

# SCHOOL IMPROVEMENT PLAN 2007 - 2008

## Liberty City Elementary School (2981)

Feeder Pattern - Miami Northwestern Senior

Regional Center III

District 13 - Miami-Dade

Principal - Cheri Davis

Superintendent - Rudolph F. Crew, Ed.D.



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## EXECUTIVE SUMMARY

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Liberty City Elementary School, established in 1948, is located on approximately eight and one half acres in central Miami-Dade County. The neighborhood surrounding the school has participated in a community re-development project. As a result, families have received funds from a housing agency that has enabled them to renovate their homes and landscape their properties. To further beautify and enhance the community, the James E. Scott Housing Projects were demolished and will be replaced with new housing in the coming years. The school site consists of one main building, one student services/media center building, and one six-pack. The 57 year old school has been retrofitted to provide Internet and Intranet access to all classrooms. There are five student computers and one teacher computer in each classroom. The media center houses a state of the art closed circuit television system.

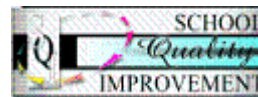
Liberty City Elementary School student population closely mirrors the community in which the school resides. The school population is seventy-five percent standard curriculum, four percent gifted, fourteen percent Specific Learning Disabilities (SLD) and seven percent Educable Mentally Handicapped (EMH) students. English Language Learners (ELL) students comprise less than two percent of the school's population. Ninety-eight percent of the student population receives free or reduced lunch. The ethnic composition of the school is ninety-five percent Black, zero percent white non-Hispanic, four percent Hispanic and one percent Asian/Indian Multiracial. Ninety-six percent of the students are Economically Disadvantaged. The mobility rate is fifty-three percent, making instructional consistency a challenge. The standard curriculum student percentages in Reading include thirty-two percent of students at Level 1, seventeen percent at Level 2, twenty-five percent at Level 3, four percent at Level 4, and zero percent at Level 5. Thirty nine percent of the Black NCLB subgroup and forty percent of the Economically Disadvantaged subgroup scored at or above grade level in Reading. In Mathematics, fifteen percent of the students are at Level 1, twenty-four percent at Level 2, fifty percent are Level 3, eleven percent at Level 4, and two percent at Level 5. Forty-five percent of the Black NCLB subgroup and forty-four percent of the Economically Disadvantaged subgroup scored at or above grade level in Mathematics. In Writing eighty-six percent of 4th grade students met proficiency standards and three percent of 5th grade students met proficiency standards in science. The school employs a total of forty-six full-time staff members and four part-time staff members. Of this group there are two administrators, fifteen classroom teachers, four special education teachers, two special education paraprofessionals, one art teacher, one music teacher, one physical education teacher, one Spanish teacher, one reading coach (Title I), one reading coach (Reading First), one guidance counselor, one media specialist, one I CHOOSE! Lead teacher, one pool substitute, four clerical employees, one cafeteria manager, five cafeteria employees, three security monitors and five custodians. The faculty consists of a small nucleus of veteran teachers; more than fifty percent of teachers on staff have less than five years of teaching experience. Thirteen staff members have advanced degrees and two teachers are National Board Certified. The ethnic breakdown of the faculty is twenty-three percent White, sixty-six percent Black, and eleven percent Hispanic. Seventy-three percent of the faculty is female and twenty-seven percent is male. The average attrition rate for the past three years is five teachers per year. This presents a challenge in the area of Professional Development to constantly assist new teachers in classroom instruction and management.

The I CHOOSE! grant awarded by Florida School Wide Change allows Liberty City Elementary School to extend the curriculum to include a focus on History and Preservation through Searching, Omitting, Understandings Regarding Community Evolvement (SOURCE), a collaboration with the Southern Florida Historical Museum. Liberty City Elementary School is a recipient of the Reading First grant. Another grant awarded to the school by The Women's Fund of Miami-Dade County is Future Ladies of Work, Educated, Responsible, Sophisticated (FLOWERS), a mentoring program for girls which focuses on motivating and empowering the girls to succeed in life. Liberty City Elementary School is also the recipient of a Citigroup grant awarded to our National Board Certified teachers for the purpose of implementing a Mentoring Program for new teachers. The goal of the program is to improve the skills and retention rate of new teachers.

Liberty City Elementary School enjoys an array of strengths at all levels. A collaborative school system of leadership includes representatives from all stakeholder groups on the Educational Excellence School Advisory Council (EESAC). Our school's Dade Partners are Pollo Tropical and Home Depot. Our partners provide incentives and support to the school for the students to enhance achievement. The Instructional Leadership Support Team (ILST) is comprised of the administrators, one lead teacher, two reading coaches, and the grade level chairpersons. The ILST provides technical support, professional and personal growth opportunities that all stakeholders need in order to make informed decisions. Members of ILST meet weekly with classroom teachers, while Department Chairpersons meet bi-weekly with their respective departments. This allows for consistency across grade levels as well as with school-wide personnel in determining and delivering the instructional focus of the school. The student attendance rate averages ninety-six percent. Our student population by grade level is as follows: Pre-K (4), K (20), 1st (33), 2nd (42), 3rd (44), 4th (35), 5th (37) and 6th (32). The school retention rate is twenty-two percent. The teacher/student ratio is 15:1 in grades one, three, four and six. In kindergarten, the ratio is 11:1, 20:1 in grade two and 18:1 in grade five. The SPED/SLD students are utilizing the inclusion model and are included in this count. The teacher/ student ratio in the SPED/ Pre- kindergarten class is 15:1 as well. The relatively small size of the staff and the fact that more than fifty percent of the staff has less than five years of teaching experience opens the door for familiarity, innovation, creativity and enthusiasm. This also presents a challenge since these teachers are in need of on-going professional development. This professional development takes teachers out of the classroom which is a detriment to our school's curriculum and discipline. As a result of the low socioeconomic status of the families in the community, many students are in need of support to secure the basic resources that will enable them to participate fully in the school program. Some of the parents of these students are employed in entry level jobs and receive government assistance to supplement their daily living. Results of the 2007 FCAT revealed that more than half of the students in grades three to six are reading below grade level and require extensive help in mastering the basic skills taught in the classroom. Results of the 2006 - 2007 Florida Kindergarten Readiness Screener (FLKRS) also



# School Improvement Plan 2007-2008



revealed that many kindergarten students have no readiness skills. Many students have poor socialization skills and require frequent redirection of inappropriate behaviors.

