

SCHOOL IMPROVEMENT PLAN 2007 - 2008

Liberty City Charter School (0040)

Feeder Pattern - Charter Centers

Regional Center II

District 13 - Miami-Dade

Principal -

Superintendent - Rudolph F. Crew, Ed.D.





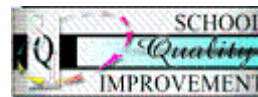
School Improvement Plan 2007-2008



EXECUTIVE SUMMARY



School Improvement Plan 2007-2008



The Liberty City Charter School was founded in 1996 as Florida's First Charter School. It began with 60 students grades K-2, and has been housed for a decade at its current location in the El Portal Community of Miami, Florida and now serves more than 260 students in grades K-8th with a capacity to serve more than 700 students. Co-Founders Jeb Bush and T. Willard Fair of The Liberty City Charter School initiated the idea for the school to demonstrate that all students can learn at high levels, through an academically rigorous curriculum that incorporates the development of good character. It was also the founders purpose to establish a community of learning built upon the foundation of academic integrity. Over this last decade the school has been characterized by high academic and behavioral expectations, a dedicated and professionally, competent staff, and involved and supportive parents/guardians. The Governing Board, parents, faculty and staff are accountable to one another and to the community at large through a continuous cycle of planning, evaluation and refinement. This has resulted in a high level of confidence in the school community, and a patient deliberate development of the school. Though The Liberty City Charter School has had it share of difficulties and stretching times, perseverance and self-study have set The Liberty City Charter School on a steady positive course of growth which has led to improved student performance resulting in the school earning an purpose driven "A":

Given instruction in the Sunshine State Standards, students in grade 5 will maintain or increase their Science skills by 3 percentage points as evidenced by the scores of the 2007 FCAT Science Test, while 50% percent of subgroup identified in the No Child Left Behind requirement will score at state mastery.

Given instruction in the Sunshine State Standards, students in grade four will maintain or increase their Writing skills by 3 percentage points as evidenced by the scores of the 2007 FCAT Writing Test, while 100 percent of each subgroup identified in the No Child Left Behind requirement will score at state mastery level.

Given emphasis on a Safe and Orderly environment, student behavior will improve as evidenced by a 3 percent reduction in suspensions during the 2006-07 school year.

Given emphasis on the use of Technology, students in grades 3-6 will increase their usage of FCAT Explorer and FCAT Simulation as evidenced by a 50 percent increase during the 2006-07 school year as compared to the 2005-2006 school year.

Given instruction in the Sunshine State Standards, students in grades K-6 will improve their running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the administration of the 2006-2007 FITNESS GRAM Standards test.

Given instruction in the Sunshine State Standards, students in grades 3-6 will maintain or increase their Mathematics skills by a 5 percentage points as evidenced by the scores of the 2007 FCAT Mathematics test, while 55% of our students will meet high standards in Mathematics as stipulated in the No Child Left Behind requirement at state mastery level.

Given instruction using the Sunshine State Standards, students in grades 3-6 will maintain or increase their reading skills by two percentage points as evidenced by scores of the 2007 FCAT Reading Test, while 44 percent of each sub-group identified in the NO Child Left Behind (NCLB) requirements will score at state mastery level.

Given instruction using the Sunshine State Standards, students in grades 3-6 will maintain or increase their Mathematics skills by a 5 percentage points as evidenced by the scores of the 2007 FCAT Mathematics test, while 55% of our students will meet high standards in mathematics as stipulated in the No Child Left Behind requirement at state mastery level.

Given instruction based on the Sunshine State Standards, students in grade four will maintain or increase their writing skills by three percent point increase as evidenced by the scores of the 2007 FCAT Writing test, while 100 percent of each subgroup identified in the No Child Left Behind requirement will score at state mastery level.

Given instruction using the Sunshine State Standards, students in grade 5 will maintain or increase their science skills by 3 percentage points as evidenced by the scores of the 2007 FCAT Science Test, while 50% percent of subgroup identified in the No Child Left Behind requirement will score at state mastery.

Given emphasis on a safe an orderly environment, student behavior will maintain at zero suspensions for the 2006-2007 school year.

Given an emphasis on the use of technology, students in grades three through six will increase the usage of Riverdeep, FCAT Explorer and FCAT Simulation as evidenced by an increase of 50 percent during the 2006-2007 school year as compared to the 2005-2006 school year.

