

Liberty Park Elementary School



2014-15 School Improvement Plan

Liberty Park Elementary School

6601 CONSTITUTION WAY, Greenacres, FL 33413

www.edline.net/pages/libertyparkes

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

91%

Alternative/ESE Center

No

Charter School

No

Minority

89%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	B	A

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Liberty Park Elementary School is an extremely diverse community made up of various cultural backgrounds. The staff works hard to learn about cultural backgrounds of our families and continuously build relationships with them over time. The staff best learns about the cultural diversity through parent conferences, school events and in social school sponsored events. Events include SAC, PTO, Hispanic Heritage Night, Haitian Heritage Night, Black History Night and other monthly events. Once the initial communication takes place, we as a staff continue to bridge the communication between school and home understanding the importance of this relationship. The Community Language Facilitators are an important piece to the communication and relationship building.

Additionally, our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), as appropriate grade levels, including but not limited to:

- *History of Holocaust
- *History of Africans and African Americans
- *Hispanic Contributions
- *Women's Contributions
- *Sacrifices of Veterans

Describe how the school creates an environment where students feel safe and respected before, during and after school

Liberty Park Elementary School integrates several initiatives such as SWPBS and Character Counts for education and the development of our students both socially and academically. Students are taught the expectations on a daily basis through our school wide Liberty Park Television Broadcast. Students are taught that they make important choices each day and that they must always respect themselves and respect others.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Liberty Park Elementary School integrates Single School Culture by our Universal Guidelines for Success, following our behavior matrix and teaching expected behaviors, communicating with parents and monitoring SWPBS. We regularly review and update our action plans during monthly School Improvement Committee meetings, We instill an appreciation for multicultural diversity through our anti bullying campaign, structured lessons, and an implementation of SWPBS. Using the SWPBS matrix parents, students and teachers participate in training at the start of a new school year, following winter break and again after spring break. A school-wide reward system is in place for students and classes to work collaboratively to earn "Eagles Dollars" for following the behavioral expectations. The school follows the district guidelines and protocols for disciplinary incidents.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

There are several systems in place to support our students in a social-emotional manner. Students that have been identified meet with the guidance counselors for group or individual sessions based upon their needs. Through these session the counselors regularly work with students to address their needs and often contact local agencies for assistance.

Liberty Park also has a mentoring program in place. Students at various grade levels are paired with a mentor to meet regularly. The mentoring relationships vary but include homework help, guidance, and allow the student to understand that there is one adult they can turn to for help.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

When a student has three or more absences in a marking period the guidance department is notified. The guidance counselor contacts the family to learn about why the student has been absent. If the student continues to be absent without excused doctor's notes, the school follows up with the district guidelines for truancy.

If a student has been suspended they are automatically referred to guidance. The guidance team will work with the individual to review expectations and assist the students with understanding choices and consequences.

Students that have received a level 1 on the state assessments have a Progress Monitoring Plan to review progress. Additionally, they will receive additional instruction in the classroom through iii or tired interventions as well as an invitation to after-school tutorial.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	19	19	23	14	22	19	116
One or more suspensions	1	0	0	0	0	0	1
Course failure in ELA or Math	48	51	54	48	45	46	292
Level 1 on statewide assessment	48	51	54	48	45	46	292

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	10	12	10	10	12	8	62

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Attendance and Repetitive Tardy- Initial notes from the teacher, note from the guidance counselor, meeting with administration, truancy procedures from the district
 Suspensions and Repetitive Disruptive Behaviors- Referral to guidance, meeting with administration, check in, check out, modified behavior plan
 Course Failure or Level 1- Progress Monitoring Plan, meeting with parent, referral to SBT (if necessary), extra instructional time through iii, tutorial

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/196199>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Liberty Park Elementary School is a community school and values the relationships that it has established with local business partners. The school is extremely fortunate to be partner with major companies and organizations such as the Sheriff's Office, COSTCO, Office Depot, Publix and many others that regularly contribute to the school and support students achievement in various methods. Through the monthly newsletter the school recognizes and promotes the business partners that continue to support our school and children. We are fortunate to have an active PTO and business partner coordinator that work diligently to ensure that the relationships between the school and partners are sustained.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Schneider, Joseph	Principal
Henn, Erica	Assistant Principal
Bozhilov, Elizabeth	Administrative Support
Decker , Emilie	Administrative Support
Fuertes, Monique	Instructional Coach
Law , Tiffany	Instructional Coach
Machaj , Cathy	Instructional Coach
Oliva , Michaelina	Instructional Media

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based RtI Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, ESOL contact, school psychologist, classroom teacher, reading/math/science coaches, Learning Team Facilitator (LTF), and guidance staff.