The I CHOOSE! program required adjusting to new school hours to accommodate the various programs offered and students being bused from outside of our designated boundaries. The school hours are from 9:10 – 3:40, except Wednesdays when early dismissal takes place and the hours are from 9:10 – 2:40. Pre-kindergarten hours are from 8:30 – 2:00. SPED/EMH student's hours are 8:30 – 3:00.

Liberty City Elementary is a Title I, School In Need of Improvement (SINI) School with a grade designation of "C". It serves approximately 240 students in grades Pre-Kindergarten through 6th. The school is a part of the Miami Northwestern Feeder Pattern. The students from this school primarily feed into Charles Drew Middle School and matriculate to Miami Northwestern Senior High School which are both School Improvement Zone schools.

Given instruction based on the Sunshine State Standards, students in grades three through six will improve their reading skills as evidenced by fifty-eight percent scoring at a Level 3 or higher on the 2008 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Black students in grades three through six will improve their reading skills as evidenced by fifty-eight percent scoring at a Level 3 or higher on the 2008 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades three through six will improve their reading skills as evidenced by fifty-eight percent scoring at a Level 3 or higher on the 2008 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Students With Disabilities in grades three through six will improve their reading skills as evidenced by fifty-eight percent scoring at a Level 3 or higher on the 2008 administration of the FCAT reading test.

Given instruction based on the FCAT Sunshine State Standards, students in grades three through six will improve their mathematics skills as evidenced by sixty-two percent scoring at a Level 3 or higher on the 2008 administration of the FCAT mathematics test.

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Given instruction based on the FCAT Sunshine State Standards, Economically Disadvantaged students in grades three through six will improve their mathematics skills as evidenced by sixty-two percent scoring at a Level 3 or higher on the 2008 administration of the FCAT mathematics test.

Given instruction based on the FCAT Sunshine State Standards, Students with Disabilities in grades three through six will improve their mathematics skills as evidenced by sixty-two percent scoring at a Level 3 or higher on the 2008 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing as evidenced by a one percent increase in the percentage of students scoring at a Level 3.5 or higher on the 2008 administration of the FCAT Writing+.

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of twenty-five percentage points in the percent of students achieving Level 3 and above on the 2008 administration of the FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community involvement as evidenced by comparing the sign-in and hourly logs from 2006-2007 to 2007-2008.

Given an emphasis on positive student behavior, safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of students placed on outdoor suspension during the 2007 – 2008 school year as compared to the 2006- 2007 school year.

Given the need to develop, reinforce, and improve communication through technology, all students in grades kindergarten through six will augment their use of technology as evidenced by an increase in time spent on technology programs as evidenced by ten percent increase during the 2007-2008 school year as compared to the 2006-2007 school year utilizing weekly performance reports.

Given instruction in Physical Fitness utilizing the FITNESSGRAM there will be an annual increase of five percent award recipients as measured by the FITNESSGRAM, based on the previous year's percent of award winners.

Given the benefits of participating in advanced academic programs, the percentage of students eligible to participate in the Academic Excellence Program (AEP) will increase by ten percent when compared to the 2006-2007 enrollment.

Liberty City Elementary School will improve its ranking on the State of Florida ROI index publication from the fourth percentile in 2004-2005 to the fifth percentile on the next publication of the index.



# School Improvement Plan

## 2007-2008



Based on the results of the May 2007 Organizational Performance Improvement Snapshot (OPIS) Survey, Liberty City has identified Category 2: Strategic Planning and Category 5: Human Resource Focus as areas for improvement. After averaging the rankings of each category, it was determined that Category 2: Strategic Planning and Category 5: Human Resource Focus is the two areas needing most improvement. To improve the targeted area of Strategic Planning, a needs assessment survey will be disseminated through the school's EESAC, information will be dispersed and collected throughout the school via an administrator's weekly bulletin, staff calendar, morning/afternoon announcements, school email, and posted agenda/minutes of school meetings. To address the second targeted area of improvement, Human Resource Focus, more time will be spent building a community through team-building and social interaction activities which will promote equity among all stakeholders.



# School Improvement Plan 2007-2008



## MIAMI-DADE COUNTY PUBLIC SCHOOLS

### VISION

We are committed to provide educational excellence for all.

### MISSION

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

### CORE VALUES

#### *Excellence*

We pursue the highest standards in academic achievement and organizational performance.

#### *Integrity*

We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff.

#### *Equity*

We foster an environment that serves all students and aspires to eliminate the achievement gap.

#### *Citizenship*

We honor the diversity of our community by working as a team to ensure the educational success of all of our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

## 2981 - LIBERTY CITY ELEMENTARY SCHOOL

### VISION

The staff and community of Liberty City Elementary School are committed to and responsible for providing a quality education for all students, helping them to develop a desire for excellence and a sense of personal and social responsibility in a changing world.

### MISSION

The staff and community of Liberty City Elementary School believe that all students can learn and achieve mastery of essential skills. By creating a nurturing environment, the school will provide an atmosphere in which students will grow academically, socially, and emotionally.

### CORE VALUES



# School Improvement Plan 2007-2008



## Excellence

We ensure the highest standards in academic achievement and organizational accomplishments.

## Integrity

We build positive associations through honesty and respect, which develops positive self esteem, security and comfort of our students, families and staff.

## Equity

We foster an environment that serves all stakeholders and aspires to eliminate the achievement gap.

## Citizenship

We respect the diversity of our community by working as teams to ensure the educational success of all of our students recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

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### **School Demographics**

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Liberty City Elementary School, established in 1948, is located on approximately eight and one half acres in central Miami-Dade County. The neighborhood surrounding the school has participated in a community re-development project. As a result, families have received funds from a housing agency that has enabled them to renovate their homes and landscape their properties. To further beautify and enhance the community, the James E. Scott Housing Projects were demolished and will be replaced with new housing in the coming years. The school site consists of one main building, one student services/media center building, and one six-pack. The 57 year old school has been retrofitted to provide Internet and Intranet access to all classrooms. There are five student computers and one teacher computer in each classroom. The media center houses a state of the art closed circuit television system.

