

Charlotte County Public Schools

LIBERTY ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

To ensure academic achievement for all students by creating a culture of community, collaboration, and coaching, focusing on student motivation, high expectations and leadership development.

Provide the school's vision statement

A school family that is committed to ensuring academic achievement.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Carolyn Whaley

Position Title

Principal

Job Duties and Responsibilities

Co Chair of PPC. School, School Advisory Council, Literacy Leadership Team 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.

Leadership Team Member #2

Employee's Name

Robert Herndon

Position Title

Assistant Principal

Job Duties and Responsibilities

Co Chair of Support Performance Partnership Committee (SPPC), member of the Literacy

Leadership team, student discipline, interventions and parent conferences. Work with the CORE team to review grade level data monthly and provide support in the MTSS process.

Leadership Team Member #3

Employee's Name

Katina Hill

Position Title

Reading Coach

Job Duties and Responsibilities

PD Coordinator, Member of the Literacy Leadership Team, Member of the core team, gifted liasion, Reading interventions

Leadership Team Member #4

Employee's Name

Darlene Finck

Position Title

Math Coach

Job Duties and Responsibilities

PD Coordinator, Member of the Literacy Leadership Team, Member of the core team, gifted liasion, Mathinterventions

Leadership Team Member #5

Employee's Name

Gretchen Schnulle

Position Title

MTSS Coach/Interventions

Job Duties and Responsibilities

Member of the Literacy Leadership Team, Member of the CORE team, Co-Chair of MTSS, PD presenter, Academic Coach

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process. (ESEA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

1. Review the data with CORE team members (Principal, Assistant Principal, ESE Liaison, Intervention Specialist, Academic Coaches. Chooses areas of focus and create action steps.
2. Meet with PPC/SAC teams to share areas of focus and action steps. Allow time for collaboration and feedback. Make any necessary adjustments.
3. Debrief with our CORE team and create next steps around implementation and impact of actions.
4. Share our plan with parents and community members and solicit feedback via PTO meetings and on our Facebook page and school website.
5. Debrief with our CORE team to finalize the plan based on feedback from our stakeholders.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

We will monitor our action steps weekly during CORE team meetings. We are going to use a 20 day system to monitor our action steps for the SIP. We will complete walk throughs in classrooms to ensure rigorous instruction is occurring throughout the building. The coaching team will meet on Fridays to determine the next steps for our collaborative planning and professional development.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	42.4%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: B* 2021-22: B 2020-21: C 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	8	37	42	23	28	38				176
One or more suspensions	0	3	2	2	3	3				13
Course failure in English Language Arts (ELA)	0	0	0	0	0	0				0
Course failure in Math	0	0	0	0	0	0				0
Level 1 on statewide ELA assessment	0	0	0	0	13	17				30
Level 1 on statewide Math assessment	0	0	0	0	18	17				35
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	16	26	11						53
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2024-25

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	7	1	0	0	5				13

Current Year 2024-25

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	3	1	5	0	0				11
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	33	29	28	23	22				136
One or more suspensions		1	2	2	4					9
Course failure in ELA					1	8				9
Course failure in Math					2	15				17
Level 1 on statewide ELA assessment					3	11				14
Level 1 on statewide Math assessment					3	16				19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		17	17	15						67

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		1		4	23	15				43

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		5	1	2						8
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	61	56	57	58	56	53	60	59	56
ELA Grade 3 Achievement **	65	59	58	68	60	53			
ELA Learning Gains	57	53	60				64		
ELA Learning Gains Lowest 25%	56	52	57				50		
Math Achievement *	62	59	62	56	59	59	62	48	50
Math Learning Gains	62	54	62				61		
Math Learning Gains Lowest 25%	56	45	52				51		
Science Achievement *	61	52	57	54	54	54	59	65	59
Social Studies Achievement *								61	64
Graduation Rate								56	50
Middle School Acceleration								53	52
College and Career Readiness									80
ELP Progress	58	62	61	48	65	59	44		

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	60%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	538
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
60%	61%	56%	45%		60%	48%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	47%	No		
English Language Learners	53%	No		
Black/African American Students	62%	No		
Hispanic Students	51%	No		
Multiracial Students	58%	No		
White Students	63%	No		
Economically Disadvantaged Students	57%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	46%	No		
English Language Learners	48%	No		
Black/African American Students	35%	Yes	1	
Hispanic Students	58%	No		
Multiracial Students	51%	No		
White Students	64%	No		
Economically Disadvantaged Students	55%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	40%	Yes	3	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	42%	No		
Native American Students				
Asian Students				
Black/African American Students	56%	No		
Hispanic Students	56%	No		
Multiracial Students	74%	No		
Pacific Islander Students				
White Students	55%	No		
Economically Disadvantaged Students	57%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	61%	65%	57%	56%	62%	62%	56%	61%					58%
Students With Disabilities	38%	30%	56%	50%	38%	56%	57%	53%					
English Language Learners	52%	64%	47%		43%	53%							58%
Black/African American Students	65%	70%	59%		58%	59%							
Hispanic Students	51%	59%	52%	40%	47%	55%		47%					58%
Multiracial Students	59%	62%	53%		63%	42%		67%					
White Students	63%	68%	58%	59%	68%	67%	55%	62%					
Economically Disadvantaged Students	58%	60%	58%	57%	57%	58%	52%	60%					57%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	58%	68%			56%			54%					48%
Students With Disabilities	37%	63%			35%			30%					63%
English Language Learners	35%				41%								68%
Black/African American Students	46%				29%			30%					
Hispanic Students	55%	71%			49%			58%					57%
Multiracial Students	64%				38%								
White Students	61%	72%			64%			60%					
Economically Disadvantaged Students	52%	63%			51%			45%					65%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	60%		64%	50%	62%	61%	51%	59%					44%
Students With Disabilities	26%		44%	53%	34%	45%	44%	33%					
English Language Learners	41%		57%		32%	36%							44%
Native American Students													
Asian Students													
Black/African American Students	58%		67%		37%	60%							
Hispanic Students	56%		77%	54%	56%	56%	54%	58%					36%
Multiracial Students	69%		85%		73%	77%		64%					
Pacific Islander Students													
White Students	60%		56%	41%	66%	61%	41%	60%					
Economically Disadvantaged Students	57%		63%	52%	60%	57%	52%	57%					

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	59%	57%	2%	55%	4%
Ela	4	51%	52%	-1%	53%	-2%
Ela	5	62%	56%	6%	55%	7%
Math	3	63%	60%	3%	60%	3%
Math	4	65%	61%	4%	58%	7%
Math	5	53%	51%	2%	56%	-3%
Science	5	58%	49%	9%	53%	5%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

We showed the most growth in science. We had a school wide focus for science and a specific focus for our fifth grade students and our STEM lab specials. The STEM lab focuses on review skills from younger grades in a hands on way.

Lowest Performance

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

Our lowest performing area was bottom quartile math growth. The contributing factors for this was that our students still struggle with basic math facts and our teachers ability to scaffold the instruction to meet all students needs.

Greatest Decline

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

LES grew in all reportable areas from the previous school year.

Greatest Gap

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.

The element with the biggest gap between LES and the state average is ELA bottom quartile with a 2 percent district. LES scored a 56 and the state average is a 58. The biggest factor in this is acquiring the learning gain for our fourth grade students. Many of our third graders are proficient and when they go to fourth grade they are unable to make a learning gain. In addition we had one fourth grade class with a long term substitute.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

A concern from the early warning systems is attendance. With our new social worker we will focus on improving attendance and removing any barriers for families who have difficulty with arriving to school on time.

Highest Priorities

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

1. Walk through observations
2. Targeted Professional development
3. Collaborative Planning
4. Paraprofessional Development

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Professional Learning

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our area of Focus is to continue to strengthen our teacher's ability to plan for, and deliver rigorous instruction so all students, including students with disabilities, master grade level standards and accelerate learning to close the achievement gap. Our data indicates that as we worked on strengthening collaborative planning last year, we saw increases in proficiency in Math, Science and our students with disabilities. This year, we plan to continue our collaborative planning work and add a focus on professional learning.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our students with disabilities in third grade were below the other grade levels at 30% proficient while the other grade levels were over 40%. In addition, our fourth grade proficiency was 10 percentage points lower than the third and fifth grade proficiency.

Our goal for the 2024-25 school year is that all of our students with disabilities are over 50% proficient at each grade level and our overall grade level proficiency is at 64% proficient for each grade level.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored through administrative walkthroughs, weekly collaborative planning agendas, staff surveys in MyPLC, PLC agendas, and FAST/Formative assessment data. By monitoring these areas, we will be able to correlate our collaborative planning and professional learning with learning gains in our FAST/Formative assessment data.

Person responsible for monitoring outcome

Katina Hill/ Darlene Finck/Rob Herndon/Carolyn Whaley

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The core team will meet on Friday mornings to discuss classroom walk throughs, professional learning, coaching cycles and rigorous instruction. These meetings will be used to develop professional learning and targeted coaching during the school year.

Rationale:

With the number of new teachers LES has we want to ensure there is consistency between what is occurring in classrooms. By completing targeted walk throughs we will be able to provide professional learning and targeted coaching to improve rigorous instruction.

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Create a fluid professional learning plan

Person Monitoring:

Whaley/Herndon

By When/Frequency:

August

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Create an outline of the professional learning offered throughout the school year. We will start with the outline that we have created for the school year. At the end of each quarter, we will look at walkthrough data, and assessment data to determine if our professional learning opportunities need to change.

Action Step #2

Schedule weekly/biweekly coaches meetings

Person Monitoring:

Whaley

By When/Frequency:

August

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Add the weekly or biweekly coaches meetings to the school calendar. We will monitor the needs of the school based on walkthrough data, and assessment data to determine how often we need to meet with coaches.

Action Step #3

Create professional learning

Person Monitoring:

Finck/Hill

By When/Frequency:

ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Create professional learning that focuses on rigorous instruction using high effect size strategies.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

During the 24-25 school year LES has hired 13 new staff members. It is critical for our teachers work together with our veteran teachers during professional learning opportunities.

Liberty Elementary teachers will be provided with professional learning opportunities and time for collaboration with peers to ensure strong Tiered instruction and management in every classroom.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

100% of our new teachers will collaborate together to complete the Harry Wong Management training with the lead teacher and Assistant Principal. This course is designed to support new teachers in their classroom management at the beginning of the year. Our prior year data has shown a need to provide more support to our new teachers with classroom management and instruction.

100% of our teachers will participate in weekly collaborative planning and quarterly targeted professional learning. We had significant gains in Math, Science and SWD proficiency last year when we focused on collaborative planning. We still had some decline in fourth grade proficiency and third grade SWD learning gains, so we are adding targeted professional learning this year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored with meeting notes, sign in sheets, and observation notes. The NET teachers will complete their trainings during the first week of school.

Person responsible for monitoring outcome

Rob Herndon/Whaley

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Assistant Principal and Lead teacher will lead our new teachers through a year long PLC using Harry Wong's management book.

Rationale:

New teachers will be more successful in the classroom if they have strong classroom management from the first day of school. Setting up their classroom with routines and procedures in mind will allow them to be more successful therefore impacting teacher retention and student success.

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

AP will attend district meeting to learn the program, then implement the program.

Person Monitoring:

Herndon

By When/Frequency:

August 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Mr. Herndon will attend the district wide training to learn the program.

Action Step #2

New teachers will attend the full day NET meeting at BOY and monthly meetings to follow up for support

Person Monitoring:

Rob Herndon

By When/Frequency:

Ongoing May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The NET teachers will complete the program in the first week of school. This will allow them to have an additional support system throughout the year.

Action Step #3

Collaborative Planning

Person Monitoring:

Hill/Finck

By When/Frequency:

Weekly May 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Collaborative planning will occur weekly with our reading and math coaches to ensure teacher alignment and NET teacher knowledge. Collaborative planning will focus on Tier 1 instruction to

ensure instruction is rigorous and aligned.

Area of Focus #2

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our PBIS team is going to track students that miss more than 10% of the school year and then create individualized incentives for those students in grades 2-5. Based on last year's data, our incoming 1st grade students had strong attendance, but we had significant issues with our incoming 2-5 students.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

We had 138 students last year that missed more than 10% of the school year. Our goal is to reduce that number so that it is below 100 students.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

We will add attendance discussions to our monthly child talk meetings. Students that have missed more than 1 day of school during the month will be monitored. If they have another unexcused absence, the classroom teacher will reach out with a reminder about the importance of school attendance, if another absence occurs, the student will be added to our PBIS incentive plan.

Person responsible for monitoring outcome

Gretchen Schnulle/PBIS team

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Students that are in danger of missing more than 10% of the school year will be referred to the school social worker who will create individualized plans for the student and family.

Rationale:

Providing individualized attendance plans, and incentives to attend has had a positive effect on attendance for us in the past.

Tier of Evidence-based Intervention:

Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Monthly child talk discussions about attendance

Person Monitoring:

Gretchen Schnulle

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During child talk, students that have missed more than one day of school that month will receive a phone call from the teacher. If attendance does not improve the student will be referred to the social worker and the PBIS team.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

Liberty Elementary disseminates the SIP, budget and SWP at our beginning of the year SAC meeting. During this meeting we ask for input on the plan and make adjustments as necessary. In addition, we post a graphic to our facebook page and ask for input on the facebook page for parents who cannot attend our SAC meeting.

<https://www.yourcharlotteschools.net/LES>

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

We will share our plan with parents and community members via our PTO and SAC meetings, Back to School Bash and Facebook page as well as our website.

<https://www.yourcharlotteschools.net/LES>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESEA Section 1114(b)(7)ii))

We are going to utilize classroom walkthroughs to identify teachers in need of coaching and students

in need of interventions. We will then debrief with our team to determine if individual coaching or professional development is needed to accelerate students' learning. Students in need of enrichment and acceleration will work with classroom teachers to ensure students are getting their needed services.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESEA Sections 1114(b)(5) and 1116(e)(4))

This plan was developed in coordination and integration with other Federal, State and local services who are resources to our students at Liberty. Our partnerships include: Ya Ya Backpacks - This organization provides backpacks of food for students needing extra food for the weekend. Champs Café- Our cafeteria follows federal guidelines to provide free lunches to all of our students. United Way- Works with families to provide assistance for housing and expenses and free tax services. Boys and Girls Club- They provide families with mentoring programs for students on campus during the day, and child care assistance for before and after school based on income. Shoes for Kids - This non-profit provides tennis shoes to students needing assistance. The Patterson Foundation - Provides funding for reading initiatives including activity bags for Kinders, attendance contests, and professional development opportunities. Tax Collector's Office - Each year our 5th grade students are challenged with designing a personalized license tag for the county. These are sold to parents and community members as vanity tags for the front of the car.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESEA 1114(b)(7)(iii)(I))

We have a fulltime social worker, behavior specialist guidance counselor, and school psychologist on campus. We meet with these individuals to discuss students in need as events happen. We also meet monthly to discuss concerns that are not related to specific event. We also participate in threat assessment meetings.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESEA 1114(b)(7)(iii)(II))

We have a career planning guide and are implementing a career planning day where students will get to learn about different careers. During the career day.

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

We have an intervention specialist that working in collaboration with our ESE liaison, Behavior Specialist and administration to make sure that we create interventions for behavior and academics that fit the needs of each student.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

We will follow a 20 day plan classroom walkthroughs, coaching and collaborative meetings. We will ensure our NET teachers are supported through their mentors.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

We will hold a kindergarten screening event before the school year begins. Based on the screening results we provide our parents with specific tools to help their child learn over the summer. We will also begin visiting Kindergarten classes with our Headstart and ESE PreK students before the year ends.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00