

Daily

Evidence of Completion

Recorded episodes of morning show, student vocabulary notebooks.

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Daily school-wide vocabulary

Person or Persons Responsible

Administration, coach, resource teachers

Target Dates or Schedule

Regularly

Evidence of Completion

Vocabulary, student writing samples

Plan to Monitor Effectiveness of G2.B1.S3

Daily school-wide vocabulary

Person or Persons Responsible

Administration, coach, resource teachers

Target Dates or Schedule

Regularly

Evidence of Completion

G3. By June 2014, 75% of all parents will participate in school sponsored activities including SAC, PTO, Parent University, Parent Language Classes, etc.

G3.B1 Language and Communication Barriers

G3.B1.S1 Materials to provide parent trainings

Action Step 1

Materials to provide parent training including paper, ink, and food to encourage attendance

Person or Persons Responsible

Mrs. Urena

Target Dates or Schedule

Monthly

Evidence of Completion

Agendas, sign in sheets, surveys, required documentation

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Materials to provide parent training including paper, ink, and food to encourage attendance

Person or Persons Responsible

Administration, ESOL Coordinator

Target Dates or Schedule

Regularly

Evidence of Completion

Agendas, sign in sheets, surveys, required documentation

Plan to Monitor Effectiveness of G3.B1.S1

Materials to provide parent training including paper, ink, and food to encourage attendance

Person or Persons Responsible

Administrator, ESOL Coordinator

Target Dates or Schedule

Regularly

Evidence of Completion

Agendas, sign in sheets, surveys, required documentation, parent feedback surveys

G4. By June 2014, 70% of all students are expected to achieve a level 3 or higher on the Mathematics Florida Comprehensive Assessment Test 2.0 (FCAT 2.0.)

G4.B1 Lack of Support for teacher in mathematics

G4.B1.S1 Provide materials for tutorial and classroom instruction

Action Step 1

Provide materials for tutorial and classroom instruction

Person or Persons Responsible

Administration

Target Dates or Schedule

Regularly

Evidence of Completion

Material purchase orders

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Provide materials for tutorial and classroom instruction

Person or Persons Responsible

Administration, coaches

Target Dates or Schedule

Regularly

Evidence of Completion

Math and Tutorial teacher have necessary supplies to complete activities.

Plan to Monitor Effectiveness of G4.B1.S1

Provide materials for tutorial and classroom instruction

Person or Persons Responsible

Administration, coaches

Target Dates or Schedule

Regularly

Evidence of Completion

Math Assessments including Classroom Assessments, progress monitoring, diagnostics, informal observations, FCAT

G4.B1.S2 Provide a Math Resource Teacher

Action Step 1

Provide a Math Resource Teacher

Person or Persons Responsible

Cathy Machaj

Target Dates or Schedule

Regularly

Evidence of Completion

Walk throughs, lesson plans, Marzano observations

Plan to Monitor Fidelity of Implementation of G4.B1.S2

Math Resource Teacher

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

Regularly

Evidence of Completion

Lesson plans, coach logs, planning sessions

Plan to Monitor Effectiveness of G4.B1.S2

Math Resource Teacher

Person or Persons Responsible

Administration

Target Dates or Schedule

Regular

Evidence of Completion

Math Assessments including Classroom Assessments, progress monitoring, diagnostics, informal observations, FCAT

G4.B1.S3 Provide After-school and Saturday Tutorial Program

Action Step 1

Provide After-school Tutorial, Saturday Tutorial and Tutorial during Fine Arts

Person or Persons Responsible

Administrators, coaches, teachers, parents, students

Target Dates or Schedule

Afterschool and on Saturdays

Evidence of Completion

Math Assessments including Classroom Assessments, progress monitoring, diagnostics, informal observations, FCAT