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# School Improvement Plan 2007-2008



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## ***School Foundation***

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### **Leadership:**

Leadership excels in all areas and was scored 3.5 or higher on all items. As evidence by Liberty City Elementary's Organizational Improvement Snapshot Survey, in which the category score was 3.8, the faculty and staff believe that the leadership at Liberty City Elementary School sets a positive vision for the direction of the school. This direction is set forth by the leadership teams such as Educational Excellence School Advisory Committee (EESAC) and the Instructional Leadership Support Team.

### **District Strategic Planning Alignment:**

District Strategic Planning Alignment was scored 3.6 or higher on all items. Liberty City Elementary's Organizational Improvement Snapshot Survey show a category score of 3.6 indicating that the staff is aware and involved in the analysis of data to meet the school's goals. There is a need to involve all staff members in its planning process for future goals. Through leadership teams and learning communities, Liberty City will facilitate total; staff involvement in the goal-setting process.

### **Stakeholder Engagement:**

Stakeholder engagement items were all scored four or higher. According to Liberty City's Organizational Improvement Snapshot Survey, which shows a category score of 4.4, the staff feels there is a high level of customer satisfaction. The leadership team plans to continue to devise ways to foster a positive rapport with all stakeholders of Liberty City Elementary, including the parents, students, staff, and community.

### **Faculty & Staff:**

Faculty and Staff items were all scored at four or higher. According to the Organizational Improvement Snapshot Survey, which shows a category score of 4.2, the staff at Liberty City Elementary truly utilizes a team approach to achieve success. Teacher Mentoring Programs: Experienced teachers serve as mentors to the beginning teachers in order to provide assistance and support that many require during the first years in the classroom.

### **Data/Information/Knowledge Management:**

Data /Information/Knowledge Management items were scored 3.6 or higher with the exception of item 5b, "The people I work with cooperate and work as a team". The organization has implemented opportunities for teachers to engage in team building activities to develop a sense of unity between all stakeholders. Furthermore, the administration and the leadership team plan to continue to implement new measures and train the staff on methods to analyze the quality of their work, to make decisions about their work, and access needed information on how the measures they use in their work fit into school's overall measures of improvement.

### **Education Design:**

Liberty City Elementary Organizational Improvement Snapshot Survey indicates that our school scored 3.7 or higher in all areas. Liberty City provides before school and after school tutoring throughout the school year for students seeking additional assistance in reading and mathematics through Supplemental Educational Services. Students who scored a Level 1 or Level 2 on the FCAT, all Tier students and the lowest 25 percent of students are targeted as grade levels engage in conversations in order to promote differentiated instruction.

### **Performance Results:**

Liberty City Elementary Organizational Improvement Snapshot Survey indicates that the organization scored 3.5 or higher in all areas with the exception of item 7c which is "I know how well the organization is doing financially" and 7e "My work location removes things that get in the way of progress". These results indicate that some members of our staff feel there is a need for awareness of the schools budgetary matters. The administration and the leadership team plans to address issues regarding the finances of the school by creating a budget committee, as well as conducting budget workshops for the faculty at-large. The leadership team also intends to open the lines of communication with the staff through learning community conversations, where various departments and leadership team members will discuss concerns that may arise, and take a proactive stance in solving the issues.

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## ***Schools Graded 'C' or Below***

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### **Professional Development:**

To assist teachers in becoming diverse in their instructional styles, teachers are offered a variety of professional development opportunities. Professional development will be provided by the district, regional center and school site on the following strategies:

Differentiated Instruction

Proper utilization of the district pacing guides in reading, mathematics and science

Guided Reading

In addition, beginning teachers will be afforded the opportunity to participate in classroom management, technology integration, phonemic awareness, comprehension, fluency, vocabulary, and phonics (Big 5), Project BEAR, Project OWL, Project DRAW, mathematics manipulatives, Math Party, and hands-on inquiry based science.

Teachers that are new to a grade level will be afforded the opportunity to participate in professional development based on promoting a print rich environment, differentiated instruction, word walls, and proper utilization of district pacing guides on their grade level and subject matter.

### **Disaggregated Data :**

The Continuous Improvement Model, which is part of our school improvement model, will be used to effectively monitor students' growth and mastery of benchmarks. Bi-weekly assessments are administered to students in grades three through six in the areas of reading and mathematics and to students in grade 5 on a tri-weekly basis for science. Grade level teams meet on a bi-weekly basis to discuss results from benchmark assessments. After careful disaggregation, the team will determine which benchmarks to reteach and adjust the instructional focus calendars accordingly.

During the months of November, January and May grade level teams will meet with the leadership team to discuss data results from the District Interim Assessment to make necessary changes to their instruction to meet individual students' needs.

### **Informal and Formal Assessments:**

2008 Administration of the FCAT - March

District Interim Assessments- November, January and May (to monitor progress)

School wide bi-weekly assessments - on-going

### **Alternative Instructional Delivery Methods :**

Alternative instructional delivery methods will be afforded to all student subgroups to assist them in academic achievement and demonstrating mastery on all bi weekly/tri weekly assessments. In addition to the regular school day, students will participate in:

Reading Plus lab before school

Pull-out program utilizing the Reading Plus program

Small group instruction based on the results of bi-weekly assessments

Interventions

After school and before school tutoring

Cooperative learning groups



# School Improvement Plan 2007-2008



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## ***Schools Offering Primarily Grades 6 through 12***

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**Secondary School Redesign (new State requirement, Sec. 1003.413, F.S.) :**

### Reading Goal

#### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### **Florida Education Priorities**

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Reading Statement

All students will be able to read on or above grade level.

### Needs Assessment

Results of the 2007 FCAT Reading subtest indicate that forty-five percent of students in grades three through six met high standards in reading, sixty-two percent made learning gains in reading and sixty-seven percent of the lowest twenty-five percent made adequate progress in reading. Consequently, thirty-three percent of students in grades three through six did not meet high standards in reading. More specifically, sixty-eight percent of third graders, forty percent of fourth graders, fifty-five percent of fifth graders and seventy-seven percent of sixth graders scored in achievement Levels 1 and 2.