The principal provides a common vision for the use of data-based decision-making to ensure:

- ~a sound, effective academic program is in place
- ~a process to address and monitor subsequent needs is created
- ~the School Based Team (SBT) is implementing RtI processes
- ~assessment of RtI skills of school staff is conducted
- ~fidelity of implementation of intervention support is documented
- ~adequate professional development to support RtI implementation is provided
- ~effective communication with parents regarding school-based RtI plans and activities occurs.

The SBT Leader will assist in the design and implementation of progress monitoring, collect and analyze data, contribute to the development of intervention plans, implement Tier 3 interventions, and offer professional development and technical assistance.

The remaining team members work in conjunction to analyze the data and come up with a plan that it is the best interest of the child.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student’s specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

* Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB.

Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

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

Liberty Park Elementary School celebrates the cultural diversity represented by the school population through events such as Hispanic Heritage Night, Hispanic Flag Day, and Dual Language night. The school is a meeting place for Migrant families where families learn information on ways in which they can help their child be more successful. Students are exposed to various programs throughout the year such as Holocaust Information Series and a African- American History Project. Parents are regularly encouraged to participate in SAC and Parent University. Parent University is held in all three language each month. Through this forum parents are provided with educational materials and resources as well as connections to community organizations. At the end of the program parents are awarded with a diploma that they have earned through participation. The model of this parent program is based on listening to the needs of the parents and creating agendas based on these needs. Liberty Park Elementary promotes adult learning in addition to student learning through programs such as Rosetta Stone to assist parents learning the English Language.

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

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

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

Additionally, resource teachers and a coach provide student and teacher support.

Title I, Part C- Migrant

Title II, Professional Development

Title X, Homeless

Business Partners- Partnered with

Grants-

Fundraisers-

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Rhonda Counes	Parent
Jennifer Abaid-Prieto	Parent
Christina DeJesus	Parent
Anthony Prieto	Parent
Daniela Morales	Parent
Julia Zecca	Education Support Employee
Darla Paulena	Education Support Employee
Barbara Bridgett	Teacher
Joseph Schneider	Principal
Elizabeth Bozhilov	Education Support Employee
Ira Klosk	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC assisted throughout the entire SIP process last year. From the initial goal writing, to determining the use of funds, to evaluating the use of the funds. The SAC team worked diligently to be sure that the needs of the students were met.

Development of this school improvement plan

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

Preparation of the school's annual budget and plan

After reviewing the previous years plan with the staff, administrative team and SAC the new plan was developed. The School Improvement Committees meet monthly to determine goals, strategies, and barriers. This is a continual process throughout the year as we develop and modify the plan based on what will best meet the needs of our students and families.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Personnel- \$245,968 (Reading Coach, Reading Intervention Teacher, 0.5 Primary Recourse Teacher, Math Coach, Math Resource Teacher, Rti Interventionist
 Professional Development- \$240.00
 Technology- \$13,483 Reading Plus Computer Software, Rosetta Stone for Family Involvement, Interwrite Pads for classroom instruction
 Evidence Based Programs- \$35,291 (Tutorial, materials for tutorial)
 Other 8,716 (Paper, ink, materials, food)

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Schneider, Joseph	Principal
Decker , Emilie	Administrative Support
Henn, Erica	Assistant Principal
Fuertes, Monique	Instructional Coach
Law , Tiffany	Instructional Coach
Machaj , Cathy	Instructional Coach
Oliva , Michaelina	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team meets twice a month to discuss data, strategies, areas of strength/ weakness, program implementation and to review the grade level Instructional Focus Calendars. Additionally the LLT Implementing the Common Core and new Balanced Literacy Roll-Out. Through regular meetings the LLT supporting teachers identified as needed assistance in the area of literacy. The LLT Disaggregates data to develop action plans for instruction, tutorial and resources as well as plan events to promote literacy at Liberty Park.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Learning Team Meetings are held daily and alternate between grade level and subject areas. Coaches and resource teachers work alongside the Learning Team Facilitator and teacher to plan and work collaboratively.

