
Title I Comprehensive Schoolwide Plan
LIBERTY PARK ELEMENTARY SCHOOL (1871)

ELA

1. List prioritized needs statements.

Kindergarten showed slight improvement from 24.8% in FY23 to 25.4% in FY24, indicating stable early literacy skills. 1st Grade saw significant improvement from 28.6% in FY23 to 33.6% in FY24, suggesting stronger foundational reading skills. 2nd Grade remained relatively stable, with a slight decline 29.4% in FY23 to 29.1% in FY24, indicating a need for targeted intervention. 3rd Grade rebounded strongly from 28.2% in FY23 to 36.8% in FY24, showing positive progress after a decline. 4th Grade dropped sharply in FY23 and remained at 27% in FY24, signaling a potential area of concern requiring intervention. 5th Grade demonstrated steady growth, improving from 38.4% in FY23 to 43.2% in FY24, suggesting strong literacy skill development. Overall Percent 3 and Above (ELA) Grade | FY22 | FY23 | FY24 K 24.8% 25.4% 1st 28.6% 33.6% 2nd 29.4% 29.1% 3rd 34.0% 28.2% 36.8% 4th 39.4% 27% 27% 5th 41.8% 38.4% 43.2%

2. List the root causes for the needs assessment statements you prioritized.

- Many students are missing critical academic skills (such as reading basics) that are necessary for success in higher-grade levels and more advanced learning. - A gap in vocabulary development, particularly in grades 3-5, limits students' ability to comprehend texts, express themselves clearly, and engage with grade-level content effectively. - Limited engagement from parents in school activities or communication, which affects students' academic progress and overall support at home. - Students frequently miss school, leading to gaps in learning and decreased opportunities for instructional time, which impacts their academic performance.

3. Share possible solutions that address the root causes.

Academic tutors during school hours (for Spanish Dual Language classes as well). Resource teachers to support with small group instruction and teacher support in all subjects. Parent Liaison to keep parents informed and involved in school activities through Parent links, call outs, etc Parent Liaison to share resources with parents, organize parent trainings and participate in SAC and PTO Interventionists to support Intervention in the classrooms. (English and Spanish) Use of ESOL strategies in the classroom. Purchase/acquire more technology for the Media Lab to facilitate student practice. (mice, headphones, mics on ELL students headphones. Purchase/acquire IXL Math to support students in Math. Weekly Tutorial/Saturday Science tutorials.

4. How will school strengthen the PFEP to support ELA?

- **Communication**

Purchase Primary communication folders to help teachers and parents communicate. School Agendas for Intermediate students to help with communication (2-5). We need to buy extras for new students that come to Liberty Park. Maintain our PTO School Facebook and our School Wide Class Dojo pages and encourage all parents to follow us. Continue using Parent Link as a school wide form of communication. Teachers will continue using their communication platforms: Class DOJO, Google Classroom, Reminder, etc. Have bilingual staff to support with parent communication in Spanish and Creole. (CLFs)

- **Parent Training**

Curriculum Night SIS Gateway State Assessment Workshop Parent training on how to use the parent communication platforms. (Offer food during trainings)

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

To provide a safe environment conducive to learning. To provide high-quality curriculum and instruction that enables students to meet high standards. To respect and value Liberty Park's cultural diversity. To communicate effectively and frequently with students and their families regarding individual student progress, as well as opportunities to be meaningful partners in learning. To promote an atmosphere where visitors are welcomed and encouraged to become actively involved in Liberty Park's educational progress. To provide Parent Trainings. To teach students and parents to use and monitor technology in appropriate ways

- **Students**

To attend school regularly, be on time, prepared, and comply with the school's dress code. To do my best to complete all assignments and to ask for help when needed. To obey the school rules and show respect for all people. To report dangerous situations or problems to the school and/or parents. To take pride in the school, home, and community and be willing to strive for excellence. To use technology appropriately.

