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# *SCHOOL IMPROVEMENT PLAN*

## *2006-2007*

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*School Name:* 2981 - Liberty City Elementary School

*FeederPattern:* Miami Northwestern Senior

*Region:* Regional Center III

*District:* 13 - Miami-Dade

*Principal:* Cheri Davis

*Superintendent:* Rudolph F. Crew, Ed.D.



# SCHOOL IMPROVEMENT PLAN

## EXECUTIVE SUMMARY

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### *Liberty City Elementary School*

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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, and Hope Walker, Reading First Regional Coordinator, just to name a few. The school serves 263 students in Pre-Kindergarten through Sixth Grade. The ethnic composition of the school is 95 percent African American, zero percent white non-Hispanic, four 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 Southern 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 the Academic Excellence Program (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 before-school tutorial program, Future Educators of America (FEA), Drug Awareness Resource Education (DARE) Program, Kids And the Power Of Work (KAPOW), and the Americorps tutoring for students in grades K-2. Future Ladies of Work, Educated, Responsible, Sophisticated (FLOWERS) 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 Special Student Education (SPED) services include Specific Learning Disabilities and Educable Mentally Handicapped. Additional SPED 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.

Given instruction based on the Sunshine State Standards, students in grades three through six will improve their reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, African American students will improve their reading as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their reading as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) will improve their reading as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 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 56 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2007 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 2007 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 of 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 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 logs from 2005-2006 to 2006-2007.

Given the school's emphasis on positive student behavior, safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of students placed on outdoor suspension during 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 10 percent increase during the 2006-2007 school year as compared to the 2005-2006 school year.

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 10 percent when compared to the 2005-2006 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.

Based on the results of the 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 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*

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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 Proficient (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, four 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 45 full-time staff members and four part-time staff members. Of this group there are two administrators, twelve classroom teachers, five special education teachers, two special 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, 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 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 Searching, Omitting, Understandings Regarding Community Evolvement (SOURCE), a collaboration with the Southern 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 2006 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 2005 - 2006 School Readiness Uniform Screening System (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 hours are from 8:30 – 2:00 and the EMH class hours are from 8:30 – 3:00.

# *School Foundation*

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## ***Leadership:***

The September 2006 Organizational Performance Improvement Snapshot (OPIS) Survey reflects that our strongest item in the area of Leadership was knowledge of the organization's mission 1a, whereas the weakest in that area was staff's opinion about the organization. Based on aforementioned results, it is evident that the administration and the EESAC has collaboratively defined a vision and established goals for the improvement of student achievement. The administration and elected members of EESAC use consensus management to improve the potential of every student.

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

The September 2006 Organizational Performance Improvement Snapshot (OPIS) Survey reflects that our strongest item in the area of Strategic Planning was knowledge of the organizations plans 2b, whereas the weakest in that area was staff's opinion regarding future plans 2a. The administration and the elected members of EESAC follow the Sunshine State Standards, district pacing guides, state guidelines, and School Improvement Plan, in order to accomplish the school's goals and objectives.

## ***Stakeholder Engagement:***

The September 2006 Organizational Performance Improvement Snapshot (OPIS) Survey reflects that our strongest item in the area of Stakeholder Engagement/Customer and Market Focus was knowledge and identification of the stakeholders, item 3a, whereas the weakest in that section was the staff's input in the decision making process, item 3e. The stakeholders at Liberty City Elementary School are provided extended learning opportunities addressing remedial, basic, and advanced academic needs through in house tutorial services as well as Supplemental Educational Services.

## ***Faculty & Staff:***

The September 2006 Organizational Performance Improvement Snapshot (OPIS) Survey reflects that our strongest item in the area of Faculty and Staff/Human Resources was the ability to individually measure quality of work, item 4a, whereas the weakest in that section was the staff's knowledge of how the organization is doing in general, item 4f. The administration and elected members of the EESAC have a team approach to the overall function of the school. The organization has implemented opportunities for involvement and growth through many activities such as Professional Development, Professional Growth Teams, networking, and other team building events.

