

St. Johns County School District

Liberty Pines Academy



2018-19 Schoolwide Improvement Plan

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Liberty Pines Academy

10901 RUSSELL SAMPSON RD, Saint Johns, FL 32259

<http://www-lpa.stjohns.k12.fl.us/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School PK-8</p>	<p>2018-19 Title I School</p> <p>No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>9%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>29%</p>

School Grades History

Year Grade	2017-18	2016-17	2015-16	2014-15
	A	A	A	A*

School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2018.

SIP Authority

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and

using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Liberty Pines Academy (LPA) will provide a high-quality educational experience by continually building the instructional capacity of our teachers and developing meaningful relationships with our students, staff, and community. Students and staff will implement and use instructional strategies that foster critical thinking and problem solving through real-world learning experiences.

Provide the school's vision statement

The vision at Liberty Pines Academy is to ensure high levels of learning and expectations for all students and staff. Through our continuous collaborative effort, students will have the knowledge, skills, and character essential to pursuing their goals and dreams throughout their lives.

School Leadership Team

Membership

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

Name	Title
Hemingway, Traci	Principal
	Assistant Principal
Haas, Elizabeth	Assistant Principal
McCool, Jessica	Assistant Principal
Thompson, Terri	Instructional Coach
Myers, Jaclyn	SAC Member
Raya, Staci	Teacher, K-12
Ryan, Sherry	Teacher, K-12
Hoelle, Diana	Teacher, K-12
Thomson, Melissa	Teacher, K-12
Langowski, Krista	Teacher, K-12
Fowler, Kelly	Teacher, K-12
Cash, Genell	Teacher, K-12
Johnson, Penny	Teacher, K-12
Ferrara, Jason	Teacher, K-12
Martin, Alex	Teacher, K-12
Herkel, Jill	Teacher, K-12
McCullough, Kim	Teacher, ESE

Duties

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

The principal ensures that all staff comply with the district-wide school site standards.

Principal: Ensures the vision and mission of the school is evident in every classroom. Facilitates team leader learning opportunities for the team leaders to take the new PLC learning and apply it their teams. Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Assistant Principal: Assist the Principal in ensuring the school vision and mission are present in every classroom through classroom observations. Provides leadership for the team-based decisions; facilitates the intervention programming; collaborates with other staff members to implement the various interventions; provides leadership for MTSS and ESE teams; facilitates the intervention programming; collaborates with other staff members to implement the various interventions; coordinates data analysis.

Select General Education Teachers (Primary and Intermediate): Work collaboratively with all case providers for their ESE students to ensure the students receive the best learning opportunities possible. Provide information about core instruction, participate in development of Rtl Plans in student data collection, delivers Tier 1 instruction/ intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Works collaboratively with general education teacher as well as other case providers to ensure the students receive the best learning opportunities possible. Participate in student data collection, integrate core instructional activities/materials into reading/math instruction, and collaborate with general education teachers through such activities as co-teaching and support facilitation.

Instructional Literacy Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches and provides feedback to grade level teachers. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. Provides leadership for MTSS team.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or establishes technology necessary to manage and display data, allows teacher to provide high quality digital learning opportunities for their

students, and oversees the maintenance of the technology equipment; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the teachers in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills. Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic behavioral, and social success.

Early Warning Systems

Year 2017-18

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	
Attendance below 90 percent	2	8	6	5	6	7	7	13	14	0	0	0	0	68
One or more suspensions	0	0	1	0	7	3	6	18	15	0	0	0	0	50
Course failure in ELA or Math	0	0	0	0	0	0	0	3	3	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	1	6	15	13	24	16	0	0	0	0	75

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators		0	0	1	0	1	1	3	7	7	0	0	0	20

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	3	0	2	1	0	0	0	1	0	0	0	0	0	7
Retained Students: Previous Year(s)	0	2	3	1	1	1	0	0	1	0	0	0	0	9

Date this data was collected

Monday 7/23/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	4	9	4	9	5	5	6	11	7	0	0	0	0	60
One or more suspensions	1	1	1	3	5	2	9	10	12	0	0	0	0	44
Course failure in ELA or Math	0	0	0	0	4	1	0	1	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	10	10	15	10	8	0	0	0	0	53

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	6	7	8	9	10	11		12
Students exhibiting two or more indicators		1	0	1	1	6	1	6	3	4	0	0	0	23

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	4	9	4	9	5	5	6	11	7	0	0	0	0	60
One or more suspensions	1	1	1	3	5	2	9	10	12	0	0	0	0	44
Course failure in ELA or Math	0	0	0	0	4	1	0	1	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	10	10	15	10	8	0	0	0	0	53

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	6	7	8	9	10	11		12
Students exhibiting two or more indicators		1	0	1	1	6	1	6	3	4	0	0	0	23

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

FSA learning gains from the lowest quartile in ELA is our lowest component with only 63% students making a learning gain. This is a trend at Liberty Pines Academy for the past couple of years.