Plan to Monitor Fidelity of Implementation of G4.B1.S3

Provide After-school Tutorial, Saturday Tutorial and Fine Arts Tutorial

Person or Persons Responsible

Administrators, coaches, teachers

Target Dates or Schedule

Regularly

Evidence of Completion

Tutorial Lists, sign in sheets, lesson plans

Plan to Monitor Effectiveness of G4.B1.S3

Provide After-school Tutorial, Saturday Tutorial and Fine Arts Tutorial

Person or Persons Responsible

Administrators, coaches

Target Dates or Schedule

Regularly

Evidence of Completion

Math Assessments including Classroom Assessments, progress monitoring, diagnostics, informal observations, FCAT , Riverdeep assessments and Activities

G4.B1.S4 Provide Technology for teachers to incorporate in the math curriculum

Action Step 1

Provide Technology for teachers to incorporate in the math curriculum including Math Lab, Destination Math, Riverdeep, Gizmos, Think Central

Person or Persons Responsible

Administrators, coaches, teachers, ITSA, Math Lab Teacher

Target Dates or Schedule

Regular

Evidence of Completion

Student roster reports, sign in log

Facilitator:

Math Coach

Participants:

Math Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S4

Provide Technology for teachers to incorporate in the math curriculum including Math Lab, Destination Math, Riverdeep, Gizmos, Think Central

Person or Persons Responsible

Administrators, coaches, teachers

Target Dates or Schedule

Regularly

Evidence of Completion

Computer sign in, reports generated from programs

Plan to Monitor Effectiveness of G4.B1.S4

Provide Technology for teachers to incorporate in the math curriculum including Math Lab, Destination Math, Riverdeep, Gizmos, Think Central

Person or Persons Responsible

Administrators, coaches, teachers

Target Dates or Schedule

Regularly

Evidence of Completion

Math Assessments including Classroom Assessments, progress monitoring, diagnostics, informal observations, FCAT

G4.B2 Understanding of Common Core (K-2) and Blended (3-5) Standards

G4.B2.S1 District Training on Common Core and Blended Standards

Action Step 1

District Training on Common Core and Blended Standards

Person or Persons Responsible

All Math teachers

Target Dates or Schedule

Preschool and throughout the year

Evidence of Completion

Agendas, sign-in, notes,

Facilitator:

District Support

Participants:

All Math Teachers

Plan to Monitor Fidelity of Implementation of G4.B2.S1

District Training on Common Core and Blended Standards

Person or Persons Responsible

Administration, coach, resource teacher

Target Dates or Schedule

Regularly

Evidence of Completion

Observations, lesson plans, walk throughs

Plan to Monitor Effectiveness of G4.B2.S1

District Training on Common Core and Blended Standards

Person or Persons Responsible

Administration, coach, resource teacher

Target Dates or Schedule

Regularly

Evidence of Completion

Math Assessments including Classroom Assessments, progress monitoring, diagnostics, informal observations, FCAT

G4.B2.S2 Learning Team Meetings to examine standards to build understanding

Action Step 1

Learning Team Meetings to examine standards to build understanding

Person or Persons Responsible

Administration, Learning Team Facilitator, coach, resource teacher, teachers

Target Dates or Schedule

Bi-weekly

Evidence of Completion

Agendas, sign-in, notes, lesson plans

Plan to Monitor Fidelity of Implementation of G4.B2.S2

Learning Team Meetings to examine standards to build understanding

Person or Persons Responsible

Administration, Learning Team Facilitator, coach, resource teacher

Target Dates or Schedule

Regularly

Evidence of Completion

Walk throughs, lesson plans, observations, participation in LTM

Plan to Monitor Effectiveness of G4.B2.S2

Learning Team Meetings to examine standards to build understanding

Person or Persons Responsible

Administration, Learning Team Facilitator, coach, resource teacher

Target Dates or Schedule

Regularly

Evidence of Completion

Math Assessments including Classroom Assessments, progress monitoring, diagnostics, informal observations, FCAT

G4.B2.S3 Team Planning

Action Step 1

Team Planning

Person or Persons Responsible

All math teachers, math coach, math resource teacher, LTF and Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas, sign-in, focus calendars, plans

Plan to Monitor Fidelity of Implementation of G4.B2.S3

Team Planning

Person or Persons Responsible

Administration, coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Agendas, sign-in, focus calendars, plans

Plan to Monitor Effectiveness of G4.B2.S3

Team Planning

Person or Persons Responsible

Administration, coaches

Target Dates or Schedule

Regularly

Evidence of Completion

Math Assessments including Classroom Assessments, progress monitoring, diagnostics, informal observations, FCAT

G5. By June 2014, 65% of all students are expected to achieve a level 3 or higher on the Reading Florida Comprehensive Assessment Test 2.0 (FCAT 2.0.)