The data further disaggregated by clusters revealed that the most problematic areas for third grade students were Main Idea/ Purposes and Comparisons (forty-seven percent). They were however more successful with Words/ Phrases (fifty-six percent). For fourth grade students Main Idea/ Purposes (fifty-six percent) were identified as the most problematic area. Fourth graders experienced a better degree of success in the area of Reference/Research (seventy-five percent). The problematic area for fifth graders was with Words/ Phrases (forty-four percent), with better success in Comparisons (fifty-six percent). The sixth grade students' most problematic area was with Reference/Research (thirty-eight percent). The sixth grade students were more successful with Comparisons (fifty-five percent).

An assessment of the 2007 FLDOE School Accountability Report AYP data revealed that thirty-nine percent of the African American subgroup, forty percent of the economically disadvantaged subgroup and nineteen percent of Students with Disabilities (SWD) subgroup scored at or above grade level in reading. Overall, the results of the data revealed the need for ongoing assessment and reteaching of the clusters in which students are deficient.

### NCLB Subgroup Target



# School Improvement Plan 2007-2008



TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grades three through six will improve their reading skills as evidenced by fifty-eight percent scoring at a Level 3 or higher on the 2008 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Black students in grades three through six will improve their reading skills as evidenced by fifty-eight percent scoring at a Level 3 or higher on the 2008 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students in grades three through six will improve their reading skills as evidenced by fifty-eight percent scoring at a Level 3 or higher on the 2008 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Students With Disabilities in grades three through six will improve their reading skills as evidenced by fifty-eight percent scoring at a Level 3 or higher on the 2008 administration of the FCAT reading test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize the item specs to develop mini assessments and assess benchmarks throughout the year.	Principal Assistant Principal Reading Coaches	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Model lessons that demonstrate the use of differentiated instruction, guided reading, CRISS and reciprocal teaching strategies will be provided for teachers.	Principal Assistant Principal Reading Coaches	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide all teaching staff with training in the PDSA to ensure student progression.	Principal Assistant Principal Reading Coaches	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Visit classrooms regularly to monitor the implementation of the instructional focus timeline, identify problem areas and discover best practice strategies.	Principal Assistant Principal Reading Coaches	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Disaggregate student achievement data by subgroups and cluster, identify areas of deficiencies, develop an instructional focus timeline for reading identifying targeted benchmarks to receive the instructional focus during certain periods of time.	Principal Assistant Principal Reading Coaches	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide professional development training for teachers in the area of data analysis, guided reading, CRISS and Reciprocal Teaching strategies.	Principal Assistant Principal Reading Coaches	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Implement a before school tutorial program for targeted students, (Level 1 and 2, SWD, Economically Disadvantaged and African American subgroups) that addresses remediation in targeted areas utilizing Supplemental Educational Services.	Principal Assistant Principal Reading Coaches Parent Outreach Facilitator	8/20/2007	6/5/2008	District-wide Literacy Plan	2000
Inform parents of strategies that can be used at home to support reading achievement through information handed out at monthly parent workshops.	Principal Assistant Principal Reading Coaches Community Involvement Specialist	8/20/2007	6/5/2008	District-wide Literacy Plan	900
Develop focus lessons to be used during classroom instruction according to the instructional focus timeline.	Principal Assistant Principal Reading Coaches Classroom Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Participate in appropriate weekly grade level planning meeting to review benchmarks and ensure that the reading instructional focus timeline is being implemented.	Principal Assistant Principal Reading Coaches Classroom Teachers	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Utilize the Regional Center III data debriefing protocol to conduct debriefing sessions.	Principal	8/20/07	6/5/08	District-wide Literacy Plan	

### Research-Based Programs



# School Improvement Plan 2007-2008



1. Houghton Mifflin Reading Program
2. Voyager
3. Soar to Success
4. Early Success
5. SuccessMaker
6. Reading Plus
7. Invitation to Literacy

## **Professional Development**

Training will be provided by the school and/or district in the following areas:

1. Houghton Mifflin Reading in the area of guided reading
2. Data Analysis provided by the district and school
3. Accelerated Reader provided by the district
4. DIBELS provided by the school
5. 8 - Step Continuous Improvement Model provided by the district
6. Project CRISS
7. Differentiated instruction provided by the district

## **Evaluation**

- 2008 FCAT Reading Test
- Ongoing bi-weekly assessments
- District Interim Assessments

### Mathematics Goal

**Alignment of Objective to the Florida Department of Education and the District Strategic Plan**

**Florida Education Priorities**

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Miami-Dade County Public Schools**

**District Strategic Plan**

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

**Mathematics Statement**

All students will be able to function on or above grade level in mathematics.

**Needs Assessment**

Results of the 2007 FCAT Mathematics subtest indicate that forty-four percent of our students grades three through six performed at an achievement Level of 3 or higher on the FCAT Mathematics assessment. All student subgroups achieved proficiency as per the No Child Left Behind (NCLB) adequate yearly progress report. In addition, sixty-eight percent of our lowest twenty-five percent made adequate progress in mathematics. The data further disaggregated by strands revealed that the most problematic area for third grade students is Number Sense and Algebraic Thinking (fifty-two percent). Third grade students had more success with Geometry and Spatial Sense (seventy-one percent) and Measurement (sixty-three percent). Although fourth grade students had difficulty in the area of Measurement (fifty percent), Algebraic Thinking, Data Analysis, and Geometry had more success with fifty-seven percent correct. Data revealed that fifth grade student's area of weakness was Number Sense (twenty-three percent). They also experienced difficulty with Geometry and Spatial Sense and Algebraic Thinking (twenty-seven percent). However, fifth grade students had more success with Measurement (thirty-one percent each). Sixth grade students experienced difficulty with Measurement (twenty-two percent) followed by Data Analysis (thirty-three percent). More success was displayed in the areas of Algebraic Thinking (thirty-eight percent), Number Sense and Geometry, each with forty-four percent correct.

**NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



### Measurable Objective

Given instruction based on the FCAT Sunshine State Standards, students in grades three through six will improve their mathematics skills as evidenced by sixty-two percent scoring at a Level 3 or higher on the 2008 administration of the FCAT mathematics test.

Given instruction based on the FCAT Sunshine State Standards, Black students in grades three through six will improve their mathematics skills as evidenced by sixty-two percent scoring at a Level 3 or higher on the 2008 administration of the FCAT mathematics test.

