Charlotte County Public Schools

Liberty Elementary School

2022-23 Schoolwide Improvement Plan

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Liberty Elementary School

370 ATWATER ST, Port Charlotte, FL 33954

http://www.yourcharlotteschools.net/les

Demographics

Principal: Sheila Brown   Start Date for this Principal: 9/15/2014

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	96%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (58%) 2020-21: (43%) 2018-19: B (57%) 2017-18: C (47%)

2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Kati Pearson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan is pending approval by the Charlotte County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Where the freedom to learn prevails.

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Brown, Sheila	Principal	Co-Chair of Performance Partnership Committee (PPC), School Advisory Council (SAC), 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.
Whaley, Carolyn	Assistant Principal	Co-Chair of the Support Performance Partnership Committee (SPPC), member of the Literacy Leadership Team, and PTO. Assist with student discipline interventions and parent conferences. Work with the CORE team to review grade level data monthly and provide support in the MTSS process.
Guerra, Julio	Guidance Counselor	Assist teachers in implementing interventions and attend MTSS meetings every Tuesday. Communicate information with our families. Chairs PBIS for the school. Assists parents/teachers/students in creating and following 504 and ELL plans.
Hill, Katina	Curriculum Resource Teacher	Provides professional development sessions in curricular and instructional areas; provides coaching and mentoring assistance; facilitates data team meetings and assists with data analysis and necessary follow up with teachers regarding interpretation and graphing; works with *Guidance Counselor, Social Worker, and School Psychologist to assist teachers in implementing interventions.
Booher, Jodi	Reading Coach	Provides professional development sessions in curricular and instructional areas; provides coaching and mentoring assistance; facilitates data team meetings and assists with data analysis and necessary follow up with teachers regarding interpretation and graphing
Herndon, Erin	Reading Coach	Provides professional development sessions in curricular and instructional areas; provides coaching and mentoring assistance; facilitates data team meetings and assists with data analysis and necessary follow up with teachers regarding interpretation and graphing
McQueen, Robyn	Reading Coach	Provides professional development sessions in curricular and instructional areas; provides coaching and mentoring

Name	Position Title	Job Duties and Responsibilities
		assistance; facilitates data team meetings and assists with data analysis and necessary follow up with teachers regarding interpretation and graphing

Demographic Information

Principal start date
Monday 9/15/2014, Sheila Brown

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Total number of teacher positions allocated to the school
43

Total number of students enrolled at the school
619

Identify the number of instructional staff who left the school during the 2021-22 school year.
10

Identify the number of instructional staff who joined the school during the 2022-23 school year.
11

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	98	96	108	102	81	98	0	0	0	0	0	0	0	583
Attendance below 90 percent	2	31	28	26	18	26	0	0	0	0	0	0	0	131
One or more suspensions	0	0	0	1	0	1	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	19	18	0	0	0	0	0	0	0	37
Course failure in Math	0	0	0	0	18	15	0	0	0	0	0	0	0	33
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	8	7	20	0	0	0	0	0	0	0	35
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	6	16	0	0	0	0	0	0	0	27
Number of students with a substantial reading deficiency	1	12	12	9	3	8	0	0	0	0	0	0	0	45

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	3	1	12	0	0	0	0	0	0	0	16

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	1	1	2	9	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated
Tuesday 8/16/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	91	90	81	85	88	101	0	0	0	0	0	0	0	536
Attendance below 90 percent	2	14	13	19	18	20	0	0	0	0	0	0	0	86
One or more suspensions	0	0	1	1	0	2	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	2	1	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	6	14	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	8	19	0	0	0	0	0	0	0	27
Number of students with a substantial reading deficiency	9	9	8	9	6	14	0	0	0	0	0	0	0	55
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	6	0	1	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	91	90	81	85	88	101	0	0	0	0	0	0	0	536
Attendance below 90 percent	2	14	13	19	18	20	0	0	0	0	0	0	0	86
One or more suspensions	0	0	1	1	0	2	0	0	0	0	0	0	0	4
Course failure in ELA	0	0	0	0	2	1	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	6	14	0	0	0	0	0	0	0	20
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	8	19	0	0	0	0	0	0	0	27
Number of students with a substantial reading deficiency	9	9	8	9	6	14	0	0	0	0	0	0	0	55
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	6	0	1	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	60%	59%	56%	57%			59%	62%	57%
ELA Learning Gains	64%	60%	61%	45%			59%	57%	58%
ELA Lowest 25th Percentile	50%	48%	52%	26%			59%	50%	53%
Math Achievement	62%	65%	60%	57%			67%	63%	63%
Math Learning Gains	61%	61%	64%	36%			58%	54%	62%
Math Lowest 25th Percentile	51%	54%	55%	38%			50%	42%	51%
Science Achievement	59%	56%	51%	39%			45%	54%	53%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