G5.B1 Large English Language Learner population with deficiencies in oral language and vocabulary.

G5.B1.S1 ELL strategies used across campus

Action Step 1

Teacher incorporates visuals and manipulatives into lessons and utilizes discussion to improve oral language. Mondo Kits are also available.

Person or Persons Responsible

ESOL Coordinator heads the ESOL instruction and all teachers incorporate strategies in their classroom

Target Dates or Schedule

Daily

Evidence of Completion

Evidence is continually evaluated through RRR data and mini-assessments in LTMs and team planning

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Administrative Observations and Lesson Plans

Person or Persons Responsible

Administration and ESOL Coordinator

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson Plans and Administrative Observations

Plan to Monitor Effectiveness of G5.B1.S1

Data: FCAT and CELLA, Classroom Walkthoughs, Reading Plus, SRI

Person or Persons Responsible

Principal, AP, ESOL Coordinator, Learning Team Facilitator, Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Data in the areas of vocabulary and oral language will improve

G5.B1.S2 Vocabulary Development

Action Step 1

Words Their Way, Fountas and Pinnell Phonics, Readers Workshop discussions, visual cards for Tier 3 Vocabulary

Person or Persons Responsible

All teachers and CLFs and support staff

Target Dates or Schedule

Daily

Evidence of Completion

Data: FCAT Diagnostics and mini-assessments, CELLA, RRR, Oral Language, Reading Plus

Plan to Monitor Fidelity of Implementation of G5.B1.S2

Vocabulary Notebooks, Word Walls, Student work exemplars, informal observations

Person or Persons Responsible

Teachers, support staff, administration

Target Dates or Schedule

Daily

Evidence of Completion

Data: FCAT Diagnostics and mini-assessments, CELLA, RRR, Oral Language, Reading Plus

Plan to Monitor Effectiveness of G5.B1.S2

Monitoring Data

Person or Persons Responsible

Teachers, Team Leaders, LTF, Principal, AP

Target Dates or Schedule

Ongoing

Evidence of Completion

Data: FCAT Diagnostics and mini-assessments, CELLA, RRR, Oral Language, Reading Plus

G5.B2 Implementing new common core standards and new reading adoption with fidelity.

G5.B2.S1 Professional Development

Action Step 1

Professional development will include common core training, balanced literacy and instructional strategies.

Person or Persons Responsible

Administration, coaches, support staff, teachers

Target Dates or Schedule

Professional Development Days, Learning Team Meetings, Team Planning

Evidence of Completion

Instructional strategies in use visible through classroom walk-throughs, data, lesson plans

Facilitator:

Coaches, district support

Participants:

Literacy teachers

Plan to Monitor Fidelity of Implementation of G5.B2.S1

Professional development will include common core training, balanced literacy and instructional strategies.

Person or Persons Responsible

Administration, coaches

Target Dates or Schedule

Observations, walkthroughs, team planning

Evidence of Completion

RRR, FCAT, diagnostics, classrooms assessments, SRI

Plan to Monitor Effectiveness of G5.B2.S1

Professional development will include common core training, balanced literacy and instructional strategies.

