Liberty Elementary School

2022-23 Schoolwide Improvement Plan

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Liberty Elementary School

2450 BANKS RD, Margate, FL 33063

[no web address on file]

Demographics

Principal: Vicki Flournoy

Start Date for this Principal: 7/1/2019

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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: C (53%) 2018-19: C (52%) 2017-18: C (52%)
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 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.

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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2450 BANKS RD, Margate, FL 33063

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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

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SIP Authority

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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
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
Whaley, Matthew	Principal	Serve as instructional leader, monitor student data, engage stakeholders and collaborate in the school's decision making processes. Implements and monitors safety procedures.
Styles, Donna	Assistant Principal	Serve as instructional leader, monitor student data, engage stakeholders and collaborate in the school's decision making processes. Implements and monitors safety procedures.
Bishop, Lauren	Reading Coach	Instructional leader. Work with classroom teachers modeling best practices and delivering ELA updates, deliver staff development, monitor classroom data, facilitate Professional Learning Communities, extended learning opportunities camps, work with ESSER teachers.
Nurrito, Lisa	Other	Ensures compliance for students with exceptional learning, SAC Chair, work with ASD coach in the special programs.

Demographic Information

Principal start date
Monday 7/1/2019, Vicki Flournoy

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.*

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.*

Total number of teacher positions allocated to the school

53

Total number of students enrolled at the school

744

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

7

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

4

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	132	127	132	157	150	159	0	0	0	0	0	0	0	857
Attendance below 90 percent	53	44	45	55	47	47	0	0	0	0	0	0	0	291
One or more suspensions	1	2	0	8	8	10	0	0	0	0	0	0	0	29
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 2022 statewide FSA ELA assessment	0	0	0	33	40	49	0	0	0	0	0	0	0	122
Level 1 on 2022 statewide FSA Math assessment	0	0	0	39	46	56	0	0	0	0	0	0	0	141
Number of students with a substantial reading deficiency	0	55	25	30	27	27	0	0	0	0	0	0	0	164

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	29	7	33	56	64	0	0	0	0	0	0	0	189

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	2	0	1	22	1	1	0	0	0	0	0	0	0	27
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

Thursday 9/1/2022

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	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	

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	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	

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	48%	58%	56%				58%	59%	57%
ELA Learning Gains	57%						65%	60%	58%
ELA Lowest 25th Percentile	51%						52%	54%	53%
Math Achievement	50%	54%	50%				58%	65%	63%
Math Learning Gains	70%						54%	66%	62%
Math Lowest 25th Percentile	70%						33%	53%	51%
Science Achievement	25%	59%	59%				46%	46%	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	52%	60%	-8%	58%	-6%
Cohort Comparison		0%				
04	2022					
	2019	58%	62%	-4%	58%	0%
Cohort Comparison		-52%				
05	2022					
	2019	58%	59%	-1%	56%	2%
Cohort Comparison		-58%				

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	60%	65%	-5%	62%	-2%
Cohort Comparison		0%				
04	2022					
	2019	64%	67%	-3%	64%	0%
Cohort Comparison		-60%				
05	2022					
	2019	47%	64%	-17%	60%	-13%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	45%	49%	-4%	53%	-8%
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	17	29	30	20	38	54	9				
ELL	42	56	63	48	67	56	17				
ASN	73			82							
BLK	44	50	38	45	69	68	19				
HSP	48	72	73	51	73	80	28				
MUL	50	57		43	76		18				
WHT	59	67		60	68		45				
FRL	42	53	47	45	71	67	20				

| 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				

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	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	428
Total Components for the Federal Index	8

ESSA Federal Index	
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	51
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	78
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	61
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	49
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	60
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	50
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?

The SWD and ELL subgroups have the biggest achievement gaps.

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

Based on 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?

Small group pullouts for the subgroups will occur daily from their support facilitators and accommodations will be provided on a consistent basis. Inconsistent attendance was a contributing factor for this need for improvement.

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

All subgroups in Math and ELA increased in proficiency, learning gains, and lowest 25%.

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 Professional Learning Communities. The Response to Intervention process was targeted.

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 Plan.

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.

ESSER resource teachers have been provided.

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.**	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.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By June 2023, our students with disabilities will demonstrate a 10% increase in overall ELA proficiency as evidenced by our statewide assessments FAST.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	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.
Person responsible for monitoring outcome:	Matthew Whaley (matthew.whaley@browardschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Teachers will be using State and District approve research-based reading intervention programs.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	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 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.	
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)

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

Phonemic awareness and phonics deficiencies across grades K-2
increase in teaching phonemic awareness and phonics foundational skills utilizing district-approved resources
ESSER support increased

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

Phonics and comprehension skill deficiencies across grades 3-5
increased small group instruction according to student-specific deficiencies.
ESSER support increased

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)

By June 2023 ,our lowest performing students will demonstrate a 10% increase in overall ELA proficiency as evidenced by our statewide assessments.

