Title I Comprehensive Schoolwide Plan

LIBERTY PARK ELEMENTARY SCHOOL (1871)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

As a team, we saw an overall decrease in Reading proficiency over a five year trend in 3rd, 4th and 5th Grade as measured by the State Assessment. ELA FY18 42% FY19 45% FY20 FY21 41% FY22 41% FY23 33% As a team, we saw an overall decrease in Reading proficiency over a five year trend in several grade levels. ELA FY18 42% FY19 45% FY20 FY21 41% FY22 41% FY23 33% AST PM1 vs PM2 Data: ELA Percent by Performance Level Level 1 Level 2 Level 3 Level 4 Level 5 Grade 3 PM1 64.9% 23.4% 9.1% 2.6% 0% PM2 53.9% 22.7% 16.9% 6.5% 0% Grade 4 PM1 71.6% 10.6% 12.1% 5.0% 0.7% PM2 59.2% 15.0% 12.2% 10.2% 3.4% Grade 5 PM1 54.0% 28.6% 9.5% 6.4% 1.6% PM2 43.2% 27.2% 13.6% 12.0% 4.0%

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

Basic Reading Skills Deficit schoolwide Lack of parent involvement Vocabulary Deficiency - 29% Diag 2 Poor student attendance Lack of small group consistency Intervention not done with fidelity. Lack of technology skills. Kindergarten students learning how to log in - Media Lab lessons to help them in the lab. Lack of technology in the Media Center and in the classrooms. (mice, headphones, mics on the headphones for our level B students.

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 (English and Spanish) Use of engagement student strategies during instruction 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. Weekly Tutorial/Saturday tutorials. Writing Boot Camp including technology.

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

- Communication

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

- Parent Training

Curriculum night, SIS Gateway and PM Unify trainings, FAST training State Assessment for 3-5 and another workshop for STAR for K-2, How to use technology (Google Classroom, Class Dojo, etc.), Benchmark Family Resources and SAVAS Realize Family Resources

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

Benchmark Family Resources SAVAS Realize Family Resources Report Card Training IReady Reports Engagement Strategies Training Being Positive and Celebrating Student Success Training. Student Code of Conduct and Corrective Behavior Strategies

- 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

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

As a team, we saw an overall decrease in Math proficiency over a five year trend in several grade levels. Math FY18 45% FY19 46% FY20 No State Assessment FY21 27% FY22 39% FY23 35% Math FAST Assessment Results for 2024 shows an increment in proficiency from PM1 to PM2. PM1 = 3 % Level 3 or above PM2 = 16 % Level 3 or above Growth: 13 %

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

Lack of basic skills vocabulary Deficiency ELL students with language barriers Lake of parental support at home to assist with new math standards

3. Share possible solutions that address the root causes.

Engaging lessons Incentives for 3-5 math students Increase stamina Afternoon and Saturday Tutorial Sessions Resource teachers to support Instruction Iready Math Instructional Tutors to support with Math Rotation/small groups 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

Primary communication folders to help teachers and parents communicate. School Agendas for Primary and Intermediate students to help with communication. Order extras for new students who come to Liberty Park later in the year. Maintain our School Facebook page and encourage all parents to follow us. Continue using the Parent Link as a school wide form of communication. Teachers will continue using their communication platforms: DOJO, BLOOMZ, Google Classroom, Reminder, etc.

• Parent Training

Curriculum night, SIS Gateway and PM Unify trainings, FAST training State Assessment for 3-5 and another workshop for STAR for K-2, How to use technology (Google Classroom, Class Dojo, etc.), Benchmark Family Resources and SAVAS Realize Family Resources

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

• 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

Benchmark Family Resources SAVAS Realize Family Resources Report Card Training IReady Reports Engagement Strategies Training Being Positive and Celebrating Student Success Training. Student Code of Conduct and Corrective Behavior Strategies

- 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.)

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

In comparison to the district, Liberty park still poses significant gaps between our school and the district average in proficiency. Science FY18 40% FY19 28% FY20 No State Assessment FY21 20% FY22 31% FY23 33% Science Winter Diagnostic Results When comparing the Winter Diagnostic results from 2021, 2022 and 2023 and 2023 we see that the percent correct by exam increased 5.4% from 2021 to 2022 and slightly decreased 0.6% from 2022 to 2023 and 5.4% from 2023 to 2024. Winter Diagnostic 2021 2022 2023 2024 5th Grade 41.6% 47% 46.4% 41 %

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

Lack of parent involvement Low attendance rate Lack of district approved resources and training. Lack of Science instruction aligned to the appropriate rigor for the students to be successful. Lack of classroom management

3. Share possible solutions that address the root causes.

Provide a Full Science Planning Day for Science Teachers. Provide materials for consistent Hands- on Learning activities for all students. Integrate more hands-on experiments and interactive science activities to make learning tangible and engaging for elementary students. Provide Classroom Science Support through resource teachers. Invest school funds on Sciencesaurus resources to improve student's scientific vocabulary. Integrate science data into a regularly scheduled PLC Provide ongoing professional development opportunities for teachers to enhance their knowledge of science content and effective instructional methods Professional Development to support teachers with Classroom Management and De Escalation strategies

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

• Communication

Primary communication folders to help teachers and parents communicate. School Agendas for Primary and Intermediate students to help with communication. Order extras for new students who come to Liberty Park later in the year. Maintain our School Facebook page and encourage all parents to follow us. Continue using the Parent Link as a school wide form of communication. Teachers will continue using their communication platforms: DOJO, BLOOMZ, Google Classroom, Reminder, etc.