				ELA		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	76%	69%	7%	58%	18%
Cohort Comparison		0%				
04	2022					
	2019	51%	57%	-6%	58%	-7%
Cohort Comparison		-76%				
05	2022					
	2019	47%	56%	-9%	56%	-9%
Cohort Comparison		-51%				

				MATH		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	85%	70%	15%	62%	23%
Cohort Comparison		0%				
04	2022					
	2019	63%	60%	3%	64%	-1%
Cohort Comparison		-85%				
05	2022					
	2019	48%	56%	-8%	60%	-12%
Cohort Comparison		-63%				

				SCIENCE		
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	43%	52%	-9%	53%	-10%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	26	44	53	34	45	44	33				
ELL	41	57		32	36						
BLK	58	67		37	60						
HSP	56	77	54	56	56	54	58				
MUL	69	85		73	77		64				
WHT	60	56	41	66	61	41	60				
FRL	57	63	52	60	57	52	57				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	38	15		32	31		15				
ELL	68			63							
BLK	43	43		32	29		31				
HSP	62	43		58	43		50				
MUL	43			64							
WHT	60	49	14	59	38	38	38				
FRL	52	39	24	48	35	35	34				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	34	43	45	37	40	45	4				
ELL	50	54		67	55						
BLK	52	40		48	36						
HSP	59	63	55	72	59		38				
MUL	45	81		41	38		27				
WHT	62	57	60	72	63	57	54				
FRL	54	58	58	66	55	52	40				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	56

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	451
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	74
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

We made gains in proficiency and growth for all areas. We are still in TS&I status for Students with Disabilities, and we are a RAISE school because our third grade ELA proficiency was at 49%.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Third grade ELA, bottom quartile students in ELA and Math, and Students with Disabilities.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors for this year is that we have four new teachers in third grade. We need more intervention support for our bottom quartile students and our students with disabilities. Our Lead teacher will be focusing her coaching time in third grade, we are going to hire a Literacy Lessons teacher to work with our students with disabilities in the upper grades, and we will add a paraprofessional to target our bottom quartile students in fourth and fifth grade.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

We showed the most improvement in our Math gains and our ELA bottom quartile gains.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The contributing factors for the improvement was the diligence of our fourth and fifth grade teams. We hand picked teachers to teach this grade level. We strengthened our interventions for Tier 2 and Tier 3 ELA students and we moved some of our highest achieving teachers to fourth and fifth grade. We continue to have the same teachers in that grade levels with the addition of a new fourth grade teacher. She will be mentored by a strong seasoned teacher. We will incorporate BPIE strategies when instructing all students. In addition we had BPIE in mind when scheduling students.

What strategies will need to be implemented in order to accelerate learning?

