Liberty Park Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

Liberty Park Elementary School

6601 CONSTITUTION WAY, Greenacres, FL 33413

https://lpes.palmbeachschools.org

Demographics

Principal: Joseph Schneider

Start Date for this Principal: 7/31/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
School Grades History	2021-22: C (48%) 2018-19: C (48%) 2017-18: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Palm Beach 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.](www.floridacims.org)

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

School Board Approval

This plan is pending approval by the Palm Beach 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.

To create a safe learning environment which our students become life-long learners and graduate our system college and career ready. We want a positive school environment that all families, the school and the community work collaboratively to ensure that success. As a school we will learn and grow with our students in an effort to maximize student achievement., and become the top-rated school in our state, and the nation. We are committed to our efforts and believe that you can not teach every child, until you teach each child.

Provide the school's vision statement.

Our vision is to provide a caring and stimulating environment where children will recognize and achieve their fullest potential, later making their best contribution to society. We envision an academic collaborative multicultural community where education and lifelong learning are valued and supported for all learners to reach their highest potential and succeed in a global economy.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Schneider, Joseph	Principal	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.
Mompeller, Dahily	Assistant Principal	Instructional leader responsible for safety, culture, climate, teaching and learning. Observation, Walkthroughs, feedback to teachers, Title I requirements, discipline, tutorial. Plans professional development, collaborates with leadership team. Reporting State Requirements for restraints. Community Promotions, Social Media, Facebook and Twitter. Other Duties as assigned.
Lacasse-Cruz , Christy	Reading Coach	Grades K-5 Reading/Writing Coach/Resource teacher Collaborates with other coaches, plans PLC, supports teachers, instructional support for teachers.
Prince, Alina	Math Coach	Grades K-5 Math Coach/Resource teacher Collaborates with other coaches, plans PLC, supports teachers, instructional support for teachers.
Ward , Joshua	Science Coach	Science Coach/Resource teacher Collaborates with teachers and coaches, plans lessons and labs, analyze data.
Crenshaw , Tonya	Teacher, ESE	ESE Coordinator Track data, plan meetings, assist ESE teachers with differentiated instruction.
Poorman, Jennifer	Other	SBT Coordinator Collaborates with other team members to differentiate instruction for students as well as provide interventions to help students be successful. Plans interventions - scheduling interventionist groups and progress monitoring.

Demographic Information

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

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 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.*

23

Total number of teacher positions allocated to the school

70

Total number of students enrolled at the school

846

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

6

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	130	129	138	163	132	136	0	0	0	0	0	0	0	828
Attendance below 90 percent	0	57	42	57	44	37	0	0	0	0	0	0	0	237
One or more suspensions	0	1	0	6	3	6	0	0	0	0	0	0	0	16
Course failure in ELA	0	28	46	94	44	55	0	0	0	0	0	0	0	267
Course failure in Math	0	19	18	60	45	41	0	0	0	0	0	0	0	183
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	32	30	40	0	0	0	0	0	0	0	102
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	13	62	0	0	0	0	0	0	0	75
Number of students with a substantial reading deficiency	0	7	15	37	13	38	0	0	0	0	0	0	0	110

Using the table above, complete the table below with the number of students by current grade level who have 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	23	30	76	49	67	0	0	0	0	0	0	0	245

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	33	0	0	0	0	0	0	0	0	0	33
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Wednesday 9/7/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	29	37	93	67	107	0	0	0	0	0	0	0	333

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	15	1	1	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	29	37	93	67	107	0	0	0	0	0	0	0	333

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	1	15	1	1	0	0	0	0	0	0	0	19
Students retained two or more times	0	0	0	2	0	0	0	0	0	0	0	0	0	2