Given instruction based on the FCAT Sunshine State Standards, Economically Disadvantaged students in grades three through six will improve their mathematics skills as evidenced by sixty-two percent scoring at a Level 3 or higher on the 2008 administration of the FCAT mathematics test.

Given instruction based on the FCAT Sunshine State Standards, Students with Disabilities in grades three through six will improve their mathematics skills as evidenced by sixty-two percent scoring at a Level 3 or higher on the 2008 administration of the FCAT mathematics test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Inform parents of strategies that can be used at home to support math achievement through information handed out at monthly parent workshops.	PrincipalAssistant PrincipalClassroom TeachersParent Outreach Facilitator	8/20/2007	6/5/2008	Continuous Improvement Model	900
Utilize the item specifications to develop mini assessments and develop ongoing assessments of math strand bi-weekly.	Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement the 8-Step Continuous Improvement Model (CIM) as evidence by grade level meeting agendas.	Principal Assistant Principal Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide an opportunity for teachers to participate in grade level planning to review mathematics strands and the instructional focus time line.	Principal Assistant Principal Classroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Provide professional development training for teachers in the use of math manipulatives, hands-on activities, and teaching math using different strategies in order to improve the quality of math lessons and improve student achievement.	PrincipalAssistant PrincipalClassroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Utilize the District Suggested Mathematics Scope, Sequence and Pacing Plan.	Principal Assistant PrincipalClassroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement a before school tutorial through Supplemental Educational Services for targeted students (Level 1 and 2, SWD, Economically Disadvantaged and Black subgroups) that addresses remediation in targeted areas utilizing Florida FCAT Mathematics Coach.	Principal Assistant Principal Classroom Teachers Parent Outreach Facilitator	8/20/2007	6/5/2008	Continuous Improvement Model	2000
Utilize the Regional Center III data debriefing protocol to conduct data debriefing sessions.	Principal Assistant Principal Classroom Teachers Leadership Team	8/20/07	6/5/08	Continuous Improvement Model	

### Research-Based Programs

1. Harcourt Mathematics
2. SuccessMaker
3. Riverdeep

### Professional Development



# School Improvement Plan

## 2007-2008



Professional Development will be provided in the following areas:

1. District sponsored in-services by the Division of Mathematics and Science in the areas of Utilizing math manipulatives and Test Item Specifications.
2. Implementation of the District Pacing Guide
3. Riverdeep
4. 8- Step Continuous Improvement Model
5. Harcourt Mathematics Basal Series

### **Evaluation**

- 2008 FCAT Mathematics Test
- District Interim Assessment
- On-going Bi-weekly Assessments
- Computer generated reports from RiverDeep

## Writing Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### **Florida Education Priorities**

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **Miami-Dade County Public Schools**

#### **District Strategic Plan**

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **Writing Statement**

All students will be able to communicate effectively through writing.

### **Needs Assessment**

Results of the 2007 FCAT Writing+ indicated that eighty-two percent of the fourth grade students that were tested met high standards as well as the state's required mastery level. The combined mean score of the tested population is 3.8. In addition, eighty-two percent of the students achieved proficiency as per the No Child Left Behind (NCLB) adequate yearly progress report by improving performance in writing by one percentage point.

### **NCLB Subgroup Target**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade four will improve their writing as evidenced by a one percent increase in the percentage of students scoring at a Level 3.5 or higher on the 2008 administration of the FCAT Writing+.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Disaggregate student assessment data and provide tools for adjusting and re-aligning the curriculum so that all students have the opportunity to maximize their potential for learning.	PrincipalAssistant PrincipalReading Coaches	8/20/2007	6/5/2008	Continuous Improvement Model	0
Train and assist teachers in holistic scoring procedures as well as ways in which they can increase student achievement through best practices in writing instruction.	PrincipalAssistant PrincipalReading Coaches	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide model writing lessons demonstrating the writing process.	PrincipalAssistant PrincipalReading Coaches	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Develop monthly writing prompts and strategies using the writing process for teachers to implement during a school-wide 'Roaring Writers' program.	PrincipalAssistant PrincipalFourth Grade TeachersReading Coaches	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide workshops for parents that explain strategies that they can use at home to assist with increasing student achievement in writing.	PrincipalAssistant PrincipalReading Coaches	8/20/2007	6/5/2008	District-wide Literacy Plan	900
Develop a writing academy for fourth grade students that teaches effective writing skills and helps them to develop their ideas.	PrincipalAssistant PrincipalReading Coaches	8/20/2007	6/5/2008	District-wide Literacy Plan	1000
Provide teaching staff with training in the Continuous Improvement Model to ensure student progression.	PrincipalAssistant PrincipalReading Coaches	8/20/2007	6/5/2008	Continuous Improvement Model	0

### Research-Based Programs

Houghton Mifflin Reading Program

### Professional Development

Professional development will be provided by the district and school in the following areas:

1. Writing Across the Curriculum: Step up to Writing
2. FCAT Writing + Grades 3 and 4
3. Best Practices in Teaching Elementary Writing
4. Holistic scoring and strategies for improving students' ability to write to explain
5. Data Analysis provided by the district and school

### Evaluation

- 2008 FCAT Writing+
- District Writing Assessments
- Monthly Writing Prompts

## Science Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### **Florida Education Priorities**

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **Science Statement**

All students will be able to apply the scientific method.

### **Needs Assessment**

The results of the 2007 Science FCAT test administration reflect that three percent of students met the criteria for high standards. Further analysis of the data revealed that the most problematic content clusters were Earth and Space Science and Scientific Thinking (thirty-three percent). The areas of strength were Physical and Chemical Science and Life and Environmental Science (forty-two percent). Students meeting the criteria for high standards will increase to fifty-nine percent as a result of immediate and intensive instruction in science.

