

Charlotte County Public Schools

Liberty Elementary School



2015-16 School Improvement Plan

Liberty Elementary School

370 ATWATER ST, Port Charlotte, FL 33954

[no web address on file]

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	82%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	38%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Charlotte County School Board on 11/17/2015.

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	21
Appendix 1: Implementation Timeline	24
Appendix 2: Professional Development and Technical Assistance Outlines	24
Professional Development Opportunities	25
Technical Assistance Items	26
Appendix 3: Budget to Support Goals	0

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Focus	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Liberty Elementary School is to provide a safe, orderly, learning environment where the "Freedom to Learn Prevails" and to ensure that all strive for excellence.

Provide the school's vision statement

Student Success

School Environment

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

Strategy-Establish leadership opportunities and build leadership capacity across the school.

- a school-wide curriculum that features the 7 Habits of Happy Kids as the focus. Leadership roles are assigned for every student in every classroom, every teacher uses a Positive Behavior Support (PBS) student management system. Classroom meetings 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.
- the adult Leadership Team which keeps the school on track in providing leadership opportunities for students, staff, and parents/school community.
- the Student Leadership Team (about 50 student representatives across all grade levels and cultures), which is established through an application process.
- Liberty has a student mentoring program that was established to give our intermediate students the opportunity to grow as leaders and to support our younger students with academic and social needs.

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

- Social Skills Intervention--Check-in for Targeted Students: Lead Teacher, Guidance Counselor, Social Worker, ESE Liaison
- School-wide Daily Curriculum--Embedded with instruction from the 7 Habits of Happy Kids, LES ALL STARS Expectations, & Marzano's Cognitive Strategies
- School-wide Relationship Building--Collaborative decision-making among staff and students
- Cooperative Learning Structures--Used by teachers to establish and maintain collaborative processes among/between students, with teacher as coach/facilitator
- Classroom Meetings--Focus is on relationship building and maintaining a classroom family environment of respect, trust, and safety
- Student-led Conferences--Instilling acceptance of responsibility and leadership in students, which builds self esteem and appropriate self advocacy skills
- Student-Peer Mentoring--Supervised by Lead Teacher and Guidance Counselor
- Anti-Bully Campaigning--Posters, discussions, videos, School Resource Officer presentations (SRO); GREAT training by the SRO
- Do the Right Thing--Nominations of students for this Charlotte County Law Enforcement initiative to build student self esteem and a continuing desire to do the right thing in any situation
- Our campus has been upgraded to include a monitored front entrance and new security locks of all of our classrooms and gates.

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

- School-wide Behavioral System-All students follow a behavior plan that starts on "ready to learn", students move up and down the chart based on the choices they make. Consistent consequences and rewards are built into the system at every level.
- Classroom Meetings-Focus on relationship building and maintaining a classroom family environment of respect, trust and safety
- Social Skills Intervention-Check in for Targeted Students: Lead Teacher, Guidance Counselor, Social Worker
- Student Led Conferences-Instilling acceptance of responsibility and leadership in students, which builds self esteem and self advocacy skills
- Voice Levels-a school-wide plan that teaches the acceptable levels of noise in all areas and minimizes distractions during learning time

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

- Student Peer Mentoring--Supervised by Lead Teacher and Guidance Counselor
- Mentoring Program for intermediate students mentoring younger students--Supervised by Assistant Principal
- Bully Reporting--easy report system by clicking on a button link on the LES website
- A school-wide curriculum that features the 7 Habits of Happy Kids as the focus. Leadership roles are assigned for every student in every classroom, and every teacher uses a Positive Behavior Support (PBS) student management system. Classroom meetings 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.

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

- Grade level and individual teacher meetings are held every Thursday. Teachers discuss students in Tier I,II, and III processes at these meetings. Data is collected via graphs for attendance, academics and behavior (whole class; students in Tier II, and III processes). Graphs are displayed for the Team (including parents). Data is also discussed at Attendance Team Meetings, Retention Team Meetings, Wednesday Morning Faculty Meetings, and at CORE team meetings.
- Every Tuesday is known as Response To Intervention (RTI) Tuesday, and at this time, the Guidance Counselor, School Psychologist, Administration, Reading Coach and Lead Teacher meet with teachers during planning time to discuss and create individual plans regarding RTI students.
- Leadership Team works with school-wide problem solving and collaborates with the school PPC monthly.