Person or Persons Responsible

Administration, coaches

Target Dates or Schedule

Observations, walkthroughs, team planning

Evidence of Completion

RRR, FCAT, diagnostics, classrooms assessments, SRI

G5.B3 Need more individualized reading instruction

G5.B3.S1 Reading Plus

Action Step 1

Reading Plus Computer Software

Person or Persons Responsible

Administrators, coaches, teachers, media specialists, parents, students

Target Dates or Schedule

During small group time in the classroom

Evidence of Completion

Reading Plus reports, diagnostics, FCAT, classroom assessments, Literacy Assessemtns

Facilitator:

Media Specialist

Participants:

All teachers

Plan to Monitor Fidelity of Implementation of G5.B3.S1

Reading Plus Software

Person or Persons Responsible

Administrators, coaches, teachers, media specialist

Target Dates or Schedule

Each Trimester

Evidence of Completion

Reading Plus reports

Plan to Monitor Effectiveness of G5.B3.S1

Reading Plus Software

Person or Persons Responsible

Administrators, coaches, teachers, media specialist

Target Dates or Schedule

Trimester reporting

Evidence of Completion

Reading Plus reports, diagnostics, FCAT, Literacy Assessments,

G5.B3.S2 Provide a Reading Intervention teacher

Action Step 1

Provide a Reading Intervention teacher

Person or Persons Responsible

Emilie Decker

Target Dates or Schedule

Provide small group instruction to tier III students and other struggling readers

Evidence of Completion

Reading Intervention teacher on staff

Plan to Monitor Fidelity of Implementation of G5.B3.S2

Reading Intervention teacher

Person or Persons Responsible

Emilie Decker, Administration, coaches

Target Dates or Schedule

Regularly

Evidence of Completion

Walk throughs, lesson plans, Marzano observations

Plan to Monitor Effectiveness of G5.B3.S2

Reading Intervention Teacher

Person or Persons Responsible

Emilie Decker, Administration, coaches

Target Dates or Schedule

Regularly

Evidence of Completion

Diagnostics, Literacy Assessments, progress monitoring, FCAT

G5.B3.S3 Provide 0.5 Primary Reading Resource Teacher

Action Step 1

Provide 0.5 Primary Reading Resource Teacher

Person or Persons Responsible

Tiffany Law

Target Dates or Schedule

Regularly

Evidence of Completion

Walk throughs, lesson plans, Marzano observations

Plan to Monitor Fidelity of Implementation of G5.B3.S3

Primary Reading Resource Teacher 0.5

Person or Persons Responsible

Tiffany Law

Target Dates or Schedule

Regularly

Evidence of Completion

Reading Assessments including Literacy Assessments, progress monitoring, diagnostics, informal observations, FCAT

Plan to Monitor Effectiveness of G5.B3.S3

Primary Reading Resource Teacher 0.5

Person or Persons Responsible

Tiffany Law

Target Dates or Schedule

Regularly

Evidence of Completion

Reading Assessments including Literacy Assessments, progress monitoring, diagnostics, informal observations, FCAT

G5.B3.S4 Provide Intermediate Literacy Support

Action Step 1

Intermediate Literacy Support

Person or Persons Responsible

Tonya Crenshaw

Target Dates or Schedule

Rgualry

Evidence of Completion

Walk throughs, lesson plans, Marzano observations

Plan to Monitor Fidelity of Implementation of G5.B3.S4

Provide Intermediate Literacy Support

Person or Persons Responsible

Tonya Crenshaw

Target Dates or Schedule

Regularly

Evidence of Completion

Reading Assessments including Literacy Assessments, progress monitoring, diagnostics, informal observations, FCAT

Plan to Monitor Effectiveness of G5.B3.S4

Intermediate Literacy Support

Person or Persons Responsible

Administration, coaches

Target Dates or Schedule

Regularly

Evidence of Completion

Reading Assessments including Literacy Assessments, progress monitoring, diagnostics, informal observations, FCAT

G5.B3.S5 Provide 0.5 RTI Support Teacher

Action Step 1

RTi Support Teacher 0.5

Person or Persons Responsible

Ellizabeth Bozhilov

Target Dates or Schedule

Regularly

Evidence of Completion

Walk throughs, lesson plans, Marzano observations

Plan to Monitor Fidelity of Implementation of G5.B3.S5

RTi Support Teacher 0.5

Person or Persons Responsible

Adminstration, coaches, SBT Leader

Target Dates or Schedule

Regularly

Evidence of Completion

Reading Assessments including Literacy Assessments, progress monitoring, diagnostics, informal observations, FCAT