Which data component showed the greatest decline from prior year?

FSA Learning gains of the lowest quartile in ELA is the component that showed the greatest decline this past year with 53% of the students making a learning gain in 2018 and 61% made learning gains in 2017.

Which data component had the biggest gap when compared to the state average?

The component with the biggest gap compared with the state average is learning gains from the lowest quartile which was 53% for Liberty Pines Academy and 52% for the state. The other components had a more drastic split with the school doing much higher than the state.

Which data component showed the most improvement? Is this a trend?

Math achievement showed the most improvement with the school showing 87% of the students scoring a level 3 or higher and the district was 76% and the state was 61%. This has been a trend at Liberty Pines Academy for the past couple of years.

Describe the actions or changes that led to the improvement in this area

The use of MFAS tasks to determine areas of need and then teachers providing differentiation led to the improvement in math achievement.

School Data

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	80%	72%	60%	82%	84%	57%
ELA Learning Gains	63%	62%	57%	69%	68%	57%
ELA Lowest 25th Percentile	53%	62%	52%	61%	70%	51%
Math Achievement	87%	76%	61%	90%	88%	58%
Math Learning Gains	72%	65%	58%	78%	73%	56%
Math Lowest 25th Percentile	65%	68%	52%	69%	70%	50%
Science Achievement	78%	73%	57%	80%	79%	53%
Social Studies Achievement	95%	85%	77%	98%	95%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)								Total	
	K	1	2	3	4	5	6	7		8
Attendance below 90 percent	2 (4)	8 (9)	6 (4)	5 (9)	6 (5)	7 (5)	7 (6)	13 (11)	14 (7)	68 (60)
One or more suspensions	0 (1)	0 (1)	1 (1)	0 (3)	7 (5)	3 (2)	6 (9)	18 (10)	15 (12)	50 (44)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (4)	0 (1)	0 (0)	3 (1)	3 (0)	6 (6)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (0)	6 (10)	15 (10)	13 (15)	24 (10)	16 (8)	75 (53)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	83%	78%	5%	57%	26%
	2017	85%	80%	5%	58%	27%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2018	82%	74%	8%	56%	26%
	2017	78%	74%	4%	56%	22%
Same Grade Comparison		4%				
Cohort Comparison		-3%				
05	2018	74%	73%	1%	55%	19%
	2017	74%	75%	-1%	53%	21%
Same Grade Comparison		0%				
Cohort Comparison		-4%				
06	2018	76%	71%	5%	52%	24%
	2017	82%	73%	9%	52%	30%
Same Grade Comparison		-6%				
Cohort Comparison		2%				
07	2018	79%	70%	9%	51%	28%
	2017	89%	74%	15%	52%	37%
Same Grade Comparison		-10%				
Cohort Comparison		-3%				
08	2018	84%	76%	8%	58%	26%
	2017	86%	74%	12%	55%	31%
Same Grade Comparison		-2%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	87%	80%	7%	62%	25%
	2017	90%	80%	10%	62%	28%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2018	84%	83%	1%	62%	22%
	2017	92%	82%	10%	64%	28%
Same Grade Comparison		-8%				
Cohort Comparison		-6%				
05	2018	84%	79%	5%	61%	23%
	2017	79%	80%	-1%	57%	22%
Same Grade Comparison		5%				
Cohort Comparison		-8%				
06	2018	75%	73%	2%	52%	23%
	2017	89%	73%	16%	51%	38%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-14%				
Cohort Comparison		-4%				
07	2018	93%	80%	13%	54%	39%
	2017	93%	80%	13%	53%	40%
Same Grade Comparison		0%				
Cohort Comparison		4%				
08	2018	89%	73%	16%	45%	44%
	2017	89%	75%	14%	46%	43%
Same Grade Comparison		0%				
Cohort Comparison		-4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	72%	73%	-1%	55%	17%
	2017					
Cohort Comparison						
08	2018	84%	75%	9%	50%	34%
	2017					
Cohort Comparison		84%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	95%	89%	6%	71%	24%
2017	98%	90%	8%	69%	29%
Compare		-3%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	79%	21%	62%	38%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2017	100%	78%	22%	60%	40%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	77%	23%	56%	44%
2017	0%	78%	-78%	53%	-53%
Compare		100%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	40	51	38	50	55	44	44	73			
ELL	60	67	71	80	80						
ASN	91	75		97	81		89	95	88		
BLK	60	54	43	68	59	38	65				
HSP	76	66	68	84	80	79	69	85	40		
MUL	70	54	50	78	68	50	50				
WHT	81	62	54	88	71	65	81	96	53		
FRL	70	59	60	80	62	55	60	86	63		