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

The September 2006 Organizational Performance Improvement Snapshot (OPIS) Survey reflects that our strongest item in the area of Data/Information/Knowledge Management/Process Management was the the staff ability to make changes about their work 5a, whereas the weakest in that area is the administration's encouragement of the staff's opportunities to develop their job skills, item 5c. The organization has monitored staff performance through the PACES, Certification, Professional Development Plans (PDP), and End of the Year Evaluations. The staff members are encouraged and provided opportunities to participate in a variety of workshops and inservices, which enhances the school's efficiency.



***Education Design:***

The September 2006 Organizational Performance Improvement Snapshot (OPIS) Survey reflects that our strongest item in the area of Education Design was the organization's processes staff members to complete their work, item 6c, whereas the weakest in that section was the staff member's control over their work process, item 6d and the ability of resources to complete the job, item 6a. The organization will keep the staff notified of the latest best practices relayed from the District and State.

***Performance Results:***

The September 2006 Organizational Performance Improvement Snapshot (OPIS) Survey reflects that our strongest item in the area of Performance was customers being satisfied with the organization's work, item 7a, whereas the weakest in that section was knowledge of how the organization is doing financially, item 7c. The organization has used the 8-Step Continuous Improvement Model to monitor and improve student scores, attendance, suspensions, and drop-out rates. The administration and elected members of the EESAC will continue to enlighten all stakeholders of the financial situation of the organization.

# ***Additional Requirements***

Only for schools under state sanction

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## **• 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. In addition to this activity, 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 2006-2007 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:**

The school Principal is Cheri A. Davis (Emp. #145377) has over 20 years experience in the educational field. Under her instructional leadership as assistant principal at Fairlawn Elementary the school's grade designation continuously increased from a "C" to a "B" the first year, then from a "B" to an "A" the following year, and then maintaining the "A" in 2004 and 2005. In addition, she also has taught as an adjunct professor at the undergraduate level for Barry University. She holds a Bachelors degree in Physical Education, a Master of Science degree in Physical Education, and certification in Educational Leadership. She is also a member of the Dade Association of School Administrators. Ms. Davis brings a very positive and strong leadership to Liberty City Elementary which enables the school to perform at its best.

Mrs. Anjanette Hallman (Emp. # 228502) became an assistant principal at Liberty City Elementary School in March 2006. Prior to that, Mrs. Hallman worked as a classroom teacher at Charles R. Drew Elementary School. With eight years of experience, Mrs. Hallman taught grades 1, 3, and 4. In addition to these grades, she also taught a third grade inclusion class of Level 1 retainees. This was the highlight of her teaching career. Through the inclusion model and the utilization of differentiated instruction, 98 percent of the students scored at or above achievement Level 2 on the Florida Comprehensive Assessment Test. Mrs. Hallman holds a Bachelors degree in Elementary Education, a Masters degree in Educational Technology and a Specialist degree in Educational Leadership. Mrs. Hallman is certified in Elementary Education (grades 1-6) 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 needed to review lesson plans, grade level expectations, assessments, remediation needs, 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, Reading Plus, etc.

### **• Extended Learning Opportunities**

Before school tutorial programs will be provided through Supplemental Educational Services (SES) on 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, Reading Plus 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 a.m.). 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 of FCAT Levels 3, 4, or 5 will attend 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 percent 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:***

Improve Reading Comprehension

### ***Needs Assessment***

An assessment of the 2006 FCAT data revealed that 47 percent of students in grades three through six met high standards in reading, 52 percent made learning gains in reading and 53 percent of the lowest 25 percent made adequate progress in reading. Consequently, 53 percent of students in grades three through six did not meet high standards in reading. More specifically, 53 percent of third graders, 71 percent of fourth graders, 56 percent of fifth graders and 75 percent 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 (57 percent). They were however more successful with Main Idea/Purpose, Comparisons, and Reference/Research (50 percent). For fourth grade students Reference/Research (33 percent) was identified as the most problematic area. Fourth graders experienced a better degree of success in the area of Words/Phrases (50 percent). The problematic area for fifth graders was with Words/ Phrases (43 percent), with better success in Comparisons (60 percent). The sixth grade students' most problematic area was with Reference/Research (38 percent). The sixth grade students were more successful with Comparisons (55 percent).