We need to focus on coaching our new teachers in using Benchmark and Reveal. We need to make sure our teachers are implementing their interventions with fidelity and we need to increase our math intervention time. Whole group instruction time needs to stay on pace with the district guidelines, remediation will occur during intervention time.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our new teachers will meet with our Lead teacher bi-weekly to make sure they are on pace and providing evidence based interventions, the district will provide on going training for Benchmark and Reveal, our Literacy Leadership team will provide KEY PD on reading strategies, and our intervention specialist and ESE liaison will provide ongoing PD on building effective interventions.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We are adding an additional teacher and paraprofessional in the upper grades to focus on interventions for ELA and Math.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

To increase our percent of students who are proficient, in ELA, Science, and Math. We will have a specific focus on increasing proficiency for our students in the bottom quartile and our students with disabilities.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We will increase student proficiency in third, fourth, and fifth grade by 2% which correlates 6 overall school grade component points in the following areas:
ELA Achievement: 2
Math Achievement:1
Science: 3

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be monitored using our school based assessments (FAST, Benchmark, Reveal, and Mastery Connect). We will be discussing the data at collaborative planning. We will continue to progress monitor individual students via our MTSS team during TST meetings and at IEP meetings.

Person responsible for monitoring outcome:

Sheila Brown (sheila.brown@yourcharlotteschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being

Liberty Elementary School will increase student achievement through standards based instruction, with a focus on implementing our new Benchmark and Reveal series for Tier 1 instruction. We will continue to use our collaborative planning time to monitor student performance on common assessments and Benchmark/Reveal assessments. We will continue to discuss high effect size strategies during our weekly Pow Wow staff meetings. We will continue to implement guided reading techniques to include professional development, Reading recovery, and strong interventions using Leveled Literacy Materials and our MTSS process when necessary. We will continue the use of our intervention

implemented for this Area of Focus.	classroom (SOAR) to provide Tier 2 instruction utilizing Literacy Footprints for ELA and Do the Math for math for acceleration to our bottom quartile and ESE students. In addition, we will add a Literacy Lessons teacher and paraprofessional to service our upper grade students. Lastly we will continue to implement our schoolwide science plan.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy.** **Describe the resources/ criteria used for selecting this strategy.**	Last year, Liberty Elementary gained 109 points while implementing these strategies. We have refined the strategies we saw great benefit from and have added new strategies such as adding a Literacy Lessons teacher and paraprofessional for the upper grades, adding a new B.E.S.T aligned math series, and further refining our intervention process and materials.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement Tier 1 (Benchmark and Reveal), and Tier 2 and 3 (LLI and Do the Math) evidence based instruction for on grade level learning and acceleration.

Person Responsible   Sheila Brown (sheila.brown@yourcharlotteschools.net)

Provide specific Professional Development for Guided Reading time to continue the Reading Recovery model with new teachers.

Person Responsible   Jodi Booher (jodi.booher@yourcharlotteschools.net)

Continue implementation of the Reading Recovery program for our Bottom Quartile first graders to provide acceleration in reading.

Person Responsible   Robyn McQueen (robyn.mcqueen@yourcharlotteschools.net)

Monitor students at all tiers of instruction using FAST, Benchmark and Reveal during monthly child talk meetings with a specific focus on Tier 3 students and Students with Disabilities.

Person Responsible   Gretchen Schnulle (gretchen.schnulle@yourcharlotteschools.net)

Continue school wide Science plan to include each grade levels specific focus on Professional Development opportunities with our Science Curriculum and Instruction Specialist.

Person Responsible   Katina Hill (katina.hill@yourcharlotteschools.net)

Continue the use of the intervention classroom with ESE coach and paraprofessionals with a focus on acceleration utilizing Literacy Footprints, LLI and Do the Math for students with disabilities and bottom quartile students.

Person Responsible   Gretchen Schnulle (gretchen.schnulle@yourcharlotteschools.net)

Continue the use of grade level paraprofessionals to provide interventions to support acceleration to students with disabilities at each grade level.

Person Responsible Carolyn Whaley (carolyn.whaley@yourcharlotteschools.net)

Add a Literacy Lessons teacher and a Paraprofessional in the upper grades to support our bottom quartile and ESE students.