- **Parents**

To be sure the student attends school regularly, is here by 8:00 am, prepared, and dressed according to Liberty Park’s dress code. To monitor homework assignments and notify the teacher if problems with completion arise. To read with the student for a minimum of 15-20 minutes per day. To monitor TV watching and video games at home. To supervise the student’s positive use of extracurricular time. To visit and communicate with the school frequently and conference with the teacher each trimester. To volunteer or assist the school as often as possible and ask for assistance from the school if and when needs arise. To monitor student usage of technology while at home.

- **Staff Training**

SIS Gateway for Parents Vs SIS Gateway for Teachers Student Code of Conduct/CBR and Discipline Protocols

- **Accessibility**

Continue providing support to our McKenny Vento students, with food, transportation, school supplies, clothing, etc. Provide Handicap parking spaces and accommodations for students with disabilities. Continue supporting our migrant families with food, school supplies, clothing, etc. Provide parent trainings/meetings at different times. (a.m. and p.m.)

Math

1. List prioritized needs statements.

Overall Percent 3 and Above (Math) Grade | FY22 | FY23 | FY24 K 35.5% 24.6% 1st 31.4% 38.6% 2nd 38.2% 33.1% 3rd 35% 28.8% 34.4% 4th 38.7% 25.4% 22.6% 5th 33.7% 37.2% 39.2% 1st Grade (+7.2%) and 5th Grade (+5.5%) show effective instruction and support. 4th Grade (38.7% ? 22.6%) has declined significantly over two years. Kindergarten and 2nd Grade Declines: Early math foundations are struggling, impacting later grades.

2. List the root causes for the needs assessment statements you prioritized.

- lack of foundational skills -lack of understanding in place value -ELL students with language barriers -Lack of parent support at home to assist with new math standards -paradigms of the "old vs. new math" getting people & parents on board with the shift in how we approach and solve math problems - Many students are missing critical academic skills (such as reading basics) that are necessary for success in higher-grade levels and more advanced learning. - A gap in vocabulary development, limits students' ability to comprehend texts, express themselves clearly, and engage with grade-level content effectively. - Limited engagement from parents in school activities or communication, which affects students' academic progress and overall support at home. - Students frequently miss school, leading to gaps in learning and decreased opportunities for instructional time, which impacts their academic performance.

3. Share possible solutions that address the root causes.

Implement small-group interventions with resource teachers. Use IXL Math for targeted practice. Focus on problem-solving strategies and conceptual understanding. Plan and execute Engaging lessons with Resource Teachers. Increase hands-on, manipulative-based learning for number sense. Reinforce fluency-building strategies to prevent future gaps. Provide teacher support in planning differentiated instruction. Incentives for all students to use adaptive technology at home. Weekly Tutorial/Saturday Tutorial Sessions Instructional Tutors to support with Math Rotations/small group instruction in the classroom. Parent Liaison to keep parents informed and involved in school activities through Parent links, call outs, etc. Parent Liaison to share resources with parents, organize parent trainings and participate in SAC and PTO

4. How will school strengthen the PFEP to support Math?

• Communication

Purchase Primary communication folders to help teachers and parents communicate. School Agendas for Intermediate students to help with communication (2-5). We need to buy extras for new students that come to Liberty Park. Maintain our PTO School Facebook and our School Wide Class Dojo pages and encourage all parents to follow us. Continue using Parent Link as a school wide form of communication. Teachers will continue using their communication platforms: Class DOJO, Google Classroom, Reminder, etc. Have bilingual staff to support with parent communication in Spanish and Creole. (CLFs)

• Parent Training

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5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

• School

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Science

1. List prioritized needs statements.

Grade FY22 FY23 FY24 Trend Analysis 5th 27.4% 32.6% 34.8% Consistent improvement over three years. Scores have steadily increased from 27.4% in FY22 to 34.8% in FY24 (+7.4%). Winter science diagnostic data shows that our 5th graders scored 44.7% proficient overall.

2. List the root causes for the needs assessment statements you prioritized.

- Many students are missing critical academic skills (such as reading basics) that are necessary for success in higher-grade levels and more advanced learning. - A gap in vocabulary development, limits students' ability to comprehend texts, express themselves clearly, and engage with grade-level content effectively. - Limited engagement from parents in school activities or communication, which affects students' academic progress and overall support at home. - Students frequently miss school, leading to gaps in learning and decreased opportunities for instructional time, which impacts their academic performance.

