
SCHOOL IMPROVEMENT PLAN

2005-2006



School Name: 2981 - Liberty City Elementary School

FeederPattern: Miami Northwestern Senior

Region: Regional Center III

District: 13 - Miami-Dade

Principal: Susan Keye

Superintendent: Rudolph F. Crew, Ed.D.



SCHOOL IMPROVEMENT PLAN

EXECUTIVE SUMMARY

Liberty City Elementary School

Liberty City Elementary is an inner-city school established in 1948. It is located at 1855 N.W. 71 Street, Miami, Florida, in a residential neighborhood consisting of single and multi-family homes. The school has a rich heritage of promoting excellence and pride. It has educated generations of African Americans who have gone on to become prominent leaders and citizens; Senator Fredrika Wilson, Seth Crapp Jr. M.D., Samuel Mack, K.A.P.O.W. coordinator, Hope Walker, Reading First Regional Coordinator, and Anturuan Stallworth, currently a Liberty City Elementary School teacher, just to name a few. The school serves 289 students in Pre-Kindergarten through Sixth Grade. The ethnic composition of the school is 95 percent African American, zero percent white non-Hispanic, five percent Hispanic and one percent Asian/Indian Multiracial. Approximately 96 percent of these students qualify for free or reduced price lunch. Liberty City Elementary is a participant in the I CHOOSE! Grant (School of Choice). This grant provides a partnership with the Historical Museum of South Florida. The purpose is to implement a program of history and preservation for Liberty City. The school provides a variety of programs to meet the needs of its students; this includes an Academic Excellence (AEP), which provides enrichment activities through the Journalism Print AEP model for students scoring FCAT level 3 or above in Reading or Mathematics. Additional programs include a Gifted Resource Center for several Regional Center III schools, a before-school tutorial program, Future Educators of America (FEA), DARE Program (Drug Awareness Resource Education), KAPOW (Kids And the Power Of Work), and the Americorps tutoring for students in grades K-2. FLOWERS (Future Ladies of Work, Educated, Responsible, Sophisticated) is a school to work program designed to empower sixth grade girls and expose them to women of all ethnicities in the work place. Liberty City Elementary Pre-Kindergarten provides a Reverse Mainstream Program for students who are developmentally delayed. Other Exceptional Student Education services include Specific Learning Disabilities and Educable Mentally Handicapped. Additional ESE services are provided to fourth grade students via a Co-teaching Inclusion Model, while all others are resourced to SLD teachers. With the assistance of the ALPHA counselors from New Horizons, the school provides counseling services for students.

Objective 1 Given instruction based on the Sunshine State Standards, students in grades three through six will improve their reading skills as evidenced by 44% scoring at a level 3 or higher on the 2006 administration of the FCAT reading test.

Objective 2 Given instruction based on the Sunshine State Standards, African American students will improve their reading as evidenced by 44% scoring at a level 3 or higher on the 2006 administration of the FCAT reading test.

Objective 3 Given instruction based on the Sunshine State Standards, economically disadvantaged students will improve their reading as evidenced by 44% scoring at a level 3 or higher on the 2006 administration of the FCAT reading test.

Objective 4 Given instruction based on the Sunshine State Standards, students with disabilities will improve their reading as evidenced by 44% scoring at a level 3 or higher on the 2006 administration of the FCAT reading test.

Objective1: Given instruction based on the Sunshine State Standards, students in grades three through six will improve their mathematics skills as evidenced by 50% scoring at a level 3 or higher on the 2006 administration of the FCAT mathematics test.

Objective 2: Given instruction based on the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 50% scoring at a level 3 or higher on the 2006 administration of the FCAT mathematics test.

Objective3: Given instruction based on the Sunshine State Standards, economically disadvantaged students will improve their mathematics skills as evidenced by 50% scoring at a level 3 or higher on the 2006 administration of the FCAT mathematics test.

Objective4: Given instruction based on the Sunshine State Standards, students with disabilities will improve their mathematics skills as evidenced by 50% scoring at a level 3 or higher on the 2006 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 2006 administration of the FCAT writing test.

Given instruction based on the Sunshine State Standards students in grade five will improve their Science skills as evidenced by an increase in the mean scale score of 244 on the 2006 administration of the FCAT science test.

Given the school wide emphasis on parental and community involvement, the school will demonstrate a ten percent increase in parental and community involvement as evidenced by comparing the sign-in logs from 2004-2005 to 2005-2006.

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions during the 2005-2006 school year, as compared to the 2004-2005 school year.

Given an emphasis on the use of technology in education, all students in grades kindergarten through six will augment their use of technology as evidenced by a 10% increase when comparing the 2004-2005 and 2005-2006 student usage report for programs such as SuccessMaker and Riverdeep.

Given instruction in Physical Fitness utilizing the FITNESS GRAM there will be an annual increase of five percent award recipients as measured by the FITNESS GRAM, 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 10% when compared to the 2004-2005 enrollment.

Liberty City Elementary School will improve its ranking on the State of Florida ROI index publication from the first percentile in 2003 to the sixth percentile on the next publication of the index.

Based on the results of the Organizational Performance Improvement Snapshot 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 are 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.

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.

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

At Liberty City Elementary School we pursue the highest standards in academic achievement and organizational performance. We build positive relationships through honesty, respect and compassion, which enhance the self-esteem, safety, and well-being of our students, families and staff. We foster an environment that serves all students and aspires to eliminate the achievement gap. We honor the diversity of our community by working as a team to ensure the educational success of all our students and recognize that our obligations go beyond our professional responsibilities to promote democratic principles.

School Demographics

Liberty City Elementary School 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 serves students from the surrounding neighborhood consisting of 75 percent standard curriculum, four percent gifted, 14 percent specific Learning Disabilities (SLD) and seven percent Educable Mentally Handicapped (EMH) students. Limited English Proficiency (LEP) students comprise less than two percent of the school's population. The ethnic composition of the school is 95 percent African American, zero percent white non-Hispanic, five percent Hispanic and one percent Asian/Indian Multiracial. Ninety-six percent of the students are economically disadvantaged. The mobility rate is 53 percent, making instructional consistency a challenge.