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	41%	59%	56%				45%	58%	57%
ELA Learning Gains	55%						57%	63%	58%
ELA Lowest 25th Percentile	47%						61%	56%	53%
Math Achievement	39%	53%	50%				46%	68%	63%
Math Learning Gains	63%						50%	68%	62%
Math Lowest 25th Percentile	58%						47%	59%	51%
Science Achievement	31%	59%	59%				28%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	47%	54%	-7%	58%	-11%
Cohort Comparison		0%				
04	2022					
	2019	46%	62%	-16%	58%	-12%
Cohort Comparison		-47%				
05	2022					
	2019	40%	59%	-19%	56%	-16%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	47%	65%	-18%	62%	-15%
Cohort Comparison		0%				
04	2022					
	2019	41%	67%	-26%	64%	-23%
Cohort Comparison		-47%				
05	2022					
	2019	45%	65%	-20%	60%	-15%
Cohort Comparison		-41%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	26%	51%	-25%	53%	-27%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	13	44	43	14	57	52	4				
ELL	32	54	48	32	61	59	22				
BLK	40	46	36	43	62	50	22				
HSP	40	59	53	39	64	60	33				
WHT	48	47		23	50		17				
FRL	39	55	49	37	62	58	30				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	24	38	38	17	13	6	11				
ELL	31	44	52	18	12	18	13				
BLK	42	39		25	9		17				
HSP	38	47	55	28	18	17	18				
WHT	53	31		22			31				
FRL	39	42	47	25	13	15	14				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	28	52	66	34	52	51	14				
ELL	33	53	58	37	50	53	18				
BLK	48	58	67	48	49	25	27				
HSP	42	55	59	44	51	54	25				
WHT	67	70		60	50		50				
FRL	43	55	61	44	48	46	26				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	54
Total Points Earned for the Federal Index	388
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	43
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

FY21 FSA vs. FY22 FSA results shows:
ELA 41%
+0.2 % level 3 and above.

Math 38.6 %
+11.7 % level 3 and above.

Science 30.6%
+10.7 % Level 3 and above.

Growth (Year's growth)
ELA +11.3
Math +47.1

Low 25 % Growth
ELA -2.7

Math +43.2

When looking at the subgroups:
ELA
Black: 40 % Level 3 and above; gains from FY21 46%
Hispanic: 40 % level 3 and above; gains from FY21 59%
White: 48 % level 3 and above; gains from FY21 47%
ELL: 32 % Level 3 and above; gains from FY21 54%
FRL: 39% level 3 and above; gains from FY21 55%
SWD: 13 % level 3 and above; gains from FY21 44%

MATH
Black: 39% level 3 and above; gain from previous year 62%
Hispanic: 39 % level 3 and above; gains from FY21 64%
White: 23 % level 3 and above; gains from FY2150%
ELL: 32 % Level 3 and above; gains from FY21 61%
FRL: 37% level 3 and above; gains from FY21 62%
SWD: 14 % level 3 and above; gains from FY21 57%

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

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

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

The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to be involved. This negatively affects their social and emotional growth towards their future success. We will be targeting students with excessive absenteeism through SBT. We will be implementing district initiatives as well as setting up plans for students that are missing more than 10% of school days. At Liberty Park we develop student engagement and participation towards 100% attendance through various incentives and recognition. For example, we do Monthly Incentives for students who have 100% attendance. (popsicles, Cookies, Reading with the Principal, Movie Day, etc)

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

The action plan for addressing school wide improvement priorities for this school year will focus on increased attendance, engaged rigorous and appropriate instruction, developing and building capacity of teachers and staff to assist school wide improvement. The action plan steps include:
1. Developing leadership teams to develop and increase capacity in each content area of ELA, Math, Science, and Social Studies. Each content department has an assigned academic coach responsible for scheduling and facilitating collaborative planning with our Learning Team Facilitator.
2. Collaborative planning with academic coaches and our Learning Team Facilitator. Collaborative planning will consist of deliberate coaching, modeling and guiding of instructional expectations. The instructional expectations include data driven instruction that scaffolds according to the needs of the

student.
3. Increase attendance and student engagement in class. This year our team has also worked to improve our school-wide guidelines and behavior matrix that will be demonstrated and taught through specific practices led by our Guidance counselors. Students will be responsible to abide by the guidelines of our Behavior Matrix. Come to school each and every Day, be on time, be dress for success, be respectful to yourself and be respectful to others. This year with the pandemic in the forefront of our reality we have several systems in place to support school wide improvement and the safety and well-being of our students and staff, academically, emotionally, and physically as best we can.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Math and Science were definitely areas we grew in last year.
Our FSA scores showed an increment of +11.7 in Math and +10.7 in Science.