Given instruction in the Sunshine State Standards, students in grades K-6 will improve their running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the administration of the 2006-2007 FITNESS GRAM Standards test.

The Liberty City Charter School's 2006-07 School Improvement Plan serves as the benchmark in demonstrating its commitment to a continuous cycle of evaluation and planning that results in the establishment of ambitious goals of achievement that pave the way toward the accomplishment of the high standards of excellence set in the 21st century.



School Improvement Plan 2007-2008



MIAMI-DADE COUNTY PUBLIC SCHOOLS

VISION

We are committed to provide educational excellence for all.

MISSION

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

CORE VALUES

Excellence

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

Integrity

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

Equity

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

Citizenship

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

0040 - LIBERTY CITY CHARTER SCHOOL

VISION

As a community school of choice, The Liberty City Charter School seeks to partner with community and business leaders, parents and teachers in educating the whole child and preparing future generations to be academically, socially, and morally prepare to be community leaders.

MISSION

The mission of The Liberty City Charter School is to demonstrate that its students can learn at high levels; through a partnership with parents and a caring professional staff, and through an academically rigorous and innovative curriculum, students will develop character, become lifelong learners and grow into productive citizens.

CORE VALUES

The Liberty City Charter affirms the following Core Values:

- That all children can learn
- That Parental involvement is paramount in positively affecting children's learning
 - That small class size is necessary for student success
 - That a comprehensive curriculum must incorporate character education
- That an effective curriculum must focus on the basics, while incorporating critical thinking skills as well higher order thinking skills



School Improvement Plan 2007-2008



School Demographics

The Liberty City Charter School a public school of choice is located in the El Portal Community of Miami, Florida. It is operated in a former parochial school of approximately 10,000 sq. ft. In 2005-06 school The Liberty City Charter School had a student enrollment of 328 students of which 96% were black, 2% were Hispanic and 2% were listed as Other. 76% of the student population were eligible for Free and Reduced lunch. 1% of total student enrollment were classified as Exceptional Education Students and 3% were Limited English Proficient.

School Foundation

Leadership:

According to the 2005-06 School Climate Survey 84% of parents believed that the principal did an effective job running the school and 75% believe that the principal is available and easy to talk to. 77% believe that the assistant principal is an effective administrator. The Liberty City Charter School will work to increase the percentages of parent responses in these categories.

District Strategic Planning Alignment:

The Reading, Mathematics, Writing and Science goals and objectives were based upon the needs as dictated by the 2005 FCAT test Results. The administration, key leaders, and grade level lead teachers all worked on developing the objectives for meeting school goals.

Stakeholder Engagement:

According to data from the 2005-06 Climate Survey, it was indicated that 85% of parents were satisfied with the services provided at The Liberty City Charter School. Through our cycle of evaluation and planning there will be greater emphasis placed on improving and raising the level of satisfaction of our parents and students.

Faculty & Staff:

According to the 2005-06 Climate Survey 95% of parents believed that the office staff treated them with respect when they were in contact with the school. 88% believed that the school's staff responded to their needs and concerns in a reasonable period of time. 88% believe that the teachers friendly and easy to talk to. 89% believed that teacher do their best to include them in matter directly affecting their child's progress in school.

Data/Information/Knowledge Management:

The administration, key leaders, faculty and staff have been trained in various software programs including EDusoft, FCAT Simulation, Accelerated Reader, FCAT Explorer, and PRMN. The data is ascertained and analyzed through the use of all of the software programs is used collectively to monitor the progress and target students for small group pull-outs, as well as tutorials and before, during and after-school.

Education Design:

According to the 2005-06 Climate Survey 85% of parents believed that the overall climate or atmosphere at our school is positive and is conducive to their child learning. In the basic academic skills areas parents believed that in reading 94%, in mathematics 91%, in writing 94% that the school was effectively teaching students. Additionally, 84% of parents believed that students were being effectively taught to think critically and reason out problems.

Performance Results:

The 2005-06 Accountability Grade of "A" is an indicator of improvement and continued challenges in student performance. The administration, staff, parents and students will continue to work to maintain high standards of student performance through the staff development and training, the use of data as an instructional tool and monitoring mechanism of the school's progress to meeting its goals and objectives.