The school employs a total of 44 full-time staff members and six part-time staff members. Of this group there are two administrators, twelve classrooms teachers, six exceptional student education teachers, two exceptional student education paraprofessionals, one art teacher, one music teacher, one physical education teacher, one reading coach (Title I), one reading coach (Reading First), one guidance counselor, one media specialist, one educational specialist (CSR Grant), one pool substitute, three clerical employees, one cafeteria manager, five cafeteria employees, three security monitors and four custodians. The faculty consists of a small nucleus of veteran teachers; more than 50 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 23 percent white, 66 percent black, and 11 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 three 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 SOURCE (Searching, Omitting, Understandings Regarding Community Evolvement), a collaboration with the South Florida Historical Museum. Liberty City Elementary School is a recipient of the Comprehensive School Reform (CSR) grant, awarded in 2004-2005. The school is in its second year of the grant and as a result has provided on going training in the Plan Do Study Act (PDSA) model. Another grant awarded to the school by The Women's Fund of Miami-Dade County is the Future Ladies of Work, Educated, Responsible, Sophisticated (F.L.O.W.E.R.S.) 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). The Instructional Leadership Support Team (ILST) in the school provides the 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 and school-wide personnel in determining and delivering the instructional focus of the school. 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 double-edged sword since these same teachers are in need of on-going professional development. This professional development often times takes teachers out of the classroom which is a detriment to our school's curriculum and discipline. Another challenge presented is that as a result of the low socio economic 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. The parents of these students are employed in entry level jobs and receive government assistance to supplement their daily living. Results of 2005 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 SRUSS tests also revealed that many kindergarten students have no readiness skills. Many students have poor socialization skills and require frequent redirection of inappropriate behaviors.

An additional challenge is that the I CHOOSE! grant required adjusting to new school hours. In order to accommodate the various programs offered and students being bused from outside of our designated boundaries, the regular school hours are from 9:10 – 3:40, except on Wednesdays, the hours are from 9:10 – 2:40. The pre-kindergarten class and the Gifted Resource center hours are from 8:30 – 2:00 and the EMH class hours are from 8:30 – 3:00.

School Foundation

Leadership:

The leadership assessment portion of the survey reflects that participants have a desire to be given the opportunity to provide input and share their ideas (average score 4.0).

District Strategic Planning Alignment:

The strategic planning portion of the survey reflects that participants have a need to be included in the decision-making process as the school plans for the future (average 3.8).

Stakeholder Engagement:

The Customer and Market Focus results revealed a lack of participants asking customers about their level of satisfaction with the participant's work (average 4.2).

Faculty & Staff:

The Human Resource portion of the survey indicated that participants feel a lack of cooperation amongst the people they work with (average score 3.9). There is a need for everyone to work as a team.

Data/Information/Knowledge Management:

The results of the survey, with an average of 4.2 of 5, indicated that participants feel that they are not given the information necessary to be adequately informed about how their organization is doing.

Education Design:

The results the survey indicated that the teachers feel they do not have the resources available to do their jobs as effectively as possible. (3.9 of 5)

Performance Results:

The results from the survey revealed that participants feel that they are lacking in knowledge of the organization's financial situation. (3.4 out of 5)

Additional Requirements

Only for schools under state sanction

• High Quality, Highly Qualified Teachers:

Liberty City Elementary School is very proactive in recruiting qualified teachers. The school participated in the district-sponsored recruitment fair, as well as the "Dispelling the Myth" program which was held at Florida International University, the purpose of which was to attract June graduates to inner city schools. In addition to these activities, the school used recent education graduates to recruit from their classmates teachers to staff the school. The school works very closely with Instructional Staffing to ensure that all classes have qualified, caring teachers. In an effort to retain these highly qualified teachers, communities of professional learners have been developed, in conjunction with a very structured mentor program. In addition, two National Board certified teachers on staff have been awarded a Citigroup grant to implement a mentoring program. The purpose of the program is to improve the skill and retention of new teachers. The mentors' role of guidance and support resulting in increased student achievement is the primary goal. The program will be ongoing throughout the 2005-2006 school year. The program will assist in building learning communities among new teachers, providing feedback and continuously identifying, and clarifying areas of concern. The evaluation of the effectiveness of the mentoring relationship will be done for the purposes of accountability, program improvements, teacher retention, improved school climate, increased teacher effectiveness and increased student achievement.

• Highly Qualified, Certified Administrators:

Mrs. Susan H. Keye (Emp. # 136695) has been an administrator for 14 years. She served as an Assistant Principal for nine years at Liberty City Elementary School and two years at Van E. Blanton Elementary School. She is presently in her third year as principal at Liberty City Elementary School. In 2001, with Mrs. Keye as our Assistant Principal, the school attained a grade of C for the first time. She holds certification in Elementary Education, Reading (K-12), Music (K-12), and Education Leadership. She is a member of the Delta Kappa Gamma and P.E.O., a philanthropic organization which provides financial support for education to women at all levels. Mrs. Keye looks toward the future, is very proactive, and has high expectations for all students and staff. Because of these aspects (and many more) of Mrs. Keye's leadership, the school moved from a "D" to a "C" in the Governor's A+ Plan in her first year as Principal, and maintained a grade of C for the 2004-2005 school year.

Ms. Deborah Johnson (Emp. # 192298) is in her second year as the Assistant Principal at Liberty City Elementary School. She came to us as a newly assigned Assistant Principal in August, 2004. Prior to that, Ms. Johnson worked as an Educational Specialist with the ACCESS Center 2, Title I program for 4 years. She worked collaboratively with the Title I schools in ACCESS Center 2, ensuring that they were in compliance with the NCLB Title I guidelines. Ms. Johnson has 5 years of experience as a classroom teacher in which she taught a self-contained class of Emotionally Handicapped students in the middle school. One of the highlights of her teaching career was utilizing the Accelerated Reader Program to get her students motivated about reading. As a result of this, 75 percent of her students were able to increase their reading levels by one grade level. This enabled the students to increase their self-confidence. Ms. Johnson is certified in Emotionally Handicapped (K-12) and Educational Leadership (all levels). She is a strong instructional leader with high expectations and outstanding communication and organization skills.