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

The action plan for addressing school wide improvement priorities for this school year will focus on increased attendance, engaged rigorous and appropriate instruction, developing and building capacity of teachers and staff to assist school wide improvement. The action plan steps include:
1. Developing leadership teams to develop and increase capacity in each content area of ELA, Math, Science, and Social Studies. Each content department has an assigned academic coach responsible for scheduling and facilitating collaborative planning with our Learning Team Facilitator.
2. Collaborative planning with academic coaches and our Learning Team Facilitator. Collaborative planning will consist of deliberate coaching, modeling and guiding of instructional expectations. The instructional expectations include data driven instruction that scaffolds according to the needs of the student.
3. Increase attendance and student engagement in class. This year our team has also worked to improve our school-wide guidelines and behavior matrix that will be demonstrated and taught through specific practices led by our Guidance counselors. Students will be responsible to abide by the guidelines of our Behavior Matrix. Come to school each and every Day, be on time, be dress for success, be respectful to yourself and be respectful to others.

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

Standards Based Instruction will continue to be a primary focus during instruction planning sessions. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level. Administrators were assigned to support the students and build relationships with them to motivate and ensure their attendance in order to positively ensure:
1. Increasing students learning gains in Literacy allows for our students to develop the skills necessary towards future success.
2. Increasing students learning gains in Math helps us think analytically and have better reasoning abilities. Analytical thinking refers to the ability to think critically about the world around us.
3. Ensuring learning gains & progress for our ELL and ESE sub groups: Students who fall within our ELL and ESE Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students.
4. Our focus is to increase student engagement so students become active learners in their own academic journey as they learn by doing and putting strategies into practice. This focus will be ongoing and PD will be provided during staff meetings and on professional development days.
5. School Based Teams to review data and provide progress monitoring for all student to have potential to be successful.

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

Professional Development/Professional Learning Communities: Teachers will engage in deep, focused professional development, collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ELL and ESE subgroups achieving below the Federal Index. PLCs continue to be an active part of our school schedule; they receive embedded PD.
Teachers will receive PD on the mental process students experience when learning. They were instructed on the understanding of the various levels of learning and the application of learning.
Teachers will focus on various high-yield strategies to support student learning through:
Identifying similarities and differences. Summarizing and note taking, Reinforcing effort and providing recognition, Homework and practice, Nonlinguistic representations, Cooperative learning, Setting objectives and providing feedback.

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

Our primary focus will continue to be implementing standards-based instruction and differentiating that instruction by providing small group support. Our goal is to ensure the following:
1.Increase Reading Proficiency: Efforts are in place to strengthen reading skills in K and 1 so that achievement gaps in reading are closed.
2.Small Group Instruction: Targeted small group instruction using rigorous texts is designed to increase learning gains in ELA and Math. Ongoing progress monitoring will be done for all students. However, students who fall within our ELL and ESE Subgroups will specifically monitored for progress and receive additional support by teachers ensuring lessons are planned based on specific needs of students.
3. Literacy Across All Content Areas: Teachers will use rigorous text across all subject areas.
4. Increase in Student Engagement: Student engagement is another area of focus.
To assist with the transition of school-based and community children into the kindergarten program at Liberty Park Elementary, we engage in the following kindergarten transition activities:
1. Distribution of a letter, flyer or informational brochure sent to families of preschool children
2. Holding open house for families of incoming kindergarten children.
3. Making plans for preschool children to practice kindergarten routines
4. Providing of a summer program for rising kindergarten children
5. Distributing of community resources (e.g., libraries, locations for immunizations and physicals) to enable families to access them during the summer before kindergarten.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	ELA- SWD: 13 % level 3 and above; gains from previous year 44% Math- SWD: 14 % level 3 and above; gains from previous year 57% Science - SWD: 4% level 3 and above Our ESSA identified subgroup, Students with Disabilities have demonstrated a decline over the past two years. Data indicates we need to review what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal this year for our students with disabilities is to increase proficiency to 50%. February 2023 May 2023 3rd Grade - 40 % proficient 50% proficient 4th Grade - 40 % proficient 50 % proficient 5th grade - 40 % proficient 50 % proficient
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Liberty Park we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/ portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/ Summative Assessments and Technology The monitoring will be supported by key members of the leadership team: Principal Assistant Principal Coaches PLC Facilitator Reading Coach Math Coach Science Coach
Person responsible for monitoring outcome:	Joseph Schneider (joseph.schneider@palmbeachschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Standard Based Instruction, explicit small group instruction in ELA and Math done with fidelity. a. Continue implementing Small group instruction to support students learning at their ability with a variety of tasks, process, and product. 2. Effective PLCs that focus on using data to plan and implement effective instruction to improve student achievement. a. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus. 3. Monitoring and differentiating support to provide enrichment or remediation for each student. a. Implement tutoring programs to ensure learning supplemented with additional resources and teacher support.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	1. If we deliver effective and relevant standards based instruction to meet the needs of all students then we increase student proficiency. 2. To ensure student achievement, teaches will implement a focused curriculum and plan for it through PLC. During the planning process teachers will review data, analyze standards and test item specifications to provide the most relevant instruction to students. 3. To meet the needs of SWD, teachers will analyze data to provide small group instruction based on student needs. This small group instruction will take place during the reading block with an ESE reading teacher.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible	[no one identified]