Plan to Monitor Effectiveness of G5.B3.S5

RTi Support Teacher 0.5

Person or Persons Responsible

Administration, coaches, SBT Leader

Target Dates or Schedule

Regularly

Evidence of Completion

Reading Assessments including Literacy Assessments, progress monitoring, diagnostics, informal observations, FCAT

G5.B3.S6 Provide After-school and Saturday Tutorial Program

Action Step 1

After-school and Saturday Tutorial Program

Person or Persons Responsible

Kindergarten through 5th Grade Students

Target Dates or Schedule

After-school and on Saturday

Evidence of Completion

Tutorial Lists, sign in sheets, lesson plans

Plan to Monitor Fidelity of Implementation of G5.B3.S6

After-school and Saturday Tutorial Program

Person or Persons Responsible

Administration, Leadership Team

Target Dates or Schedule

Regularly

Evidence of Completion

Reading Assessments including Literacy Assessments, progress monitoring, diagnostics, informal observations, FCAT

Plan to Monitor Effectiveness of G5.B3.S6

After-school and Saturday Tutorial Program

Person or Persons Responsible

Administration, Leadership Team

Target Dates or Schedule

Regularly

Evidence of Completion

Reading Assessments including Literacy Assessments, progress monitoring, diagnostics, informal observations, FCAT

G5.B3.S7 Provide Reading Coach 0.5

Action Step 1

Provide Reading Coach 0.5

Person or Persons Responsible

Tiffany Law

Target Dates or Schedule

Regularly

Evidence of Completion

Walk throughs, lesson plans, Marzano observations

Plan to Monitor Fidelity of Implementation of G5.B3.S7

Reading Coach 0.5

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

Regularly

Evidence of Completion

Reading Assessments including Literacy Assessments, progress monitoring, diagnostics, informal observations, FCAT

Plan to Monitor Effectiveness of G5.B3.S7

Reading Coach 0.5

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

Regularly

Evidence of Completion

Reading Assessments including Literacy Assessments, progress monitoring, diagnostics, informal observations, FCAT

Coordination and Integration

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Liberty Park Elementary School integrates Single School Culture by our Universal Guidelines for Success, following our behavior matrix and teaching expected behaviors, communicating with parents and monitoring SwPBS. We regularly review and update our action plans during monthly School Improvement Committee meetings, We instill an appreciation for multicultural diversity through our anti bullying campaign, structured lessons, and an implementation of SwPBS.

Liberty Park Elementary School celebrates the cultural diversity represented by the school population through events such as Hispanic Heritage Night, Hispanic Flag Day, and Dual Language night. The school is a meeting place for Migrant families where families learn information on ways in which they can help their child be more successful. Students are exposed to various programs throughout the year such as Holocaust Information Series and a African- American History Project. Parents are regularly encouraged to participate in SAC and Parent University. Parent University is held in all three language each month.

Through this forum parents are provided with educational materials and resources as well as connections to community organizations. At the end of the program parents are awarded with a diploma that they have earned through participation. The model of this parent program is based on listening to the needs of the parents and creating agendas based on these needs. Liberty Park Elementary promotes adult learning in addition to student learning through programs such as Rosetta Stone to assist parents learning the English Language.

Additionally, Liberty Park hold many events to help build the connection between home and school. Families are regularly invited to attend events such as Spirit Night, Fall Festival, Craft Fair, Fitness Night, Skate Night, Gardening Day and more.

Title I funds are used in a number of different areas at Liberty Park. Through title I fund we have provided the teachers and students with a reading coach, math coach and two resources teachers. With these additional positions we are able to decrease the teacher to student ratio and explicitly target the needs of the students. The coaches and resource teacher regularly plan with teachers, model lessons and work with small groups within the classroom. These positions also assist with the SBT and Rti process by meeting with the students in small groups through tired interventions.