### Measurable Objective

Given instruction based on the Sunshine State Standards, students in grade five will improve their science skills as evidenced by an increase of twenty-five percentage points in the percent of students achieving Level 3 and above on the 2008 administration of the FCAT Science Test as compared to the 2007 administration of the FCAT Science Test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Administer site-developed pre- and post science assessments.	PrincipalAssistant PrincipalClassroom Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Implement District Pacing Guides to ensure that all Sunshine State Standards are being taught through content area instruction as evidence by weekly lesson plans.	PrincipalAssistant PrincipalClassroom/ES E Teachers	8/20/2007	6/5/2008	Continuous Improvement Model	0
Science/Math Family Night	Principal Assistant Principal Science/Math Committee Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	500
Provide resources for hands-on/ inquiry-based investigations to support knowledge of the scientific methods through the use of Full Option Science System (FOSS).	Principal Assistant Principal Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Plan a science fair as a culminating activity to provide students with an opportunity for inquiry based learning.	Principal Assistant Principal Science Committee	8/20/2007	6/5/2008	Other/ Not Applicable	0
Involve students with hands- on investigative experiments to correlate with the scope and sequence of the science curriculum as evidence in weekly lesson plans.	Principal Assistant Principal Classroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0
Utilize the Regional Center III data debriefing protocol to conduct data debriefing sessions.	Principal Assistant Principal Classroom Teachers Leadership Team	8/20/07	6/5/08	Continuous Improvement Model	
Utilize District Interim Assessment to drive instruction.	Principal Assistant Principal Classroom Teachers	8/20/07	6/5/08	Continuous Improvement Model	

### Research-Based Programs

1. Scott Foresman Science

### Professional Development

Professional Development will be provided through:

1. Weekly grade level meetings, faculty meetings, and during professional development planning days addressing the District Pacing Guides.
2. Best Practices in Teaching Science provided by the district.
3. Data Analysis provided by the district and school.
4. How to Utilize the Science Lab provided by the school.

### Evaluation

- 2008 FCAT Science Test
- Ongoing tri- weekly assessments
- Interim Assessments – Grades 4 and 5

## Parental Involvement Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### **Florida Education Priorities**

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### **Miami-Dade County Public Schools**

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **Parental Involvement Statement**

The school will provide increased opportunities for parents to be involved in their children’s education.

### **Needs Assessment**

An assessment of the monthly reports revealed an average increase in parental involvement at school activities from 39 parents during the 2005 -2006 school year to 42 parents during the 2006 - 2007 school year. This is an increase of four percent for the school year.

### Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a five percent increase in parental and community involvement as evidenced by comparing the sign-in and hourly logs from 2006-2007 to 2007-2008.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop a needs assessment survey to determine parents' needs and areas of concern.	PrincipalAssistant PrincipalCommunity Involvement Specialist	8/20/2007	6/5/2008	Parental Choice Options	0
Utilize the Parent Resource Center as a place for school-wide parent workshops and activities.	PrincipalAssistant PrincipalCommunity Involvement Specialist	8/20/2007	6/5/2008	Parental Choice Options	0
Identify and recognize parent volunteers for the role they play in improving student achievement.	PrincipalAssistant PrincipalCommunity Involvement Specialist	8/20/2007	6/5/2008	Parental Choice Options	0
Identify ways to connect with hard to reach parents, encourage them to visit the school, become a volunteer and take an active role in their child's education.	PrincipalAssistant PrincipalCommunity Involvement Specialist	8/20/2007	6/5/2008	Parental Choice Options	0
Encourage teachers to contact parents on a regular basis, making them aware of their child's progress and inviting them to participate in parent workshops.	PrincipalAssistant PrincipalCommunity Involvement Specialist	8/20/2007	6/5/2008	Parental Choice Options	0
Create flyers, brochures, notices and other forms of multimedia to advertise school activities and events in order to increase parent attendance.	PrincipalAssistant PrincipalCommunity Involvement Specialist	8/20/2007	6/5/2008	Parental Choice Options	500

### Research-Based Programs

Not Applicable

### Professional Development

1. Parent Outreach facilitator will participate in district provided training addressing effective parental involvement strategies
2. Newsletters and articles addressing strategies for building a partnership between the community and the school will be shared with faculty and staff.
3. Workshops will be provided monthly utilizing state, district, regional and in house personnel.

### Evaluation

- A compilation of the 2007-2008 parent sign-in and hourly logs will be used to determine if this objective has been met.
- Ongoing monitoring of sign in logs from parent workshops.
- We will utilize a parent survey to gain feedback on the effectiveness of school to parent communication efforts.



## Discipline & Safety Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **Discipline & Safety Statement**

The school will promote programs and practices that facilitate a safe and disciplined environment for students.

### **Needs Assessment**

An analysis of 2006 – 2007 data revealed a student population of 265, of which 11 students were suspended. This indicates that four percent of students were removed from the class setting and as a result were excluded from classroom instruction which directly correlates to their ability to perform. The school’s disciplinary committee has determined a need to decrease this number.

### Measurable Objective

Given an emphasis on positive student behavior, safe and orderly environment, student behavior will improve as evidenced by a ten percent decrease in the number of students placed on outdoor suspension during the 2007 – 2008 school year as compared to the 2006- 2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide a primary and intermediate student orientation to inform students of the mandatory uniform policy and other behavioral expectations.	PrincipalAssistant Principal	8/20/2007	6/5/2008	Student Wellness	0
Conduct multiple classroom visits to monitor and ensure that students are in compliance with school and classroom policies. Students should be rewarded for appropriate school behavior.	PrincipalAssistant Principal	8/20/2007	6/5/2008	Student Wellness	0
Identify and schedule repeat offenders for individual and/or small group counseling.	PrincipalAssistant PrincipalCounselorALP HA CounselorsDisciplinary Committee	8/20/2007	6/5/2008	Student Wellness	0
Conduct a monthly meeting with the Disciplinary Committee to assess the disciplinary plan and make necessary changes to ensure continued progress.	PrincipalAssistant Principal	8/20/2007	6/5/2008	Student Wellness	0
Monitor school attendance daily to assist in promoting an orderly environment.	PrincipalAssistant PrincipalRegistrarAtten dance Improvement Team	8/20/2007	6/5/2008	Student Wellness	0
Provide a workshop for parents which identify strategies that can be utilized at home to reinforce appropriate behavior in school	PrincipalAssistant PrincipalCounselorALP HA CounselorsDisciplinary CommitteeCommunity Involvement Specialist	8/20/2007	6/5/2008	Parental Choice Options	100
Establish a peer mediation program, in which fifth and sixth grade students will assist in using strategies to resolve conflict.	PrincipalAssistant PrincipalLeadership TeamCounselorALPHA CounselorsDisciplinary CommitteeCommunity Involvement Specialist	8/20/2007	6/5/2008	Student Wellness	0
Utilize the discipline worksheet to identify student behaviors that are not in compliance with school and classroom policies.	PrincipalAssistant PrincipalLeadership TeamCounselorALPHA CounselorsDisciplinary Committee	8/20/2007	6/5/2008	Student Wellness	0
Require disciplinary committee to identify students and provide early preventative measures to correct inappropriate behaviors through parent conferences, student conferences and re-teaching appropriate behaviors.	PrincipalAssistant PrincipalLeadership TeamCounselorALPHA CounselorsDisciplinary Committee	8/20/2007	6/5/2008	Student Wellness	0