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	FY21 FSA vs. FY22 FSA results shows: ELA 41% +0.2 % level 3 and above.

Math 38.6 % +11.7 % level 3 and above.

Science 30.6% +10.7 % Level 3 and above.

Growth (Year's growth) ELA +11.3 Math +47.1

Low 25 Year's Growth ELA -2.7 Math +43.2

When looking at the subgroups: ELA Black: 40 % Level 3 and above; gains from previous year: 46% Hispanic: 40 % level 3 and above; gains from previous year 59% White: 48 % level 3 and above; gains from previous year 47% ELL: 32 % Level 3 and above; gains from previous year 54% FRL: 39% level 3 and above; gains from previous year 55% SWD: 13 % level 3 and above; gains from previous year 44%

MATH Black: 39% level 3 and above; gain from previous year 62% Hispanic: 39 % level 3 and above; gains from previous year 64% White: 23 % level 3 and above; gains from previous year 50% ELL: 32 % Level 3 and above; gains from previous year 61% FRL: 37% level 3 and above; gains from previous year 62% SWD: 14 % level 3 and above; gains from previous year 57%

Based on this data trend our focus will be to diminish course failure and increase learning gains and achievement. Our data trends show that a focus on literacy that includes remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas. We will specifically focus on our ESSA identified groups; ELL and SWD students |
| **Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** | The measurable goal for this year as determined by the results of the State Assessment FAST is 50%. This would be a 9% increase from 41% and would affect all subgroups including ESE and ELL. This year we will use the FAST results for the second and last administration windows. February 2023 May 2023 3rd Grade - 40 % proficient 50% proficient 4th Grade - 40 % proficient 50 % proficient 5th grade - 40 % proficient 50 % proficient |

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Liberty Park we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/ portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/ Summative Assessments and Technology The monitoring will be supported by key members of the leadership team: Principal Assistant Principal Coaches PLC Facilitator Reading Coach Math Coach Science Coach
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Standard Based Instruction, explicit small group instruction in ELA and Math done with fidelity. a. Continue implementing Small group instruction to support students learning at their ability with a variety of tasks, process, and product. 2. Effective PLCs that focus on using data to plan and implement effective instruction to improve student achievement. a. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus. 3. Monitoring and differentiating support to provide enrichment or remediation for each student. a. Implement tutoring programs to ensure learning supplemented with additional resources and teacher support.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	1. If we deliver effective and relevant standards based instruction to meet the needs of all students then we increase student proficiency. 2. To ensure student achievement, teaches will implement a focused curriculum and plan for it through PLC. During the planning process teachers will review data, analyze standards and test item specifications to provide the most relevant instruction to students. 3. To meet the needs of all students, teachers will analyze data to provide small group instruction based on student needs. This small group instruction will take place during the reading block with a support teacher.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Standard Based Instruction

a. Teachers will plan standard based instruction using the District's Scope of Sequence.

2. Continue implementing Small group instruction:

a. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math courses.

b. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.

2. Tutorials

a. Analyze student data to determine students for tutorial groups and the support necessary. b. Choose research-based supplemental materials and resources to during tutorials.

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

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

4. PLCs/Professional Development

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

b. PLCs focus on Data analysis.

