

Charlotte County Public Schools

Liberty Elementary School



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	8
Needs Assessment	11
Planning for Improvement	16
Title I Requirements	18
Budget to Support Goals	19

Liberty Elementary School

370 ATWATER ST, Port Charlotte, FL 33954

<http://www.yourcharlotteschools.net/les>

Demographics

Principal: Sheila Brown

Start Date for this Principal: 8/8/2019

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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (57%) 2017-18: C (47%) 2016-17: B (56%) 2015-16: C (49%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* 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 Charlotte 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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School Demographics

School Type and Grades Served (per MSID File)

Elementary School
PK-5

2018-19 Title I School

Yes

2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)

100%

Primary Service Type (per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate (Reported as Non-white on Survey 2)

39%

School Grades History

Year Grade	2018-19	2017-18	2016-17	2015-16
	B	C	B	C

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Purpose and Outline of the SIP

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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.

The mission of Liberty Elementary School is to ensure that the freedom to learn prevails because: We provide standards based instruction
We focus on helping each child achieve his or her personal best in an inclusive setting
We create unique interventions, based on data, to support each child
We work together to ensure our students are ready to progress to the next grade level
We maintain a positive, safe, and engaging environment for our students to grow into responsible, respectful citizens.

Provide the school's vision statement.

Where the freedom to learn prevails.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Brown, Sheila	Principal	Co-Chair of Performance Partnership Committee (PPC) , School Advisory Council (SAC), Literacy Council and member of PTO. Responsible for scheduling Professional Development activities requested by the staff. Assist with student discipline interventions and parent conferences. Work with the CORE team to review grade level data monthly and provide support in the MTSS process.
Whaley, Carolyn	Assistant Principal	Co-Chair of the Support Performance Partnership Committee (SPPC), member of the Literacy Council, Leadership Team and PTO. Assist with student discipline interventions and parent conferences. Work with the CORE team to review grade level data monthly and provide support in the MTSS process.
Guerra, Julio	Guidance Counselor	Assist teachers in implementing interventions and attend MTSS meetings every Tuesday. Communicate information with our families. Chairs PBIS for the school.
Magill, Ryane	Instructional Coach	Provides professional development sessions in curricular and instructional areas; provides coaching and mentoring assistance; facilitates data team meetings and assists with data analysis and necessary follow up with teachers regarding interpretation and graphing; works with *Guidance Counselor, Social Worker, and School Psychologist to assist teachers in implementing interventions.
Booher, Jodi	Instructional Coach	Provides professional development sessions in curricular and instructional areas; provides coaching and mentoring assistance; facilitates data team meetings and assists with data analysis and necessary follow up with teachers regarding interpretation and graphing; works with *Guidance Counselor, Social Worker, and School Psychologist to assist teachers in implementing interventions.
Schnulle, Gretchen	Instructional Coach	Provides professional development sessions in curricular and instructional areas; provides coaching and mentoring assistance; facilitates data team meetings and assists with data analysis and necessary follow up with teachers regarding interpretation and graphing; works with *Guidance Counselor, Social Worker, and School Psychologist to assist teachers in implementing interventions.

Name	Title	Job Duties and Responsibilities
Willingham, Sarah	Instructional Coach	Trains teachers in the Reading Recovery Process, works with individual students to close achievement gaps.
Herndon, Erin	Instructional Coach	Provides professional development sessions in curricular and instructional areas; provides coaching and mentoring assistance; facilitates data team meetings and assists with data analysis and necessary follow up with teachers regarding interpretation and graphing; works with *Guidance Counselor, Social Worker, and School Psychologist to assist teachers in implementing interventions.

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	72	91	83	86	102	91	0	0	0	0	0	0	0	525
Attendance below 90 percent	2	7	4	6	13	11	0	0	0	0	0	0	0	43
One or more suspensions	1	0	0	0	3	3	0	0	0	0	0	0	0	7
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	7	32	28	0	0	0	0	0	0	0	67

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

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

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	12	16	11	2	0	0	0	0	0	0	0	0	0	41
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

28

Date this data was collected or last updated

Thursday 8/8/2019

Prior Year - 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	18	9	7	14	13	12	0	0	0	0	0	0	0	73
One or more suspensions	2	0	0	3	0	6	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	0	0	12	8	17	0	0	0	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	20	23	22	0	0	0	0	0	0	0	65

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	10	12	11	0	0	0	0	0	0	0	33

Prior Year - 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	18	9	7	14	13	12	0	0	0	0	0	0	0	73
One or more suspensions	2	0	0	3	0	6	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	0	0	12	8	17	0	0	0	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	20	23	22	0	0	0	0	0	0	0	65