2017 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 2015-16	C & C Accel 2015-16
SWD	41	42	40	55	50	43	40	80			
ASN	91	77		97	85		90		80		
BLK	73	50	54	80	78	64	75				
HSP	80	69	65	86	67	52	79	88	38		
MUL	80	82		84	82		60				
WHT	82	69	59	90	78	72	80	99	60		
FRL	74	60	38	83	69	57	73	100	57		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Math learning gains with lowest quartile
Rationale	Liberty Pines Academy has 87% of our math students proficient. Where we struggle is with our learning gains in the lowest quartile. For the 2018 FSA, we only had 65% of our students making a learning gain in the lowest quartile.
Intended Outcome	We would like to see the percent of students making a learning gain in the lowest quartile in math increase by 3% for the 2019 school year.
Point Person	Traci Hemingway (traci.hemingway@stjohns.k12.fl.us)

Action Step	
Description	Grade levels/teams will receive FSA and iReady scores for the students that fall in the lowest quartile. During the PLC time, grade levels/teams will review common formative and summative data to create a plan for differentiation and intervention for students throughout the year.
Person Responsible	Traci Hemingway (traci.hemingway@stjohns.k12.fl.us)

Plan to Monitor Effectiveness	
Description	iReady math assessment data, classroom formative and summative data, as well as Home Access Center will be used to monitor students in the lowest quartile.
Person Responsible	Traci Hemingway (traci.hemingway@stjohns.k12.fl.us)

Activity #2	
Title	ELA learning gains with lowest quartile
Rationale	Liberty Pines Academy has 80% of our ELA students proficient. Where we struggle is with our learning gains in the lowest quartile. For the 2018 FSA, we only had 53% of our students making a learning gain in the lowest quartile.
Intended Outcome	We would like to see the percent of students making a learning gain in the lowest quartile in ELA increase by 3% for the 2019 school year.
Point Person	Traci Hemingway (traci.hemingway@stjohns.k12.fl.us)

Action Step	
Description	Grade levels/teams will receive FSA and iReady scores for the students that fall in the lowest quartile. During the PLC time, grade levels/teams will review common formative and summative data to create a plan for differentiation and intervention for students throughout the year.
Person Responsible	Traci Hemingway (traci.hemingway@stjohns.k12.fl.us)

Plan to Monitor Effectiveness	
Description	iReady ELA assessment data, classroom formative and summative data, as well as Home Access Center will be used to monitor students in the lowest quartile.
Person Responsible	Traci Hemingway (traci.hemingway@stjohns.k12.fl.us)

Activity #3

Title Positive Behavior Support

Rationale We want to build students of character and need an organized systematic plan for recognizing students that display one or more of the character counts traits.

Intended Outcome We will implement the "Paw Pat" system where students are acknowledged by staff members for displaying the pillars of character. We will see an increase in the amount of "Paw Pats" awarded and the excitement from our students when they earn the Paw Pat. We will have students complete an end of the year survey to determine the effectiveness of the recognition program at the end of the school year.

Point Person Traci Hemingway (traci.hemingway@stjohns.k12.fl.us)

Action Step

Description Staff will be trained in the "Paw Pat" program at the start of the year. Students will receive recognition by any staff member in the form of a "Paw Pat" and will be celebrated on the morning news show each Friday as well in the monthly newsletter.

Person Responsible Traci Hemingway (traci.hemingway@stjohns.k12.fl.us)

Plan to Monitor Effectiveness

Description Administration will keep track of each student by grade level that is issued a "Paw Pat" recognition slip weekly. Administration will not only monitor the students receiving the recognition, but also the grade levels and individual teachers submitting the recognition.

Person Responsible Traci Hemingway (traci.hemingway@stjohns.k12.fl.us)