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	21	8	13	10	10	10	72
One or more suspensions	0	0	1	0	0	0	1
Course failure in ELA or Math	9	9	15	17	20	26	96
Level 1 on statewide assessment	0	0	0	0	0	0	

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	2	1	4	6	10	9	32

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

- WIN Time--each grade level has 70 minutes of time daily built into the Master Schedule to provide targeted instruction to struggling students
- Response to Intervention Kit/Florida Common Core Ready Made Centers Kit-Provides supplemental instruction to Tier II students in ELA and Math
- My Sidewalks Intervention Program/Common Core Math Diagnosis and Intervention system- Provides supplemental instruction to Tier III students in ELA and Math
- I-Ready-Provides specific leveled instruction for all students and provides the teacher with step by step instructional lessons to target specific areas of weakness

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/178941>.

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

- I-Mom and All Pro Dad-These programs are provided to our parents and students to build strong relationships. Donations of food for the events, and prizes are provided by our local community businesses
- Our facilities are used on weekends by organizations in the community
- Our Parent Teacher Organization/School Advisory Council, Leadership and Parent Involvement Team

actively recruit business partners for our school and work to build support in the community
-We hold an annual Leadership Day to promote student leadership and invite community members in to our building to celebrate leadership
-Chick Fil A-We have created a partnership with Chick Fil A. We work together to provide family involvement activities and raise money for our school.

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:

Name	Title
Brown, Sheila	Principal
Shepard, Grace	Assistant Principal
Wiley, Renee	Other
Guerra, Julio	Guidance Counselor
Thompson, Trish	Teacher, K-12

Duties

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

*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 Lead Teacher to review grade level data every Thursday and provide support in the RTI process.

*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 Lead Teacher to review grade level data every Thursday and provide support in the RTI process.

*Lead Teacher-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 and School Psychologist to assist teachers at RTI meetings every Tuesday.

*Reading Coach- provides data analysis assistance, provides support for the RTI process, instructs students.

*Social Worker-Works with attendance matters; meets with parents re: behavior issues and assists with family services.

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. School Portal-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.

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

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kari Kulman	Parent
Sheila Brown	Principal
Teresa Shepherd	Parent
Daisy Colon	Parent
Crystal Schram	Parent
Michelle Rockymore	Parent
Morgan Owen	Parent
Markie Aniskewicz	Parent
Bonnie Jerauld	Parent
Ardine Primus	Parent
Sheryl Flavin	Business/Community
Opal Ewears	Parent
Carol Halverson-Gross	Parent
Kayla Hall	Parent
Genessa Penrod	Teacher
	Student

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

September 2015 SAC meeting: Will review student achievement data and FLDOE direction for Common Core instruction expectations to raise student achievement. Will review the Parent Involvement Plan, and make any necessary changes.

Development of this school improvement plan

Meetings will be held monthly to discuss:

- *Review and creation of new School Improvement Plan
- *updates in the implementation of the SIP
- *updates in the implementation of the PIP

The first meeting is scheduled for September 17, 2015

Preparation of the school's annual budget and plan

Meetings will be held monthly to discuss the school's annual budget and plan:

The first meeting is scheduled for September 17, 2015. At that meeting, we will discuss the need to provide funding for substitute teachers needed to support monthly meetings for PPC, PBS, and Literacy Council

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

There have been no School Improvement funds allocated to schools in several years.