Grades 3-5: Measureable Outcome(s)

By June 2023, our lowest performing students will demonstrate a 10% increase in overall ELA proficiency as evidenced by our statewide assessments.

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.

Students will be progress monitored bi-weekly using a skills-based formative assessment in addition to academic intervention progress monitoring tools and a Growth-Monitoring assessment every 6 weeks.

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

Whaley, Matthew, matthew.whaley@browardschools.com

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?

Classroom teachers and reading interventionists utilize programs such as Reading Horizons, Wilson Fundations, and Leveled Literacy Interventions. These programs align with the district's Comprehensive Reading Plan and align to the BEST ELA standards.

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?

Intervention programs align with the district's Comprehensive Reading Plan and align to the BEST ELA standards.

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
Assessment- Students will be progress monitored bi-weekly using a skills-based formative assessment in addition to academic intervention progress monitoring tools and a Growth-Monitoring assessment every 6 weeks. Data will be reviewed by the school CPSTeam during scheduled regularly RTI sessions for each grade level.	Whaley, Matthew, matthew.whaley@browardschools.com
Literacy Leadership and Coaching- Continuous leadership and coaching support, classroom walk-throughs, monthly PLC sessions, and regularly scheduled Professional Development opportunities.	Whaley, Matthew, matthew.whaley@browardschools.com
Professional Learning- The teachers and the Literacy Leadership team will meet monthly during RTI sessions, regularly scheduled PLCs, and Professional development opportunities.	Whaley, Matthew, matthew.whaley@browardschools.com

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 continues to utilize a School-Wide Positive Behavior Plan referred to as 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. Examples of monthly rewards are movies, dance parties,bingo sessions, extra recess and field tme, ice cream parties and popcorn parties. The PBIS team keeps track of all students who earn the monthly reward parties. Students who have not been able to earn the reward party are identified and are supported through response to intervention for behavior. Students who earn the monthly incentive all year are recognized at the end of the year awards assembly with a certificate of STARS excellence.

This year, Liberty is also initiating a Positive Behavior Rewards Room. In essence, the room will be similiar to a
big treasure box. Students will have the opportunity to visit the room based on positive behavior and acts of kindness. Liberty's PTA will assist in keeping the room stocked with items that are enticing to students. Students also receive, "Caught Being Good" tickets which they can enter into weekly drawings to receive prizes.

Faculty and staff are rewarded during faculty meetings with gift cards. Their names are entered in an application that spins a wheel. When the spinner lands on a teacher's name, the teacher is awarded a gift card. Liberty also has a Sunshine Club which hosts faculty and staff socials which help to create a positive school culture and environment. For example, the Sunshine Host go to teacher's rooms and teachers get an opportunity to pick snacks from various categories in which they can indulge in. Additionally, the Faculty Council which consists of the Union Stewart and other faculty members meet to discuss school wide concerns. The concerns are discussed with administration and resolutions are reached.

A Safety Team was established this year. This team meets to discuss any safety concerns that arise from month to month. Safety is of utmost importance at Liberty. Students, faculty and staff must first feel safe in order to build a positive culture and school environment. Liberty is also reincorporating Curb Smart, a silent dismissal program which ensures a safer dismissal.

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

Parents continue to be invited to all of the School Advisory Council meetings and encouraged to give input on all activities the school will host. Parents are invited to give input on activities they would like the school to offer that meet their specific needs. Liberty continues to schedule School Advisory Council meetings at various times in order to accommodate parent schedules.

After the end of social distancing in the school due to Covid, parents were elated to have the opportunity to re-engage with the school community. The Parent Teacher Association (PTA) has been re-established and are working to promote a positive school culture and environment. Parents volunteer at school functions that bring together the school, community members and families. An example is the Fall Festival that the PTA sponsors. The City of Margate donate hay and pumpkins, parents and teachers volunteer at various activity stations to create a fun filled night that promotes a positive school culture and environment. The PTA also celebrate teachers by hosting an annual Back to School Breakfast. In addition, they provide lunches and gifts to teachers during Teacher Appreciation Week. This helps to create the positive culture where in return, teachers do not hesitate to volunteer at PTA sponsored events.

The Kiwanis Club continues to be actively engaged at Liberty Elementary. They provide weekly food donations to the school. Families who express a need receive food donations on a weekly. This is the extra bit of support that
some of our families need. The Kiwanis Club also does an annual Dictionary Drive. Dictionary donations are

made to all third grade students. These donations help to enhance student achievement which also correlates to a positive school culture.