• Teacher Mentoring:

The teacher mentoring program at Liberty City Elementary is supported by the Reading Coaches. New teachers have a Professional Growth Team and an Administrative Support Team assigned to them which includes at least one resource teacher. The beginning teachers shall receive immediate and constant feedback and support on all aspects of classroom and instructional practices. This includes but is not limited to:

- Lesson planning
- Classroom management
- Reading strategies
- Science resource teacher

The reading coaches meet with grade levels biweekly, reviewing lesson plans, assessment results, and curriculum planning. New teachers are assigned an experienced teacher to be a mentor to them. They meet weekly or as need to review lesson plans, Grade Level Expectations, assessments, remediation needs, and classroom management and any other concerns new teachers may experience.

• School Advisory Council:

Being an appropriately balanced representation of the school's ethnic, racial, and economic community, the Educational Excellence School Advisory Council (EESAC) is responsible for:

- 1) Developing and implementing the SIP Plan
- 2) Providing recommendations and assisting with the development of the school budget based upon needs as they relate to the School Improvement Plan.
- 3) Conducting surveys of in-service and utilizing results to recommend workshops.
- 4) Reviewing and providing recommendations for instructional materials to support the school's program.
- 5) Providing materials and supplies for classroom and laboratory computers.
- 6) Participating in the interviews of candidates for positions at Liberty City Elementary School. Newly hired employees receive a School Improvement Plan orientation from a member of EESAC.
- 7) Assisting with strategies and resources to meet the needs of students and their families.
- 8) Supporting the school-wide discipline plan to meet the needs of staff and students.
- 9) Recommending (to Principal) funding allocations to support the School Improvement Plan.
- 10) Conducting district and mid-year review to measure adequate progress of the School Improvement Plan.
- 11) Promoting Technology such as FastForward, Successmaker, Riverdeep, etc.

• Extended Learning Opportunities

Before school tutorial programs will be provided Mondays, Tuesdays, and Thursdays from 8:00am to 9:00am, to reinforce, remediate, and enhance the education of all students. Simultaneously, the Academic Excellence Program (AEP) will be available for students who scored FCAT levels 3-5. AEP will be focusing on journalism and chess.

Some of the instructional programs that will be used include computer software such as Successmaker, Riverdeep, Assess2Learn, and FastForward. The Comprehensive Reading Assessment by Options Publishing which is an excellent source and covers all the benchmarks, will be used by all the grade levels. Two afterschool kits by Great Source Inc. entitled "Afterschool Achievers: Math Club" and "Afterschool Achievers: Reading Club" are research-based and will provide meaningful practice in both mathematics and reading benchmarks. In addition, there will be a Saturday Academy for all students focusing on FCAT

Strategies. This academy will be given during the five Saturdays prior to the FCAT Assessment with the goal of increasing student success on the FCAT.

• School Wide Improvement Model

Starting with the 2004-2005 school year, Liberty City Elementary School adopted Deming's Plan-Do-Study-Act (PDSA) cycle of improvement. This method is a way to achieve desired outcomes through a heightened awareness of the processes of improvement. It is a never-ending process that stimulates learning and allows for continuous improvement of techniques, processes, services, and systems. The decisions and judgments made are supported by statistical data. It requires careful analysis of student performance data and PLANNING the instructional calendar. This step leads to teaching and learning or DOING the instructional focus in the classroom, followed by CHECKING the assessment, maintenance, and monitoring of the instructional focus. Finally, ACTING sustains the focus by providing enrichment and tutorials based on individual student needs.

Students will participate in District assessments, tutorials, and enrichment activities to ensure that the school meets adequate progress. Many of the Liberty City Elementary School students arrive at school early because of our late starting time (9:10). Therefore, the tutorial/enrichment and Academic Excellence Programs (AEP) will begin at 8:00 am and is made available to the entire school. Classroom teachers track focus benchmarks in their classes weekly. Students not mastering the weekly focus are placed in tutorial. Students who do master the weekly focus benchmark will go for enrichment consisting of further, more in-depth study of the focus benchmark. Students who are identified as advanced or FCAT levels 3, 4, or 5 will go to Academic Excellence Programs (AEP). Additionally, a grade level instructional focus calendar identifying the weak and strong clusters/strands will be implemented in October. The calendar will also address weekly and bi-weekly assessments. Students not achieving 80% mastery will be identified for small group pull-out.

The school counselor addresses character education during her morning announcements and classroom visits.

GOAL 1: READING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

| | | | | | |
|---|-------------------------------------|--------------------------------------|--------------------------|--------------------------|---|
| 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"/> |

GOAL 1 STATEMENT:

Liberty City Elementary School's highly qualified and effective faculty and staff will establish and foster an appropriate learning environment so that each student becomes highly proficient in reading.

Needs Assessment

An assessment of the 2005 FCAT data revealed that 39% of students in grades three through five met high standards in reading, 53% made learning gains in reading and 58% of the lowest 25% made adequate progress in reading. Consequently, 61% of students in grades three through five did not meet high standards in reading. More specifically, 68% of third graders, 62% of fourth graders, 82% of fifth graders and 75% of sixth graders scored in achievement levels 1 and 2.

The data further disaggregated by clusters revealed that the most problematic area for third grade students is Words/Phrases (33%). They were however more successful with Comparisons (50%). For fourth grade students Reference and Research (50%) was identified as the most problematic area, however, they experienced the same degree of success in the areas of Words/Phrases (57%) and Main Idea/Purpose (57%). Fifth and sixth graders alike need additional help in the areas of WP, MIP and RR.