Person Responsible Katina Hill (katina.hill@yourcharlotteschools.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

We did not have any grade levels in K-2 with less than 50% proficiency on our progress monitoring.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Liberty Elementary School will increase student achievement through standards based instruction, with a focus on implementing the Benchmark reading series for Tier 1 instruction. We will continue to use our collaborative planning time to monitor student performance on FAST and Benchmark assessments. We will continue to discuss Marzano high effect size strategies for ELA during our weekly Pow Wow staff meetings. In addition, we will continue to implement guided reading techniques to include KEY PD, Reading Recovery, and evidence based interventions using Leveled Literacy Materials and our MTSS process when necessary. We will continue the use of our intervention classroom (SOAR) to provide Tier 2 instruction utilizing Literacy Footprints and LLI for ELA for acceleration with our bottom quartile students. Lastly, we are adding a Literacy Lessons teacher and a paraprofessional in 3-5 to provide additional one on one and small group support.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

  ◦ Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

  ◦ Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

  ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Our goal is to reach 80% proficiency on the FAST for grades K-2.

Grades 3-5: Measureable Outcome(s)

Our goal is to reach 70% proficiency on the FAST for grades 3-5.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

We will use FAST assessment to progress monitor three times per year during data days, and we will use our Benchmark assessments to progress monitor weekly during collaborative planning.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Brown, Sheila, sheila.brown@yourcharlotteschools.net

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

  ◦ Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

  ◦ Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

  ◦ Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Reading Recovery/Literacy Lessons will be used as interventions in first grade and with our ESE population. LLI will be used in K-5 for Tier 2 and 3 interventions and progress will be checked weekly using DIBELS and Benchmark. These programs are all evidence based and follow our district CERP.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- ◦ Do the evidence-based practices/programs address the identified need?

- ◦ Do the identified practices/programs show proven record of effectiveness for the target population?

We have used these programs for several years and they have proven effective in our lower grades, so we are going to begin using them in the upper grades with a specific focus on our third grade students.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Coaching-We will use our Reading Recovery/Literacy Lessons teachers to provide specific guided reading PD to our new and struggling teachers.	Hill, Katina, katina.hill@yourcharlotteschools.net
Literacy Leadership-We will continue use the learning walk model with our Literacy Leadership Team to identify areas of strength and weakness in our classrooms. We will meet monthly to discuss areas of concerns and plan specific PD to address the concerns.	Brown, Sheila, sheila.brown@yourcharlotteschools.net

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

Liberty Elementary strives to build positive relationships with parents and families and community stakeholders by asking for feedback on our school improvement goals. We share the school improvement

plan with our Parent Teacher Organization and our School Advisory Committee and ask for their feedback and input. LES administrative team sends out a survey to staff each year to assess our progress in building a positive environment. LES partners with Chick Fil A and New Day Christian Church to make sure we can better meet the needs of all of our students and celebrate the successes with our families outside of school. Our student leadership team supports several local agencies through volunteering and fundraising.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Administrative Team: provide support to staff, students and families through out the school year.
Instructional Leaders: provide supports to staff including mentoring and assisting new teachers.
PPC Committee: provides feedback to school administration and problem solves when necessary
PTO and SAC meeting: provides parent feedback to the school on SIP, PFEP, and partners with the school to ensure collaborative communication
New Day Christian Church: provides a year long partnership to the school for our students

FUNCTIONAL BEHAVIORAL ASSESSMENT (FUBA)

1) Student: Lenore Embury   **DOB:** 05/16/2014 **Date:** 12/2019   **Grade:** K   **School:** LES

Classification: mainstream   Date of Current IEP: n/a   Date of Current Academic/Behavioral Assessment: 12/2019

File Review: yes

Participants: Kim DeArk, Gretchen Schnulle, Catharine Warth

2) List all behaviors of concern for this student: disrespect to teacher; noncompliance; work refusal ; aggressive toward others; ____ ; ____ ; ____ .

Identify one **TARGET BEHAVIOR:** noncompliance

(State as an observable and measurable behavior from behaviors of concern list)

Behavior Chain: When Lenore is asked to do something that she prefers not to do or is stopped from doing something she wants to do, she engages in the above-mentioned behaviors in order to gain attention and/or escape the unpreferred demand.

Baseline data on the **TARGET BEHAVIOR** indicates: (Frequency, intensity, duration, etc.) Daily maladaptive occurrences. Most frequently occurs between 9:15 a.m. and 2:15 p.m.