Person Responsible   [no one identified]

#3. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	To ensure effective and relevant instruction towards Math Proficiency. Our FSA results shown an increment of 11.7% when comparing the FSA scores from FY21 to with the scores from FY22. Proficiency percentages per grade level are listed below: 3rd grade - 36.9 % 4th grade - 39.5% 5th grade - 39.4 % MATH Black: 39% level 3 and above; gain from previous year 62% Hispanic: 39 % level 3 and above; gains from previous year 64% White: 23 % level 3 and above; gains from previous year 50% ELL: 32 % Level 3 and above; gains from previous year 61% FRL: 37% level 3 and above; gains from previous year 62% SWD: 14 % level 3 and above; gains from previous year 57% Our ESSA identified subgroups, ELL and SWDs (ESE) have demonstrated a decline over the past two years. Data indicates we need to review what is being taught, how it's being taught and make decisions to make the changes necessary to support all learners. Our goal is to be strategic and focus on standard-based instruction to ensure best practices utilized throughout all content areas. We want to give all our students the opportunity to reach their potential and increase student achievement. We want to establish a culture of high expectations and continuous improvement by exposing our students to the rigor of the standard.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The measurable goal for this year as determined by the results of the Math FSA is 50%. This would be a 11.4% increase from 38.6% and would affect all subgroups including SWD and ELL. This year we will use the FAST results for the second and last administration windows. February 2023 May 2023 3rd Grade - 40 % proficient 50% proficient 4th Grade - 40 % proficient 50 % proficient 5th grade - 40 % proficient 50 % proficient
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Liberty Park we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/ portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/ Summative Assessments and Technology The monitoring will be supported by key members of the leadership team:

	Assistant Principals Coaches Learning Team Facilitator Reading Coach Math Coach Science Coach
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Standard Based Instruction, explicit small group instruction in Math done with fidelity. a. Continue implementing Small group instruction using manipulatives to support students learning at their ability with a variety of tasks, process, and product. 2. Effective PLCs that focus on using data to plan and implement pillars of effective instruction to improve student achievement. a. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus. 3. Monitoring and differentiating support to provide enrichment or remediation for each student. a. Implement tutoring programs to ensure learning supplemented with additional resources and teacher support.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	1. Standard Based Instruction a. Teachers will plan standard based instruction using the District's Scope of Sequence. 2. Continue implementing Small group instruction: a. Teacher will utilize Differentiated Instruction strategies and small group instruction in Math courses. b. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners. 2. Tutorials a. Analyze student data to determine students for tutorial groups and the support necessary. b. Choose research-based supplemental materials and resources to during tutorials. 3. Adaptive Technology (Iready, SuccessMaker) a. Provide teachers with professional development to ensure appropriate use of adaptive technology. 4. PLCs/Professional Development a. Develop a PLC schedule to include all content area teachers and resource teachers. b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Standard Based Instruction
a. Teachers will plan standard based instruction using the District's Scope of Sequence.
2. Continue implementing Small group instruction:
a. Teacher will utilize Differentiated Instruction strategies and small group instruction in all ELA and Math

courses.

b. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.

2. Tutorials

a. Analyze student data to determine students for tutorial groups and the support necessary. b. Choose research-based supplemental materials and resources to during tutorials.

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

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

4. PLCs/Professional Development

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

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

Person Responsible   [no one identified]

#4. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	When reviewing the data we have found that Science has the lowest performance. Over time we have remained at the 40% mark, last year we increased 10.7%, having 30.6 % student proficiency. After nalaizynf this data, less than 1/3 of our students are proficient in Science and that makes this area a critical need.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The measurable goal for this year as determined by the results of the Science State Assessment is 50%. This would be an increase of 19.4% and this would affect all subgroups.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring is a key detail in achieving student progress. It is a way of supporting learning through the adapting of instruction. It is an integral part of the continuous improvement model: Can, Do, Plan, Act. Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data that they need to make decisions about instruction and differentiated support for the students. At Liberty Park we strategically plan for a variety of monitoring techniques: Review of Lesson Plans, Data Analysis, Classroom walks, Student work samples/ portfolio/binder reviews, Student attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/ Summative Assessments and Technology The monitoring will be supported by key members of the leadership team: Assistant Principals Coaches Learning Team Facilitator Reading Coach Math Coach Science Coach
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	1. Standard Based Instruction, hands on activities within the lesson to help students acquire the knowledge. a. Strategic use of Focus Calendar for Spiraling Review of Fair Game Benchmarks. 2. Effective PLCs that focus on using data to plan effective lesson improve student achievement. a. Professional Learning Community (PLC)/Professional Development will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and

focus.
3. Monitoring and differentiating support to provide enrichment or remediation for each student.
a. Implement tutoring programs to ensure learning supplemented with additional resources and teacher support. (Saturday Science)