An assessment of the 2005 AYP data revealed that 30% of the African American subgroup 30% of the economically disadvantaged subgroup and 13% of Students with Disabilities (SWD) subgroup scored at or above grade level in reading. Overall, the results of the data reveal the need for ongoing assessment and re-teaching of the clusters in which students are deficient. Also, a need for professional development training in the areas of data analysis, guided reading, CRISS strategies, small group tutorials/enrichment and the use of differentiated instruction to maximize the success of all subgroups, particularly in the area of Words and Phrases was identified

NCLB SUBGROUP TARGET

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD | LEVEL I | LOWEST 25% | OTHER | GRADUATIO N RATE |
|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <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"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Measurable Objective

Objective 1 Given instruction based on the Sunshine State Standards, students in grades three through six will improve their reading skills as evidenced by 44% scoring at a level 3 or higher on the 2006 administration of the FCAT reading test.

Objective 2 Given instruction based on the Sunshine State Standards, African American students will improve their reading as evidenced by 44% scoring at a level 3 or higher on the 2006 administration of the FCAT reading test.

Objective 3 Given instruction based on the Sunshine State Standards, economically disadvantaged students will improve their reading as evidenced by 44% scoring at a level 3 or higher on the 2006 administration of the FCAT reading test.

Objective 4 Given instruction based on the Sunshine State Standards, students with disabilities will improve their reading as evidenced by 44% scoring at a level 3 or higher on the 2006 administration of the FCAT reading test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|--|----------|-----------|
| | | START | END |
| Disaggregate student achievement data by subgroups and cluster, identify areas of deficiencies, develop an instructional focus time line for reading identifying targeted benchmarks to receive the instructional focus during certain periods of time. | Principal Assistant Principal Reading Coaches Parent Outreach Facilitator | 8/8/2005 | 5/24/2006 |
| Develop focus lessons to be used during classroom instruction according to the instructional focus time line. | Principal Assistant Principal Reading Coaches Parent Outreach Facilitator | 8/8/2005 | 5/26/2006 |
| Utilize the item specs to develop mini assessments and assess benchmarks throughout the year. | Principal Assistant Principal Reading Coaches Parent Outreach Facilitator | 8/8/2005 | 5/26/2006 |
| Participate in appropriate weekly grade level planning meeting to review benchmarks and ensure that the reading instructional focus time line is being implemented. | Principal Assistant Principal Reading Coaches Parent Outreach Facilitator | 8/8/2005 | 5/26/2006 |
| 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 | Principal Assistant Principal Reading Coaches Parent Outreach Facilitator | 8/8/2005 | 8/8/2005 |

| | | | |
|---|--|----------|-----------|
| areas utilizing Soar to Success and Early Success. | | | |
| 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 Parent Outreach Facilitator | 8/8/2005 | 5/26/2006 |
| Visit classrooms regularly to monitor the implementation of the instructional focus time line, identify problem areas and discover best practice strategies. | Principal Assistant Principal Reading Coaches Parent Outreach Facilitator | 8/8/2005 | 5/26/2006 |
| 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 Parent Outreach Facilitator | 8/8/2005 | 5/26/2006 |
| Provide all teaching staff with training in the PDSA to ensure student progression. | Principal Assistant Principal Reading Coaches Parent Outreach Facilitator | 8/8/2005 | 5/26/2006 |
| Provide professional development training for teachers in the area of data analysis, guided reading, CRISS and Reciprocal Teaching strategies | Principal Assistant Principal Reading Coaches | 8/8/2005 | 5/24/2006 |

Research-Based Programs

1. Houghton Mifflin Reading Program
2. Voyager
3. Soar to Success
4. Early Success
5. SuccessMaker

Professional Development

Professional Development will be provided via grade level planning meetings, faculty meetings and on Professional Development planning days. Additional professional development includes those provided by the District and Regional Center specifically in the areas of CIM, Houghton Mifflin Reading series implementation, Best Practices in Teaching Reading, CRISS Training, and Reciprocal Teaching.

Evaluation

The 2006 FCAT Reading Test will be the summative evaluation for this objective. Ongoing bi-weekly assessments monitoring mastery of benchmarks will also assist us in determining progress in accomplishing this objective. Additionally, data will be collected and analyzed bi-weekly with adjustments being made in order to focus and re-align the instructional and tutorial program as needed. Workshop agendas, sign-in sheets, and parent surveys on home-learning activities. Computer generated reports via Accelerated Reader and STAR to assess students' progress and growth in reading.

GOAL 2: MATHEMATICS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 2 STATEMENT:

Liberty City Elementary School's highly qualified and effective faculty and staff will establish and foster an appropriate learning environment so that each student becomes highly proficient in mathematics.

Needs Assessment

An assessment of the 2005 FCAT data revealed that 38% of students in grades three through five met high standards in mathematics and 53% made learning gains in mathematics. Consequently, 62% of students in grades three through five did not meet high standards in mathematics. More specifically, 66% of third graders, 72% of fourth graders, 78% of fifth graders and 69% of sixth graders scored in achievement levels 1 and 2.

The data further disaggregated by strands revealed that the most problematic areas for third grade students are Number Sense (33%) and Algebraic Thinking (33%). They were however more successful with Geometry and Data Analysis with 57% as the average percent correct. For fourth graders, Number Sense and Data Analysis are problem areas; however, they experienced the same degree of success in the areas of Geometry (57%) and Algebraic Thinking (57%). Number Sense appears to be a problem area for fifth grade students with 23% as the average percent correct. Sixth graders need additional help in the area of Algebraic Thinking.

An assessment of the 2005 AYP data revealed that 31% of the African American subgroup, 31% of the economically disadvantaged subgroup, and 19% of students with disabilities (SWD) subgroup scored at or above grade level in Math. Overall, the results of the data reveal the need for ongoing assessment and re-teaching of the strands in which students are deficient. Additionally, professional development training in data analysis, and the use of differentiated instruction to maximize the success of all subgroups particularly in the area of Number Sense was identified.