Team Planning takes place once a week. During this time the teachers meet with their grade levels to share ideas and plan lessons together.

Individual support from coaches (planning, modeling, classroom management, data disaggregation) Additional opportunities for teacher to earn additional pay include after-school activities and tutorials. Ongoing professional development provided by reading coach as well as additional support from resource teachers.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

At Liberty Park Elementary School new teachers participate in the Educator Support Program. Through this program teachers are given the opportunity to work with a peer and develop a mentoring relationship. The ESP program is organized and supported by the assistant principal. The mentoring teachers are teachers that have completed the Clinical Educator Program and are eager to support new

teachers.

Additionally, teachers have the opportunity to participate in the B-TAP (beginning teachers program.) In this program teachers are supported in curriculum planning, data analysis, classroom management and additional topics that arise in the school environment. The B-TAP program is organized and supported by a Kindergarten teacher and SAC chairperson, Barbara Bridgett.

Regular ongoing professional Development

District Training

Learning Team Meetings

Team Planning

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

Additional opportunities for teacher to earn additional pay include after-school activities and tutorials.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

At Liberty Park Elementary School new teachers participate in the Educator Support Program. Through this program teachers are given the opportunity to work with a peer and develop a mentoring relationship. The ESP program is organized and supported by the assistant principal. The mentoring teachers are teachers that have completed the Clinical Educator Program and are eager to support new teachers. The pairs were made based on similarities in teaching content and style. Regular meetings are held to address the needs and questions of the new teachers.

Additionally, teachers have the opportunity to participate in the B-TAP beginning teachers program. In this program teachers are supported in curriculum planning, data analysis, classroom management and additional topics that arise in the school environment. The B-TAP program is organized and supported by a Kindergarten teacher and SAC chairperson, Barbara Bridgett.

Regular ongoing professional development

District Training

Learning Team Meetings

Team Planning

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

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Through regular LTM and PD teams examine the state standards and how their instruction is aligned to those standards. Through weekly team planning sessions, grade levels unpack the standards and create instructional focused calendars with the standards as the focus. Classroom materials ordered for classroom use is chosen based on the targeted specific needs of the students in order to reach the standards.

Teachers participate in cohort and cadre training offered from the district to better understand how these standards should be aligned to the instructional practice.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Through the use of school and state assessments such as the RRR, diagnostic, LLI, writing samples, formative assessments, teachers dis-aggregate the data to discover strengths and weaknesses and implications for instructional practices.

After evaluating the overall students profiles the teachers form differentiate groups to meet the needs of all learners based on a variety of goals. Students who are not meeting proficiency levels are evaluated for SBT when necessary through the multi-tiered process to provide the support to meet their individual goals. These students are then reevaluated every six weeks to monitor progress.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 840

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

Strategy Rationale

Extended learning opportunities provide our struggling learners with additional core academic instruction in a small group setting.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Henn, Erica , erica.henn@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Strategy: Extended School Day

Minutes added to school year: 840

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

Strategy Rationale

Extended learning opportunities provide our enrichment learners with accelerated academic instruction in a small group setting.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Henn, Erica , erica.henn@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Strategy: Weekend Program

Minutes added to school year: 1,440

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

Strategy Rationale

Extended learning opportunities provide our struggling learners with additional core academic instruction in a small group setting.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

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

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

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

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

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

Each kindergarten family received a "welcome bag" full of resources. These resources included basic books in English and Spanish, literacy games, math games, handouts, worksheets and manipulatives. Parents that attended the kindergarten round up learned how to implement these games at home from the coaches and everything was translated for our families. The parents of our kindergartners were extremely thankful for the resources that were provided for them to work on at home with their children.

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

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

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Adhering to the Florida State Standards is helping to prepare our students to be "college and career ready."

At our elementary school we are also helping our children to develop creatively. Students are

encouraged to participate in many of the enrichment opportunities that we have available for students to participate in. These enrichment opportunities include art, music, chess, news reporting, stamp collecting and more. Adhering to the Florida State Standards is helping to prepare our students to be "college and career ready."