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. If we deliver effective and relevant standards based instruction to meet the needs of all students then we increase science proficiency.
2. To increase student achievement, science teachers will implement a focused curriculum and plan for it through PLC. During the planning process teachers will review data, analyze standards and test item specifications to provide the most relevant instruction to students.
3. To meet the needs of all learners, teacher will analyze data and provide hands on activities to help students practice the content .

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Standard Based Instruction
a. Teachers will plan standard based instruction using the District's Scope of Sequence.
b. Teacher will include Hands on activities in their lesson plans to help students practice the content.
c. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners.
2. Tutorials
a. Analyze student data to determine students for tutorial groups and the support necessary. b. Choose research-based supplemental materials and resources to during tutorials.
3. Implement and use StemScopes, Generation Genius and Edusmart.
a. Provide teachers with professional development to ensure appropriate use of adaptive technology.
4. PLCs/Professional Development
a. Develop a PLC schedule to include all content area teachers and resource teachers.
b. The PLCs/PD sessions will focus on data analysis and effective instruction based on the needs

Person Responsible   [no one identified]

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

If we focus on Standard- Based Instruction to increase overall K-2 proficiency school-wide in ELA, then we will increase student proficiency in 3rd grade and ensure alignment to the District's Strategic Plan, Theme 1 Academic Excellence and Growth. Our instructional priority is to provide explicit and systematic, scaffolded and differentiation instructions within the Reading block,

According to the data our students are not entering third grade prepared for the rigors of the standards and state assessment. According to iReady FY22 24% of our incoming third grade students are reading at an on- grade level data. iReady also shows that our overall primary grades proficiency is low.

Kindergarten - 15% proficient
First Grade - 8% proficient
Second Grade - 19% proficient
iReady also provides data to support the lack of proficiency in foundational skills.

Phonological Awareness - 75% proficient
Phonics - 37 % proficient
High Frequency Words - 62% proficient
Vocabulary - 20% proficient
Due to the lack of foundational skills, students overall reading comprehension proficiency is 26% for Literature text and 23% for Informational text.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

If we focus on Standard- Based Instruction to increase learning gains in school-wide ELA and Math, then we will increase student achievement and ensure alignment to the District's Strategic Plan. This are of focus aligns directly with our District Strategic Plan, Theme A- Goal 3, Academic Excellence and Growth. Our instructional priority is to deliver, content, concept, or skill that is aligned to the benchmark and intended learning. Our FY22 data shows that 65% of our 3rd grade students scored below level 3 on the FSA. Additionally, the Winter Diagnostic assessment stated that 60.2% of our 3rd grade students were predicted to score below level 3 on the FSA. This proves that students are entering 3rd grade unprepared for the rigor of the State Assessments and standards. Our goal is to be strategic and focus on standard based instruction to ensure best practices utilized throughout all content areas. We want to give all students the opportunity to reach their potential and increase student achievement. Our ESSA identified subgroups SWD and ELL, have demonstrated a decline in proficiency over the past two years.

Data indicates we need to review what is being taught, how it is being taught and make decisions to adjust instructions to support all learners. The gap between FY22 ELA Achievement (41%) and the District ELA achievement (56.2%) is 15.2 points.

When looking at the subgroups:
ELA
Black: 40 % Level 3 and above; gains from previous year: 46%
Hispanic: 40 % level 3 and above; gains from previous year 59%
White: 48 % level 3 and above; gains from previous year 47%
ELL: 32 % Level 3 and above; gains from previous year 54%
FRL: 39% level 3 and above; gains from previous year 55%
SWD: 13 % level 3 and above; gains from previous year 44%

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

The measurable outcomes for 2023 are:

February 2023 May 2023
Kindergarten 40% proficient 50% proficient
First grade 30% proficient 50% proficient
Second Grade 35% proficient 45% proficient

Phonological Awareness 75% proficient 80% proficient
Phonics - 60% proficient 70% proficient
High Frequency Words - 75% proficient 85% proficient
Vocabulary - 40% proficient 50% proficient