NCLB SUBGROUP TARGET

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD | LEVEL I | LOWEST 25% | OTHER | GRADUATIO N RATE |
|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <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"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Measurable Objective

Objective1: Given instruction based on the Sunshine State Standards, students in grades three through six will improve their mathematics skills as evidenced by 50% scoring at a level 3 or higher on the 2006 administration of the FCAT mathematics test.

Objective 2: Given instruction based on the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 50% scoring at a level 3 or higher on the 2006 administration of the FCAT mathematics test.

Objective3: Given instruction based on the Sunshine State Standards, economically disadvantaged students will improve their mathematics skills as evidenced by 50% scoring at a level 3 or higher on the 2006 administration of the FCAT mathematics test.

Objective4: Given instruction based on the Sunshine State Standards, students with disabilities will improve their mathematics skills as evidenced by 50% scoring at a level 3 or higher on the 2006 administration of the FCAT mathematics test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|----------|-----------|
| | | START | END |
| Provide all teachers with training in the PDSA to ensure student progression. | Principal Assistant Principal CSR Educational Specialist Parent Outreach Facilitator | 8/8/2005 | 5/26/2006 |
| Disaggregate student achievement data by subgroups and strands, identify areas of deficiencies, develop an instructional focus time line for math identifying targeted benchmarks to receive the instructional focus during certain periods of time. | Principal Assistant Principal CSR Educational Specialist Parent Outreach Facilitator | 8/8/2005 | 5/26/2006 |
| Provide professional development training for teachers in the use of math manipulatives (hands-on activities), and teaching math using differentiated instruction in order to improve the quality of math lessons and improve student achievement. | Principal Assistant Principal CSR Educational Specialist Parent Outreach Facilitator | 8/8/2005 | 5/26/2006 |
| Utilize the item specifications to develop mini assessments and develop ongoing assessments of math strand bi-weekly. | Principal Assistant Principal CSR Educational Specialist Parent Outreach Facilitator | 8/8/2005 | 5/26/2006 |
| Implement a before school tutorial for targeted students (level 1 and 2, SWD, economically | Principal Assistant Principal | 8/8/2005 | 5/26/2006 |

| | | | |
|---|---|----------|-----------|
| disadvantaged and African American subgroups) that addresses remediation in targeted areas utilizing Florida FCAT Mathematics Coach | CSR Educational Specialist Parent Outreach Facilitator | | |
| Model lessons that demonstrate the use of differentiated instruction, best practice for teaching math and the use of manipulatives to increase student achievement will be provided for teachers. | Principal Assistant Principal CSR Educational Specialist Parent Outreach Facilitator | 8/8/2005 | 5/26/2006 |
| Provide an opportunity for teachers to participate in grade level planning to review math strands and the instructional focus time line. | Principal Assistant Principal CSR Educational Specialist Parent Outreach Facilitator | 8/8/2005 | 5/26/2006 |
| Monitor the implementation of the instructional focus time line, identify problem areas, and discover best practices. | Principal Assistant Principal CSR Educational Specialist Parent Outreach Facilitator | 8/8/2005 | 5/26/2006 |
| Inform parents of strategies that can be used at home to support math achievement through information handed out at monthly parent workshops. | Principal Assistant Principal CSR Educational Specialist Parent Outreach Facilitator | 8/8/2005 | 5/26/2006 |

Research-Based Programs

1. Harcourt Brace Mathematics
2. SuccessMaker

Professional Development

Professional Development will be provided via weekly grade level meetings, faculty meetings, and during professional development planning days addressing mathematics strands, specifically, number sense. Additional professional development includes those provided by the District and Regional Center specifically in the areas of PDSA, disaggregating and analyzing data, Best Practices in Teaching Mathematics

Evaluation

The 2006 FCAT Math Test will be the summative evaluation for this objective. Ongoing bi-weekly assessments monitoring mastery of the math strands will also assist us in determining progress in accomplishing this objective. Additionally, data will be collected and analyzed bi-weekly with adjustments being made in order to focus and re-align the instructional and tutorial program as needed. Workshop agendas, sign-in sheets, and parent surveys on home-learning activities will assist in determining progress in accomplishing this objective. Computer generated reports from RiverDeep will assist us in assessing students' progress and growth in mathematics

GOAL 3: WRITING

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 3 STATEMENT:

Liberty City Elementary School's highly qualified and effective faculty and staff will establish and foster an appropriate learning environment so that each student becomes highly proficient in writing

Needs Assessment

An assessment of the 2005 FCAT data revealed that 87% of fourth graders met high standards in writing. Consequently, 13% did not meet high standards. The combined results revealed an overall average rubric score of 3.3. Further analysis of the data showed that the average rubric score for Expository Writing was a 3.1 while the average rubric score for Narrative writing was a 3.6. The results clearly show that 'writing to explain' appears to be an area in which students are experiencing difficulty, on the other hand, they experienced greater success in their ability to 'write to tell a story'. Results of the 2005 Adequate Yearly Progress revealed that 77% of the African American subgroup and 73% of the Economically Disadvantaged subgroup improved their writing by 1%. Moreover, the results reveal a need for professional development in the areas of, data analysis, best practice for writing instruction, as well as adding writing across the curriculum for students in all subgroups to build connections and improve their writing abilities, more specifically, 'writing to explain'.