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

No

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

- *Flyers to parents at school events
- *Recruitment note in school newsletter
- *Individual invitations given to every parent at Title I Open House
- *Will continue to send special invitations to parents of F/R population.
- *Called individual parents
- *Use School Connect Messages for parent reminders

Literacy Leadership Team (LLT)

Membership:

Name	Title
Brown, Sheila	Principal
Shepard, Grace	Assistant Principal
Wiley, Renee	Instructional Coach
Thompson, Trish	Instructional Coach
Nease, Debra	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

- *Quarterly Events that include parent Involvement
- *Read Across Liberty Week, which includes a Parent Day that showcases student leadership notebooks and student led conferences K-5
- *Data tracking and specific grade level incentives for AR points earned
- *Data tracking and specific grade level incentives for I-Ready minutes
- *Sunshine State Reader Challenge

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

- *Wednesday Morning Meetings-Professional Development workshops will be provided every Wednesday addressing specific instructional needs at Liberty
- *Thursday Grade Level Meetings-Core team will meet with every grade level to discuss interventions, review data, and provide support for Standards based instruction
- *Common Planning Time-Master Schedule created that allows for 40 minutes of common planning time daily
- *Data Chats-once per month each teacher meets individually with administration to discuss student performance and goal setting

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

Implementation of best practices by Principal, Assistant Principal, and Core Leadership team:

- *Leadership opportunities in PLC's, Lesson Study Groups, and Leadership Team efforts
- *Professional Development onsite by Lead Teacher, Principal, Assistant Principal and Highly Qualified Staff with emphasis on unpacking Standards, I-Ready, ESOL, Thinking Maps and WIN time planning
- *Use of CCPS Soft-Search system to select applicants and check credentials
- *Use of targeted interview process (or modified version) in a collaborative team process
- *Check all references
- *Mentoring by highly qualified, clinical education certified teachers

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

- *CCPS New Educator Training (NET) program for new teachers-mentoring by highly qualified, clinical education certified teachers and Program Planners.
- *Lead Teacher support through coaching, modeling, and peer observation with feedback
- *Peer support with ongoing monitoring-pair master teachers with other teachers
- *Continue grade level Data Team meetings to provide academic and strategy support
- *Implement monthly individual meetings to focus strategies to improve student achievement
- *Onsite technology support by Lead Teacher, Assistant Principal, and Tech facilitator

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

Liberty Elementary will follow the Standards Based Instructional System with a focus on unpacking each standard and aligning effective formative assessments to the standards that will drive instruction

- *Use CMAPS program to provide curriculum maps and timelines
- *Use Data Days to review student data and implement instructional interventions
- *Attend Principal, Assistant Principal and Lead Teacher meetings
- *Provide safety nets for struggling students following the MTSS
- *Attend grade level and individual meetings monthly to discuss student achievement with each standard
- *Students in grades K-3 will be given the Developmental Reading Assessment (DRA) 2-3 times per

year to provide teachers with their current reading abilities so that they can make instructional decisions

*WIN (What I Need) Time will be provided for 1 hour daily to all students. This time will include intensive instructional interventions, enrichment opportunity, and any other support that our students would need

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

*Data Team Meetings are held regularly at all grade levels. Teachers discuss students in Tier I, II, and III processes at these meetings. Data are collected via graphs (whole class; students in Tier II and Tier III processes). Graphs are displayed for the Team (including parents). Data are also discussed at Attendance Team Meetings, Retention Team Meetings, faculty meetings, and at Core Team Meetings.

*Differentiation: 70 minutes of WIN time where students are instructed at their level

*Tier II interventions

*Conversion Units using FL CCSS ELA Response to Intervention Kit and FL CCSS Math CC Ready Made Centers Kit

Tier III interventions using FL CCSS ELA My Sidewalks Intervention Program and FL CCSS Math Diagnosis and Intervention System

*Every Tuesday the Guidance Counselor, School Psychologist, and Lead Teacher meet with teachers during planning time to discuss and plan regarding RTI cases

*PBIS/RTI Coaches and Team Leaders provided by the district for assistance school wide

*Leadership Team works with school-wide problem solving and collaborates with the school PPC Monthly.

*Across Grade Level Teacher Collaboration

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: 10,800

Students will participate in extended learning and enrichment activities for at least 1 hour daily. Some activities include science experiments, math projects, and social studies lessons.

Strategy Rationale

Research shows that students who are given extended learning opportunities can increase their academic achievement significantly.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Brown, Sheila, sheila.brown@yourcharlotteschools.net

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

Attendance and iReady scores

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

*Spring-LES hosts "Kindergarten Roundup," during which time, the area Kindergarten students and their parents are invited for an exciting day at school. The Core Leadership Team divides parents into groups, and each Core Team member leads a group on a planned campus tour. This way everyone gets a firsthand experience with LES.