Grades 3-5: Measureable Outcome(s)

February 2023 May 2023
3rd Grade - 40 % proficient 50% proficient
4th Grade - 40 % proficient 50 % proficient
5th grade - 40 % proficient 50 % proficient

Teacher Practice
1. Standard Based Instruction
a. Teachers will plan standard based instruction using the District's Scope of Sequence.
2. Continue implementing Small group instruction:

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

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Monitoring is a very important step towards student achievement and school improvement. It provides teachers and administration the data they need to make decisions about instruction and differentiated support.
Monitoring will occur throughout our PLC for each grade level. Each team will review iReady diagnostic and growth monitoring checks, Reading Running Recors, and end of unit assessments from Benchmark Series. We will also use grade level assessments through Performance Matters to track growth within standards. (Benchmark ELA)
We will also review Weekly lesson Plans, Data Analysis, Classroom Walks, Student Work samples/portfolio/binder reviews, Student Attendance, Data Chats, Formal Observations, Professional Learning Communities attendance/participation, all Formative/Summative Assessments and technology.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Schneider, Joseph, joseph.schneider@palmbeachschools.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

1. Small group instruction: Homeroom Teachers and support teachers will provide strategically, differentiated instructional support for all learners.
2. Professional Development: Teachers and support staff will attend ongoing professional development to engage deep focused, collaborative planning to support and strengthen data analysis and small group

planning and implementation.

3. Professional learning Community (PLC) will ensure teachers collaboratively unite to focus on best practices and methodologies. PD will support the development of teacher expertise and instructional strategy success and focus.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

1. Incorporate small group instruction utilizing iReady subgroups needs assessment data to meet the students' need for foundational skill practice and to identify areas of weakness for targeted remediation. Weekly benchmark assessments will also be used to support growth within the standards.

2. Teachers will receive ongoing PD to help them plan, organize and implement explicit, systematic and differentiated learning for all students. They will target remediation and enrichment within their planning and PD.

3. Professional Leaning Communities allow teachers and leadership an opportunity to collaborate, to analyze data, and to make decisions to improve student achievement and progress.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership Principal - Joseph Schneider Reading Coach - Christy LaCasse- Cruz Dual Language Coach - Beangely Padron Assistant Principal - Dahily Mompeller The team will conduct Literacy Walkthroughs to monitor the implementation of the plan and ensure compliance within the Reading Plan. The team will identify areas of strength and next steps, utilizing and analyzing data.	Lacasse-Cruz , Christy , christy.lacasse-cruz@palmbeachschools.org
Assessment 1. Incorporate Small Group instruction; focusing on four aspects of Literacy; writing, reading, speaking and listening. (Professional Learning Communities/Literacy Coaching) a. Students will be assessed using FAST K-2 STAR, FAST 3-5 Cambium, iReady, and Benchmark Unit assessments. Teachers will utilize Differentiated Instruction strategies and small group instruction. b. Teachers will analyze student data to determine strengths and weaknesses in content area. c. Teachers will create all small group rotational cycles to ensure all students are supported at their abilities. d. Teachers will create lesson plans utilizing a variety of resources, instructional materials, and teaching methodologies to support all learners. e. Teachers follow the District Assessment schedule of ongoing formative assessments to track student learning and adjust instruction continuously.	Mompeller, Dahily, dahily.mompeller@palmbeachschools.org
Interventions 1. Multi-Tiered System Supports (MTSS) framework to ensure students are provided with the specific instruction, resources, time and intensity needed for success. 2. Use K-5 Reading Intervention Handbook to identify students in need of intervention.	Poorman, Jennifer, jennifer.poorman@palmbeachschools.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

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

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

Title I, Part C - Migrant
Migrant liaison proves services and support to students and parents. The liaison coordinates with Title i and other programs to ensure student needs are met.

Title II
District receives supplemental funds for improving basic education programs/technology. New technology will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title II
Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and ELL.

Title X- Homeless
District Homeless Social Worker and school provides resources for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Assign a McKinney-Vento Contact to work directly with the district's McKinney-Vento Program (MVP) team to collaboratively address educational, social-emotional, physical needs of students experiencing homelessness. Students/ families receive priority when donations and services are available.

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

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

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

(c) Women's Contribution

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

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

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

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

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