At our elementary school we are also helping our children to develop creatively. Students are encouraged to participate in many of the enrichment opportunities that we have available for students to participate in. These enrichment opportunities include art, music, chess, news reporting, stamp collecting and more.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Adhering to the Florida State Standards is helping to prepare our students to be "college and career ready."

At our elementary school we are also helping our children to develop creatively. Students are encouraged to participate in many of the enrichment opportunities that we have available for students to participate in. These enrichment opportunities include art, music, chess, news reporting, stamp collecting and more.

We currently are also implementing a Lego Robotics club to foster analytic thinking for our students.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The guidance department hosts several career events throughout the year including career week featuring local business partners and organizations. Additionally, students and parents are invited to career presentations from local middle school showcasing the career and technical programs offered.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Implementing the Florida State Standards we work diligently to prepare our students according to the progression outlined to prepare our students for college and career readiness.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Students will engage in rigorous and relevant instruction in all content areas while teachers are collaborating and developing lessons related to the new standards.

- G2.** Providing parents the opportunity to participate in school sponsored activities including SAC, PTO, Parent University, Parent Language Classes, parent conferences to increase student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Students will engage in rigorous and relevant instruction in all content areas while teachers are collaborating and developing lessons related to the new standards. **1a**

G042406

Targets Supported **1b**

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0
AMO Math - All Students	73.0
AMO Reading - All Students	68.0

Resources Available to Support the Goal **2**

- School-wide Science Day on PDD
- Science journals
- Technology- regular use of computers, i-pad science based programs, V-Math Live, Reading Plus
- Resource Staff including coach and resource teachers

Targeted Barriers to Achieving the Goal **3**

- Reading and language proficiency directly affects achievement scores in all content areas

Plan to Monitor Progress Toward G1. **8**

Students will engage in rigorous and relevant instruction in all content areas while teachers are collaborating and developing lessons related to the new standards monitored through classroom performance and assessments.

Person Responsible

Joseph Schneider

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Classroom assessments, observations, informal assessments, journals, diagnostics, FCAT and FSA

G2. Proving parents the opportunity to participate in school sponsored activities including SAC, PTO, Parent University, Parent Language Classes, parent conferences to increase student achievement. 1a

G042408

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	68.0
AMO Math - All Students	73.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Parent University held twice a month in the languages represented at our school
- SAC and PTO meetings monthly
- Language facilitators to assist in communication with parents
- Regular School events with parent notification through call -out, informational flyer, marquee, newsletter, website, signs and posters.
- Parent English Classes (Rosetta Stone)

Targeted Barriers to Achieving the Goal 3

- Language and Communication Barriers

Plan to Monitor Progress Toward G2. 8

Proving parents the opportunity to participate in school sponsored activities including SAC, PTO, Parent University, Parent Language Classes, parent conferences to increase student achievement

Person Responsible

Yulissa Urena

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Regular review of attendance

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key


G1. Students will engage in rigorous and relevant instruction in all content areas while teachers are collaborating and developing lessons related to the new standards. **1**

 G042406

G1.B1 Reading and language proficiency directly affects achievement scores in all content areas **2**

 B103473

G1.B1.S1 Resource staff provides targeted instruction, small group support, data chats to drive instruction with teachers. **4**

 S114580

Strategy Rationale

Support classroom teachers and small group instruction for low performing students.

Action Step 1 **5**

Resource teachers will focus on level 1 and 2 students as well as Rti for tired interventions

Person Responsible

Emilie Decker

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Walk through, lesson plans, observations, student data, progress monitoring

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Monitor students to be sure they are engaged in rigorous and relevant instruction in all content areas while teachers are collaborating and developing lessons related to the new standards

Person Responsible

Joseph Schneider

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Walk through, lesson plans, observations, student response journals, student portfolios

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitor effectiveness of students engaging in rigorous and relevant instruction in all content areas while teachers are collaborating and developing lessons related to the new standards

Person Responsible

Joseph Schneider

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Classroom assessments, observations, informal assessments, journals, diagnostics, FCAT, FSA

G1.B1.S2 Providing after school tutorial and enrichment activities. 4

S127442

Strategy Rationale

Focusing on students that are below grade level as well as students performing proficient or above grade level.