Relevant History: ____

3) ANTECEDENTS/TRIGGERS: *What usually happens before the behavior?*

EVENTS: *What event/action usually occurs before the behavior?* (Check any that apply)
- ☒ An academic request
- ☒ A behavioral request to do or to stop
- ☐ Teased/aggression by another student
- ☐ Structure/location of classroom changed (transition, group time, recess)
- ☐ Consequence imposed
- ☐ Teacher occupied/unavailable
- ☐ Other: ____

PLACES/TIME: *Where and when does the behavior usually occur?* (Check any that apply)
- ☒ Location: the classroom or during transition times
- ☐ Time of day: ____
- ☐ Academic subject: ____
- ☐ Person(s): ____
- ☐ Day of the week: ____
- ☐ Activity or Event: ____
- ☐ Other: ____

PEOPLE: *Who is usually involved in and around the behavior?* (Check any that apply)
- ☒ Peer(s): ____
- ☒ Teacher(s): ____
- ☐ Administrator: ____
- ☐ Aide(s): ____
- ☐ Other: ____
- ☐ Other: ____

4) Where does the TARGET BEHAVIOR NOT occur?

EVENTS:
- ☐ An academic request
- ☐ A behavioral request to do or to stop
- ☐ Peer Attention
- ☒ Structured location
- ☐ Unstructured location
- ☐ Consequence imposed
- ☐ Teacher occupied/unavailable
- ☒ Teacher attention
- ☐ Planned Ignoring

PLACES/TIME:
- ☐ Location: ____
- ☐ Time of day: ____
- ☐ Academic subject: ____
- ☐ Person(s): ____
- ☐ Day of the week: ____
- ☒ Activity or Event: when she is engaged in a preferred activity
- ☐ Other: ____

PEOPLE:
- ☐ Peer(s): ____
- ☐ Teacher(s): ____
- ☒ Administrator: when one of them is present
- ☐ Aide(s): ____
- ☐ Other: ____
- ☐ Other: ____

FUNCTIONAL BEHAVIORAL ASSESSMENT (FUBA)

5) CONSEQUENCES/PAYOFF: *What usually happens after the behavior? Payoff refers to how the student benefits from performing the behavior.*
(Check any that apply)

☒ Gains teacher attention
☒ Gains peer attention/class disrupted
☐ Gains desired activity/item
☒ Gains control over situation
☐ Other: _____

☐ Ignored by teacher
☐ Ignored by peers
☒ Avoids task/request/undesired activity
☐ Self-stimulation
☐ Other:

6) FUNCTIONAL ASSESSMENT: Looking over the data recorded on the previous page, what does the pattern of behavior indicate is the function of the TARGET BEHAVIOR across all settings or class subjects? Why does this student keep doing this behavior? What does s/he get out of the behavior?

☒ **Escape**: get out of an activity or away from a person or group
   Academic evaluation indicated that this student:
   ☐ *does* ☐ *does not have an academic skill deficit*

☒ **Attention**: peer attention, adult attention

☐ **Access to material, activities, control or power**: something tangible the student wants

☐ **Sensory Stimulation**: a self-reinforcing behavior such as thumb sucking, hand flapping, head banging

Determine the most common **ANTECEDENT** that occurs prior to the **TARGET BEHAVIOR** and determine what the **"PAYOFF"** is for the student.

When _Lenore is asked to do something that she prefers not to do or is stopped from doing something she wants to do, she engages in the above-mentioned behaviors in order to get attention or escape the condition._
                                          (ANTECEDANTS)

this student _will engage in the above-referenced maladaptive behaviors._
                        (State observable and measurable TARGET BEHAVIOR)

in order to _get attention from peers and teacher and/or escape from what she doesn't want to do._
                                          (PAYOFF)

7) REPLACEMENT BEHAVIOR:

Identify a **REPLACEMENT BEHAVIOR** that the student can perform in place of the **TARGET BEHAVIOR** when the **ANTECEDENT** occurs, in order to obtain the same **PAYOFF**. In other words, what do you want the student to do, instead of the **TARGET BEHAVIOR**, that will still earn him the same **PAYOFF?**