### Research-Based Programs

Not Applicable

### Professional Development

1. Workshops on how to implement the school-wide disciplinary plan as well as classroom management strategies for all instructional personnel.
2. Appropriate staff will also participate in district and region provided workshops addressing discipline and/or safety.

### Evaluation



# School Improvement Plan 2007-2008



- Results of the 2007- 2008 referral and suspension report will be used to determine if this objective has been met.
- Ongoing monitoring of the referral and suspension reports as well as the success of the school-wide disciplinary plan will determine progress in accomplishing this objective.

## Technology Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### **Florida Education Priorities**

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **Miami-Dade County Public Schools**

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<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **Technology Statement**

The school will promote equitable and universal access to technology.

### **Needs Assessment**

An assessment of students' usage of time spent on computers during the 2006-2007 school year revealed that although eighty-three percent of students recorded use of technology in the classroom, only ten percent were engaged in learning through technology on a regular, on-going basis as evidenced by Reading Plus program reports.

### Measurable Objective

Given the need to develop, reinforce, and improve communication through technology, all students in grades kindergarten through six will augment their use of technology as evidenced by an increase in time spent on technology programs as evidenced by ten percent increase during the 2007-2008 school year as compared to the 2006-2007 school year utilizing weekly performance reports.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Develop school wide Accelerated Reader program to encourage independent reading	PrincipalAssistant PrincipalMedia Specialist	8/20/2007	6/5/2008	District-wide Literacy Plan	0
Provide teaching staff with professional development activities that include information about how to integrate technology into the curriculum.	PrincipalAssistant PrincipalReading Coaches	8/20/2007	6/5/2008	Other/ Not Applicable	0
Train all faculty and staff in utilizing SuccessMaker and Reading Plus.	Principal Assistant Principal Reading Coaches	8/20/2007	6/5/2008	Other/ Not Applicable	0
Develop school wide schedule for full utilization of school's computer lab.	PrincipalAssistant PrincipalClassroom Teachers	8/20/2007	6/5/2008	Other/ Not Applicable	0

### Research-Based Programs

Reading Plus  
Accelerated Reader  
FCAT Explorer  
RiverDeep

### Professional Development

Teachers will be afforded the opportunity to participate in professional developments on how to intergrate technology in the classroom through grade level planning meetings, faculty meetings and teacher planning days.

### Evaluation

- The increased usage of technology will be based on weekly performance reports.

## Health & Physical Fitness Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### **Florida Education Priorities**

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### **Miami-Dade County Public Schools**

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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### **Health & Physical Fitness Statement**

The school will promote the overall health and physical fitness of students.

### **Needs Assessment**

An assessment of the 2006-2007 Elementary Physical Fitness Test revealed that forty-two percent of the ninety-five students tested were award winners. Further analysis of the data revealed that eleven percent of the students were Gold award recipients and eighty-nine percent were Silver respectively.

### Measurable Objective

Given instruction in Physical Fitness utilizing the FITNESSGRAM there will be an annual increase of five percent award recipients as measured by the FITNESSGRAM, based on the previous year's percent of award winners.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Provide an opportunity for students to participate in a simulated FITNESSGRAM Test.	PrincipalAssistant PrincipalPhysical EducationTeacher	8/20/2007	6/5/2008	Student Wellness	0
Explain the FITNESSGRAM Test to students.	PrincipalAssistant PrincipalPhysical EducationTeacher	8/20/2007	6/5/2008	Student Wellness	0
Provide opportunities for students to participate in additional physical fitness activities such as Dolphin Training Camp, Walk Safe and Field Day.	PrincipalAssistant PrincipalPhysical Education TeacherCounselorClass room Teachers	8/20/2007	6/5/2008	Student Wellness	0
Continue implementation of the Presidential Fitness Program.	PrincipalAssistant PrincipalPhysical Education TeacherCounselorClass room Teachers	8/20/2007	6/5/2008	Student Wellness	0
Monitor students progress in physical fitness activities.	PrincipalAssistant PrincipalPhysical Education TeacherCounselorClass room Teachers	8/20/2007	6/5/2008	Student Wellness	0

### Research-Based Programs

Not Applicable

### Professional Development

Professional development will include those provided by the district and region specifically in the areas of health, fitness and Walk Safe.

### Evaluation

- Results of the 2007-2008 Physical Fitness Test
- Ongoing monitoring utilizing the FITNESSGRAM test

## Electives & Special Areas Goal

### *Alignment of Objective to the Florida Department of Education and the District Strategic Plan*

#### *Florida Education Priorities*

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

#### *Miami-Dade County Public Schools*

#### *District Strategic Plan*

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<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### **Electives & Special Areas Statement**

All students will be given the opportunity to pursue areas of interest and special talents.

### ***Needs Assessment***

An assessment of the 2007 FCAT data revealed that forty-five percent of students in grades three through six met high standards in reading, sixty-two percent made Learning Gains in reading. Consequently, fifty-five percent of students in grades three through six did not meet high standards in Reading. The criteria for student participation in the AEP are an FCAT Level 3 or higher in reading.