Action Step 1 5

Provide after-school tutorial and enrichment three days a week and Saturday

Person Responsible

Erica Henn

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Tutorial lesson plans, sign in sheets, payroll and progress monitoring

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Effectiveness of Implementation of the Tutorial and Enrichment Programs will be monitored based on student progress on assessments

Person Responsible

Joseph Schneider

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Evidence used to determine effectiveness includes RRR, Classroom assessments, FSA, FCAT Science, and Diagnostcs

G1.B1.S3 Provide teaches with professional development, data chats, lesson modeling and lesson studies. 4

S127453

Strategy Rationale

Teachers will have support in developing and understand of the new standards and assessment.

Action Step 1 5

Reading coach will support professional growth of staff related to the new standards and assessment.

Person Responsible

Tiffany Law

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Coaches log, lesson plans, data binder for progress monitoring, LTM notes

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

The fidelity of implementation will be monitored from the leadership team through meetings and evaluation of the professional development portfolios

Person Responsible

Joseph Schneider

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Evidence collected for monitoring will include sign in sheets, agendas, follow up activities including student work, observations and student achievement assessment scores.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

We will monitor the effectiveness of the support by the increase in reading and language proficiency of students.

Person Responsible

Schedule

Weekly, from 8/18/2014 to 6/5/2015


Evidence of Completion

Evidence collected will include professional development sign in sheets, agendas, feedback from teachers, student work, observations and student achievement scores.

G2. Proving parents the opportunity to participate in school sponsored activities including SAC, PTO, Parent University, Parent Language Classes, parent conferences to increase student achievement. 1

 G042408

G2.B1 Language and Communication Barriers 2

 B103476

G2.B1.S1 Provide parents with the opportunity for language acquisition to increase student achievement. 4

 S114585

Strategy Rationale

Parents can provide academic support at home.

Action Step 1 5

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

Person Responsible

Yulissa Urena

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Agendas, sign in sheets, surveys, required documentation

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

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

Person Responsible

Yulissa Urena

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Agendas, sign in sheets, surveys, required documentation

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

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

Person Responsible

Yulissa Urena

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

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

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Resource teachers will focus on level 1 and 2 students as well as RtI for tired interventions	Decker , Emilie	8/18/2014	Walk through, lesson plans, observations, student data, progress monitoring	6/5/2015 daily
G2.B1.S1.A1	Materials to provide parent training including paper, ink, and food to encourage attendance	Urena, Yulissa	8/18/2014	Agendas, sign in sheets, surveys, required documentation	6/5/2015 weekly
G1.B1.S2.A1	Provide after-school tutorial and enrichment three days a week and Saturday	Henn, Erica	8/18/2014	Tutorial lesson plans, sign in sheets, payroll and progress monitoring	6/5/2015 daily
G1.B1.S3.A1	Reading coach will support professional growth of staff related to the new standards and assessment.	Law , Tiffany	8/18/2014	Coaches log, lesson plans, data binder for progress monitoring, LTM notes	6/5/2015 daily
G1.MA1	Students will engage in rigorous and relevant instruction in all content areas while teachers are collaborating and developing lessons related to the new	Schneider, Joseph	8/18/2014	Classroom assessments, observations, informal assessments, journals, diagnostics, FCAT and FSA	6/5/2015 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	standards monitored through classroom performance and assessments.				
G1.B1.S1.MA1	Monitor effectiveness of students engaging in rigorous and relevant instruction in all content areas while teachers are collaborating and developing lessons related to the new standards	Schneider, Joseph	8/18/2014	Classroom assessments, observations, informal assessments, journals, diagnostics, FCAT, FSA	6/5/2015 daily
G1.B1.S1.MA1	Monitor students to be sure they are engaged in rigorous and relevant instruction in all content areas while teachers are collaborating and developing lessons related to the new standards	Schneider, Joseph	8/18/2014	Walk through, lesson plans, observations, student response journals, student portfolios	6/5/2015 daily
G1.B1.S2.MA1	Effectiveness of Implementation of the Tutorial and Enrichment Programs will be monitored based on student progress on assessments	Schneider, Joseph	8/18/2014	Evidence used to determine effectiveness includes RRR, Classroom assessments, FSA, FCAT Science, and Diagnostics	6/5/2015 weekly
G1.B1.S3.MA1	We will monitor the effectiveness of the support by the increase in reading and language proficiency of students.		8/18/2014	Evidence collected will include professional development sign in sheets, agendas, feedback from teachers, student work, observations and student achievement scores.	6/5/2015 weekly
G1.B1.S3.MA1	The fidelity of implementation will be monitored from the leadership team through meetings and evaluation of the professional development portfolios	Schneider, Joseph	8/18/2014	Evidence collected for monitoring will include sign in sheets, agendas, follow up activities including student work, observations and student achievement assessment scores.	6/5/2015 weekly
G2.MA1	Providing parents the opportunity to participate in school sponsored activities including SAC, PTO, Parent University, Parent Language Classes, parent conferences to increase student achievement	Urena, Yulissa	8/18/2014	Regular review of attendance	6/5/2015 weekly
G2.B1.S1.MA1	Materials to provide parent training including paper, ink, and food to encourage attendance	Urena, Yulissa	8/18/2014	Agendas, sign in sheets, surveys, required documentation, parent feedback surveys	6/5/2015 weekly
G2.B1.S1.MA1	Materials to provide parent training including paper, ink, and food to encourage attendance	Urena, Yulissa	8/18/2014	Agendas, sign in sheets, surveys, required documentation	6/5/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Students will engage in rigorous and relevant instruction in all content areas while teachers are collaborating and developing lessons related to the new standards.