NCLB SUBGROUP TARGET

| TOTAL | WHITE | BLACK | HISPANIC | ASIAN | NATIVE AMERICAN | F/R LUNCH | LEP | SWD | LEVEL I | LOWEST 25% | OTHER | GRADUATIO N RATE |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input 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"/> | <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 2006 administration of the FCAT writing test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|----------|-----------|
| | | START | END |
| Provide teaching staff with training in the PDSA model to ensure student progression. | Principal Assistant Principal Reading Coaches | 8/8/2005 | 5/26/2006 |
| 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. | Principal Assistant Principal Reading Coaches | 8/8/2005 | 5/26/2006 |
| Develop monthly writing prompts and strategies using the writing process for teachers to implement during a school-wide 'Roaring Writers' program. | Principal Assistant Principal Reading Coaches | 8/8/2005 | 5/26/2006 |
| 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. | Principal Assistant Principal Reading Coaches | 8/8/2005 | 5/26/2006 |
| Provide model writing lessons demonstrating the writing process. | Principal Assistant Principal Reading Coaches | 8/8/2005 | 5/26/2006 |
| Develop a writing academy for fourth grade students that teaches effective writing skills and helps them to develop their ideas. | Principal Assistant Principal Reading Coaches | 8/8/2005 | 5/26/2006 |
| Provide workshops for parents that explain strategies that they can use at home to assist with increasing student achievement in writing. | Principal Assistant Principal Reading Coaches | 8/8/2005 | 5/26/2006 |

Research-Based Programs

Houghton Mifflin Reading Program

Professional Development

Professional development training will be provided via weekly grade level meetings, faculty meetings, and during professional development planning days focusing on the writing process, holistic scoring and strategies for improving students' ability to write to explain. Additional professional development includes those provided by the District and Regional Center specifically in the areas of PDSA, disaggregating and analyzing data and Best Practices in teaching elementary writing.

Evaluation

The 2006 FCAT writing test will be the summative evaluation for this objective. Monthly writing prompts will be utilized to assist us in determining progress in accomplishing this objective. Additionally, data will be collected and analyzed monthly

GOAL 4: SCIENCE

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 4 STATEMENT:

Liberty City Elementary School's highly qualified and effective faculty and staff will establish and foster an appropriate learning environment so that each student becomes highly proficient in science.

Needs Assessment

An assessment of the 2005 FCAT data revealed a mean scale score of 224. This score fell 42 points below the District's mean scale score which has now increased to 286. Further analysis of the data by content cluster revealed that the most problematic area for fifth grade students is in the area of Earth and Space Science with 31% as the average percent correct. This appears to also be a problem area district wide (46%) and across the State (54%). In the areas of Physical/Chemical and Life/Environmental, 38% was the average percent correct and 42% was the average percent correct in Scientific Thinking. Overall the results of the data reveal the need for professional development in the area of data analysis, review of the District's scope and sequence, implementation of benchmark testing aligned with the scope and sequence, utilization of a science lab and hands-on activities to increase science skills specifically in the area of Earth and Space 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 in the mean scale score of 244 on the 2006 administration of the FCAT science test.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|----------|-----------|
| | | START | END |
| Provide all teaching staff with training in the PDSA model to ensure student progression. | Principal Assistant Principal Science /Technology facilitator | 8/8/2005 | 5/26/2006 |
| Disaggregate student achievement data by strands, identifying areas of deficiencies, and develop an instructional focus time line targeting those areas. | Principal Assistant Principal Science /Technology facilitator | 8/8/2005 | 5/26/2006 |
| Provide professional development training for teachers in the use of hands-on activities using differentiated instruction in order to improve the quality of science lesson and improve student achievement | Principal Assistant Principal Science /Technology facilitator | 8/8/2005 | 5/26/2006 |
| Participate in grade level planning meetings to review science scope and sequence and time line documentation. | Principal Assistant Principal Science /Technology facilitator | 8/8/2005 | 5/26/2006 |
| Model lessons that demonstrate the use of differentiated instruction, best practice strategies for teaching science, utilizing the science lab to increase student achievement. | Principal Assistant Principal Science /Technology facilitator | 8/8/2005 | 5/26/2006 |
| Continue implementation of SECME strategies school-wide. | Principal Assistant Principal Science /Technology facilitator | 8/8/2005 | 5/26/2006 |
| Provide one hour per week for all students in grades two to six to visit the science lab and participate in hands-on activities. | Principal Assistant Principal Science /Technology facilitator | 8/8/2005 | 5/26/2006 |
| Promote student participation in a school-wide science fair. | Principal Assistant Principal Science /Technology facilitator | 8/8/2005 | 5/26/2006 |
| Utilize monthly assessments to determine students' knowledge of science strands and identify instructional modifications. | Principal Assistant Principal Science /Technology facilitator | 8/8/2005 | 5/26/2006 |

Research-Based Programs

Harcourt Brace

Professional Development

Professional Development will be provided via weekly grade level meetings, faculty meetings, and during professional development planning days addressing scope and sequence and science strands, specifically, Earth and Space Science. Additional professional development includes those provided by the District and Regional Center specifically in the areas of PDSA, disaggregating and analyzing data, and Best Practices in Teaching Science.

Evaluation

The 2006 FCAT Science Test will be the summative evaluation for this objective. Ongoing bi-weekly assessments monitoring mastery of the science strands will also assist us in determining progress in accomplishing this objective. Additionally, data will be collected and analyzed bi-weekly with adjustments being made in order to focus and re-align the instructional focus as needed. Computer generated reports such as Edu-soft will also assist us in determining progress in accomplishing this objective.

GOAL 5: PARENTAL INVOLVEMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

| | | | | | |
|---|-------------------------------------|--------------------------------------|--------------------------|--------------------------|---|
| 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

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"/> |

GOAL 5 STATEMENT:

Liberty City Elementary School's faculty and staff will increase parental and community involvement which in turn will impact the educational process.

Needs Assessment

An assessment of the monthly reports revealed an average increase in parental involvement at school activities from 10 parents in 2004, to 18 parents in 2005. The results also revealed that parent involvement is greater at the beginning of the school and tapers off as the school years goes on. Further analysis of the data revealed that parental involvement is also greatest during Open House and Honor Roll assemblies, however, a small number of parents participate in parent workshops. This indicates a need for identifying and targeting parents' interest and reflecting on how our school communicates with parents.