3. Share possible solutions that address the root causes.

Incorporate STEM activities, labs, and real-world problem-solving to deepen understanding. Integrate reading and writing skills into science instruction to support comprehension of scientific concepts. Use resource teachers to work with students struggling in key areas of scientific reasoning and application. Platforms like IXL Science, or BrainPOP to reinforce key concepts in an engaging way. Organize dedicated planning days for science teachers is essential for collaboration, resource development, and instructional refinement. Resource teachers will assist in developing engaging, inquiry-based lessons aligned with standards.

4. How will school strengthen the PFEP to support Science?

• Communication

Purchase Primary communication folders to help teachers and parents communicate. School Agendas for Intermediate students to help with communication (2-5). We need to buy extras for new students that come to Liberty Park. Maintain our PTO School Facebook and our School Wide Class Dojo pages and encourage all parents to follow us. Continue using Parent Link as a school wide form of communication. Teachers will continue using their communication platforms: Class DOJO, Google Classroom, Reminder, etc. Have bilingual staff to support with parent communication in Spanish and Creole. (CLFs)

- **Parent Training**

Curriculum Night SIS Gateway State Assessment Workshop Parent training on how to use the parent communication platforms. (Offer food during trainings)

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

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Action Step: Classroom Instruction

Build teacher capacity in standards based instruction through coaching and modeling during classroom instruction and PLC. Students will be provided extended learning opportunities through small group instruction during the school day and outside of the school day to support supplemental core instruction.

Budget Total: \$457,588.00

Acct Description	Description
Resource Teacher	ELA Interventionist will focus on K-5 Literacy, reading and writing push-in/pull-out intervention services for students.
Resource Teacher	School-Based Team Leader will provide support and interventions for all students through push-in model providing differentiated instruction and monitoring progress in small groups.
Resource Teacher	K-5 Math Resource will provide differentiated personalized instruction through push in support. Additionally, 1 Teacher will provide intervention services for students in Tiered Support.
Resource Teacher	Science Resource Teacher will be providing push-in/pull-out science instruction for 5th grade and organizing and implementing SwPBS system (during PLCs and w/students).

Acct Description	Description										
Online subscription	Item							Quantity	Rate	Type	Total
	IXL 5th Grade Science will help students build mastery through skill-based practice. It offers engaging, scaffolded questions that adjust in difficulty based off of student progress.							1	\$2,500.00	Original	\$2,500.00
Resource Teacher	Math Resource Teacher will push-in support advanced math student support (grades 3-5) and 5th Grade AM (pull-out to teach 6th grade math)										
Supplies	Item			Quantity	Rate	Supply Type		Type	Total		
	Cases of White printer paper			150	\$32.00	General Supplies		Original	\$4,800.00		
	Shipping			1	\$255.00	General Supplies		Original	\$255.00		
	Adjustment - benefits credit and final allocation			1	\$7,510.00	General Supplies		Other	\$7,510.00		
Tutorial	Item			Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will hold after school tutorial for grades 3-5 for subjects Reading and Math beginning in January.			10	\$37.00	2	2.5	5	Certified	Original	\$9,250.00

Action Step: Professional Learning

Build teacher capacity in AVID strategies to be incorporated into the curriculum, teaching and learning.

Budget Total: \$1,375.00

Acct Description	Description								
Out-of-system PL Subs	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Substitutes will be provided so K-5 Teachers can participate in ongoing planning for K-5 Reading, 3-5 Math and 5th grade science	5	\$21.00	1	6.5	2	Non-Certified	Original	\$1,333.00

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$44,399.00

Acct Description	Description
Parent Liaison - Para Level	Parent Liaison will provide trainings, resources, and support to families through conferences, daily parental questioning needs in regards to tutorial, SBT, ESE, homework as well as home visits. The parent liaison also provide support to our families through meetings, and phone calls.