School Improvement Plan 2007-2008



Schools Graded 'C' or Below

Professional Development:

Disaggregated Data :

Informal and Formal Assessments:

Alternative Instructional Delivery Methods :



School Improvement Plan 2007-2008



Schools Offering Primarily Grades 6 through 12

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

Reading Goal

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

Florida Education Priorities

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

Reading Statement

All Liberty City Charter School students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies necessary to master state standards in reading.

Needs Assessment

Scores on the 2006 administration of the FCAT Reading Test indicated that 69 percent of students are performing at or above grade level while 75 percent of students made a years worth of progress in reading. All subgroups met State criteria. Scores of individual NCLB Subgroups indicate that 68 percent of black students in grades 3-6 scored at or above grade level on the 2006 FCAT administration. In addition, 65 percent of economically disadvantaged students scored at or above grade level, and 82 percent of LEP students scored at or above grade level.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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 using the Sunshine State Standards, students in grades 3-6 will maintain or increase their reading skills by two percentage points as evidenced by scores of the 2007 FCAT Reading Test, while 44 percent of each sub-group identified in the NO Child Left Behind (NCLB) requirements will score at state mastery level.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize assessment data to drive instruction and target remediation of all students scoring at a level 1 or 2 on the FCAT reading test in order to maximize student achievement.	Principal Test Chairperson Reading Coach	8/14/2006	5/30/2007	Other/ Not Applicable	0
Utilize paraprofessionals to provide additional support in specialized small-group tutoring emphasizing effective reading strategies using Early Success and Soar to Success.	Principal Reading Coach	8/14/2006	5/30/2007	Other/ Not Applicable	0
Utilize the Voyager Passport Intervention program with identified students to assist with the acquisition of phonics, fluency, vocabulary, and comprehension.	Principal Reading Coach	8/14/2006	5/30/2007	Other/ Not Applicable	0
Utilize Rocket Learning program to provide students with academic assistance after school.	Principal Mentor Teacher	10/2/2006	2/8/2007	Other/ Not Applicable	0

Research-Based Programs

Liberty City Charter School will use Houghton Mifflin state-adopted, research-based core reading program. Liberty City Charter School will also use the following research based intervention programs for students who are identified as struggling readers: Voyager, Early Success, Soar to Success, and Star Fall.

Professional Development

Liberty City Charter School will provide teachers with training on the "Big Five" of reading, the two hour reading block, literacy centers, and classroom libraries. We will also provide training on data analysis driven instruction and provide training for the administration and interpretation of DIBELS and DAR.

Evaluation

This objective will be evaluated by comparing the scores of students in grades 3-6 on the 2007 FCAT Reading Assessment with those of the 2006 administration of the FCAT Reading Assessment. Interim Assessment Tests and teacher selected assessments will provide formative tests, which will be used to monitor progress towards this objective.

Mathematics Goal

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

Florida Education Priorities

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

Miami-Dade County Public Schools

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

Mathematics Statement

All Liberty City Charter School students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies necessary to master state standards in math.

Needs Assessment

Scores on the 2006 administration of the FCAT Mathematics Tests indicated that 50% of students are performing at or above grade level. All subgroups met state criteria. Scores of individual NCLB subgroups indicate that 50% of Blacks students in grades 3-6 scored at or above grade level on the 2006 FCAT administration. In addition, 47% of economically disadvantaged students scored at or above grade level, and 45% of LEP students scored at or above grade level.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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 using the Sunshine State Standards, students in grades 3-6 will maintain or increase their Mathematics skills by a 5 percentage points as evidenced by the scores of the 2007 FCAT Mathematics test, while 55% of our students will meet high standards in mathematics as stipulated in the No Child Left Behind requirement at state mastery level.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Disaggregate and analyze third through sixth grade student data from the 2006 FCAT Mathematics Test to identify strengths and weaknesses in student performance.	Testing Chairperson Administrative Team	9/29/2006	10/30/2006	Other/ Not Applicable	0
Utilize collaborative planning among grade groups to assess and evaluate student performance pertaining to Sunshine State Standards and develop lessons that address student needs to ensure appropriate instruction.	Assistant Principal Mentor Teacher	11/1/2006	2/23/2007	Other/ Not Applicable	0
Provide an uninterrupted daily 60-minute block for mathematics instruction for students in grades three through six to maximize learning and to increase student mathematics achievement.	Assistant Principal	8/14/2006	5/23/2007	Other/ Not Applicable	0
Implement pull-outs and tutorials for targeted students during- and after-school.	Tutorial Coordinator	10/2/2006	5/23/2007	Other/ Not Applicable	0
Utilize the following computer programs: • Riverdeep (kindergarten through fifth grades), • FCAT Explorer (fifth grade)	Technology Coordinator	8/14/2006	5/23/2007	Other/ Not Applicable	0
Inter-disciplinary Performance Assessment System (IPAS)	Grade Level Teachers	8/14/2006	5/23/2007	Other/ Not Applicable	0
"Problem-of-the-Day" FCAT Test Item Bank	Grade Level Teachers	11/1/2006	2/23/2007	Other/ Not Applicable	0