Measurable Objective

Given the school wide emphasis on parental and community involvement, the school will demonstrate a ten percent increase in parental and community involvement as evidenced by comparing the sign-in logs from 2004-2005 to 2005-2006.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|----------|-----------|
| | | START | END |
| Develop a needs assessment survey to determine parents' needs and areas of concern. | Principal Assistant Principal Parent Outreach Facilitator | 8/8/2005 | 5/26/2006 |
| Create flyers, brochures, notices and other forms of multimedia to advertise school activities and events in order to increase parent attendance. | Principal Assistant Principal Parent Outreach Facilitator | 8/8/2005 | 5/26/2006 |
| Utilize the Parent Resource Center as a place for school-wide parent workshops and activities. | Principal Assistant Principal Parent Outreach Facilitator | 8/8/2005 | 5/26/2006 |
| Identify and recognize parent volunteers for the role they play in improving student achievement. | Principal Assistant Principal Parent Outreach Facilitator | 8/8/2005 | 5/26/2006 |
| 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. | Principal Assistant Principal Parent Outreach Facilitator | 8/8/2005 | 5/26/2006 |
| 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. | Principal Assistant Principal Parent Outreach Facilitator | 8/8/2005 | 5/26/2006 |

Research-Based Programs

Not Applicable

Professional Development

Parent Outreach facilitator will participate in district provided training addressing effective parent involvement strategies which will then be shared with school personnel. Newsletters and articles addressing strategies for building a home school partnership will also be shared with faculty and staff. Additional workshops will be provided monthly utilizing state, district, regional and in house personnel.

Evaluation

A compilation of the 2005-2006 parent sign-in sheets will be used to determine if this objective has been met. Ongoing monitoring of parent workshop documentation will assist in accomplishing this objective.

GOAL 6: DISCIPLINE & SAFETY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 6 STATEMENT:

Liberty City Elementary School faculty and staff will provide an environment in which students feel safe, happy, and have maximum opportunity to learn.

Needs Assessment

An assessment of 2004-2005 data revealed a student population of 285, of which 64 students were suspended. This indicates that 22% of students were removed from class and as a result were excluded from classroom instruction which directly correlates to their ability to perform. Further analysis of the data revealed a need for professional development in analyzing data to identify areas of deficiency, which may explain the behaviors that lead to referrals. There is also a need for classroom management in-service.

Measurable Objective

Given an emphasis on a safe and orderly environment, student behavior will improve as evidenced by a 10% decrease in the number of outdoor suspensions during the 2005-2006 school year, as compared to the 2004-2005 school year.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|---|----------|-----------|
| | | START | END |
| Develop an incentive program in which students are rewarded for good behavior. | Assistant Principal Counselor Alpha Counselors Parent Outreach Facilitator | 8/8/2005 | 5/26/2006 |
| Establish a peer mediation program in which students assist each other in identifying strategies for resolving conflicts. | Assistant Principal Counselor Alpha Counselors Parent Outreach Facilitator | 8/8/2005 | 5/26/2006 |
| Involve students, parents, and teachers in planning events for character education month. | Assistant Principal Counselor Alpha Counselors Parent Outreach Facilitator | 8/8/2005 | 5/26/2006 |
| Identify and schedule repeat offenders for individual/small group counseling. | Assistant Principal Counselor Alpha Counselors Parent Outreach Facilitator | 8/8/2005 | 5/26/2006 |
| Provide a workshop for parents that identify strategies that can be utilized at home to reinforce appropriate behaviors in school. | Assistant Principal Counselor Alpha Counselors Parent Outreach Facilitator | 8/8/2005 | 5/26/2006 |

Research-Based Programs

Not Applicable

Professional Development

Professional development will include classroom management strategies for all new teachers and teachers experiencing difficulty in this area. Appropriate staff will participate in district and region provided workshops addressing, discipline and/or safety.

Evaluation

The results of the 2005-2006 suspension report will be used to determine if this objective has been met. Ongoing monitoring of the suspension reports will determine progress in accomplishing this objective.

GOAL 7: TECHNOLOGY

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 7 STATEMENT:

Liberty City Elementary School's highly qualified and effective faculty and staff will establish and foster an appropriate learning environment through technology to enhance learning across the curriculum.

Needs Assessment

An assessment of students' usage of time spent on classroom computers during the 2004-2005 school year revealed that only 33% of students were engaged in learning through technology on a regular basis. Which means that only 94 students were engaged in learning through technology on a regular basis. Needless to say, 67% or 190 students were not engaged in learning through technology. Overall the results of the data reveal a need for professional development activities that addresses how to integrate technology into the curriculum

Measurable Objective

Given an emphasis on the use of technology in education, all students in grades kindergarten through six will augment their use of technology as evidenced by a 10% increase when comparing the 2004-2005 and 2005-2006 student usage report for programs such as SuccessMaker and Riverdeep.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|----------|-----------|
| | | START | END |
| Provide teaching staff with professional development activities that include information about how to integrate technology into the curriculum. | Assistant Principal Technology facilitator | 8/8/2005 | 5/26/2006 |
| Identify research based instruction programs to improve student achievement. | Assistant Principal Technology facilitator | 8/8/2005 | 5/26/2006 |
| Purchase software that is fun, entertaining and educational. | Assistant Principal Technology facilitator | 8/8/2005 | 5/26/2006 |
| Provide time for students to utilize the computer every day. | Assistant Principal Technology facilitator | 8/8/2005 | 5/26/2006 |
| Train all faculty and staff in utilizing SuccessMaker and RiverDeep. | Assistant Principal Technology facilitator | 8/8/2005 | 5/26/2006 |

Research-Based Programs

SuccessMaker

Riverdeep

Professional Development

Professional development will be provided via grade level planning meetings, professional development planning days, and faculty meetings. Additional professional development includes those provided by the district and regional center specifically in utilizing RiverDeep and SuccessMaker

Evaluation

Classroom reports generated as a result of student usage of the various programs will determine if this objective has been met. Ongoing monitoring by the technology specialist will assist in determining progress in accomplishing this objective.

GOAL 8: HEALTH & PHYSICAL FITNESS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

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

GOAL 8 STATEMENT:

Liberty City Elementary students will develop interests and skills that promote and encourage lifetime fitness for daily living and overall wellness.