Mission Statement

1. Mission Statement

Liberty Park parent and family engagement mission are to empower parents and families to always support their children's cognitive and social-emotional development from birth to the workforce and/or college. We will accomplish this by partnerships through support and literacy training even in a remote setting. Family engagement is designed to:

- Inform parents about Title I.
- Involve parents in school decisions by joining SAC/PTO.
- Offer parental training on ways to raise students achievement at home.
- Encourage active participation in the child(ren)'s schools and education.

Involvement of Stakeholders

Name	Title
Dahily Mompeller	Assistant Principal
Joseph Schneider	Principal
Warren Thaddies	Parent Liaison
Yulissa Urena	ELL Guidance
Lisa Schneider	PTO President
Wisline Josaphat	Parent
Lyn Emery	Teacher
Erica Henn	Junior Achievement

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

The procedures for selecting members of the group that participated in the development of the Parent and Family Engagement Plan included multiple types of communication. Informational flyers and invitations were sent to parents inviting them to participate in brainstorming and creating the Parent and Family Engagement Plan. Additionally, information about the meeting was posted on the marquee and a call out was done inviting parents to attend. The group was made up of parents, teachers, staff and a business partner. Parent Liaison Warren Thaddies were selected to communicate and collaborate with parents. Additionally, he is planning to implement the parent trainings as well as home visits.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

The input from stakeholders was discussed through the Parent and Family Engagement meeting forum. We discussed various ways for parents and families to get involved in their child's education throughout the year. The minutes were recorded and documented including suggestions and next steps. The minutes were then shared through the SAC meeting and copies were provided to parents. Additionally, we will review the input at the Fall SAC meeting and the Title I Annual Parent Meeting. SAC Meetings will be held every first Wednesday of each month.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Stakeholders were able to review the current documents and share their thoughts and ideas during the meeting to revise it for the next school year. Title I Parent and Family Engagement Funds will be used to purchase paper, organizational planners and folders to communicate with and engage parents. Funds will also provide a Parent Liaison, Warren Thaddies, who will build the capacity of parents/families to support students at home through consistent communication and parent trainings.

Name	Title
Joseph Schneider	Principal
Dahily Mompeller	Assistant Principal

Annual Parent Meeting

1. What is the actual date, time and location of the Annual Meeting?

October 1 at 6 pm, in person meeting in the media center.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Invitations and posted on Social Media, teachers will post the invitations to their Google classroom (if any), and communication platforms. Paper invitation will be sent home.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Powerpoint/Google Slide, agenda, invitations, and Evaluations. Handouts including the Schoolwide Plan, Parent and Family Engagement Plan and the School-Parent Compact.

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Student Code of Conduct/Corrective Behavior Forms/Discipline Referral Procedures/Teacher Interventions and Corrective Strategies Prior to Discipline Referral

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will learn about the interventions and corrective behavior strategies prior to writing a Corrective Behavior Report and/or a Discipline Referral.

- What is the expected impact of this training on family engagement?

Teachers will be able to communicate with parents about discipline referring back to the Student Code of Conduct, strategies and interventions used in the classrooms and provide ideas to parents to help students adjust their behavior at home. (discipline incidents, corrective behavior forms, discipline referrals)

- What will teachers submit as evidence of implementation?

Parent Conferences, Corrective Behavior Forms, Behavior Interventions samples (Discussion, Apology letter, etc.)

- Month of Training

August/September

- Responsible Person(s)

Dahily Mompeller/Coaches/Parent Liaison

3. Staff Training for Parent and Family Engagement #2

- Name of Training

SIS Gateway for Teachers

- What specific strategy, skill or program will staff learn to implement with families?

Teachers and staff will learn how to create an account on SIS to help parents when creating their accounts. Additionally teachers and staff will learn to find information on the SIS Gateway platform to show parents when having parent conferences.

- What is the expected impact of this training on family engagement?

Parents will know how their children are doing in school. The training will also impact parent teacher communication. SIS Gateway is an easy and fast way to communicate with teachers assigned to students. Also, SIS Gateway is an important tool for parents to locate Progress Reports, Report Cards, Local Test Results and student information.

- What will teachers submit as evidence of implementation?