*Fall-Kindergarten parents are invited into the classrooms during the first days of school. 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. 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. Students and their parents visit classrooms, ask questions and meet with the administrative staff.

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

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

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

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** By the end of the 2015-2016 school year, LES will increase the percentage of proficient students in ELA and Math by 11%, according to iReady assessment (end of year view).

- G2.** Starting by August, 2015, and continuing to the end of the school year, the faculty and leadership of LES will be fully engaged in monthly, structured, grade level professional learning activities that focus on differentiating instruction for all students.

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. By the end of the 2015-2016 school year, LES will increase the percentage of proficient students in ELA and Math by 11%, according to iReady assessment (end of year view). 1a

G070985

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	65.0
FSA Mathematics - Achievement	70.0

Resources Available to Support the Goal 2

- I-Ready
- Standards Binders
- College and Career Readiness Assessment from Pearson
- CPALMS
- Pearson Reading Street
- Envision Math
- Florida Ready LAFS
- Florida Ready MAFS

Targeted Barriers to Achieving the Goal 3

- Time for individualized instruction

Plan to Monitor Progress Toward G1. 8

iReady Beginning of year, Middle of year and End of year reports for each grade level.

Person Responsible

Sheila Brown

Schedule

Semiannually, from 9/4/2015 to 5/27/2016

Evidence of Completion

iReady Middle of year and End of year reports will be used to determine progress towards the goal.

G2. Starting by August, 2015, and continuing to the end of the school year, the faculty and leadership of LES will be fully engaged in monthly, structured, grade level professional learning activities that focus on differentiating instruction for all students. 1a

G070986

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	100.0

Resources Available to Support the Goal 2

-
- List of FL Standards by grade levels
- Webb's Depth of Knowledge framework
- Pupil Progression Plans
- I-Ready reports
-

Targeted Barriers to Achieving the Goal 3

- Training is needed to increase teacher's knowledge of differentiated practices.

Plan to Monitor Progress Toward G2. 8

Attendance Sheets, Professional Learning Activities Minutes, Teacher Observations, Evaluations, iReady

Person Responsible

Sheila Brown

Schedule

Every 6 Weeks, from 9/4/2015 to 5/27/2016

Evidence of Completion

Attendance Sheets, Professional Learning Activities Minutes, Teacher Observation Feedback forms, Evaluations, and Beginning, Middle, and End of the Year iReady Assessments.

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. By the end of the 2015-2016 school year, LES will increase the percentage of proficient students in ELA and Math by 11%, according to iReady assessment (end of year view). **1**

 G070985

G1.B2 Time for individualized instruction **2**

 B185098

G1.B2.S1 Provide an hour of "WIN" (What I Need) time for every student at every grade level. **4**

 S196530

Strategy Rationale

Teachers will be able to focus on specific strengths and weaknesses for the small group of students they are working with.

Action Step 1 **5**

Students will be given an hour each day to work on the skills they need to be successful in their grade level curriculum.

Person Responsible

Sheila Brown

Schedule

Daily, from 8/17/2015 to 5/27/2016

Evidence of Completion

Formative assessments created by the grade level and I-Ready MOY and EOY reports.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Principal and Assistant Principal will meet with each grade level monthly to review grade level data and make changes to the plan as necessary.

Person Responsible

Grace Shepard

Schedule

Monthly, from 8/27/2015 to 5/5/2016

Evidence of Completion

Student progress will be monitored using the Pupil Progression Plans for each grade level.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Teachers will meet with Leadership Team monthly to monitor student progress.

Person Responsible

Sheila Brown

Schedule

Monthly, from 9/17/2015 to 5/5/2016

Evidence of Completion

Student Pupil Progression Plans and I-Ready MOY and EOY reports will be used to monitor for effectiveness.