An assessment of the 2006 AYP data revealed that 41 percent of the African American subgroup, 39 percent of the economically disadvantaged subgroup and 19 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

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

Given instruction based on the Sunshine State Standards, students in grades three through six will improve their reading skills as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, African American students will improve their reading as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their reading as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT reading test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) will improve their reading as evidenced by 51 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT reading test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the item specs to develop mini assessments and assess benchmarks throughout the year.	Principal Assistant Principal Reading Coaches Parent Outreach Facilitator	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
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	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide all teaching staff with training in the PDSA to ensure student progression.	Principal Assistant Principal Reading Coaches Parent Outreach Facilitator	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
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	8/14/2006	5/30/2007	District-wide literacy plan	\$900.00
Develop focus lessons to be used during classroom instruction according to the instructional focus timeline.	Principal Assistant Principal Reading Coaches Parent Outreach Facilitator	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Participate in appropriate weekly grade level	Principal	8/14/2006	5/30/2007	District-wide	\$0.00

planning meeting to review benchmarks and ensure that the reading instructional focus timeline is being implemented.	Assistant Principal Reading Coaches Parent Outreach Facilitator			literacy plan	
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 Parent Outreach Facilitator	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
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 Parent Outreach Facilitator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide professional development training for teachers in the area of data analysis, guided reading, CRISS and Reciprocal Teaching strategies.	Principal Assistant Principal Reading Coaches	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$2000.00

## Research-Based Programs

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 Continious Improvement Model provided by the district
6. Project CRISS
7. Differentiated instruction provided by the district

## **Evaluation**

- 2007 FCAT Reading Test
- Ongoing bi-weekly assessments
- District Interim Assessments

## 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 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"/>

### **GOAL 2 STATEMENT:**

Improve Mathematics Skills

### **Needs Assessment**

An assessment of the 2006 FCAT data revealed that 38 percent of students in grades three through five met high standards in mathematics and 44 percent made learning gains in mathematics. The data further disaggregated by strands revealed that the most problematic area for third grade students is Geometry (43 percent). Number Sense and Measurement both had 50 percent correct. Third grade students had more success with Data Analysis (57 percent) and Algebraic Thinking (67 percent). Although fourth grade students had difficulty in the area of Number Sense (40 percent), Algebraic Thinking, Data Analysis, and Geometry were also problematic areas, each with 43 percent correct. They had more success with Measurement (50 percent). Data revealed that fifth grade students area of weakness was Number Sense (23 percent). They also experienced difficulty with Data Analysis (25 percent). However, fifth grade students had more success with Measurement and Algebraic Thinking (27 percent each) and Geometry (31 percent). Sixth grade students experienced difficulty with Measurement (22 percent) followed by Data Analysis (33 percent). More success was displayed in the areas of Algebraic Thinking (38 percent), Number Sense and Geometry, each with 44 percent correct.

### NCLB SUBGROUP TARGET

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION 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

Given instruction based on the FCAT Sunshine State Standards, students in grades three through six will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, African American students will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, Economically Disadvantaged students will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT mathematics test.

Given instruction based on the Sunshine State Standards, Students with Disabilities (SWD) will improve their mathematics skills as evidenced by 56 percent scoring at a Level 3 or higher on the 2007 administration of the FCAT mathematics test.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Provide an opportunity for teachers to participate in grade level planning to review math strands and the instructional focus time line.	Administration Classroom Teachers Math and Science Facilitator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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.	Administration Math/Science Facilitator Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Utilize the District Suggested Mathematics Scope, Sequence and Pacing Plan.	Administration CSR Educational Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Inform parents of strategies that can be used at home to support math achievement through information handed out at monthly parent workshops.	Administration Classroom Teachers Math/Science Facilitator CIS	8/14/2006	5/30/2007	District Strategic Plan	\$900.00
Utilize the item specifications to develop mini assessments and develop ongoing assessments of math strand bi-weekly.	Classroom Teachers Math/Science Facilitator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement a before school tutorial through	Administration	8/14/2006	5/30/2007	District Strategic	\$2000.00