G1.B1 Reading and language proficiency directly affects achievement scores in all content areas

G1.B1.S3 Provide teaches with professional development, data chats, lesson modeling and lesson studies.

PD Opportunity 1

Reading coach will support professional growth of staff related to the new standards and assessment.

Facilitator

Tiffany Law

Participants

All teachers

Schedule

Daily, from 8/18/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Students will engage in rigorous and relevant instruction in all content areas while teachers are collaborating and developing lessons related to the new standards.

G1.B1 Reading and language proficiency directly affects achievement scores in all content areas

G1.B1.S1 Resource staff provides targeted instruction, small group support, data chats to drive instruction with teachers.

PD Opportunity 1

Resource teachers will focus on level 1 and 2 students as well as Rti for tired interventions

Facilitator

Decker, Emilie

Participants

All Teachers

Schedule

Daily, from 8/18/2014 to 6/5/2015

G2. Proving parents the opportunity to participate in school sponsored activities including SAC, PTO, Parent University, Parent Language Classes, parent conferences to increase student achievement.

G2.B1 Language and Communication Barriers

G2.B1.S1 Provide parents with the opportunity for language acquisition to increase student achievement.

PD Opportunity 1

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

Facilitator

Urena, Yulissa

Participants

Parents

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Budget Rollup

Summary

Description	Total
Goal 1: Students will engage in rigorous and relevant instruction in all content areas while teachers are collaborating and developing lessons related to the new standards.	335,781
Goal 2: Proving parents the opportunity to participate in school sponsored activities including SAC, PTO, Parent University, Parent Language Classes, parent conferences to increase student achievement.	5,460
Grand Total	341,241

Goal 1: Students will engage in rigorous and relevant instruction in all content areas while teachers are collaborating and developing lessons related to the new standards.

Description	Source	Total
B1.S1.A1 - Salary and benefits for resource teachers	Title I Part A	263,515
B1.S1.A1 - V-Math Live subscription	Title I Part A	3,500
B1.S1.A1 - Classroom supplies- Materials for hands on experiments, paper, ink, microscopes, beakers, and classroom libraries	Title I Part A	6,872
B1.S2.A1 - Tutorial salary and benefits	Title I Part A	28,316
B1.S3.A1 - Salary and benefits for the 0.5 reading coach	Title I Part A	32,939
B1.S3.A1 - Salary and benefits for training	Title I Part A	639
Total Goal 1		335,781

Goal 2: Proving parents the opportunity to participate in school sponsored activities including SAC, PTO, Parent University, Parent Language Classes, parent conferences to increase student achievement.

Description	Source	Total
B1.S1.A1 - Rosetta Stone Software Licence	Title I Part A	2,670
B1.S1.A1 - Family Involvement Supplies- paper, ink, materials for parent trainings, refreshments for parent trainings and books.	Title I Part A	2,790
Total Goal 2		5,460