G2. Starting by August, 2015, and continuing to the end of the school year, the faculty and leadership of LES will be fully engaged in monthly, structured, grade level professional learning activities that focus on differentiating instruction for all students. 1

G070986

G2.B1 Training is needed to increase teacher's knowledge of differentiated practices. 2

B185101

G2.B1.S2 The entire staff will meet every Wednesday to receive Professional Development in using the tools the District has provided to improve instruction using differentiation. 4

S196532

Strategy Rationale

Teachers need to spend time understanding the tools they can use to improve Standards Based Instruction

Action Step 1 5

Weekly staff Professional Development focusing on WIN time planning for differentiation.

Person Responsible

Sheila Brown

Schedule

Weekly, from 8/19/2015 to 5/18/2016

Evidence of Completion

Agendas, Meeting notes, and staff signatures

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Classroom observations during WIN time

Person Responsible

Sheila Brown

Schedule

Weekly, from 9/8/2015 to 5/18/2016

Evidence of Completion

Classroom observations, Agendas, Sign in Sheets

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

I-Ready data and Student Pupil Progression Plans

Person Responsible

Grace Shepard

Schedule

Monthly, from 9/4/2015 to 5/18/2016

Evidence of Completion

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.B2.S1.A1	Students will be given an hour each day to work on the skills they need to be successful in their grade level curriculum.	Brown, Sheila	8/17/2015	Formative assessments created by the grade level and I-Ready MOY and EOY reports.	5/27/2016 daily
G2.B1.S2.A1	Weekly staff Professional Development focusing on WIN time planning for differentiation.	Brown, Sheila	8/19/2015	Agendas, Meeting notes, and staff signatures	5/18/2016 weekly
G1.MA1	iReady Beginning of year, Middle of year and End of year reports for each grade level.	Brown, Sheila	9/4/2015	iReady Middle of year and End of year reports will be used to determine progress towards the goal.	5/27/2016 semiannually
G1.B2.S1.MA1	Teachers will meet with Leadership Team monthly to monitor student progress.	Brown, Sheila	9/17/2015	Student Pupil Progression Plans and I-Ready MOY and EOY reports will be used to monitor for effectiveness.	5/5/2016 monthly
G1.B2.S1.MA1	Principal and Assistant Principal will meet with each grade level monthly to review grade level data and make changes to the plan as necessary.	Shepard, Grace	8/27/2015	Student progress will be monitored using the Pupil Progression Plans for each grade level.	5/5/2016 monthly
G2.MA1	Attendance Sheets, Professional Learning Activities Minutes, Teacher Observations, Evaluations, iReady	Brown, Sheila	9/4/2015	Attendance Sheets, Professional Learning Activities Minutes, Teacher Observation Feedback forms, Evaluations, and Beginning, Middle, and End of the Year iReady Assessments.	5/27/2016 every-6-weeks
G2.B1.S2.MA1	I-Ready data and Student Pupil Progression Plans	Shepard, Grace	9/4/2015		5/18/2016 monthly
G2.B1.S2.MA1	Classroom observations during WIN time	Brown, Sheila	9/8/2015	Classroom observations, Agendas, Sign in Sheets	5/18/2016 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.

G2. Starting by August, 2015, and continuing to the end of the school year, the faculty and leadership of LES will be fully engaged in monthly, structured, grade level professional learning activities that focus on differentiating instruction for all students.

G2.B1 Training is needed to increase teacher's knowledge of differentiated practices.

G2.B1.S2 The entire staff will meet every Wednesday to receive Professional Development in using the tools the District has provided to improve instruction using differentiation.

PD Opportunity 1

Weekly staff Professional Development focusing on WIN time planning for differentiation.

Facilitator

Sheila Brown/Grace Shepard

Participants

Classroom teachers, ESE teachers, Specials teachers, Paraprofessionals

Schedule

Weekly, from 8/19/2015 to 5/18/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B2.S1.A1	Students will be given an hour each day to work on the skills they need to be successful in their grade level curriculum.				\$20,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	510-Supplies	0201 - Liberty Elementary School	Other	0.0	\$500.00
	5100	150-Aides	0201 - Liberty Elementary School	SIG 1003(a)	1.0	\$20,000.00
2	G2.B1.S2.A1	Weekly staff Professional Development focusing on WIN time planning for differentiation.				\$0.00
					Total:	\$20,500.00