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	10	12	11	0	0	0	0	0	0	0	33

Part II: Needs Assessment/Analysis**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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	59%	62%	57%	58%	60%	55%
ELA Learning Gains	59%	57%	58%	63%	59%	57%
ELA Lowest 25th Percentile	59%	50%	53%	68%	49%	52%
Math Achievement	67%	63%	63%	58%	67%	61%
Math Learning Gains	58%	54%	62%	54%	62%	61%
Math Lowest 25th Percentile	50%	42%	51%	45%	48%	51%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Science Achievement	45%	54%	53%	47%	55%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	72 (0)	91 (0)	83 (0)	86 (0)	102 (0)	91 (0)	525 (0)
Attendance below 90 percent	2 (18)	7 (9)	4 (7)	6 (14)	13 (13)	11 (12)	43 (73)
One or more suspensions	1 (2)	0 (0)	0 (0)	0 (3)	3 (0)	3 (6)	7 (11)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (12)	0 (8)	0 (17)	0 (37)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	7 (20)	32 (23)	28 (22)	67 (65)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	76%	69%	7%	58%	18%
	2018	55%	63%	-8%	57%	-2%
Same Grade Comparison		21%				
Cohort Comparison						
04	2019	51%	57%	-6%	58%	-7%
	2018	46%	54%	-8%	56%	-10%
Same Grade Comparison		5%				
Cohort Comparison		-4%				
05	2019	47%	56%	-9%	56%	-9%
	2018	55%	56%	-1%	55%	0%
Same Grade Comparison		-8%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	85%	70%	15%	62%	23%
	2018	68%	69%	-1%	62%	6%
Same Grade Comparison		17%				
Cohort Comparison						
04	2019	63%	60%	3%	64%	-1%
	2018	59%	61%	-2%	62%	-3%
Same Grade Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-5%				
05	2019	48%	56%	-8%	60%	-12%
	2018	53%	62%	-9%	61%	-8%
Same Grade Comparison		-5%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	43%	52%	-9%	53%	-10%
	2018	60%	63%	-3%	55%	5%
Same Grade Comparison		-17%				
Cohort Comparison						

Subgroup Data

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	34	43	45	37	40	45	4				
ELL	50	54		67	55						
BLK	52	40		48	36						
HSP	59	63	55	72	59		38				
MUL	45	81		41	38		27				
WHT	62	57	60	72	63	57	54				
FRL	54	58	58	66	55	52	40				
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	38	22	32	36	16	7	24				
ELL	36			36							
BLK	61			53	40						
HSP	46	30		54	31		38				
MUL	50	56		75	38						
WHT	56	43	41	65	44	14	66				
FRL	52	42	38	59	35	16	57				
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	37	56	58	33	34	29	33				
BLK	45	69		40	38		55				
HSP	62	78	75	56	55		44				
MUL	67	56		59	63		50				

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
WHT	58	59	70	61	54	43	46				
FRL	57	61	69	56	47	33	42				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	60
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	86
Total Points Earned for the Federal Index	483
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	44
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	63
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	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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
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	61
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	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our lowest performance data component was Science. This group of students struggled with ELA proficiency which made the academic vocabulary in Science difficult to

understand. We also had two teachers that hadn't taught Fifth grade Science so their content knowledge was not as strong as my veteran teacher.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our greatest data component decline was Science. This group of students struggled with ELA proficiency which made the academic vocabulary in Science difficult to understand. We also had two teachers that hadn't taught Fifth grade Science so their content knowledge was not as strong as my veteran teacher.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our greatest gap when compared to the state average was Science. This group of students struggled with ELA proficiency which made the academic vocabulary in Science difficult to understand. We also had two teachers that hadn't taught Fifth grade Science so their content knowledge was not as strong as my veteran teacher. We have noticed a strong correlation between our ELA proficiency and our Science proficiency so our trend fluctuates depending on the ELA proficiency of our grade levels.

Which data component showed the most improvement? What new actions did your school take in this area?

The component with the most improvement was math bottom quartile gains. We made sure to place our most struggling math students with our most proficient math teachers, we created a math intervention room so our bottom quartile students could receive small group instruction daily for 30 minutes and we hired an intervention specialist to oversee our intervention room and our MTSS process.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

We are concerned about the number of students we have that are scoring a level 1 on FSA, attendance is also a concern but it has improved over the previous year.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Increase learning gains for all students.
2. Increase Science Proficiency
3. Increase ELA Proficiency
4. Close the Achievement Gap for Students with Disabilities
5. Increase learning gains for bottom quartile students