Research-Based Programs

Liberty City Charter School will use Harcourt state-adopted, research-based core math program.

Professional Development

Professional development for all teachers will include Harcourt Math (August 2006), and teacher initiated enrollment in the PBS Teacherline Math Courses.

Evaluation

This objective will be evaluated by comparing the scoring of students in grades 3-6 on the 2007 FCAT Mathematics assessment with those of the 2006 administration of the FCAT Mathematics assessment. Additionally, Pre- and Post-Assessment tests and teacher selected interim tests and formative tests be used to monitor progress toward this objective. These assessments will be monitored by the Grade Level Teachers and reviewed monthly at team faculty meetings. The data will be shared with the Administrative Team on an ongoing basis.

Writing Goal

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

Florida Education Priorities

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

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

Writing Statement

The Liberty City Charter School will ensure that there will be an improvement in student performance in writing. All students will make annual learning gains sufficient to acquire the knowledge, skills, and competencies necessary to master the Sunshine State Standards in writing.

Needs Assessment

The results of the 2006 FCAT Writing indicated that 97 percent of the total population of fourth grade students met high standards by performing at or above grade level. The 2006 Adequate Yearly Progress (AYP) Report indicated that each of the targeted subgroups (African American, Economically Disadvantaged, and Students with Disabilities) within the No Child Left Behind (NCLB) requirements met the state mandated criteria.

NCLB Subgroup Target

TOTAL	WHITE	BLACK	HISPANIC	ASIAN	NATIVE AMERICAN	F/R LUNCH	LEP	SWD
<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 maintain or increase their writing skills by three percent point increase as evidenced by the scores of the 2007 FCAT Writing test, while 100 percent of each subgroup identified in the No Child Left Behind requirement will score at state mastery level.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize assessment data to drive instruction and target remediation of all subgroup scoring at a level 1 or 2 on the FCAT reading test in order to maximize student achievement.	Principal Test Chairperson	8/14/2006	5/30/2007	Other/ Not Applicable	0
Implement the Plan-Do-Study-Act (PDSA) Model to promote student achievement	4th Grade Teacher Reading Coach Administration	8/14/2006	5/23/2007	Other/ Not Applicable	0
Enhance writing proficiency for students demonstrating mastery at or above the desired proficiency level in writing with enriched techniques such as "Great Beginnings/Endings", "Magnifying the Moment", "Author's Chair", as well as desktop publishing	4th Grade Teacher Teacher Assistant	8/14/2006	5/23/2007	Other/ Not Applicable	0
Utilize the Reading/Writing Workshops to provide instruction in the writing process as outlined in the Houghton Mifflin Reading Program	4th Grade Teacher Teacher Assistant	8/14/2006	5/23/2007	Other/ Not Applicable	0
Administer monthly FCAT Writing assessments for students in grade four to monitor student progress in writing and develop instruction for writing to meet student needs	Testing Chair 4th Grade Teacher	8/14/2006	5/23/2007	Other/ Not Applicable	0
Provide one-on-one individualized diagnostic feedback to help develop higher performance levels among the fourth grade students throughout the 2006-2007 school year.	4th Grade Teacher Teacher Assistant	8/14/2006	5/23/2007	Other/ Not Applicable	0
Razzle Dazzle Writing by Melissa Forney (Workbook) The strategies incorporated in this writing manual will help motivate and stimulate students' motivation and enthusiasm to write for a variety of purposes, helping make their writing come alive.	4th Grade Teacher Teacher Assistant	8/14/2006	5/23/2007	Other/ Not Applicable	0

