

Broward County Public Schools

# Liberty Elementary School



2021-22 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>17</b>
<b>Positive Culture &amp; Environment</b>	<b>18</b>
<b>Budget to Support Goals</b>	<b>19</b>

# Liberty Elementary School

2450 BANKS RD, Margate, FL 33063

[ no web address on file ]

## Demographics

**Principal: Vicki Flournoy**

Start Date for this Principal: 9/27/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (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 Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (52%) 2017-18: C (52%) 2016-17: C (50%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Broward County School Board.

## 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](http://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

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>17</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>19</b>

# Liberty Elementary School

2450 BANKS RD, Margate, FL 33063

[ no web address on file ]

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2020-21 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">71%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">87%</p>

## School Grades History

<b>Year</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>
<b>Grade</b>		C	C	C

## School Board Approval

This plan is pending approval by the Broward County School Board.

## SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

Our mission is "To prepare our students to become critical thinking problem-solvers who will compete in a global society by facilitating an engaging & challenging learning environment in which they work cooperatively to gain real-world experiences through a rigorous curriculum including the application of science, technology, engineering and mathematics."

**Provide the school's vision statement.**

Our vision is "To educate today's students to succeed in tomorrow's world."

### 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
Whaley, Matthew	Principal	Serve as an instructional leader, monitor student data, engage stakeholders and collaborate in the school's decision making process. Implements and monitors safety procedures.
Styles, Donna	Assistant Principal	Serve as an instructional leader, monitor data, engage stakeholders and collaborate in the school's decision making process. Implements and monitors safety procedures.
Bishop, Lauren	Reading Coach	Work with classroom teachers modeling best practices and delivering ELS updates, deliver staff development, monitoring classroom data with administration.

### Demographic Information

**Principal start date**

Monday 9/27/2021, Vicki Flournoy

**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.*

**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.*

**Total number of teacher positions allocated to the school**

62

**Total number of students enrolled at the school**

8,184

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

5

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

10

**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	126	119	125	144	138	154	0	0	0	0	0	0	0	806
Attendance below 90 percent	47	42	36	35	45	36	0	0	0	0	0	0	0	241
One or more suspensions	0	0	0	1	6	1	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	52	71	35	0	0	0	0	0	0	0	158
Level 1 on 2019 statewide FSA Math assessment	0	0	0	82	50	52	0	0	0	0	0	0	0	184
Number of students with a substantial reading deficiency	5	21	34	26	25	14	0	0	0	0	0	0	0	125

**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	3	6	13	11	16	28	0	0	0	0	0	0	0	77

**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	1	1	0	5	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Monday 9/27/2021

**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	116	125	143	155	160	156	0	0	0	0	0	0	0	855
Attendance below 90 percent	0	26	20	17	11	19	0	0	0	0	0	0	0	93
One or more suspensions	0	1	1	2	3	1	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	116	125	143	155	160	156	0	0	0	0	0	0	0	855
Attendance below 90 percent	0	26	20	17	11	19	0	0	0	0	0	0	0	93
One or more suspensions	0	1	1	2	3	1	0	0	0	0	0	0	0	8
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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				58%	59%	57%	48%	56%	56%
ELA Learning Gains				65%	60%	58%	53%	57%	55%
ELA Lowest 25th Percentile				52%	54%	53%	50%	51%	48%
Math Achievement				58%	65%	63%	56%	62%	62%
Math Learning Gains				54%	66%	62%	53%	60%	59%
Math Lowest 25th Percentile				33%	53%	51%	55%	47%	47%
Science Achievement				46%	46%	53%	47%	49%	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	52%	60%	-8%	58%	-6%
Cohort Comparison						
04	2021					
	2019	58%	62%	-4%	58%	0%
Cohort Comparison		-52%				
05	2021					
	2019	58%	59%	-1%	56%	2%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	60%	65%	-5%	62%	-2%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	64%	67%	-3%	64%	0%
Cohort Comparison		-60%				
05	2021					
	2019	47%	64%	-17%	60%	-13%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	45%	49%	-4%	53%	-8%
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 Diagnostic 1, 2, 3

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	45	55
	Economically Disadvantaged	35	39	51
	Students With Disabilities	27	27	25
	English Language Learners	29	30	40
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29	39	44
	Economically Disadvantaged	27	27	40
	Students With Disabilities	30	6	29
	English Language Learners	29	3	33

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	49	51
	Economically Disadvantaged	32	44	48
	Students With Disabilities	27	31	33
	English Language Learners	15	26	27
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	23	37	40
	Economically Disadvantaged	20	23	41
	Students With Disabilities	14	4	23
	English Language Learners	9	4	21

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46	49	60
	Economically Disadvantaged	43	46	55
	Students With Disabilities	21	23	18
	English Language Learners	22	22	44
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	14	32	33
	Economically Disadvantaged	14	21	30
	Students With Disabilities	5	5	9
	English Language Learners	4	2	12