Parent Conferences listing SIS Gateway as a discussion point. Screenshots to show parents how it looks like from the teacher perspective.

- Month of Training

November/December

- Responsible Person(s)

Dahily Mompeller/Coaches/Parent Liaison

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Curriculum Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

To support student learning at home, parents will be able to learn about the curriculum being used in the classroom, classroom and school expectations.

- Describe the interactive hands-on component of the training.

Google Slides Presentations/Teachers packets- In person training Parents will see their child's classroom and what materials/curriculum is being used.

- What is the expected impact of this training on student achievement?

Parents will have a better understanding of the assessment dates and classroom requirements. Students will be ready to take state assessments and increase their proficiency levels throughout the year.

- Date of Training

September

- Responsible Person(s)

Dahily Mompeller/Coaches/Parent Liaison

- Resources and Materials

Handouts and presentations (SIS Parent Gateway Letters, Classroom Discipline Plans, etc)

- Amount (e.g. \$10.00)

TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

SIS Gateway for Parents/Guardians

- What specific strategy, skill or program will parents learn to implement with their children at home?

To support student learning at home, parents will be able to navigate SIS to know student's test scores, schedule, attendance etc.

- Describe the interactive hands-on component of the training.

Google Slide Presentation/Computer Hands on activity

- What is the expected impact of this training on student achievement?

Students and parents will be able to track student growth and work together to improve test scores/class assignments.

- Date of Training

October

- Responsible Person(s)

Dahily Mompeller/Coaches/Parent Liaison

- Resources and Materials

Google Slides presentation- Chromebook to navigate platforms, SIS Gateway Pin Letters

- Amount (e.g. \$10.00)

TBD

5. Parent and Family Capacity Building Training #3

- **Name of Training**

FAST/STAR State Assessment Information Workshop

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

Parents will learn about FAST scale scores for each assessment and subject area. They will also be guided through the FAST portal to explore resources that can help support their children's learning at home in preparation for the State Assessments. Parents will learn about State Assessment frequency, subjects and requirements.

- **Describe the interactive hands-on component of the training.**

Google Slide Presentation/Assessment Calendar/State assessment website information.

- **What is the expected impact of this training on student achievement?**

Parents will learn about FAST scale scores for each assessment and subject area. They will also be guided through the FAST portal to explore resources that can help support their children's learning at home in preparation for the State Assessments. Students will have multiple opportunities to practice both at school and at home, helping them improve their performance on the State Assessments.

- **Date of Training**

February

- **Responsible Person(s)**

Dahily Mompeller/Coaches/Parent Liaison

- **Resources and Materials**

Calendars, presentations, additional information from the state.

- Amount (e.g. \$10.00)

TBD

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

McKinney- Vento

- Describe how agency/organization supports families.

Offer assistance for Homeless students.

- Based on the description list the documentation you will provide to showcase this partnership.

Student Housing questionnaire, Information Pamphlets

- Frequency

as needed

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

City of Greenacres

- Describe how agency/organization supports families.

Through the Partnership with the City of Greenacres, the school will build a lasting relationship with the City of Greenacres. The City will provide volunteer support periodically throughout the year. Career Day and trips to local Fire Rescue and Police included.

- Based on the description list the documentation you will provide to showcase this partnership.

Pictures, Social Media screenshots advertising events for the City of Greenacres

- Frequency

as needed

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Kids Community Closet

- Describe how agency/organization supports families.

They provide school uniforms, socks, underwear for our students in need.

- Based on the description list the documentation you will provide to showcase this partnership.

Kids closet log

- Frequency

as needed

Communication

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

The School will inform parents about Title I programs in a timely manner through flyers, digital flyers, call outs, the marquee and social media. Additionally we will inform parents about Title I programs through the Annual Meeting, parent conferences and parent trainings. Tutorial information will be shared through parent meetings, SAC/PTO, parent conferences, digital flyers, and social media.

- List evidence that you will upload based on your description.

Handouts, Invitations, social media page screenshots and parent link messages

- Description

The school will inform parents about the curriculum at the school, forms of assessment used to measure student progress and proficiency levels through our Curriculum Night, FAST/STAR State Assessment Workshop, and Parent Conferences.