### Measurable Objective

Given the benefits of participating in advanced academic programs, the percentage of students eligible to participate in the Academic Excellence Program (AEP) will increase by ten percent when compared to the 2006-2007 enrollment.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Target students in grades three through six who demonstrate strengths in Reading.	PrincipalAssistant PrincipalReading CoachesClassroom Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Utilize scores on the STAR test in the Accelerated Reader Program as well as the number of tests passed in locating students that demonstrate advanced reading levels.	PrincipalAssistant PrincipalReading CoachesClassroom Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Use the Houghton Mifflin Reading Test as informational vehicles for classroom teachers to recommend advanced readers.	PrincipalAssistant PrincipalReading CoachesClassroom Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Disaggregate data by FCAT achievement levels identifying Level 2 students whose DSS is within 50 points from a Level 3, target for small group intervention.	PrincipalAssistant PrincipalReading CoachesClassroom Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0
Assess students weekly by targeting areas of deficiencies.	PrincipalAssistant PrincipalReading CoachesClassroom Teachers	8/20/2007	6/5/2008	Academic Enrichment Opportunities	0

### Research-Based Programs

Not Applicable

### Professional Development

1. Professional Development will be provided through grade level planning meetings, faculty meetings and on Professional Development planning days on Best Practices in Teaching Reading, CRISS and Reciprocal Teaching.
2. Reviewing and analyzing data provided by the district and school.

### Evaluation

1. The increase in the percentage of students eligible to participate in Academic Excellence will be the criteria for evaluating this objective.
2. The percentage of students eligible for AEP increases by ten percent or greater then this objective would have been met.
3. Ongoing monitoring of students' progress

### Return On Investment Goal

**Alignment of Objective to the Florida Department of Education and the District Strategic Plan**

**Florida Education Priorities**

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Miami-Dade County Public Schools**

**District Strategic Plan**

Ensure achievement of high academic standards by all students.	Develop our students so that they are able to successfully compete in the global economy.	Actively engage family and community members to become our partners in raising and maintaining high student achievement.	Reform business practices to ensure efficiency, effectiveness and high ethical standards.	Recruit, develop and retain high- performing, diverse, and motivated faculty and staff.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Return On Investment Statement**

Liberty City Elementary will rank at or above the fifth percentile statewide in the ROI index of value and cost effectiveness of its programs.

**Needs Assessment**

The most recent data supplied from the Florida Department of Education reveals that Liberty City Elementary ranked at the fourth percentile on the State of Florida Return On Investment (ROI) Index and the percent of the highest ROI value is thirty-seven percent.

### Measurable Objective

Liberty City Elementary School will improve its ranking on the State of Florida ROI index publication from the fourth percentile in 2004-2005 to the fifth percentile on the next publication of the index.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks.	PrincipalAssistant PrincipalEESACGrade Level Department Chairs	8/20/2007	6/5/2008	Business Process Redesign	0
Consider shared use of facilities, partnering with community agencies.	PrincipalAssistant PrincipalEESACGrade Level Department Chairs	8/20/2007	6/5/2008	Business Process Redesign	0
Become more informed about the use of financial resources in relation to school programs.	PrincipalAssistant PrincipalEESACGrade Level Department Chairs	8/20/2007	6/5/2008	Business Process Redesign	0
Collaborate with the district on resource allocation.	PrincipalAssistant PrincipalEESACGrade Level Department Chairs	8/20/2007	6/5/2008	Exchange Meaningful Information	0
Discuss with faculty and staff the use of financial resources in relation to school programs and monitor students' progress as it relates to ROI.	PrincipalAssistant PrincipalEESACGrade Level Department Chairs	8/20/2007	6/5/2008	Exchange Meaningful Information	0

### Research-Based Programs

Not Applicable

### Professional Development

Not Applicable

### Evaluation

On the next State of Florida ROI index, Liberty City Elementary School will show progress toward reaching the fifth percentile.

**EESAC Compliance**

YES	NO	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p><i>The majority of the Board of Directors/EESAC members are not employed by the school. The Board of Directors SAC is composed of the principal, and an appropriately balanced number of teachers, education support employees, students (for middle, junior high and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.</i></p>

**Budget:**

The EESAC surveyed the staff for suggestions on how money will be spent.

**Training:**

The EESAC evaluated the needs of the school and recommended in-service training when necessary.

**Instructional Materials:**

The EESAC made recommendations to the principal regarding the ordering of relevant instructional materials. In addition, they provided funds for FCAT incentives.

**Technology:**

The EESAC members are committed to the continuing process of upgrading the school's technology and incorporating its uses into the curriculum.

**Staffing:**

The EESAC will continue to meet regularly to discuss staff needs and staffing issues. EESAC will also be represented during interviews for staff positions.

**Student Support Services:**

The EESAC supported the goals and objectives of the student support services program and works to improve parental involvement in this area.

**Other Matters of Resource Allocation:**

The EESAC supported all aspects of the SIP allocating monetary support for off-campus student enrichment and field studies.

**Benchmarking:**



# School Improvement Plan 2007-2008



The EESAC monitored the school improvement plan monthly to ensure complete and proper compliance for all strategies.

## **School Safety & Discipline:**

The EESAC will continue to review safety reports and student case management forms in order to make recommendations when necessary. The EESAC will continue to support the Safety Patrol Club efforts in monitoring student safety, civic duty and responsibilities.

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***Budget Summary***

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Reading	2900
Mathematics	2900
Writing	1900
Science	500
Parental Involvement	500
Discipline & Safety	100
Technology	0
Health & Physical Fitness	0
Electives & Special Areas	0
Return On Investment	0
<b>Total</b>	<b>8800</b>



# School Improvement Plan 2007-2008



Date of Review: \_\_\_\_\_

This School Improvement Plan has been reviewed cooperatively by administrators, teachers, parents, students, and business/community representatives. As a result of this review, modifications to the SIP will be made in the following areas

\_\_\_\_\_  
\_\_\_\_\_

The original signature page, including signatures of all persons listed below, is on file at the Region Office.

*Required Signatures:*

\_\_\_\_\_  
*Principal*

\_\_\_\_\_  
*EESAC Chair*

\_\_\_\_\_  
*UTD Steward*

\_\_\_\_\_  
*EESAC Parent Representative*

\_\_\_\_\_  
*EESAC Business/Community Representative*

\_\_\_\_\_  
*EESAC Student Representative, as applicable*

Additionally, the signature of the Region Superintendent/District Administrator certifies that this plan has been reviewed by appropriate personnel to ensure compliance with state and district rules.

\_\_\_\_\_  
*Region Superintendent*