Rather than _engaging in one of the above-referenced maladaptive behaviors_
                                  (TARGET BEHAVIOR)

I want this student to _follow directions first time asked; interact positively w/ others; finish her work._
                        (State the REPLACEMENT BEHAVIOR)

in order to _get access to attention and escape reinforcers._
                                  (PAYOFF)

Examples

- *When entering the room this student swears and calls other students names in order to gain attention and disrupt the class.*

- *When it is independent work time this student puts his head down on his desk in order to avoid doing work.*

- *When given a direction this student argues in order to avoid the request or assignment.*

- *Rather than swearing and calling people names, I want this student to come in and sit quietly in his seat in order to earn a "free chat" time with his peers when his work is complete.*

- *Rather than putting his head down on his desk, I want this student to write his name on his paper and independently start the first problem in order to receive a point for starting his work that will lead to earning a "Get out of an Assignment Free" ticket.*

- *Rather than arguing with a direction, I want this student to look at me and say "OK" in order to earn a reduced assignment.*

BEHAVIOR INTERVENTION PLAN (BIP)

8) PREVENTATIVE STRATEGIES:

List strategies or teaching techniques that can be used or environmental changes that can be made to prevent the **TARGET BEHAVIOR** from occurring. Review the **FUNCTIONAL ASSESSMENT** for people, places, times, locations, and events that are **ANTECEDENTS** for the behavior.

Use of a daily point chart.

9) INSTRUCTIONAL STRATEGIES:

List the skills the student will need to learn/practice in order to perform the **REPLACEMENT BEHAVIOR** when needed. Identify who will teach the skills, when they will be taught, and how rehearsal/practice will occur.

SKILL (pick from pull down)	PERSON RESPONSIBLE	PROCEDURE	REINFORCEMENT SCHEDULE	Progress Monitoring
1. Social Skills Training	counselor	weekly sessions discussing behavior and behavioral expectations.		notes and feedback during RtI meetings.
2. Other: behavior modification in classroom		teacher will award Lenore with a star on her point sheet when she catches Lenore doing one of the replacement behaviors	every occurrence	daily recording of how many stars Lenore earns per day.

PRACTICE PROCEDURES: Briefly describe how skills will be taught, practiced, reinforced, and corrected.

the plan will be introduced to Lenore by her teacher and the intervention spec. tomorrow when she arrives to school. When the teacher "catches" Lenore doing any of the replacement behaviors, she will be awarded with a star on her daily behavior chart in the appropriate category it is earned in.

Initially, the goal should be set to earning 5 stars. Once the 5 stars criteria becomes too easy, the # of required stars for reinforcers will be

10) POSITIVE INCENTIVES:

List incentives the student can earn for increasing use of the **REPLACEMENT BEHAVIOR**. Consider primary reinforcers, preferred activities, privileges, social activities and other personalized incentives. Review the **FUNCTIONAL ASSESSMENT** to make sure that the student is receiving the same **PAYOFF** that s/he was getting from the **TARGET BEHAVIOR**.

positive attention from an adult of Lenore's choice

opportunity to leave classroom and get positive attention

opportunity to pick a reinforcer when she gets to the adult's office

BEHAVIOR INTERVENTION PLAN (BIP)

11) CORRECTION PROCEDURES:

Create a hierarchy of consequences to be used when the student engages in the **TARGET BEHAVIOR**. The hierarchy should start with teacher procedures used in the classroom and increase in severity of loss/restriction for the student. It is recommended that the initial consequence be the loss of a positive incentive that could have been earned had the student engaged in the **REPLACEMENT BEHAVIOR**. The hierarchy should increase in small increments of severity. The administrative procedures should also be listed as a hierarchy of consequences that build in small increments of severity.