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	29	24
	Economically Disadvantaged	27	26	22
	Students With Disabilities	4	7	4
	English Language Learners	13	7	10
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	19	29	45
	Economically Disadvantaged	14	20	42
	Students With Disabilities	4	2	7
	English Language Learners	0	0	19
	Number/% Proficiency	Fall	Winter	Spring
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26	35	40
	Economically Disadvantaged	24	30	34
	Students With Disabilities	4	4	16
	English Language Learners	13	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24	40	47
	Economically Disadvantaged	22	29	47
	Students With Disabilities	4	2	17
	English Language Learners	6	2	18
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			31
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring

**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	12	38	39	14	32	19	13				
ELL	34	36	36	18	28	27	9				
BLK	38	45	37	28	35	18	25				
HSP	37	33	40	29	41	40	31				
MUL	50			32							
WHT	53	61		35	39		53				
FRL	38	43	44	28	35	28	27				
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	16	35	42	27	42	32	19				
ELL	37	58	59	43	49	33	29				
BLK	54	59	49	54	45	27	34				
HSP	54	65	48	53	61	42	52				
MUL	65	79		65	58						
WHT	73	80		75	67		68				
FRL	53	62	49	54	50	32	39				
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	9	40	34	27	48	52	4				
ELL	22	54	57	31	38	48	10				
ASN	60	64		80	64						
BLK	41	51	49	50	50	48	40				
HSP	54	59	41	55	51	60	53				
MUL	70	82		85	82						
WHT	50	44		64	60		50				
FRL	44	51	51	54	51	53	43				

**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	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	324

<b>ESSA Federal Index</b>	
Total Components for the Federal Index	8
Percent Tested	95%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
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%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	41
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
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	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
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?**

The SWD and ELL subgroups have the biggest achievement gaps.

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

Based on iReady progress monitoring data and recent FSA data, the greatest need for improvement is with the subgroups SWD and ELL in both Reading and Math.

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

Online attendance during the pandemic was poor. Some of the iReady data was inflated because some students took the assessment at home and the validity is questionable. Small group pullouts for the subgroups will occur daily from their support facilitators and accommodations will be provided on a consistent basis.

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

All subgroups in ELA increased proficiency.



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

Targeted professional development and data analysis was ongoing via the Literacy Coach. The Response to Intervention process was targeted in the area of ELA.

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

Continued professional development and learning communities will be a strategy. Full implementation and monitoring of the Reading Decision Chart will take place.

**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.**

Weekly PLC meeting in both Reading and Math will continue. Targeted teachers will receive professional development based on individual needs according to class data.

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

ESSA resource teachers have been provided. Special teachers will also conduct small group push in services.

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. ESSA Subgroup specifically relating to Students with Disabilities**

<b>Area of Focus Description and Rationale:</b>	Based on a review of our District and State ELA Assessment Data, the Leadership Team identified Students with Disabilities as the lowest performing subgroup for the past 2 years.
<b>Measurable Outcome:</b>	Our students with disabilities will demonstrate a 10% increase in overall ELA proficiency as evidenced by our statewide assessments.
<b>Monitoring:</b>	Students will be progress monitored bi-weekly using a standards-based formative assessment in addition to academic intervention progress monitoring tools and a Growth-Monitoring assessment every 6 weeks.
<b>Person responsible for monitoring outcome:</b>	Matthew Whaley (matthew.whaley@browardschools.com)
<b>Evidence-based Strategy:</b>	Teachers will be using State and District approved research-based reading intervention programs.
<b>Rationale for Evidence-based Strategy:</b>	Based on Broward County's Reading Decision Charts, appropriate academic interventions are selected according each student's specific and individual needs.

**Action Steps to Implement**

Student progress monitoring data will be reviewed with the School Leadership Team during quarterly data chats and with the MTSS/RTI team during monthly meetings.

**Person Responsible** Matthew Whaley (matthew.whaley@browardschools.com)

## 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.

**Liberty Elementary School ranked #590 out of 1,395 elementary schools statewide. Our schools ranked 66 out of 116 elementary schools in the county. An area of concern is the amount of Office Discipline Referrals for Unruly Disruptive Behavior. The PBIS Team will monitor the Discipline Dashboard on a quarterly basis. Students will be rewarded based on positive behavior.**

### 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 has implemented a FACE Resource Team which comprised of one representative from administration, instructional, paraprofessional, cafeteria, custodial, after-school program, social worker, and school counseling. They meet once each quarter to identify the needs of the community; discuss available school/community resources and services for families that will minimize barriers - food, shelter, illnesses, hardship assistance, job referral agencies, etc. and will update our "FACE SPACE" resource bulletin board with relevant information based on identified needs. Our FACE Resource Team regularly provides information to families on how to access the SEL and Mindfulness Toolkits for Families and Students and facilitate a workshop for families on modeling behaviors that promote SEL skills at home during monthly school-stakeholder meetings (i.e., School Advisory Council and/or Parent Teacher Association meetings).