Supplemental Educational Services for targeted students (Level 1 and 2, SWD, Economically Disadvantaged and African American subgroups) that addresses remediation in targeted areas utilizing Florida FCAT Mathematics Coach.	Classroom Teachers Math/Science Facilitator			Plan	
Implement the 8-Step Continuous Improvement Model (CIM) as evidence by grade level meeting agendas.	Principal      Assistant Principal Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

1. Harcourt Mathematics
2. SuccessMaker
3. Riverdeep

## Professional Development

Professional Development will be provided in the following areas:

1. District sponsored inservices 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

- 2007 FCAT Math Test
- District Interim Assessment
- On-going Bi-weekly Assessments
- Computer generated reports from RiverDeep

## 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*

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

**GOAL 3 STATEMENT:**

Improve narrative and expository writing skills

**Needs Assessment**

An assessment of the 2006 FCAT data revealed that 86 percent of fourth graders met high standards in writing. Consequently, 14 percent 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 3.3 while the average rubric score for Narrative writing was a 3.2. The results clearly show a need to equally strengthen both areas of writing in order to meet the state standards. Results of the 2006 Adequate Yearly Progress revealed that 68 percent of the African American subgroup and 71 percent of the Economically Disadvantage subgroup improved their writing by 1 percent.

**NCLB SUBGROUP TARGET**

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD	LEVEL I	LOWEST 25%	OTHER	GRADUATION RATE
<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"/>	<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 2007 administration of the FCAT writing test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
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	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Provide model writing lessons demonstrating the writing process.	Principal Assistant Principal Reading Coaches	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
Develop monthly writing prompts and strategies using the writing process for teachers to implement during a school-wide 'Roaring Writers' program.	Principal Assistant Principal Fourth Grade Teachers Reading Coaches	8/14/2006	5/30/2007	District-wide literacy plan	\$0.00
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	8/14/2006	5/30/2007	District-wide literacy plan	\$900.00
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	8/14/2006	5/30/2007	District-wide literacy plan	\$1000.00
Provide teaching staff with training in the PDSA model to ensure student progression.	Principal Assistant Principal Reading Coaches	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### 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. 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**

- 2007 FCAT Writing Test
- District Writing Assessments
- Monthly Writing Prompts

## 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*

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

### ***GOAL 4 STATEMENT:***

Improve Science process skills

### ***Needs Assessment***

An assessment of the 2006 FCAT data revealed that 8 percent of students in grade five scored a Level 3 or above. 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 29 percent as the average percent correct. This appears to also be a problem area district wide (43 percent) and across the State (50 percent). In the areas of Physical/Chemical and Scientific Thinking 42 percent was the average percent correct and 46 percent was the average percent in Life/Environmental.



## 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 25 percentage points in the percent of students achieving Level 3 and above on the 2007 administration of the FCAT Science Test as compared to the 2006 administration of the FCAT Science Test.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Administer site-developed pre- and post science assessments.	Classroom Teachers Science /Technology facilitator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct Environmental Club	Science Facilitor	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Implement Science Scope, Sequence and long range plans to ensure that all Sunshine State Standards are being taught through conent area instruction as evidence by weekly lesson plans.	Classroom/ESE Teachers Science /Technology facilitator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Science/Math Family Night	Science/Math Committee Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
Conduct an Annual Science Fair	Math/Science Committee Science /Technology facilitator	8/14/2006	5/30/2007	District Strategic Plan	\$500.00
Provide resources for hands-on/ inquiry-based investigations to support knowledge of the scientific methods through the use of Full Option Science System (FOSS).	Classroom Teachers Science Facilitators	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Plan a science fair as a culminating activity to provide students with an opportunity for inquiry based learning.	Principal Assistant Principal Science /Technology facilitator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Involve students hands- on investigative experiments to correlate with the scope and sequence of the science curriuculum as evidence in weekly lesson plans.	Classroom Teachers Science /Technology facilitator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

