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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

A school family that is committed to ensuring academic achievement.

B. School Leadership Team

School Leadership Team

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

Leadership Team Member #1

Employee's Name
Carolyn Whaley

Position Title
Principal

Job Duties and Responsibilities

Co Chair of PPC. School, School Advisory Council, Literacy Leadership Team and memeber of PTO. Responsible for scheduling Professional Development activities requested by the staff. Assist with student discipline interventions and parent conferences. Work with the CORE team to review grade level data monthly and provide support in the MTSS process.

Leadership Team Member #2

Employee's Name
Robert Herndon

Position Title
Assistant Principal

Job Duties and Responsibilities

Co Chair of Support Performatance Partnership Committee (SPPC), member of te Literacy

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

Leadership Team Member #3

Employee's Name
Katina Hill

Position Title
Reading Coach

Job Duties and Responsibilities

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

Leadership Team Member #4

Employee's Name
Darlene Finck

Position Title
Math Coach

Job Duties and Responsibilities

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

Leadership Team Member #5

Employee's Name
Gretchen Schnulle

Position Title
MTSS Coach/Interventions

Job Duties and Responsibilities

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

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**NO**
2023-24 MINORITY RATE	**42.4%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

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

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

Current Year 2024-25

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

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

Current Year 2024-25

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

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

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

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

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

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

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

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

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

The number of students retained:

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

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

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

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

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

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

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

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

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

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

C. ESSA Subgroup Data Review (pre-populated)

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

	2022-23 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	46%	No		
English Language Learners	48%	No		
Black/African American Students	35%	Yes	1	
Hispanic Students	58%	No		
Multiracial Students	51%	No		
White Students	64%	No		
Economically Disadvantaged Students	55%	No		
	2021-22 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	40%	Yes	3	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

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

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

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

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

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

Highest Priorities

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

1. Walk through observations

2. Targeted Professional development

3. Collaborative Planning

4. Paraprofessional Developement

Person Monitoring:
Finck/Hill

By When/Frequency:
ongoing

Rob Herndon/Whaley

Evidence-based Intervention:

ensure instruction is rigorous and aligned.

Area of Focus #2

Student Attendance

Area of Focus Description and Rationale

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

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

Measurable Outcome

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

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

Monitoring

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

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

Person responsible for monitoring outcome

Gretchen Schnulle/PBIS team

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

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

Tier of Evidence-based Intervention:
Tier 4 – Demonstrates a Rationale

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Monthly child talk discussions about attendance

Person Monitoring:	**By When/Frequency:**
Gretchen Schnulle	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
During child talk, students that have missed more than one day of school that month will receive a phone call from the teacher. If attendance does not improve the student will be referred to the social worker and the PBIS team.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please

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

How Plan is Developed

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

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

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

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

Preparing for Postsecondary Opportunities and the Workforce

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

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

Addressing Problem Behavior and Early Intervening Services

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

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

Professional Learning and Other Activities

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

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

Strategies to Assist Preschool Children

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

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

VI. ATSI, TSI and CSI Resou1LLeTReview
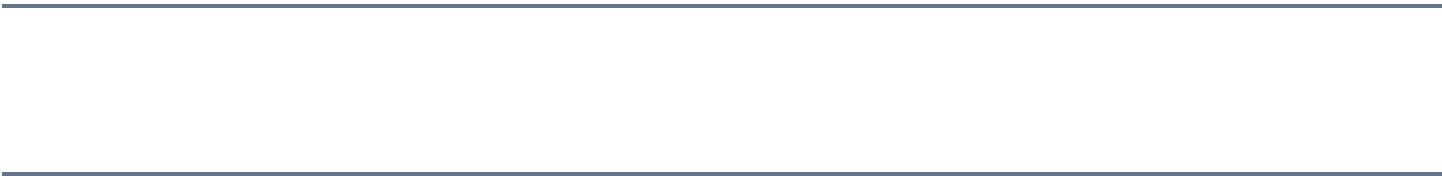
VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.   **No**

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