CLASSROOM PROCEDURES:

1. general reminder to Lenore to make the right choices

2. awarding star(s) to another child who is making the right choices articulated

3. if/when Lenore's behavior disrupts the classroom, she will be removed by administration

4. _____

ADMINISTRATIVE PROCEDURES:

1. none

2. none

3. removal from classroom and placed in office

4. _____

5. _____

12) DATA COLLECTION METHOD:

- [ ] Time-out Room Logs and Graphs
- [ ] Manual Restraint Logs and Graphs
- [x] Point Sheet

- [ ] Other: _____
- [ ] Other: _____
- [ ] Other: _____

PUTTING IT ALL TOGETHER

13) Briefly describe how the **BEHAVIOR INTERVENTION PLAN** works including antecedent strategies, reinforcement, and correction procedures: _____

The results of the FBA revealed that out of 43 maladaptive behavioral occurences from October 2019 to December 2019.

56% of the maladaptive behaviors were attention motivated;

39% of the maladaptive behaviors were escape motivated;

5% were to get something tangible; and

0% were sensory

BEHAVIOR INTERVENTION PLAN (BIP)

DATA COLLECTION

14) DATA COLLECTION PROCEDURES:

Who will manage the **BIP**? _the teacher, the intervention spec., guidance, and school psych._

Who will evaluate and review daily progress with the student? _teacher_

The **REPLACEMENT BEHAVIOR** to be counted is: _# of daily stars earned_

The **TARGET BEHAVIOR** to be counted is: _via referrals and/or maladaptive cards_

How often, throughout the day, will the behaviors be counted and recorded? _each occurrence_

Who will count the behaviors for each time period? _Teacher_

16) CRITERIA FOR CHANGE:

1. If the plan is implemented accurately and there is no increase in the **REPLACEMENT BEHAVIOR** or no reduction in the **TARGET BEHAVIOR** in 3 days, the plan will be reviewed and adjusted. *(Recommendation: no more than 3 days)*

2. If the student meets the daily/weekly goal for this behavior for 5 days days/weeks, the plan will be reviewed and adjusted for higher rates of improvement. *(Recommendation: at least 3 days initially and increasing number of days with success)*

3. When the student is performing the **REPLACEMENT BEHAVIOR** at tilt level and if s/he maintains that level for 30 days, the plan will be reviewed and adjusted to include fading the **BIP**.

4. When the student is performing the **REPLACEMENT BEHAVIOR** at tilt level and if s/he maintains that level for 8 weeks, the plan will be reviewed for possible termination.

17) REVIEW DATE:

The team will meet again on (date) next RtI Meeting on her to review the data that has been collected and discuss the success of the **BIP**. At that time the **BIP** and data collection procedures can be reviewed and adjusted as needed. Also at that time, the Review Update (at the bottom of the data collection graph will be completed.) The review procedure should continue until the **BIP** has been faded and is discontinued.

Revision Info: Date _____ Changes Made: _____

15) INITIAL GOAL:

Baseline data indicated that the student exhibited the **TARGET BEHAVIOR** 3 times a day.

Baseline data indicated that the student exhibited the **REPLACEMENT BEHAVIOR** 2 or 3 times a day.

Starting on (date) 12/4/2019, the goal will be for the student to demonstrate the **REPLACEMENT BEHAVIOR** 5 times a (when she accrues 5) in order to earn a reinforcer.

18) AGREEMENT: Signing below indicates that you understand the BIP and agree to implement your part of the plan, including collecting data and using it to make informed data-based decisions on how to proceed. Date: _____

Parent(s): _____

Classroom Teacher: _____

Special Educator: _____

Guidance Specialist: _____

Student (if appropriate): _____

Other: _____

Administrator: _____

DATA REVIEW REPORT
(Insert Data display below)

19)Data Summary
See attached form

REVIEW UPDATE: Date: 10/27/2020

Participants Present: RtI Team @ the school

Analysis of Data:
☐ Desired decrease in **TARGET BEHAVIOR**   ☐ Desired increase in **REPLACEMENT BEHAVIOR**
☐ Undesired increase in **TARGET BEHAVIOR**   ☐ Undesired decrease in **REPLACEMENT BEHAVIOR**

Action Needed:
☐ Continue plan   ☐ Modify plan   ☐ Plan for generalization
☐ Discontinue plan due to: _____

Notes: