

Miami-Dade County Public Schools

# Liberty City Elementary School



2015-16 School Improvement Plan

## Liberty City Elementary School

1855 NW 71ST ST, Miami, FL 33147

<http://libertycitye.dadeschools.net>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	97%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	100%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	F*	F	F	D

\*Preliminary Informational Baseline School Grade

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Dade County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The staff and community of Liberty Elementary in partnership with families and the community is dedicated to providing an educational foundation for students which will enable them to compete academically, economically and globally. This will be accomplished through an effective, rigorous, hands-on, technology-rich environment that is safe for all students.

##### **Provide the school's vision statement**

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

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Staff members create a climate of acceptance and respect of all other staff and children. Staff members are attentive and responsive to individual children and interact with children in a way that builds confidence, extends learning, encourages values, and builds trusting relationships. Staff members continuously model appropriate manners and social behaviors. Behavior guidance strategies preserve the dignity of every child and in return builds a mutual respect and relationship between pupils and staff.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Liberty City Elementary School leadership ensures a safe and orderly environment for students by following safety protocols. Facilities and equipment are monitored and inspected to ensure that our school is equipped to provide a safe environment. School rules, regulations, and procedures are clearly written and readily available in the Faculty Handbook, the Code of Student Conduct, and the parent/student handbook. In addition to District policies, Liberty City Elementary School has a school-wide safety plan and discipline plan. Safety drills are conducted on a monthly basis. Faculty and staff are aware of and are a part of the crisis management team.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

The Positive Behavior System is taught every nine weeks to ensure students are aware of school expectations. School's leadership ensure that teachers are trained in classroom management strategies (Positive Behavior System , etc.). Teachers and Leadership make references to Positive Behavior System and behavioral expectations when providing students with positive feedback. Additionally, the school develops and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic



achievement resulting in college-career readiness. We have also implemented the student of the month where we focus on a core value each month. The core value is posted in the classroom and we read daily reminders of the monthly care value. In addition to following the lessons and newsletters afford by student services. At the end of each month teachers nominate a student who participates in the Student of the Month breakfast with their parents. Positive Action is implemented once a week for thirty minutes.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Guidance services are available to all children and are a key component within main curriculum. School personnel implement a process to determine the counseling, assessment, and educational referral needs of all young children and their families as appropriate to the child's age and developmental level. Also through a mentoring program students are matched with staff members to perform a daily check-in/check-out, check and connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

The school creates a data decision rules for number of absences or OSS before referral generated to SBT. Teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	2	4	9	1	9	12	37
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	
Level 1 on statewide assessment	2	5	12	5	17	20	61
	0	0	0	0	0	0	

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	3	5	13	2	17	20	60

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

The Attendance Review Committee is comprised of a minimum of a student services representative and an administrator or administrative designee and will provide guidance and support to students with significant absences. They are expected to:

- Provide early intervention by convening when students reach an accumulation of five (5) unexcused absences in a semester or ten (10) unexcused absences in an annual course.
- Convene a minimum of six (6) designated times per year.
- Give consideration to all extenuating circumstances surrounding student absences. The Attendance Review Committee is charged with the responsibility of prescribing activities designed to mitigate the loss of instructional time and has the authority to recommend the following options:

Issuing of quarterly, semester or final grades.

Temporary withholding of semester or final grades reflected as "NC" on the report card and in ISIS:

- 1.Make-up assignments
- 2.Attendance probation for the following grading period(s)
- 3.Completion of a school service project

- Review attendance history for student(s) exhibiting patterns of excused and/or unexcused absences and provide appropriate referrals and counseling support.

Students who scored a 1 on the state-wide assessments are identified and homogenously grouped into intensive accelerated courses in 3rd and 4th grade where they are provided an additional hour of WonderWorks intervention. Fifth grade students are also given an additional hour of intervention utilizing WonderWorks in addition, students are offered multiple opportunities to participate in early bird and afterschool tutoring in the area of Math, Literacy and Science. Level 1 students are also identified by the response to intervention team (RTI) who begin the process and if needed evaluated.

## Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/189054>.

#### **Description**

A PIP has been uploaded for this school or district - see the link above.

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Liberty City Elementary has recruited a pool of partners. Partners are connected within the community and are able to develop an understanding of the history of the community, its political and social conditions, and past and current working relationships among home, school and community. Liberty City Elementary has initiated partnership meetings which begin to build collaborative relationships, model collaborative behavior, and identify how we will work together; which creates openness to and interest in supporting Liberty City Elementary. A shared understanding of the needs of children and families, and the community resources which attempt to meet those needs are established which increases understanding of the concepts of the partnership and collaboration and how the partnership might work together. Additionally, our partnerships increase opportunities to share information and participate in joint activities.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

## School Leadership Team

### Membership:

Name	Title
Campbell, Orna	Principal
Thompson, Shante	Assistant Principal
Scavella, Jodye	Assistant Principal
Johnson, Tanysha	Instructional Coach
Moorer, Lecia	Guidance Counselor

### Duties

#### ***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The RtI Leadership Team consists of the following: Principal, Assistant Principal, Instructional Coach, School Psychologist, and School Counselor.

**Administrators:** The administrators support the RTI school-based leadership initiative in efforts to impact student achievement. To ensure that the educational success of students, they use effective data-based decision-making and navigates the interventions and implementation with fidelity through the school-based RTI Team. As a result, adequate professional development to support and document RTI implementation is provided. In addition, school staff and stake holders are informed of decisions and activities that surround the implementation of the RTI goals. The RTI leadership Team is led by the principal and will meet on a monthly basis. During RTI meetings, student data reports will be disaggregated and an instructional analysis will be provided to teachers based on students achieving mastery and struggling students. Additionally, the principal will have individual data chats aligned to instructional direction/support and professional development services that will assist and impact student achievement for teachers were students are not producing learning gains.