- Parent Training

Curriculum night, SIS Gateway and PM Unify trainings, FAST training State Assessment for 3-5 and another workshop for STAR for K-2, How to use technology (Google Classroom, Class Dojo, etc.), Benchmark Family Resources and SAVAS Realize Family Resources, Science Curriculum Family Resources.

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

- 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

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- Staff Training

  Benchmark/B.E.S.T. Standards Training Report Card Training Science Curriculum Training Science Technology Training Edusmart Training Engagement Strategies Training Being Positive and Celebrating Student Success Training

- 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.)

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: **$439,073.75**

Acct Description	Description								
	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Out-of-system Tutors	Non-Certified Out of System Math Tutor to provide Push-in support and small group instruction for grades 3-5	1	$15.00	5	4	36	Non-Certified	Original	$10,800.0

Acct Description	Description
Supplies	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Supply Type</th><th>Type</th><th>Tota</th></tr><tr><td>Pencils, pens, paperclips</td><td>1</td><td>$4.75</td><td>General Supplies</td><td>Original</td><td>$4.7</td></tr><tr><td>BT 490558- Allocated funds to purchase additional classroom supplies</td><td>1</td><td>$11.00</td><td>General Supplies</td><td>Budget Transfer</td><td>$11.0</td></tr></table>
Resource Teacher	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).
Resource Teacher	K-5 Math Resource will provide differentiated personalized instruction through push in support. Additionally, t Teacher will provide intervention services for students in Tiered Support.
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)
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.
Online subscription	<table><tr><th>Item</th><th>Quantity</th><th>Rate</th><th>Type</th><th>Total</th></tr><tr><td>Math and Science IXL - Grades 3-5</td><td>440</td><td>$18.00</td><td>Original</td><td>$7,920.0</td></tr><tr><td>BT 490558- Allocated funds to cover IXL cost increase</td><td>1</td><td>$138.00</td><td>Budget Transfer</td><td>$138.00</td></tr><tr><td>BT 491946- Moved funds to cover the IXL PD portion of the IXL Math and Science</td><td>-1</td><td>$1,295.00</td><td>Budget Transfer</td><td>-$1,295.0</td></tr></table>
Resource Teacher	ELA Interventionist will focus on K-5 Literacy, reading and writing push-in/pull-out intervention services for students.

Action Step: Professional Development

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

Budget Total: **$5,652.00**

Acct Description	Description
Out-of-system PD Subs	
Online subscription	

Out-of-system PD Subs

Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
Subs will be provided to allow teachers to attend team planning for units	6	$16.00	1	6.5	7	Non-Certified	Original	$4,368.0
BT 490558- Reduced 9 sub days to cover IXL cost increase	-1	$16.00	9	1	1	Non-Certified	Budget Transfer	-$144.00

Online subscription

Item	Quantity	Rate	Type	Total
BT 491946- IXL - PD Starter Package - Foundations I & II - Essential tools for daily instruction. Best practices for using IXL's comprehensive curriculum, instructional resources, and first-of-its-kind assessment suite to support daily instruction. E-Learning Library access included.	1	$1,295.00	Budget Transfer	$1,295.0

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: **$41,896.00**

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

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

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

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Dahily Mompeller	Assistant Principal
Joseph Schneider	Principal
Warren Thaddies	Parent Liaison
Yulissa Urena	ELL Guidance
Karen Helstrom	PTO President
Lisa Schneider	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

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

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

> October 2 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

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

• 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**

> August/September

- **Responsible Person(s)**

> Dahily Mompeller /Warren Thaddies

2. Reflection/Evaluation of Training #1

- **Name and Brief Description**

> TBD

- **Number of Participants**

> TBD

- **What were teachers able to do as a result of the training?**

> TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Student Code of Conduct/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 discipline referral and how to use the Corrective Behavior Report.

- 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, parent communication examples/logs

- Month of Training

January - February

- Responsible Person(s)

Dahily Mompeller

4. Reflection/Evaluation of Training #2

- Name and Brief Description

TBA

- Number of Participants

TBA

- What were teachers able to do as a result of the training?

TBA

- How do you know?

TBA

- What went well with the training

TBA

- What improvements would be made and what steps will you implement to make the training more effective

TBA

Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

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)

> Teachers, Coaches and Admin

- Resources and Materials

> Handouts and presentations

- Amount (e.g. $10.00)

> TBD

3. Parent and Family Capacity Building Training #2

- Name of Training

> SIS Gateway

- 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)

> Coaches, Parent Liaison, Admin

- Resources and Materials

> Google Slides presentation- Chromebook to navigate platforms.

- 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?

> Parent 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?

Students will learn what is expected from them to perform better on State Assessments.

- Date of Training

February

- Responsible Person(s)

Dahily Mompeller

- Resources and Materials

Calendars, presentations, additional information from the state.

- Amount (e.g. $10.00)

TBD

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

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 Mayor will attend school events supporting the local school and the agency 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 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

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

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 open house, 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. AM and PM. When necessary, we will conduct home visits to reach out and communicate to families.

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

Handouts, Invitations, Home visit log, parent link messages

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school

meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

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 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

• 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

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these 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

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;

- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

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

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

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, Voyager, 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

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).

- How the school ensures instruction is aligned to standards.

- Courses/electives that are not considered core-content.

- Courses/electives that are focused on job skills.

- Opportunities to extend learning time.

- How the school connects classroom learning to real world applications

- How extra curricular opportunities enrich the students' education.

The term ''well-rounded education'' means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].

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 embassadors 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

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;

- ACT/SAT prep programs;

- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;

- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

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

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

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

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction

- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

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

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:
- Job Fairs

Retention:
- Orientation

- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

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.