Additional money from the Title I budget has been allotted to tutorial. This year we are running two primary tracks of reading tutorial and three intermediate tracks of both math and reading tutorial. Enrichment tutorial is offered to students that are currently proficient three times throughout the year and three tracks of Saturday tutorial is offered to students in grade three through five in reading, math, science and writing. A portion of the funds are used to buy materials to create materials for professional development, tutorial and Parent University. These materials include paper, ink and other supplies. To encourage parents to attend the Parent University light refreshments such as coffee and donuts are offered and Title I fund are used to purchase these refreshments.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. By June 2014, 80% of all fourth grade students will score a 3.5 or above on the Writing Florida Comprehensive Assessment Test 2.0 (FCAT 2.0.)

G2.B1 ELL population struggles with vocabulary, grammar and spelling.

G2.B1.S1 Words their Way for grades 3-5

PD Opportunity 1

Words their Way Training with grades 3-5

Facilitator

District Support

Participants

All Literacy and Writing teachers 3-5

Target Dates or Schedule

October PDD

Evidence of Completion

Agenda, sign in, notes

G2.B1.S2 Fountas and Pinnell Phonics Kits to teach Phonics to K-2

PD Opportunity 1

Fountas and Pinnell Phonics Kits to teach Phonics to K-2

Facilitator

District Support

Participants

K-2 Literacy Teachers

Target Dates or Schedule

November 2013

Evidence of Completion

Agendas, sign-in, notes

G4. By June 2014, 70% of all students are expected to achieve a level 3 or higher on the Mathematics Florida Comprehensive Assessment Test 2.0 (FCAT 2.0.)

G4.B1 Lack of Support for teacher in mathematics

G4.B1.S4 Provide Technology for teachers to incorporate in the math curriculum

PD Opportunity 1

Provide Technology for teachers to incorporate in the math curriculum including Math Lab, Destination Math, Riverdeep, Gizmos, Think Central

Facilitator

Math Coach

Participants

Math Teachers

Target Dates or Schedule

Regular

Evidence of Completion

Student roster reports, sign in log

G4.B2 Understanding of Common Core (K-2) and Blended (3-5) Standards

G4.B2.S1 District Training on Common Core and Blended Standards

PD Opportunity 1

District Training on Common Core and Blended Standards

Facilitator

District Support

Participants

All Math Teachers

Target Dates or Schedule

Preschool and throughout the year

Evidence of Completion

Agendas, sign-in, notes,

G5. By June 2014, 65% of all students are expected to achieve a level 3 or higher on the Reading Florida Comprehensive Assessment Test 2.0 (FCAT 2.0.)

G5.B2 Implementing new common core standards and new reading adoption with fidelity.

G5.B2.S1 Professional Development

PD Opportunity 1

Professional development will include common core training, balanced literacy and instructional strategies.

Facilitator

Coaches, district support

Participants

Literacy teachers

Target Dates or Schedule

Professional Development Days, Learning Team Meetings, Team Planning

Evidence of Completion

Instructional strategies in use visible through classroom walk-throughs, data, lesson plans

G5.B3 Need more individualized reading instruction

G5.B3.S1 Reading Plus

PD Opportunity 1

Reading Plus Computer Software

Facilitator

Media Specialist

Participants

All teachers

Target Dates or Schedule

During small group time in the classroom

Evidence of Completion

Reading Plus reports, diagnostics, FCAT, classroom assessments, Literacy Assessemtns

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	By June 2014, 75% of all parents will participate in school sponsored activities including SAC, PTO, Parent University, Parent Language Classes, etc.	$5,754
G4.	By June 2014, 70% of all students are expected to achieve a level 3 or higher on the Mathematics Florida Comprehensive Assessment Test 2.0 (FCAT 2.0.)	$81,107
G5.	By June 2014, 65% of all students are expected to achieve a level 3 or higher on the Reading Florida Comprehensive Assessment Test 2.0 (FCAT 2.0.)	$216,837
	Total	$303,698

Budget Summary by Funding Source and Resource Type

Funding Source	Other	Personnel	Professional Development	Technology	Evidence-Based Program	Total
Title I	$8,716	$251,051	$240	$8,400	$35,291	$303,698
Total	$8,716	$251,051	$240	$8,400	$35,291	$303,698

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G3. By June 2014, 75% of all parents will participate in school sponsored activities including SAC, PTO, Parent University, Parent Language Classes, etc.