**Instructional Coaches:** The instructional coaches support the RTI student education initiative through implementing Reading/Math/Science instructional methodologies with fidelity. In addition, the coaches develop school-wide content instructional focus calendar (IFC) to address bridging instructional gap and student learning to improve student's academic proficiency. Essentially, creating a more rigorous intense structured instructional direction and student intervention programs are the essential steps in developing the systematic pattern blueprint for the student achievement along with district personnel. The coaches are proficient in disaggregating and analyzing student data and creating evidenced-based interventions for individual students as resulted by the test data; thus making them very valuable to the RTI leadership team.

**Instructors:** The instructors support the RTI student education initiative and will provide information on core instruction, deliver high quality; research based instruction to Tier 1 students, and collaborates with other staff to implement Tier 2 instruction.

**School Psychologist:** Assists in identifying systematic patterns of student's needs, collaborate with school personnel to identify and incorporate appropriate, evidenced-based intervention strategies, communicates with parents concerning the RTI process and identified needs of students. The school psychologist and social worker are important members of the RTI leadership team because they serve as liaisons between the school and the parents.

**Counselor/ Social Worker:** Works with parents and collecting necessary data on the student and family.

The RTI Leadership Team will monitor the monthly On-going Progress Monitoring and adjust the school's academic and behavioral goals through data gathering and data analysis. Since the SIP is a live and ongoing document of the school's directional focus, the RtI leadership team will meet and

discuss all updates need to occur based on the result of the instructional and intervention programs. The Rtl Leadership Team will monitor the fidelity of the delivery of instruction and intervention. The Leadership team will provide levels of support and interventions to students based on data.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The following steps will be followed by the school's MTSS/Rtl Leadership Team to address how we can utilize the MTSS/Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

Rtl is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise. The process involves an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well being, and prevention of student failure through early intervention.

1. At Liberty City Elementary, the Rtl is crucial; therefore, in building our team we have considered the following:

- Administrator(s) who will ensure commitment and allocate resources;
- Instructional Coaches in the areas of reading and math who share the common goal of improving instruction for all students; and
- Team members who will work to build staff support, internal capacity, and sustainability over time.
- School Guidance Counselor
- School Social Worker
- School Psychologist

Title I, Part A:

Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities. The district coordinates with Title II and Title III in ensuring staff development needs are provided. Support services are provided to the schools, students, and families. School based, Title I funded Community Involvement Specialists (CIS), serves a bridge between the home and school through home visits, telephone calls, school site, and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Literacy Leadership Team develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Parents participate in the design of their school's Parent Involvement Plan (PIP – which is provided in three languages at all schools), the school improvement process, and the annual Title I Annual Parent Meeting at the beginning of the school year. The annual M-DCPS Title I Parent/Family Involvement Survey is intended to be used toward the end of the school year to measure the parent program over the course of the year and to facilitate an evaluation of the parent involvement program to inform planning for the following year. An all out effort is made to inform parents of the importance of this survey via CIS, Title I District and Region meetings, Title I Newsletter for Parents, and Title I Quarterly Parent Bulletins. This survey is available in English, Spanish and Haitian-Creole. It will be available online and via hard copy for parents (at schools and at District meetings) to complete. Other components that are integrated into the school-wide program include an extensive Parental Program;

Title I CHES (as appropriate), and special support services to special needs populations such as homeless, migrant, and neglected and delinquent

Title I, Part C- Migrant:

The school provides services and support to migrant students and parents. The District Migrant liaison coordinates with Title I and other programs and conducts a comprehensive needs assessment of migrant students to ensure that the unique needs of migrant students are met. Students are also provided extended learning opportunities (before-school and/or after-school, and summer camp) by the Title I, Part C, Migrant Education Program.

Title I, Part D:

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II:

Liberty City Elementary will use supplemental funds from the District for improving basic education as follows:

- Training to certify qualified mentors for New Teacher (MINT) Program
- Training for add-on endorsement programs, such Reading, Gifted, ESOL
- Training and substitute release time for Professional Development Liaisons (PDL) at each school focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

Title III:

ELL Programs- Liberty City Elementary School's population of English Language Learners (ELL ) which is less than 2 percent, are provided services to ensure that all ELL students requiring additional remediation are assisted through before/ after school programs or summer camp.

Title III funds are use to supplement and enhance the programs for English Language Learners (ELL) by providing funds to support tutorial programs (K-5) parent outreach activities (K-5) Reading and supplementary instructional materials. Hardware and software for the development of language and literacy skills in Reading has been purchased for our school.

Title X- Homeless:

- The Homeless Assistance Program seeks to ensure a successful educational experience for homeless children by collaborating with parents, schools, and the community.
- All schools are eligible to receive services and will do so upon identification and classification of a student as homeless.
- Project Upstart, Homeless Children & Youth Program assists schools with the identification, enrollment, attendance, and transportation of homeless students.
- The Homeless Liaison provides training for school registrars on the procedures for enrolling homeless students and for school counselors on the McKinney Vento Homeless Assistance Act-ensuring homeless children and youth are not to be stigmatized or separated, segregated, or isolated on their status as homeless-and are provided with all entitlements.
- Project Upstart provides a homeless sensitivity, awareness campaign to all the schools - each school is provided a video and curriculum manual, and a contest is sponsored by the homeless trust-a community organization.
- Project Upstart provides tutoring and counseling to twelve homeless shelters in the community.
- The District Homeless Student Liaison continues to participate in community organization meetings and task forces as it relates to homeless children and youth.
- Each school will identify a school based homeless coordinator to be trained on the McKinney-Vento Law ensuring appropriate services are provided to the homeless students.

Supplemental Academic Instruction (SAI):

Liberty City Elementary will receive funding from Supplemental Academic Instruction (SAI) as part of its Florida Education Finance Program (FEFP) allocation

Violence Prevention Programs:

Liberty City Elementary seeks to decrease the violence in the lives of students by offering the following programs:

The Safe and Drug-Free Schools Program addresses violence and drug prevention and intervention



services for students through curriculum implemented by classroom teachers, elementary counselors, and/or TRUST Specialists.

Training and technical assistance for elementary, middle, and senior high school teachers, administrators, counselors, and/or TRUST Specialists is also a component of this program.

Elementary Counselor will focus on counseling students to solve problems related to drugs and alcohol, stress, suicide, isolation, family violence, and other crises.

Nutrition Programs:

1) Liberty City Elementary adheres to and implements the nutrition requirements stated in the District Wellness Policy.

2) Nutrition education, as per state status, is taught through physical education.

3) Liberty City Elementary Food Service Program, school breakfast, school lunch, and after care snacks, follows the Healthy Food and Beverage Guidelines as adopted in the District's Wellness Policy.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Alaric Pouchie	Parent
Tina Edwards	Parent
Shanice Felix	Teacher
Aleida Aguilera	Parent
Carol Rahming	Teacher
Elaine Rozier	Teacher
Harriette Wison-Greene	Business/Community
Henry Petithomme	Business/Community
Jarvis Williams	Education Support Employee
Jerome Vincent	Student
Kalonji Bess	Parent
Kimberly Salazano	Student
Lindra Ford	Parent
Margarita Wilson-Salmon	Teacher
Michael Smith	Parent
Orna Campbell	Principal
Peta-Gay Grandison	Teacher
Samantha Jacob	Business/Community
Tamitra Todd-Mole	Teacher
Tonya Robinson	Parent
Tyra Griffin	Teacher
Yolanda Daquin	Education Support Employee

#### Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

*Evaluation of last year's school improvement plan*

The School Advisory Council provided feedback by participating in a reflection of the school-wide strategies represented in the 2014-2015 SIP. The team provided feedback on the strengths and contributing factors. Additionally the team focused on the opportunities for improvement and the shifts in practice needed for full implementation. This was done in the areas of Literacy, Mathematics, Science, Social Studies and Student Services.

*Development of this school improvement plan*

The School Advisory Council provided feedback during the SIP end-of-year review and monitors the SIP throughout the school year. The main objective of the School Advisory Council (SAC) is to ensure improved and ongoing student achievement. One way the Council has assisted is by preparing, monitoring, reviewing and evaluating the School Improvement Plan (SIP) as required by FSS 1001.452, comprehensive revision of Florida's System of School Improvement and Education Accountability.

*Preparation of the school's annual budget and plan*

SAC will review the budget and help develop a plan on how funds will be used for students and used to implement the School Improvement Plan.

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

Student-of-the-Month Program - \$187.00  
Parent Incentive Program - \$200.00  
Teacher Incentive Program - \$200.00  
Student Incentive Programs - \$500  
Motivational Pep Rally - \$200.00  
Future Educators of America Club - \$150.00  
Safety Patrol Club - \$150.00  
Chess Club - \$100.00

***Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC***

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Campbell, Orna	Principal
Thompson, Shante	Assistant Principal
Johnson, Tanysha	Instructional Coach
Moorer, Lecia	Guidance Counselor
Felix, Shanice	Teacher, K-12
Grandison, Peta-Gay	Teacher, K-12
Philistin, Mureene	Teacher, K-12
Scavella, Jodye	Assistant Principal
Ritchie, Tanya	Teacher, K-12

## Duties

### ***Describe how the LLT promotes literacy within the school***

The Literacy Leadership Team (LLT) will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis. Since the SIP is a live and ongoing document of the school's directional focus, the LLT will meet and discuss all updates that will or need to occur based on the result of the instructional and intervention programs. The LLT will monitor the fidelity of the delivery of instruction and intervention. The LLT will provide levels of support and interventions to students based on data.

## Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

### **Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Administration along with the instructional coaches has developed a schedule and norms to ensure that collaborative planning takes place twice a week with the support, if needed, by the instructional coaches. In addition, one Wednesday a month teachers are given the opportunity to collaborate with the grade level through grade level meetings.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

Administration holds regular meetings with new teachers.

New teachers are paired with veteran staff and participate in the Mentoring and Induction for New Teachers (M.I.N.T) Program.

Common planning time has been provided five days a week and Wednesday afternoons during early release.

Teachers have the opportunity to meet with instructional coaches twice a week to plan, review the upcoming weeks lessons and benchmarks, review data, restructure groups, develop centers, and provide professional development.

Provide Coaching support within the classroom setting to model best practices strategies for instruction.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

Utilizing the M.I.N.T program the mentor and mentee will meet on a weekly basis in a professional learning community to discuss concerns, lesson plans and areas of need as evident based instructional



strategies. The mentor will be given release time to observe the mentee. As well as the mentee to observe the mentor or a model teacher in their subject area. Time will also be given for feedback, coaching, and planning.

## Ambitious Instruction and Learning

### Instructional Programs and Strategies

#### Instructional Programs

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Liberty City Elementary creates ongoing opportunities for teachers to unpack the Standards to plan and discuss reading, writing, science and math curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. Collaborative planning sessions are offered throughout the week and on-site professional development opportunities are made available once a month. Opportunities to collaborate through common planning and or during the after school professional development gives all staff members multiple opportunities to grow professionally and develop a deeper understanding of the new standards along with core instructional resources.

#### Instructional Strategies

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Following the administration of assessments, the leadership team and teachers meet to disaggregate the data and group students according to their areas of need. In reading, students have an hour of differentiated instruction and in math students have thirty minutes. Based on data students are pulled out for reading intervention and enrichment for an hour a day. Teachers are supported by their instructional coaches as needed during whole group and small group instruction to aid the teacher in delivering explicit instruction.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy: After School Program**

**Minutes added to school year: 140,000**

Extended learning opportunities will be available for students in grades Kindergarten – Fifth through the 21st Century Grant for (57 WEEKS). Extended learning opportunities will include tutoring in literacy, math, hands-on science workshops, technology, and project based learning for 1 1/2 hours after school.

**Strategy Rationale**

Students are not performing on grade level, they are lacking foundational skills and need additional time to remediate.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Campbell, Orna, pr2981@dadeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Interim Assessments, Ongoing Progress Monitoring, Growth Monitoring (iReady), iReady

**Strategy: Extended School Day**

**Minutes added to school year: 10,800**

Reading Intervention/ Enrichment-Students will be provided an additional hour of reading intervention to increase reading foundational skills and comprehension as well as, provide enrichment to students who are on grade level.

**Strategy Rationale**

Students are not performing on grade level, they are lacking foundational skills and need additional time to remediate. Student who are on grade level need to sustain fluency and comprehension skills.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Ongoing Progress Monitoring from SAXON, Oral Reading Fluency (ORF), and Easy CBM

**Strategy:** Before School Program

**Minutes added to school year:** 7,800

Provide students with enrichment and technology based instruction in the morning.

**Strategy Rationale**

Enrichment will be provided to students through a reading book club to encourage higher order thinking, increase fluency, and comprehension. Students who continue to need remediation will participate in reading and math technology based instruction program.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Thompson, Shante, snthompson@dadeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data reports from the technology programs and project based reports.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Liberty City Elementary School has a Pre-Kindergarten Head Start programs which is located at Dr. Martin Luther King Primary Learning Center. In May of each school year, a transition program is held for all incoming kindergarten students and their parents from the Primary Learning Center as well as neighboring preschool centers. At our Transition to Kindergarten Parent Meeting, we will provide information about the Kindergarten Curriculum, Childhood Development Stages, Skills that Ease the Transition to Kindergarten, & Registration Procedures for the upcoming school year. At Liberty City Elementary, all incoming Kindergarten students are assessed for school readiness by using the Florida Kindergarten Readiness Screener (FLKRS). The FLKRS is made up of two separate measures: the Early Childhood Observation System (ECHOS), and the Florida Assessments for Instruction in Reading – K (FAIR-K). The ECHOS measures benchmarks in seven domains. It provides a simple, uniform method for observing and measuring the progress of young readers. FAIR measures the growth and development of early literacy skills. Data from FAIR and FLKRS will be used to plan instruction for all students and for groups of students or individual students who may need intervention beyond core instruction. FAIR will be re-administered mid-year and at the end of the year in order to determine student learning gains in order to determine the need for changes to the instructional/intervention programs.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

N/A

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

N/A

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

N/A

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** Consistently plan, implement and monitor rigorous instruction that are aligned to the standards and meet high expectations for all students.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Consistently plan, implement and monitor rigorous instruction that are aligned to the standards and meet high expectations for all students. 1a**

G073959

**Targets Supported 1b**

Indicator	Annual Target
FSA Mathematics - Achievement	6.0
Math Gains	57.0
Math Lowest 25% Gains	54.0
AMO Math - All Students	
AMO Reading - All Students	
FSA English Language Arts - Achievement	2.0
ELA/Reading Gains	49.0
ELA/Reading Lowest 25% Gains	60.0
FCAT 2.0 Science Proficiency	34.0

**Resources Available to Support the Goal 2**

- Language Arts Florida Standards (LAFS) and Mathematics Florida Standards (MAFS) Item Specifications, Daily Learning Targets, McGraw Hill Wonders/ McGraw Hill Wonderworks/ Saxon, Planning Cards, iReady Lessons, iReady Data, STAR Data Go Math Textbooks, Manipulatives, Math Progression Document, Backwards Planning Template, and Topic Assessments, FCAT Item Specifications, Year-at-a-Glance, Essential Labs, J and J boot camp, AIMS Activity Books, Discover Education Videos, CER Tasks, Gizmos and collaborative planning and Curriculum Support Specialist (CSS).

**Targeted Barriers to Achieving the Goal 3**

- There is an emphasis on instructional routines and frameworks. As a result, there is limited evidence of effective planning and instructional delivery aligned to the Language Arts Florida Standards due to grade level changes.
- There is limited evidence of effective planning and instructional delivery aligned to the Math Florida Standards as a result of grade level changes.
- Lack of the utilization of research based reading, writing, and ESOL strategies in student-generated work, science journals, and laboratory conclusions.

**Plan to Monitor Progress Toward G1. 8**

Teacher and Coaches feedback

**Person Responsible**

Shante Thompson

**Schedule**

On 6/6/2016

**Evidence of Completion**

Observation of teachers and Classroom walkthrough documentation

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Consistently plan, implement and monitor rigorous instruction that are aligned to the standards and meet high expectations for all students. **1**

 G073959

**G1.B1** There is an emphasis on instructional routines and frameworks. As a result, there is limited evidence of effective planning and instructional delivery aligned to the Language Arts Florida Standards due to grade level changes. **2**

 B193150

**G1.B1.S1** Plan for and deliver instruction that is aligned to the Language Arts Florida Standards (LAFS).

**4**

 S204662

### Strategy Rationale

Teachers are not well verse with the new Florida Standards .

### Action Step 1 **5**

Provide professional development to first grade teachers on the implementation of the Language Arts Florida standards and explicit instruction.

#### Person Responsible

Shante Thompson

#### Schedule

On 10/23/2015

#### Evidence of Completion

PD Sign-in Sheet/Agenda, PD follow up product (lesson plans)

### Action Step 2 5

Conduct coaching cycles with first and second grade teachers and model different components of the instructional framework aligned to LAFS based on teacher need.

**Person Responsible**

Shante Thompson

**Schedule**

Weekly, from 9/9/2014 to 10/23/2015

**Evidence of Completion**

Coaching Logs, Coaching Calendar, Coaching Cycle Form

### Action Step 3 5

Work collaboratively during common planning to create lesson plans using backwards planning and that include practice sessions for instructional delivery.

**Person Responsible**

Shante Thompson

**Schedule**

Weekly, from 9/9/2015 to 10/23/2015

**Evidence of Completion**

PD Sign in sheet/Agenda, PD follow up product (lesson plans)

### Action Step 4 5

Provide professional development for kindergarten-second grade teachers on analyzing data sources (i.e iReady, STAR) to drive instruction and aligning instructional resources to students' specific needs.

**Person Responsible**

Shante Thompson

**Schedule**

On 10/30/2015

**Evidence of Completion**

PD Sign-in sheet, agenda, PD handouts, Student Work Samples



### Action Step 5 5

Utilize relevant and current data to make instructional decisions for the effective implementation of explicit instruction.

**Person Responsible**

Shante Thompson

**Schedule**

Daily, from 10/2/2015 to 11/2/2015

***Evidence of Completion***

Common planning agenda, lesson plans, student work samples

### Action Step 6 5

Facilitate common planning with a focus on the alignment of instructional resources for Differentiated Instruction.

**Person Responsible**

Shante Thompson

**Schedule**

Weekly, from 10/2/2015 to 11/2/2015

***Evidence of Completion***

Common planning agenda, Lesson Plans, Student Work Samples

### Action Step 7 5

Monitor/Follow-up with the effective implementation and alignment of instructional resources/data to meet student needs.

**Person Responsible**

Orna Campbell

**Schedule**

Weekly, from 9/9/2015 to 6/8/2016

***Evidence of Completion***

Walkthrough documentation, Administrative Feedback

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Ensure that planning time is used effectively. Ensure professional development opportunities are made available for all teachers.

**Person Responsible**

Orna Campbell

**Schedule**

Weekly, from 9/9/2015 to 6/6/2016

***Evidence of Completion***

Agendas from common planning and professional development meetings. Lesson plans. Classroom walk-through documentation.

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

Teacher feedback on common planning and professional development session. Teacher lesson plans aligned to standards.

**Person Responsible**

Shante Thompson


**Schedule**

On 6/6/2016

***Evidence of Completion***

Lesson plans, Classroom walkthrough documentation.

**G1.B2** There is limited evidence of effective planning and instructional delivery aligned to the Math Florida Standards as a result of grade level changes. **2**

 B193151

**G1.B2.S1** Utilize the mathematics Florida Standards when planning for and delivering instruction. **4**

 S204664

### Strategy Rationale

Teacher are not familiar with the Mathematics Standards

#### Action Step 1 **5**

Provide professional development on the implementation of the Math Florida Standards (MAFS) and math progressions.

#### **Person Responsible**

Tanysha Johnson

#### **Schedule**

On 11/6/2015

#### **Evidence of Completion**

PD Sign-in sheets, Agendas, Coaching Logs, and Follow-up Activities (Lesson Plans)

#### Action Step 2 **5**

Work collaboratively during common planning to unwrap the standards to create rigorous lesson plans using backwards planning.

#### **Person Responsible**

Tanysha Johnson

#### **Schedule**

Weekly, from 9/9/2015 to 9/30/2015

#### **Evidence of Completion**

Coaching Logs, Agendas, and Lesson Plans

### Action Step 3 5

Conduct coaching cycles on addressing prerequisite skills in the introduction and explicit instruction ("I Do"). .

**Person Responsible**

Tanysha Johnson

**Schedule**

Weekly, from 9/9/2015 to 6/6/2016

***Evidence of Completion***

Coaching Logs, Agendas, and lesson Plans

### Action Step 4 5

Provide professional development for K-2 on the use of manipulatives using the Concrete Representational Abstract (CRA) instructional model.

**Person Responsible**

Tanysha Johnson

**Schedule**

On 9/30/2015

***Evidence of Completion***

Coaching Logs, Agendas, and Lesson Plans

### Action Step 5 5

Consistently monitor common planning (with focus on the use of lesson planning and delivery).

**Person Responsible**

Shante Thompson

**Schedule**

Weekly, from 9/9/2015 to 6/6/2016

***Evidence of Completion***

Coaching Logs, Lesson Plans, Walk-through Documentation, Administrative Reflections

**Action Step 6** 5

Provide professional development for K-2 on SAT-10 through interactive engaging activities (calendar math).

**Person Responsible**

Tanysha Johnson

**Schedule**

On 9/30/2015

**Evidence of Completion**

Coaching Logs, Agendas, and Lesson Plans

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** 6

Ensure that planning time is used effectively. Ensure professional development opportunities are made available for all teachers.

**Person Responsible**

Orna Campbell

**Schedule**

Weekly, from 9/9/2015 to 6/6/2016

**Evidence of Completion**

Agendas from common planning and professional development meetings, Lesson Plans, and Classroom Walk-through Documentations

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

Teacher feedback on common planning and professional development sessions. Teacher lesson plans aligned to standards.

**Person Responsible**

Shante Thompson

**Schedule**

Weekly, from 9/9/2015 to 6/6/2016

**Evidence of Completion**

Lesson Plans and Classroom Walk-through Documentations

**G1.B3** Lack of the utilization of research based reading, writing, and ESOL strategies in student-generated work, science journals, and laboratory conclusions. 2

 B193152

**G1.B3.S1** Utilize research based Reading, Writing and ESOL Strategies to enhance science instruction.

4

 S204665

### Strategy Rationale

Teachers are not familiar with researched based strategies that enhance science instruction.

### Action Step 1 5

Provide PD on how to utilize pacing guides, planning cards, and resources to develop lessons aligned to standards.

#### Person Responsible

Shante Thompson

#### Schedule

On 9/15/2015

#### Evidence of Completion

Professional Development Agendas, PD Sign-In Sheets, Follow-up Activities

### Action Step 2 5

Model during common planning how to select text , journal task and hands-on investigations aligned to the cognitive complexity of the standards.

#### Person Responsible

Shante Thompson

#### Schedule

On 10/15/2015

#### Evidence of Completion

Professional Development Agendas, PD Sign-In Sheets, Follow-up Activities

### Action Step 3 5

Provide teachers with job embedded professional development on text decoding strategies in the content, other research based strategies, and appropriate written responses in the content.

**Person Responsible**

Shante Thompson

**Schedule**

On 11/16/2015

***Evidence of Completion***

Professional Development Agendas, PD Sign-In Sheets, Follow-up Activities

### Action Step 4 5

Provide PD on how to develop lessons that are scaffolded based on the instruction aligned to the cognitive complexity of the standards.

**Person Responsible**

Shante Thompson

**Schedule**

On 11/16/2015

***Evidence of Completion***

Teacher Lesson Plans, Professional Development Agendas, PD Sign-In Sheets, Follow-up Activities

### Action Step 5 5

Model the delivery of instruction to targeted teachers as a result of the unwrapping the benchmark with a focus on the use of tasks and scaffolded questions in order to meet the cognitive complexity of the standard.

**Person Responsible**

Shante Thompson

**Schedule**

On 10/30/2015

***Evidence of Completion***

Classroom Walk-through Documentations and Lesson Plans

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Monitor common planning, delivery of lessons as well of professional development

**Person Responsible**

Shante Thompson

**Schedule**

Weekly, from 9/16/2015 to 6/6/2016

**Evidence of Completion**

Agendas from common planning and professional development meetings and Classroom Walk-through Documentation

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Teacher feedback on common planning and professional development session and teacher lesson plans aligned to the standards.

**Person Responsible**

Shante Thompson

**Schedule**


On 6/8/2016

**Evidence of Completion**

Lesson Plans and Classroom Walk-through Documentations



**G1.B3.S2** Utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction. **4**

 S204666

### **Strategy Rationale**

Teachers are not familiar with the NGSSS standards

### **Action Step 1** **5**

Provide teachers with job embedded professional development on how to align the Language Arts Florida Standards (LAFS) and the Science Next Generation Sunshine State Standards (NGSSS) that will assist in the creation of the lessons that address the cognitive complexity of the standard.

#### **Person Responsible**

Shante Thompson

#### **Schedule**

On 11/26/2014

#### **Evidence of Completion**

Professional Development Agendas and Sign-in Sheets, Teacher's Lesson Plans

### **Action Step 2** **5**

Provide teachers with job embedded professional development on text decoding strategies in the content.

#### **Person Responsible**

Shante Thompson

#### **Schedule**

On 11/26/2014

#### **Evidence of Completion**

Professional Development Agendas and Sign-in Sheets, Teacher's Lesson Plans

**Action Step 3 5**

During planning, select tasks that provide students for scaffolded opportunities to produce writing products that reflect the cognitive complexity of the standards as evidenced in interactive journals.

**Person Responsible**

Shante Thompson

**Schedule**

On 11/26/2014

**Evidence of Completion**

Student Interactive Journals, Lesson Plans

**Plan to Monitor Fidelity of Implementation of G1.B3.S2 6**

Ensure professional development opportunities are made available to all teachers.

**Person Responsible**

Shante Thompson

**Schedule**

On 11/26/2014

**Evidence of Completion**

Agendas from common planning and professional development meetings, lesson Plans, and Classroom Walk-through Documentation.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7**

Teacher feedback on common planning and professional development sessions. Teacher lesson plans aligned to standards.

**Person Responsible**

Shante Thompson

**Schedule**

On 6/5/2015

**Evidence of Completion**

Lesson Plans and Classroom Walk-through Documentation

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide professional development to first grade teachers on the implementation of the Language Arts Florida standards and explicit instruction.	Thompson, Shante	9/9/2015	PD Sign-in Sheet/Agenda, PD follow up product (lesson plans)	10/23/2015 one-time
G1.B2.S1.A1	Provide professional development on the implementation of the Math Florida Standards (MAFS) and math progressions.	Johnson, Tanysha	9/9/2015	PD Sign-in sheets, Agendas, Coaching Logs, and Follow-up Activities (Lesson Plans)	11/6/2015 one-time
G1.B3.S1.A1	Provide PD on how to utilize pacing guides, planning cards, and resources to develop lessons aligned to standards.	Thompson, Shante	9/9/2015	Professional Development Agendas, PD Sign-In Sheets, Follow-up Activities	9/15/2015 one-time
G1.B3.S2.A1	Provide teachers with job embedded professional development on how to align the Language Arts Florida Standards (LAFS) and the Science Next Generation Sunshine State Standards (NGSSS) that will assist in the creation of the lessons that address the cognitive complexity of the standard.	Thompson, Shante	9/16/2014	Professional Development Agendas and Sign-in Sheets, Teacher's Lesson Plans	11/26/2014 one-time
G1.B1.S1.A2	Conduct coaching cycles with first and second grade teachers and model different components of the instructional framework aligned to LAFS based on teacher need.	Thompson, Shante	9/9/2014	Coaching Logs, Coaching Calendar, Coaching Cycle Form	10/23/2015 weekly
G1.B2.S1.A2	Work collaboratively during common planning to unwrap the standards to create rigorous lesson plans using backwards planning.	Johnson, Tanysha	9/9/2015	Coaching Logs, Agendas, and Lesson Plans	9/30/2015 weekly
G1.B3.S1.A2	Model during common planning how to select text , journal task and hands-on investigations aligned to the cognitive complexity of the standards.	Thompson, Shante	9/9/2015	Professional Development Agendas, PD Sign-In Sheets, Follow-up Activities	10/15/2015 one-time
G1.B3.S2.A2	Provide teachers with job embedded professional development on text decoding strategies in the content.	Thompson, Shante	9/16/2014	Professional Development Agendas and Sign-in Sheets, Teacher's Lesson Plans	11/26/2014 one-time
G1.B1.S1.A3	Work collaboratively during common planning to create lesson plans using backwards planning and that include practice sessions for instructional delivery.	Thompson, Shante	9/9/2015	PD Sign in sheet/Agenda, PD follow up product (lesson plans)	10/23/2015 weekly
G1.B2.S1.A3	Conduct coaching cycles on addressing prerequisite skills in the introduction and explicit instruction ("I Do").	Johnson, Tanysha	9/9/2015	Coaching Logs, Agendas, and lesson Plans	6/6/2016 weekly
G1.B3.S1.A3	Provide teachers with job embedded professional development on text decoding strategies in the content, other research based strategies, and appropriate written responses in the content.	Thompson, Shante	9/9/2015	Professional Development Agendas, PD Sign-In Sheets, Follow-up Activities	11/16/2015 one-time
G1.B3.S2.A3	During planning, select tasks that provide students for scaffolded opportunities to produce writing products that reflect the cognitive complexity of the standards as evidenced in interactive journals.	Thompson, Shante	9/16/2014	Student Interactive Journals, Lesson Plans	11/26/2014 one-time
G1.B1.S1.A4	Provide professional development for kindergarten-second grade teachers on analyzing data sources (i.e iReady, STAR) to drive instruction and aligning	Thompson, Shante	10/2/2015	PD Sign-in sheet, agenda, PD handouts, Student Work Samples	10/30/2015 one-time

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*Liberty City Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	instructional resources to students' specific needs.				
G1.B2.S1.A4	Provide professional development for K-2 on the use of manipulatives using the Concrete Representational Abstract (CRA) instructional model.	Johnson, Tanysha	9/9/2015	Coaching Logs, Agendas, and Lesson Plans	9/30/2015 one-time
G1.B3.S1.A4	Provide PD on how to develop lessons that are scaffolded based on the instruction aligned to the cognitive complexity of the standards.	Thompson, Shante	9/9/2015	Teacher Lesson Plans, Professional Development Agendas, PD Sign-In Sheets, Follow-up Activities	11/16/2015 one-time
G1.B1.S1.A5	Utilize relevant and current data to make instructional decisions for the effective implementation of explicit instruction.	Thompson, Shante	10/2/2015	Common planning agenda, lesson plans, student work samples	11/2/2015 daily
G1.B2.S1.A5	Consistently monitor common planning (with focus on the use of lesson planning and delivery).	Thompson, Shante	9/9/2015	Coaching Logs, Lesson Plans, Walk-through Documentation, Administrative Reflections	6/6/2016 weekly
G1.B3.S1.A5	Model the delivery of instruction to targeted teachers as a result of the unwrapping the benchmark with a focus on the use of tasks and scaffolded questions in order to meet the cognitive complexity of the standard.	Thompson, Shante	9/9/2015	Classroom Walk-through Documentations and Lesson Plans	10/30/2015 one-time
G1.B1.S1.A6	Facilitate common planning with a focus on the alignment of instructional resources for Differentiated Instruction.	Thompson, Shante	10/2/2015	Common planning agenda, Lesson Plans, Student Work Samples	11/2/2015 weekly
G1.B2.S1.A6	Provide professional development for K-2 on SAT-10 through interactive engaging activities (calendar math).	Johnson, Tanysha	9/9/2015	Coaching Logs, Agendas, and Lesson Plans	9/30/2015 one-time
G1.B1.S1.A7	Monitor/Follow-up with the effective implementation and alignment of instructional resources/data to meet student needs.	Campbell, Orna	9/9/2015	Walkthrough documentation, Administrative Feedback	6/8/2016 weekly
G1.MA1	Teacher and Coaches feedback	Thompson, Shante	9/16/2015	Observation of teachers and Classroom walkthrough documentation	6/6/2016 one-time
G1.B1.S1.MA1	Teacher feedback on common planning and professional development session. Teacher lesson plans aligned to standards.	Thompson, Shante	9/9/2015	Lesson plans, Classroom walkthrough documentation.	6/6/2016 one-time
G1.B1.S1.MA1	Ensure that planning time is used effectively. Ensure professional development opportunities are made available for all teachers.	Campbell, Orna	9/9/2015	Agendas from common planning and professional development meetings. Lesson plans. Classroom walk-through documentation.	6/6/2016 weekly
G1.B2.S1.MA1	Teacher feedback on common planning and professional development sessions. Teacher lesson plans aligned to standards.	Thompson, Shante	9/9/2015	Lesson Plans and Classroom Walk-through Documentations	6/6/2016 weekly
G1.B2.S1.MA1	Ensure that planning time is used effectively. Ensure professional development opportunities are made available for all teachers.	Campbell, Orna	9/9/2015	Agendas from common planning and professional development meetings, Lesson Plans, and Classroom Walk-through Documentations	6/6/2016 weekly
G1.B3.S1.MA1	Teacher feedback on common planning and professional development session and teacher lesson plans aligned to the standards.	Thompson, Shante	9/16/2015	Lesson Plans and Classroom Walk-through Documentations	6/8/2016 one-time
G1.B3.S1.MA1	Monitor common planning, delivery of lessons as well of professional development	Thompson, Shante	9/16/2015	Agendas from common planning and professional development meetings and Classroom Walk-through Documentation	6/6/2016 weekly
G1.B3.S2.MA1	Teacher feedback on common planning and professional development sessions.	Thompson, Shante	9/16/2014	Lesson Plans and Classroom Walk-through Documentation	6/5/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	Teacher lesson plans aligned to standards.				
G1.B3.S2.MA1	Ensure professional development opportunities are made available to all teachers.	Thompson, Shante	9/16/2014	Agendas from common planning and professional development meetings, lesson Plans, and Classroom Walk-through Documentation.	11/26/2014 one-time

**Appendix 2: Professional Development and Technical Assistance Outlines**

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Consistently plan, implement and monitor rigorous instruction that are aligned to the standards and meet high expectations for all students.

**G1.B1** There is an emphasis on instructional routines and frameworks. As a result, there is limited evidence of effective planning and instructional delivery aligned to the Language Arts Florida Standards due to grade level changes.

**G1.B1.S1** Plan for and deliver instruction that is aligned to the Language Arts Florida Standards (LAFS).

### **PD Opportunity 1**

Provide professional development to first grade teachers on the implementation of the Language Arts Florida standards and explicit instruction.

#### **Facilitator**

ETO Curriculum Support Specialist

#### **Participants**

1st Grade ELA teachers

#### **Schedule**

On 10/23/2015

### **PD Opportunity 2**

Provide professional development for kindergarten-second grade teachers on analyzing data sources (i.e iReady, STAR) to drive instruction and aligning instructional resources to students' specific needs.

#### **Facilitator**

Shante Thompson and Curriculum Support

#### **Participants**

K-2nd grade teachers

#### **Schedule**

On 10/30/2015

**G1.B2** There is limited evidence of effective planning and instructional delivery aligned to the Math Florida Standards as a result of grade level changes.

**G1.B2.S1** Utilize the mathematics Florida Standards when planning for and delivering instruction.

**PD Opportunity 1**

Provide professional development on the implementation of the Math Florida Standards (MAFS) and math progressions.

**Facilitator**

Tanysha Johnson (Math Coach) and ETO Curriculum Support Specialist

**Participants**

K-5 math Teachers

**Schedule**

On 11/6/2015

**G1.B3** Lack of the utilization of research based reading, writing, and ESOL strategies in student-generated work, science journals, and laboratory conclusions.

**G1.B3.S1** Utilize research based Reading, Writing and ESOL Strategies to enhance science instruction.

**PD Opportunity 1**

Provide PD on how to utilize pacing guides, planning cards, and resources to develop lessons aligned to standards.

**Facilitator**

Shante Thompson (Assistant Principal) and ETO Curriculum Support Specialist

**Participants**

K-5 Science Teachers

**Schedule**

On 9/15/2015

### **PD Opportunity 2**

Model during common planning how to select text , journal task and hands-on investigations aligned to the cognitive complexity of the standards.

#### **Facilitator**

Shante Thompson (Assistant Principal) and ETO Curriculum Support Specialist

#### **Participants**

K-5 Science Teachers

#### **Schedule**

On 10/15/2015

### **PD Opportunity 3**

Provide teachers with job embedded professional development on text decoding strategies in the content, other research based strategies, and appropriate written responses in the content.

#### **Facilitator**

Shante Thompson (Assistant Principal) and ETO Curriculum Support Specialist

#### **Participants**

K-5 Science Teachers

#### **Schedule**

On 11/16/2015

### **PD Opportunity 4**

Provide PD on how to develop lessons that are scaffolded based on the instruction aligned to the cognitive complexity of the standards.

#### **Facilitator**

Science CSS

#### **Participants**

k-5th Grade Science Teachers

#### **Schedule**

On 11/16/2015



**G1.B3.S2** Utilize the Science Next Generation Sunshine State Standards (NGSSS) when planning for and delivering instruction.

### **PD Opportunity 1**

Provide teachers with job embedded professional development on how to align the Language Arts Florida Standards (LAFS) and the Science Next Generation Sunshine State Standards (NGSSS) that will assist in the creation of the lessons that address the cognitive complexity of the standard.

#### **Facilitator**

Shante Thompson (Assistant Principal) and ETO Curriculum Support Specialist

#### **Participants**

K-5 Science Teachers

#### **Schedule**

On 11/26/2014

### **PD Opportunity 2**

Provide teachers with job embedded professional development on text decoding strategies in the content.

#### **Facilitator**

Shante Thompson (Assistant Principal) and ETO Curriculum Support Specialist

#### **Participants**

K-5 Science Teachers

#### **Schedule**

On 11/26/2014

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### Budget

#### Budget Data

1	G1.B1.S1.A1	Provide professional development to first grade teachers on the implementation of the Language Arts Florida standards and explicit instruction.	\$0.00
2	G1.B1.S1.A2	Conduct coaching cycles with first and second grade teachers and model different components of the instructional framework aligned to LAFS based on teacher need.	\$0.00
3	G1.B1.S1.A3	Work collaboratively during common planning to create lesson plans using backwards planning and that include practice sessions for instructional delivery.	\$0.00
4	G1.B1.S1.A4	Provide professional development for kindergarten-second grade teachers on analyzing data sources (i.e iReady, STAR) to drive instruction and aligning instructional resources to students' specific needs.	\$0.00
5	G1.B1.S1.A5	Utilize relevant and current data to make instructional decisions for the effective implementation of explicit instruction.	\$0.00
6	G1.B1.S1.A6	Facilitate common planning with a focus on the alignment of instructional resources for Differentiated Instruction.	\$0.00
7	G1.B1.S1.A7	Monitor/Follow-up with the effective implementation and alignment of instructional resources/data to meet student needs.	\$0.00
8	G1.B2.S1.A1	Provide professional development on the implementation of the Math Florida Standards (MAFS) and math progressions.	\$0.00
9	G1.B2.S1.A2	Work collaboratively during common planning to unwrap the standards to create rigorous lesson plans using backwards planning.	\$0.00
10	G1.B2.S1.A3	Conduct coaching cycles on addressing prerequisite skills in the introduction and explicit instruction ("I Do").	\$0.00
11	G1.B2.S1.A4	Provide professional development for K-2 on the use of manipulatives using the Concrete Representational Abstract (CRA) instructional model.	\$0.00
12	G1.B2.S1.A5	Consistently monitor common planning (with focus on the use of lesson planning and delivery).	\$0.00
13	G1.B2.S1.A6	Provide professional development for K-2 on SAT-10 through interactive engaging activities (calendar math).	\$0.00
14	G1.B3.S1.A1	Provide PD on how to utilize pacing guides, planning cards, and resources to develop lessons aligned to standards.	\$0.00
15	G1.B3.S1.A2	Model during common planning how to select text , journal task and hands-on investigations aligned to the cognitive complexity of the standards.	\$0.00
16	G1.B3.S1.A3	Provide teachers with job embedded professional development on text decoding strategies in the content, other research based strategies, and appropriate written responses in the content.	\$0.00

## Budget Data

17	G1.B3.S1.A4	Provide PD on how to develop lessons that are scaffolded based on the instruction aligned to the cognitive complexity of the standards.	\$0.00
18	G1.B3.S1.A5	Model the delivery of instruction to targeted teachers as a result of the unwrapping the benchmark with a focus on the use of tasks and scaffolded questions in order to meet the cognitive complexity of the standard.	\$0.00
19	G1.B3.S2.A1	Provide teachers with job embedded professional development on how to align the Language Arts Florida Standards (LAFS) and the Science Next Generation Sunshine State Standards (NGSSS) that will assist in the creation of the lessons that address the cognitive complexity of the standard.	\$0.00
20	G1.B3.S2.A2	Provide teachers with job embedded professional development on text decoding strategies in the content.	\$0.00
21	G1.B3.S2.A3	During planning, select tasks that provide students for scaffolded opportunities to produce writing products that reflect the cognitive complexity of the standards as evidenced in interactive journals.	\$0.00
<b>Total:</b>			<b>\$0.00</b>