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	To increase our percent of students who make their learning gain, with a specific focus on increasing our learning gains for Bottom Quartile students & students with disabilities in ELA , Math and Science.
Rationale	If students increase their learning gain in ELA and Math it will increase overall proficiency for the school.
State the measureable outcome the school plans to achieve	Gain 34 overall school grade component points in the following areas: 3 points in ELA achievement, 3 points in ELA gains, 3 points in ELA bottom quartile gains, 4 points in math gains, 10 points in math bottom quartile gains and 10 points in science gains.
Person responsible for monitoring outcome	Sheila Brown (sheila.brown@yourcharlotteschools.net)
Evidence-based Strategy	Liberty Elementary will increase student achievement through standards based instruction, collaboration, and high effect size Marzano strategies.
Rationale for Evidence-based Strategy	Liberty Elementary gained 71 points last year while implementing these strategies, for the 2019-20 school year we will refine these strategies and add a specific focus on students with disabilities.
Action Step	
Description	<ol style="list-style-type: none"> 1. Continue training teachers on the critical concepts for their grade level to ensure content area understanding. 2. Use Renaissance assessment program to better monitor progress of learning gains and increase reading proficiency. Use Renaissance reading programs to set reading goals and targets for all students including students with disabilities. 3. Collaborative planning will have a specific focus on planning one lesson each week, by selecting a content area and developing a detailed plan to include high effect size strategies and scaffolding techniques for students with disabilities. 4. Continue MTSS monitoring and planning during monthly team meetings and biweekly CORE meetings to monitor interventions & formative assessments. 5. Continue the use of the intervention classroom with ESE coach and paraprofessionals with a focus on students with disabilities and bottom quartile students. 6. Implement Reading Recovery program with two the training of two certified Reading Recovery Reading Endorsed teachers. Implement Reading Recovery with Bottom Quartile 1st graders. 7. Provide opportunities for coaches, administration, and teachers to attend Professional Development trainings to support our areas of focus.
Person Responsible	Sheila Brown (sheila.brown@yourcharlotteschools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

We will use Reflex to maintain fluency of math facts.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The School Improvement Plan will build positive relationships with parents and families and community stakeholders by asking for feedback on our school focus and our action steps. We will present the plan to our Parent Teacher Organization and our School Advisory Committee and ask for their feedback and input. In order to encourage open communication we will provide them a quick overview and the full plan.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

-Bully Reporting--easy report system by clicking on a button link on the LES website - Leadership roles are assigned to students, and every teacher uses a Positive Behavior Support (PBS) student management system. Classroom discussions are used to help build and maintain healthful relationships among students and to promote a classroom culture that is safe and conducive to teaching and learning. -We use our Guidance, Social Worker and School Resource Officer to provide services to students in need. -The school ensures the social and emotional needs are being met for all students by having a caring staff that goes out of their way to make sure that all students are okay. -We partner with various community organizations to provide food, shelter, clothing and gifts for students in need. - We provide numerous before and after school activities/clubs that all of our students are invited to participate in. - We implemented a grandparents group to support the subgroup of our students being raised by grandparents.

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

*Spring-LES hosts "Kindergarten Roundup," during which time, the area Kindergarten students and their parents are invited to come and see the building and register for school. Students are invited back before the year begins to have a screening assessment and meet teachers.

*Spring-Kindergarten parents are invited into the classrooms during Kinder Kickoff. Principal, Assistant Principal and Lead teachers do presentations regarding academic and behavioral expectations, and parents get to learn what a typical school day looks like. They get to walk through the schedule and ask questions. Students get to walk through the lunch line and come into our Model Classroom and do an activity with our Lead teacher.

*Fall- Kindergarten parents will be invited to attend our Back to School Bash and Open House. Parents and students will be able to see their kindergarten classroom. Additionally, the teachers go over safety regulations and procedures concerning arrival and dismissal. Also, parents take part in discussion about the meaning of a Title I school, and they receive a copy of the Title I Compact Agreement.

*Fifth grade students are given the opportunity to visit Murdock Middle School at the end of the school year during our Riser Night. Students and their parents visit classrooms, ask questions and meet with the administrative staff.

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.

Academic and behavioral warning systems help to identify students in need of interventions through a Multi-Tiered System of Supports (MTSS). Early and timely interventions can only occur when we have a system that alerts us of the concerns. Currently, the district has three systems that provide information to help make timely adjustments necessary for Student Success.

Focus-provides a variety of district reports regarding retention, referrals, ESE and ELL status, and attendance. Focus automatically generates 5 day and 10 day attendance letters to communicate a concern to the parents (guardians). In addition to the existing Focus reports, the Information Communications System (ICS) team is available to support school-based criteria for a custom report.

EDIS -data networks that provide a wide variety of academic reports that address both local and state assessment results. They use a color-coded system and filters which give the user opportunity to clearly see/identify students in need of intervention.

It is the responsibility of the Principal, Assistant Principal, Lead Teacher and District Personnel to determine the most efficient use of these programs. Principals, Assistant Principals, and Lead Teachers meet with District Personnel monthly to review the effectiveness of programs, personnel and funding.

Renaissance-provides a variety of student and school reports that show growth and proficiency in ELA and Mathematics.

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

We have an annual Career Day where our students can learn about colleges and possible career paths. Students learn about these careers and complete thinking maps to show the necessary requirements for that field of work.

Part V: Budget

1	III.A.	Areas of Focus: To increase our percent of students who make their learning gain, with a specific focus on increasing our learning gains for Bottom Quartile students & students with disabilities in ELA , Math and Science.				\$187,822.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	5100	150-Aides	0201 - Liberty Elementary School	Title, I Part A		\$82,285.00
	5100	369-Technology-Related Rentals	0201 - Liberty Elementary School	Title, I Part A		\$31,500.00
	6400	130-Other Certified Instructional Personnel	0201 - Liberty Elementary School	Title, I Part A		\$59,037.00
	6400	330-Travel	0201 - Liberty Elementary School	Title, I Part A		\$15,000.00
Total:						\$187,822.00