- List evidence that you will upload based on your description.

Handouts, Google Classroom screenshots (if any), communication platforms screenshots, parent link messages, Curriculum Night presentations, Parent conferences discussing proficiency levels

- Description

The school will inform parents about the curriculum at the school, forms of assessment used to measure student progress and proficiency levels through our Curriculum Night, FAST/STAR Parent Training, and Parent Conferences.

- List evidence that you will upload based on your description.

Invitations, Google Classroom screenshots (if any), parent link messages, sample of report cards and progress

- Description

The school will inform parents about opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children through monthly SAC meetings, Title I Meetings and parent conferences. Additionally, teachers will inform parents about opportunities through Meet the Teacher, Curriculum Night, and data chats.

- List evidence that you will upload based on your description.

Handouts, Invitations, communication platforms/Google Classroom screenshots, parent link messages, SAC minutes

- Description

Meetings will be scheduled at different times during the day when possible. (AM and PM)

- List evidence that you will upload based on your description.

Handouts, Invitations, Home visit log, parent link messages

Accessibility

1. Parents and families with limited English proficiency
2. Parents and families with disabilities
3. Families engaged in migratory work
4. Families experiencing homelessness

- Description

Liberty Park Elementary School will provide opportunities for parents and families with limited English proficiency by ensuring a CLF is present for all meeting and conferences when necessary. Additionally, letters and correspondences will be translated and sent home in the parent's' native language. Finally, callouts/Parent Link messages will be sent in the native language as well.

- List evidence that you will upload based on your description.

Parent -Teacher conferences, school wide letters, flyers and callouts, Parent Link Screenshots/reports.

- Description

LPES will provide opportunities for Parents and families with disabilities by working with the ESE department and other staff members to provide access and support to these families. Handicap parking is available and meeting will be held on first floor for easy access.

- List evidence that you will upload based on your description.

Pictures, Flyers

- **Description**

LPES will provide opportunities for Parents and families engaged in migratory work and will work with the Migrant Department to help families make connections to support and resources available. The guidance department works with the district to provide migrant families with clothing, supplies and other items. Flexible meeting times are available.

- **List evidence that you will upload based on your description.**

Donation logs, supplies request logs, migrant flyer, SIS report

- **Description**

LPES will provide opportunities for Parents and families experiencing homelessness by connecting families to the McKinney-Vento program to access support and resources. The guidance department works with the district to provide homeless families with clothing, supplies and other resources. Homeless families are given priority for tutorial services. The school works diligently through the guidance department as well as RTI to ensure that our families feel welcomed, included and informed by providing a support network for both the children and families. Parent liaison would call homeless families to remind them.

- **List evidence that you will upload based on your description.**

Call logs, supplies request logs, student residency questionnaire 2479, SIS report

Other Activities

1. Activity #1

- **Name of Activity**

TBD

- Brief Description

TBD

2. Activity #2

- Name of Activity

TBD

- Brief Description

TBD

3. Activity #3

- Name of Activity

TBD

- Brief Description

TBD

Building Non-Academic Skills

1. Building Students' Non-Academic Skills

Teachers and guidance counselors have been teaching the importance of taking care of one another, being true to yourself and kindness. This is done in the classroom with the homeroom teachers, in guidance on the rotational fine arts wheel, through the daily morning show and through group meetings. Other activities also include Kindness Rock- poster contest and Kindness Challenges. Through these activities, students learn that we are all different but this is what makes us special. Additionally, we teach and follow the SWPBS High Five Expectations. These include coming to school each and every day, be here on time, be dressed for success, be respectful to yourself and respectful to others. These are regularly taught and reviewed. Students earn incentives for following these expectations including Eagle Dimes/Dollars which are then turned in for prizes, award certificates and positive shout outs. We teach these non-academic skills daily to help students develop into responsible and caring citizens.

Guidance: There are several systems in place to support our students in a social-emotional manner. Students that have been identified meet with the guidance counselors for group or individual sessions based upon their needs. Through these sessions the counselors regularly work with students to address their needs and often contact local agencies for assistance. Additionally, the guidance counselors are on the fine arts wheel and they teach character pillars and traits. Through modeling, role-playing and explicit teaching students gain a better understanding about how to be a role model and exceptional citizen.