Needs Assessment

An assessment of the 2004-2005 Elementary Physical Fitness Test revealed that 53% of the ninety-two students tested were award winners. Further analysis of the data revealed that 11% of the students were gold award recipients and 42% were Silver respectively.

Measurable Objective

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

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|--|----------|-----------|
| | | START | END |
| Continue implementation of the Presidential Fitness Program. | Principal Physical Education teacher Counselor All classroom teachers | 8/8/2005 | 5/26/2006 |
| Provide opportunities for students to participate in additional physical fitness activities such as Dolphin Training camp, Walk Safe and Field Day. | Principal Physical Education teacher Counselor All classroom teachers | 8/8/2005 | 5/26/2006 |
| Monitor students progress in physical fitness activities. | Principal Physical Education teacher Counselor All classroom teachers | 8/8/2005 | 5/26/2006 |
| Explain the FITNESS GRAM Test to students. | Principal Physical Education Teacher | 8/8/2005 | 5/24/2006 |
| Provide an opportunity for students to participate in a simulated FITNESS GRAM Test. | Principal Physical Education Teacher | 8/8/2005 | 5/24/2006 |

Research-Based Programs

Not Applicable

Professional Development

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

Evaluation

The results of the 2005-2006 Physical Fitness Test will determine if this objective has been met. Ongoing monitoring utilizing the FITNESS GRAM test will assist in determining progress in accomplishing this objective.

GOAL 9: ELECTIVES & SPECIAL AREAS

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

| | | | | | |
|---|-------------------------------------|--------------------------------------|--------------------------|--------------------------|---|
| 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"/> |

GOAL 9 STATEMENT:

Liberty City Elementary School will increase the number of students participating in the Academic Excellence Program (AEP).

Needs Assessment

An assessment of the 2005 FCAT data revealed that 39% of students in grades three through five met high standards in reading, 53% made Learning Gains in reading. Consequently, 61% of students in grades three through six did not meet high standards in Reading. An assessment of the 2005 FCAT mathematics data revealed that 38% of students in grades three through six met high standards in mathematics and 53% made learning gains in mathematics. Consequently, 62% of students in grades three through five did not meet high standards in mathematics. The criteria for student participation in the AEP is an FCAT level 3 or higher in reading and or mathematics. Overall the results of the data reveal the need to improve students' skills in reading and mathematics, as well as professional development in reviewing and analyzing data for alignment with instruction.

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 10% when compared to the 2004-2005 enrollment.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|---|---|----------|-----------|
| | | START | END |
| Provide all teaching staff with training in the PDSA model to ensure improvement of all subgroups | Principal Assistant Principal Reading Coaches Classroom Teachers | 8/8/2005 | 5/26/2006 |
| 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 | Principal Assistant Principal Reading Coaches Classroom Teachers | 8/8/2005 | 5/26/2006 |
| Assess students weekly targeting areas of deficiencies | Principal Assistant Principal Reading Coaches Classroom Teachers | 8/8/2005 | 5/26/2006 |
| Monitor students' progress and provide tutorial or enrichment as needed. | Principal Assistant Principal Reading Coaches Classroom Teachers | 8/8/2005 | 5/26/2006 |
| Utilize research based instructional strategies to assist Students with Disabilities, Economically Disadvantaged students, and African American students in improving their skills. | Principal Assistant Principal Reading Coaches Classroom Teachers | 8/8/2005 | 5/26/2006 |

Research-Based Programs

Not Applicable

Professional Development

Professional Development will be provided via grade level planning meetings, faculty meetings and on Professional Development planning days. Additional professional development includes those provided by the District and Regional Center specifically in the areas of Journalism, Chess, Best Practices in Teaching Reading, CRISS and Reciprocal Teaching.

Evaluation

The increase in the percentage of students eligible to participate in Academic Excellence will be the criteria for evaluating this objective. If the percentage of students eligible for AEP increases by 10% or greater then this objective would have been met. Ongoing monitoring of students' progress will assist in determining progress in accomplishing this objective.

GOAL 10: RETURN ON INVESTMENT

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

Florida Education Priorities

(1000.3(5)(a)-(f), F.S.)

| | | | | | |
|---|-------------------------------------|--------------------------------------|--------------------------|--------------------------|---|
| 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"/> |

GOAL 10 STATEMENT:

Liberty City Elementary School will rate at or above the 90th percentile statewide in the Return On Investment (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 first percentile on the State of Florida Return On Investment (ROI) Index.

Measurable Objective

Liberty City Elementary School will improve its ranking on the State of Florida ROI index publication from the first percentile in 2003 to the sixth percentile on the next publication of the index.

Action Steps

| STRATEGIES | PERSONS RESPONSIBLE (Identify by titles) | TIMELINE | |
|--|--|----------|-----------|
| | | START | END |
| Become more informed about the use of financial resources in relation to school programs | Principal Assistant Principal EESAC Grade Level Department Chairs | 8/8/2005 | 5/26/2006 |
| Collaborate with the district on resource allocation | Principal Assistant Principal EESAC Grade Level Department Chairs | 8/8/2005 | 5/26/2006 |
| Consider reconfiguration of existing resources or taking advantage of a broader resource base, e.g. private foundations, volunteer networks. | Principal Assistant Principal EESAC Grade Level Department Chairs | 8/8/2005 | 5/26/2006 |
| Consider shared use of facilities, partnering with community agencies. | Principal Assistant Principal EESAC Grade Level Department Chairs | 8/8/2005 | 5/26/2006 |
| Discuss with faculty and staff the use of financial resources in relation to school programs and monitor students' progress as it relates to ROI | Principal Assistant Principal EESAC Grade Level Department Chairs | 8/8/2005 | 5/26/2006 |

Research-Based Programs

Not Applicable

Professional Development

Professional development training will include district and regional in-services such as Money Matters. Additional training will include budgetary and finance issues as needed.

Evaluation

On the next State of Florida ROI index, Liberty City Elementary School will show progress toward reaching the 90th 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:

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.

This School Improvement Plan has been developed cooperatively by administrators, teachers, parents, students, and business/community representatives.

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