During staff meetings, Administration and the Leadership Team members, identify staff members who have been "Caught Being Great" are highlighted. The nominating individual(s) complete the form and share with peers the specific steps or actions taken to achieve the accolade/recognition (i.e., Mr. Smith really knows how to make families feel welcome; Steps/actions Mr. Smith exhibits to help families feel welcome; Warm genuine smile; Greets parents by name; Gives his fullest attention; Has open body language; Consistent communication about student's progress).

Liberty staff members also utilize the Customer Service Standards in order to ensure that all stakeholders are treated with respect and dignity and that their concerns and/or needs are addressed in an appropriate timeframe and manner. The three standards are as follows:

#### 1. Attitude-Be Positive

Every customer will be greeted with a smile and a warm, friendly attitude.

We will foster a diverse and welcoming environment in all District facilities.  
We will answer phone calls in a friendly and helpful manner.  
We will build positive relationships with all customers.

## 2. Behavior- Be Mindful

We will be courteous and respectful during our interactions with you.  
If we are serving another customer, we will ask you to please wait until we are finished addressing the needs of the person ahead of you.  
We will maintain the confidentiality and privacy of our students and their families  
We will attempt to provide a bilingual staff member to assist you if you speak a language other than English.

## 3. Communication- Be Responsive

We will provide options for immediate assistance when a staff member is out of the office for more than one business day.  
We will return phone calls and emails within two to three business days and keep you informed of the progress of your request until your needs have been met.  
We will communicate with you in a variety of ways to meet the needs of our customers.  
We will communicate in an open, courteous, and respectful manner.

Liberty also utilizes School-Wide Positive Behavior Plan referred to our Liberty STARS Program. The STAR Program is monitored and designed by our PBIS team which consists of an Administrator, BTU representative, SPBP Point of Contact, Parent/Community Representative, Equity Liaison, and grade level teacher representatives. Teachers implement CHAMPS classroom management with fidelity and utilize the STARS reward system. Teachers will track classroom behavior daily on the STARS classroom posters. Students have the opportunity to earn one STARS point per day for displaying positive classroom behavior as defined in the teacher's classroom management plan. Students can earn a second STARS point per day, which is decided using the Wheel Decide App on the morning announcements. Students who earn the predetermined number of STARS for the month will be invited to the monthly reward celebration. Students who do not earn the monthly reward will participate in reteaching STARS behavioral lessons in their grade level group. Monthly Rewards (social distancing and virtual activities as deemed necessary): October- Movie, November- Dance Party, December- Bingo, January-Recess/Field, February- Movie, March- Ice Pops, April- Bingo, May-Recess/Field. PBIS team will keep track of all students who earn the monthly reward parties. Students who have not been able to earn the reward party will be identified and be supported through response to intervention for behavior. Students who earn the monthly incentive all year will be recognized at the end of the year awards assembly with a certificate of STARS excellence.

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

The administration will ensure that Customer Service Standards and School-wide Positive Behavior Plan are followed by all staff members. Additionally, they work to ensure that the school FACE team, School Advisory Council (SAC), and PTA all work together for the benefit of our school and community. Additionally, they work alongside the School Leadership Team to help improve teacher morale and promote a positive culture and environment. Our FACE Team consists of administration, instructional, paraprofessional, cafeteria, custodial, after-school program, social worker, and school counseling and their primary role are to identify school and community needs and offer resources. The PBIS Team consists of an Administrator, BTU representative, SPBP Point of Contact, Parent/Community Representative, Equity Liaison, and grade level teacher representatives primary goal is to promote a positive environment and culture within our school.

## **Part V: Budget**

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				\$52,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	500-Materials and Supplies	3821 - Liberty Elementary School	School Improvement Funds		\$15,000.00
			<i>Notes: Currently, our ELA proficiency is 41% of students scoring Level 3 or higher as evidenced by 2021 FSA Scores. Our ELA learning gains were at 46% and our lowest 30% learning gains were 44%. Our 2022 goals are 55% proficient in ELA. 58% of students earning learning gain. And 55% of our lowest 30% earning a learning gain. Funding will be used to purchase multi-sensory tools for a hands-on learning experience for our struggling readers.</i>			
	5100	500-Materials and Supplies	3821 - Liberty Elementary School	School Improvement Funds		\$25,000.00
			<i>Notes: Currently, our ELA proficiency is 41% of students scoring Level 3 or higher as evidenced by 2021 FSA Scores. Our ELA learning gains were at 46% and our lowest 30% learning gains were 44%. Our 2022 goals are 55% proficient in ELA. 58% of students earning learning gain. And 55% of our lowest 30% earning a learning gain. Funding will be used to purchase guided reading books and intervention materials.</i>			
	5100		3821 - Liberty Elementary School	School Improvement Funds		\$12,000.00
			<i>Notes: Currently, our ELA proficiency is 41% of students scoring Level 3 or higher as evidenced by 2021 FSA Scores. Our ELA learning gains were at 46% and our lowest 30% learning gains were 44%. Our 2022 goals are 55% proficient in ELA. 58% of students earning learning gain. And 55% of our lowest 30% earning a learning gain. Funding will be used for professional development in the area of ELA.</i>			
					<b>Total:</b>	<b>\$52,000.00</b>