Mentoring Program: Liberty Park also has a mentoring program in place. Students at various grade levels are paired with a mentor to meet regularly. The mentoring relationships vary but include homework help, guidance, and allow the student to understand that there is one adult they can turn to for help. For several students, we have also developed a check-in, check-out system where students continue to build relationships with an adult on campus who is regularly checking up on them to make sure they are on track.

Clubs, Groups and Extracurricular Activities- Through various groups and clubs throughout the school, we continue to help students build their non-academic skills. these clubs include Runner's Club, Chess, SECME, Teachers of Tomorrow, Safety Patrols and students' interest clubs. While working in these clubs, students work alongside teachers to build character as well as other skills. They develop relationships with staff members while working on a common goal.

SBT/MTSS Implementation

1. SBT/MTSS Implementation

The SBT will use the Problem Solving Model* to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings. * Problem Solving Model The four steps of the Problem Solving Model are: -Problem Identification entails identifying the problem and the desired behavior for the student. -Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem. -Intervention Design & Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented. -Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured. The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and ESSA. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education. As we work through the data-based problem solving process, we integrate academic and behavior instruction and interventions. The integrated instruction and intervention is delivered to students in varying intensities (tiers) based on the students needs. We work diligently to ensure the decision making process is based on the individual student needs and that the available resources are allocated and matched to the appropriate students at the appropriate levels in order to accelerate the performance of all students to achieve proficiency. Tier 1- Teachers and staff provide core instruction and regular assessments (PMs, USAs, classroom assessments.) Struggling learners are identified through the review of these assessments and performance. The identified student will then have iii small group instruction daily to provide extra support. Through this daily intervention, the teacher will work on guided reading at the student's level using the Fountas and Pinnell Continuum to identify skills that have been mastered on the student's level as well as the skills necessary to advance. The teacher will then start collecting data and tracking the student's progress to see if the additional intervention is helping the student make progress. Additionally, a Progress Monitoring Plan is developed and shared with the learner's parent. A reading deficiency letter is sent home along with strategies the parent can implement to help their child at home. The student is then invited to tutorial sessions after school and on Saturday. Periodically, in PLC the teachers will review the data and update the iii lists. If the child is not progressing, the teacher will modify the current supplemental support and/or refer the child to the School Based Team. Tier 2- Once referred, the SBT Team may decide to develop a formalized Rti Plan. Then the evidence based instruction/intervention specifically addressed the area of concern and includes a plan for progress monitoring. We have seen a trend with the need for oral language, fluency, high frequency words and reading comprehension. Examples of interventions include guided reading, FCR, Sound Sensible, SPIRE, and LLI. The progress is then monitored using Progress Monitoring Probes. The students are monitored bi-weekly and reviewed every 8-10 weeks on the supplemental plan. They will receive 30 minutes of iii intervention instruction daily in addition to the the 90 minute reading block. Tier 3- After 8-16 weeks of intervention instruction and progress monitoring the team will come back together to discuss the data and progress. If the student is not progressing, the current plan will be modified and a more intensive plan is developed. The parent is notified in writing of the additional intensive intervention instruction. They will receive 30 minutes of intervention instruction daily in addition to the 30 minutes of iii and the 90 minute reading block. An example of Tier 3 intervention is Leveled Literacy Intervention (LLI). The progress is then monitored using Progress Monitoring Probes as well as the LLI RRR . Baseline data is collected, the students are monitored bi-weekly and reviewed every 8-10 weeks on the supplemental plan.

Provision of a Well-Rounded Education

1. Well-Rounded Education

At our elementary school we are also helping our children to develop creatively. Students are encouraged to participate in many of the enrichment opportunities that we have available for students to participate in. These enrichment opportunities include art, music, robotics, after school clubs: SECME, AVID ambassadors and more. Additionally, we offer extended learning opportunities for enrichment. These students meet regularly with teachers to explore, invent and create project based learning.