Research-Based Programs

The Liberty City Charter School will use Houghton Mifflin Reading Program, state adopted. Liberty City Charter School will also use the following research based intervention programs for students who are identified as struggling readers:

Six Traits of Writing
Write Source
Sanron Writing

Professional Development

1. Teachers who teach writing will meet on a weekly basis to discuss and plan for writing instruction based on the Sunshine State Standards and student needs.
2. Teachers will participate in professional development activities on a regular basis. Professional development in-service will include:
 - a) FCAT Writing
 - b) CRISS
 - c) Teacher shared strategies from K-6

Evaluation

This objective will be evaluated by comparing the data from the 2007 FCAT Writing assessment with those of the 2006 FCAT Writing assessment. Student progress will be measured and monitored through the use of Interim assessment tests and monthly simulated FCAT Writing Tests in grade four and Pre/Post tests in kindergarten through sixth grade.

Science Goal

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

Florida Education Priorities

Learning and completion at all levels, including increased high school graduation and readiness for postsecondary education	Student Performance	Alignment of Standards and Resources	Educational Leadership	Workforce Education	Parental, Student, Family, Educational Institution, and Community Involvement
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Miami-Dade County Public Schools

District Strategic Plan

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Science Statement

All Liberty City Charter School students will make annual learning gains sufficient to acquire knowledge, skills, and competencies necessary to master state standards in Science.

Needs Assessment

Scores on the 2006 administration of the FCAT Science indicated that 22 percent of students are performing at or above grade level. The mean scale score was one percentage point below the state's mean scale score. Deficiencies are reflected in two of the four content clusters being Physical and Chemical Science and Earth and Space Science. Students scored at or above state level in Life and Environmental Science and Scientific Thinking.

Measurable Objective

Given instruction using the Sunshine State Standards, students in grade 5 will maintain or increase their science skills by 3 percentage points as evidenced by the scores of the 2007 FCAT Science Test, while 50% percent of subgroup identified in the No Child Left Behind requirement will score at state mastery.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize disaggregated data from weekly assessments to remediate students in small groups.	Principal Science Chair	8/14/2006	5/23/2007	Other/ Not Applicable	0
Provide quarterly professional development on the use of hands-on activities to enhance science skills.	Principal Science Chair	8/14/2006	5/23/2007	Other/ Not Applicable	0
Utilize process skills charts as a review for weekly laboratory experiences.	Principal Science Chair Classroom Teachers	8/14/2006	5/23/2007	Other/ Not Applicable	0
Utilize the FCAT Explorer program to track student progress as it relates to the Sunshine State Standards.	Principal Science Chair Technology Chair Classroom Teachers	8/14/2006	5/23/2007	Other/ Not Applicable	0

Research-Based Programs

The Liberty City Charter School will use Harcourt Brace Science Series state-adopted, research-based core science program.

Professional Development

Provide teachers with training in laboratory skills, hands-on learning, integrating instructional technology, using frequent formative assessments.

Evaluation

This objective will be evaluated by comparing the scoring of students in grade 5 on the 2007 FCAT Science assessment with those of the 2006 administration of the FCAT Science assessment. Teacher selected tests will provide formative tests which will be used to monitor progress toward this objective.

Parental Involvement Goal

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

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Parental Involvement Statement

Needs Assessment



School Improvement Plan 2007-2008



Measurable Objective

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
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Research-Based Programs

Professional Development

Evaluation

Discipline & Safety Goal

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

Florida Education Priorities

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

Discipline & Safety Statement

Create a safe and orderly environment at The Liberty City Charter School.

Needs Assessment

Analysis of data indicated that improvement has been achieved in student behavior. No students were suspended during the 2005-2006 school year.

Measurable Objective

Given emphasis on a safe and orderly environment, student behavior will maintain at zero suspensions for the 2006-2007 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Utilize personnel to secure all entrances into the campus to ensure students and staff members are provided a safe and orderly learning environment.	Principal Administration	8/14/2006	5/30/2007	Other/ Not Applicable	0
Provide students with conflict resolution and mediation activities in order to improve student behavior.	Principal Administration Guidance Counselor	8/14/2006	5/30/2007	Other/ Not Applicable	0
Utilize the student incentive program to curtail inappropriate behavior and decrease student suspension	Principal Administration	8/14/2006	5/30/2007	Other/ Not Applicable	0

Research-Based Programs

Peace-Makers Conflict Resolution

Professional Development

Provide teachers with training in Classroom Management Techniques and Strategies and Best Practices for Counselors.