1. Harcourt Science
2. Fourth Grade Science Daily

## **Professional Development**

1. Professional Development will be provided through 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**

- 2007 FCAT Science Test
- Ongoing assessments

## 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*

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

### ***GOAL 5 STATEMENT:***

Increase Parental Involvement

### ***Needs Assessment***

An assessment of the monthly reports revealed an average increase in parental involvement at school activities from 18 parents in 2005, to 27 parents in 2006. 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 five percent increase in parental and community involvement as evidenced by comparing the sign-in logs from 2005-2006 to 2006-2007.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Develop a needs assessment survey to determine parents' needs and areas of concern.	Principal Assistant Principal Parent Outreach Facilitator	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Utilize the Parent Resource Center as a place for school-wide parent workshops and activities.	Principal Assistant Principal Parent Outreach Facilitator	8/14/2006	5/30/2007	Community Partnerships	\$0.00
Identify and recognize parent volunteers for the role they play in improving student achievement.	Principal Assistant Principal Parent Outreach Facilitator	8/14/2006	5/30/2007	Community Partnerships	\$0.00
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	8/14/2006	5/30/2007	Community Partnerships	\$0.00
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	8/14/2006	5/30/2007	Community Partnerships	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$500.00

### Research-Based Programs

Not Applicable

## **Professional Development**

1. Parent Outreach facilitator will participate in district provided training addressing effective parent involvement strategies
2. Newsletters and articles addressing strategies for building a home school partnership will also 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 2006-2007 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.
- We will utilize a parent survey to gain feedback on the effectiveness of school to parent communication efforts.

## 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*

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

**GOAL 6 STATEMENT:**

Promote a safe learning environment

**Needs Assessment**

An analysis of 2005 – 2006 data revealed a student population of 280, of which 33 students were suspended. This indicates that 19 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. A school-wide disciplinary plan is being put in place. This plan will work to address student behavior on school grounds by providing positive reinforcement for appropriate behaviors.

## Measurable Objective

Given the school's emphasis on positive student behavior, safe and orderly environment, student behavior will improve as evidenced by a 10 percent decrease in the number of students placed on outdoor suspension during the 2006 – 2007 school year.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Utilize the discipline worksheet to identify student behaviors that are not in compliance with school and classroom policies.	Administration Leadership Team Counselor ALPHA Counselors Disciplinary Committee	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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.	Administration Leadership Team Counselor ALPHA Counselors Disciplinary Committee	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide a primary and intermediate student orientation to inform students of the mandatory uniform policy and other behavioral expectations.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Identify and schedule repeat offenders for individual and/or small group counseling.	Administration Counselor ALPHA Counselors Disciplinary Committee	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Conduct a monthly meeting with the Disciplinary Committee to assess the disciplinary plan and make necessary changes to ensure continued progress.	Administration	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor school attendance daily.	Administration Attendance Clerk	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide a workshop for parents which identify strategies that can be utilized at home to reinforce appropriate behavior in school	Administration Counselor ALPHA Counselors Disciplinary Committee	8/14/2006	5/30/2007	District Strategic Plan	\$100.00

	Parent Outreach Facilitator Community Involvement Specialist				
Establish a peer mediation program, in which fifth and sixth grade students will assist in using strategies to resolve conflict.	Administration Leadership Team Counselor ALPHA Counselors Disciplinary Committee Parent Outreach Facilitator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Inform parents of the school's policies and expectations by sending a Lion's News Letter home.	Administration Disciplinary Committee Parent Outreach Facilitator Community Involvement Specialist	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

## 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

- Result of the 2006- 2007 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.



## 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:***

Increase usage of technology

### ***Needs Assessment***

An assessment of students' usage of time spent on computers during the 2005-2006 school year revealed that although 83 percent of students recorded use of technology in the classroom, only 10 percent were engaged in learning through technology on a regular, on-going basis as evidenced by SuccessMaker 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 10 percent increase during the 2006-2007 school year as compared to the 2005-2006 school year.

## Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Train all faculty and staff in utilizing SuccessMaker and Reading Plus.	Assistant Principal Technology facilitator	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Develop school wide schedule for full utilization of school's computer lab.	Assistant Principal Technology facilitator Classroom teachers	8/13/2006	5/30/2007	District Strategic Plan	\$0.00
Develop school wide Accelerated Reader program to encourage independent reading	Assistant Principal Media Specialist	8/13/2006	5/30/2007	District Strategic Plan	\$0.00
Provide teaching staff with professional development activities that include information about how to integrate technology into the curriculum.	Assistant Principal Technology Facilitator Reading Coaches	8/13/2006	5/30/2007	District Strategic Plan	\$0.00

## Research-Based Programs

SuccessMaker  
Reading Plus  
Accelerated Reader

## Professional Development

Professional development will be provided through grade level planning meetings, faculty meetings and professional development planning days on how to integrate technology into the classroom.

## Evaluation

- The increased usage of technology resources will be demonstrated by reports provided by the management systems of each program.

## 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:**

Promote wellness and physical fitness

**Needs Assessment**

An assessment of the 2005-2006 Elementary Physical Fitness Test revealed that 39 percent of the ninety-five students tested were award winners. Further analysis of the data revealed that 14 percent of the students were gold award recipients and 86 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.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Continue implementation of the Presidential Fitness Program.	Principal Physical Education teacher Counselor All classroom teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Monitor students progress in physical fitness activities.	Principal Physical Education teacher Counselor All classroom teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide an opportunity for students to participate in a simulated FITNESSGRAM Test.	Principal Physical Education Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Explain the FITNESSGRAM Test to students.	Principal Physical Education Teacher	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

Not Applicable

## **Professional Development**

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

### **Evaluation**

- Results of the 2006-2007 Physical Fitness Test
- Ongoing monitoring utilizing the FITNESSGRAM test

## 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*

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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 qualifying for the Academic Excellence Program (AEP).

### ***Needs Assessment***

An assessment of the 2006 FCAT data revealed that 47 percent of students in grades three through five met high standards in reading, 52 percent made Learning Gains in reading. Consequently, 53 percent of students in grades three through six did not meet high standards in Reading. An assessment of the 2006 FCAT mathematics data revealed that 38 percent of students in grades three through six met high standards in mathematics and 44 percent made learning gains in mathematics. Consequently, 62 percent 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.

## 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 percent when compared to the 2005-2006 enrollment.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
Monitor students' progress and provide tutorial or enrichment as needed.	Principal Assistant Principal Reading Coaches Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Provide all teaching staff with training in the PDSA model to ensure improvement of all subgroups.	Principal Assistant Principal Reading Coaches Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Assess students weekly targeting areas of deficiencies.	Principal Assistant Principal Reading Coaches Classroom Teachers	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### 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 and Mathematics, 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 10 percent or greater then this objective would have been met.
3. Ongoing monitoring of students' progress



## 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:***

Return on Investment

***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 37 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.

### Action Steps

STRATEGIES	PERSONS RESPONSIBLE (Identify by titles)	TIMELINE		ALIGNMENT	BUDGET
		START	END		
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Consider shared use of facilities, partnering with community agencies.	Principal Assistant Principal EESAC Grade Level Department Chairs	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Become more informed about the use of financial resources in relation to school programs.	Principal Assistant Principal EESAC Grade Level Department Chairs	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
Collaborate with the district on resource allocation.	Principal Assistant Principal EESAC Grade Level Department Chairs	8/14/2006	5/30/2007	District Strategic Plan	\$0.00
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	8/14/2006	5/30/2007	District Strategic Plan	\$0.00

### Research-Based Programs

Not Applicable

### Professional Development

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 5th 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.

## *Budget Summary*

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<b>BY GOAL</b>	<b>TOTAL BUDGET</b>
Goal 1: Reading	\$2,900.00
Goal 2: Mathematics	\$2,900.00
Goal 3: Writing	\$1,900.00
Goal 4: Science	\$1,000.00
Goal 5: Parental Involvement	\$500.00
Goal 6: Discipline & Safety	\$100.00
Goal 7: Technology	\$0.00
Goal 8: Health & Physical Fitness	\$0.00
Goal 9: Electives & Special Areas	\$0.00
Goal 10: Return On Investment	\$0.00
<b>Total:</b>	<b>\$9,300.00</b>

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:*

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*Principal*

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*EESAC Chair*

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*UTD Steward*

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*EESAC Parent Representative*

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*EESAC Business/Community Representative*

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*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.

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*Region Superintendent*