Post-Secondary Opportunities and Workforce Readiness

1. Post-Secondary Opportunities and Workforce Readiness

Implementing the Florida State Standards we work diligently to prepare our students according to the progression outlined to prepare our students for college and career readiness. Accelerated course offerings and career awareness events also help in preparing our students for post-secondary opportunities. As an AVID school we are providing opportunities for our students to learn more about the opportunities that are available for them after high school. These strategies include note taking, goal setting and learning about different colleges.

Transition From Early Childhood to Elementary School

1. Transition to Elementary School

At Liberty Park Elementary School, all incoming Kindergarten students are assessed prior to or upon entering Kindergarten in order to ascertain individual and group needs and to assist in the development of robust instructional/intervention programs. All students are assessed within the areas of Basic Skills/School Readiness, Oral Language/Syntax, Print/Letter Knowledge, and Phonological Awareness/Processing. Specifically, Concepts of Print/Early Literacy Behaviors assessments will be used in the area of letter and sound recognition and sight word vocabulary. They will also be given the end of year Kindergarten math test. Screening data will be collected and aggregated. Data will be used to plan daily academic and social/emotional instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. Core Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data. Data will also be used to determine who needs enrichment and placement in our advanced/gifted program. Assessment tools to determine student readiness rates include state and district assessments: Progress Monitoring Assessments, ACCESS and K-3 Reading Assessments. The data is then shared at learning team meetings and grade level meetings where the data is disaggregated and at-risk and low performing students are identified. Students then receive additional assistance through iii, tutorials, or other supplemental services. Assessment information is also shared with the School Based Team. Staff members that are responsible include: all kindergarten teachers, reading coach, math coach, fine arts teachers, counselors, ESE coordinator, ESOL coordinator, nurse, and administration. We partner with Boys Town to provide play therapy and family outreach for those student who are at-risk, withdrawn, or demonstrate concerns with their transition to school. These programs target students in kindergarten and first grade. During our Classroom Showcase/Curriculum Night at the beginning of the school year and Kindergarten Round Up at the end of the school year, Liberty Park invites staff members from surrounding preschools to join us for the academic presentation. We allow parents to register their children ahead of time during Kindergarten Round Up. They are given information on what to expect from the teacher, school, and children. During Kindergarten Round-up, each kindergarten family received a "welcome bag" full of resources. These resources included basic books in English and Spanish, literacy games, math games, handouts, worksheets and manipulatives. Parents that attended the Kindergarten Round-up learned how to implement these games at home from the coaches and everything was translated for our families. The parents of our kindergartners were extremely thankful for the resources that were provided for them to work on at home with their children. Currently, Liberty Park has a pre-K/ESE program. We held parent & child training sessions as a component of our on-going Parent University. These sessions focused on Kindergarten readiness skills and developmental milestones. We taught parents techniques that they could use without major cost, in their own homes to prepare their children for the school environment. Liberty Park has the kindergarten students on a staggered start. The first 3 days of school allow kindergarten students to meet the teachers and go through the routines of school with a few students at a time.

Professional Development

1. Professional Development

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities (PLCs). Collaborative Team Planning Meetings are held weekly. The support that they receive from coaches alternates between grade level and subject areas. Coaches and resource teachers work alongside the administration to plan and work collaboratively. Individual support from coaches (planning, modeling, classroom management, data disaggregation) Additional opportunities for teacher to earn additional pay include after-school activities and tutorials. Ongoing professional development provided by reading coach as well as additional support from resource teachers.

Recruitment and Retention of Effective Educators

1. Recruitment and Retention

At Liberty Park Elementary School new teachers participate in the Educator Support Program. Through this program teachers are given the opportunity to work with a peer and develop a mentoring relationship. The ESP program is organized and supported by the assistant principal. The mentoring teachers are teachers that have completed the Clinical Educator Program and are eager to support new teachers. Regular ongoing professional Development District Training Learning Team Meetings Team Planning Individual support from coaches (planning, modeling, classroom management, data disaggregation) Additional opportunities for teacher to earn additional pay include after-school activities and tutorials.