Evaluation

This objective will be monitored on a monthly basis by comparing the number of student suspensions and incidents for this year with the number of suspensions and incidents for the 2005-2006 school year.

Technology Goal

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

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Technology Statement

Increase student use of technology to improve student performance.

Needs Assessment

The technology team, consisting of the Technology Facilitator, Reading Coaches and Assistant Principal, make recommendations and present them to the principal. Using the 2005-2006 school-site developed Needs Survey, lack of access and out-dated equipment were identified as our areas of need.

Measurable Objective

Given an emphasis on the use of technology, students in grades three through six will increase the usage of Riverdeep, FCAT Explorer and FCAT Simulation as evidenced by an increase of 50 percent during the 2006-2007 school year as compared to the 2005-2006 school year.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Monitor the usage of the computer lab on a weekly basis to ensure that students receive the integration of technology.	Principal Technology Facilitator	8/14/2006	5/23/2007	Other/ Not Applicable	0
Replace out-dated equipment.	Principal Administration Technology Facilitator	8/1/2006	5/30/2007	Other/ Not Applicable	0
Utilize computers to increase student use of software applications that foster academic achievement.	Principal Administration	8/14/2006	5/23/2007	Other/ Not Applicable	0
Promote the effective use of information technology in the classroom to meet the changing needs of today's students.	Principal Reading Coach Technology Facilitator	8/14/2006	5/23/2007	Other/ Not Applicable	0

Research-Based Programs

The Liberty City Charter School will use Yearly Progress Pro (YPP) and Student Performance Indicators (SPI).

Professional Development

Provide teachers with training in Edusoft, PMRN, Student Performance Indicators, and FCAT Explorer.

Evaluation

This objective will be evaluated by database results for the number of students completing the weekly, monthly, and quarterly FCAT Explorer and FCAT simulation assessments.

Health & Physical Fitness Goal

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

Florida Education Priorities

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

Health & Physical Fitness Statement

Improve student performance in health and physical fitness activities.

Needs Assessment

Based on the results of the 2005-2006 school-site developed health & physical fitness assessment, 50 percent of all K-6 grade students performed at acceptable standards.

Measurable Objective

Given instruction in the Sunshine State Standards, students in grades K-6 will improve their running skills as evidenced by 50 percent of the students meeting high standards in running the one mile test on the administration of the 2006-2007 FITNESS GRAM Standards test.

STRATEGIES	PERSONS RESPONSIBLE	START DATE	END DATE	ALIGNMENT	BUDGET
Incorporate a daily exercise program to strengthen the body and stretching exercises for flexibility.	Principal PE Teacher	8/14/2006	5/23/2007	Other/ Not Applicable	0
Run 50-meter dashes without stopping until passing the finish line to build endurance.	Principal PE Teacher	8/14/2006	5/23/2007	Other/ Not Applicable	0
Run and walk laps to build endurance to be able to run one mile consistently.	Principal PE Teacher	8/14/2006	5/23/2007	Other/ Not Applicable	0
Promote healthy eating habits to maintain good health.	Principal PE Teacher Classroom Teachers	8/14/2006	5/23/2007	Other/ Not Applicable	0

Research-Based Programs

FITNESSGRAM Standards
Area Health Education Center Program (AHEC)

Professional Development

Provide the PE Teacher and teachers with training in the FITNESSGRAM Standards as well as AHEC programs.

Evaluation

This objective will be measured using a school-site developed assessment.

EESAC Compliance

YES	NO	
<input type="checkbox"/>	<input checked="" 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:

Training:

Instructional Materials:

Technology:

Staffing:

Student Support Services:

Other Matters of Resource Allocation:

Benchmarking:

School Safety & Discipline:

Budget Summary

BY GOAL	TOTAL BUDGET
Reading	0
Mathematics	0
Writing	0
Science	0
Discipline & Safety	0
Technology	0
Health & Physical Fitness	0
Total	0



School Improvement Plan 2007-2008



Date of Review: _____

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

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

Required Signatures:

Principal

EESAC Chair

UTD Steward

EESAC Parent Representative

EESAC Business/Community Representative

EESAC Student Representative, as applicable

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

Region Superintendent