G3.B1 Language and Communication Barriers

G3.B1.S1 Materials to provide parent trainings

Action Step 1

Materials to provide parent training including paper, ink, and food to encourage attendance

Resource Type

Other

Resource

Materials to provide parent training including paper, ink, and food to encourage attendance

Funding Source

Title I

Amount Needed

$5,754

G4. By June 2014, 70% of all students are expected to achieve a level 3 or higher on the Mathematics Florida Comprehensive Assessment Test 2.0 (FCAT 2.0.)

G4.B1 Lack of Support for teacher in mathematics

G4.B1.S1 Provide materials for tutorial and classroom instruction

Action Step 1

Provide materials for tutorial and classroom instruction

Resource Type

Other

Resource

Provide Materials for tutorial and classroom instruction including math games, paper, ink, hands-on manipulatives, math literature books.

Funding Source

Title I

Amount Needed

$2,962

G4.B1.S2 Provide a Math Resource Teacher

Action Step 1

Provide a Math Resource Teacher

Resource Type

Personnel

Resource

Provide a math resource teacher to support teachers and students by providing small group differentiated instruction.

Funding Source

Title I

Amount Needed

$63,175

G4.B1.S3 Provide After-school and Saturday Tutorial Program

Action Step 1

Provide After-school Tutorial, Saturday Tutorial and Tutorial during Fine Arts

Resource Type

Personnel

Resource

Provide After-school and Saturday Tutorial Program

Funding Source

Title I

Amount Needed

$14,970

G5. By June 2014, 65% of all students are expected to achieve a level 3 or higher on the Reading Florida Comprehensive Assessment Test 2.0 (FCAT 2.0.)

G5.B2 Implementing new common core standards and new reading adoption with fidelity.

G5.B2.S1 Professional Development

Action Step 1

Professional development will include common core training, balanced literacy and instructional strategies.

Resource Type

Professional Development

Resource

Professional development related to Common Core Training. Funding to cover travel and in-county registrations

Funding Source

Title I

Amount Needed

$240

G5.B3 Need more individualized reading instruction

G5.B3.S1 Reading Plus

Action Step 1

Reading Plus Computer Software

Resource Type

Technology

Resource

Reading Plus is a research based computer software program that individualizes instruction for students.

Funding Source

Title I

Amount Needed

$8,400

G5.B3.S2 Provide a Reading Intervention teacher

Action Step 1

Provide a Reading Intervention teacher

Resource Type

Personnel

Resource

Reading Intervention teacher to provide small group instruction to struggling students

Funding Source

Title I

Amount Needed

$63,175

G5.B3.S3 Provide 0.5 Primary Reading Resource Teacher

Action Step 1

Provide 0.5 Primary Reading Resource Teacher

Resource Type

Personnel

Resource

Primary Reading Resource Teacher to support teachers and students by providing small group differentiated instruction.

Funding Source

Title I

Amount Needed

$31,587

G5.B3.S4 Provide Intermediate Literacy Support

Action Step 1

Intermediate Literacy Support

Resource Type

Personnel

Resource

Intermediate Literacy Support to support teachers and students by providing small group differentiated instruction.

Funding Source

Title I

Amount Needed

$31,587

G5.B3.S5 Provide 0.5 RTI Support Teacher

Action Step 1

RTi Support Teacher 0.5

Resource Type

Personnel

Resource

RTi teacher to provide individualized reading instruction to struggling students.

Funding Source

Title I

Amount Needed

$31,587

G5.B3.S6 Provide After-school and Saturday Tutorial Program

Action Step 1

After-school and Saturday Tutorial Program

Resource Type

Personnel

Resource

Tutorial program to provide additional small group instructional time to students. Individualized instruction based on needs.

Funding Source

Title I

Amount Needed

$14,970

G5.B3.S7 Provide Reading Coach 0.5

Action Step 1

Provide Reading Coach 0.5

Resource Type

Evidence-Based Program

Resource

Reading Coach 0.5 to support teachers and students by providing small group differentiated instruction.

Funding Source

Title I

Amount Needed

$35,291

G5.B3.S7 Provide Reading Coach 0.5