



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Liberty City Elementary School

1855 NW 71ST ST

Miami, FL 33147

305-691-8532

<http://libertycitye.dadeschools.net>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 98%
Alternative/ESE Center No	Charter School No	Minority Rate 100%

School Grades History

2013-14 F	2012-13 F	2011-12 D	2010-11 C	2009-10 C
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Focus Year 3 or more	5	Gayle Sitter

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Liberty City Elementary School

Principal

Orna Campbell

School Advisory Council chair

Tyra D. Griffin

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Orna Campbell	Principal
Tonya Moorer	Assistant Principal
Jodye Scavella	Assistant Principal
Nneka Stepney	Reading Coach
Tonya Johnson	Reading Coach
Tanysha E. Johnson	Math Coach
Barbara Taveras	Science Coach

District-Level Information

District

Dade

Superintendent

Mr. Alberto M Carvalho

Date of school board approval of SIP

12/11/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Principal-1; UTD Stewart-1; Teachers-4; Alternate Teacher-1; Parents-5; Alternate Parent-1; Business/Community Representative-3; Educational Support-1; Alternate Educational Support-1; Student-1; Alternate Student-1

Involvement of the SAC in the development of the SIP

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.

Activities of the SAC for the upcoming school year

The School Advisory Council will meet monthly to monitor, evaluate, and modify, if necessary the goals, strategies, and evaluation tools outlined in the School Improvement Plan. In addition, the School Advisory Council will provide support to all stakeholders to increase program effectiveness of instruction programs and student achievement.

Projected use of school improvement funds, including the amount allocated to each project

- Student-of-the-Month Program - \$187.00
- Parent Incentive Program - \$200.00
- Teacher Incentive Program - \$200.00
- Student Incentive Programs - \$500.00
- FCAT Motivational Pep Rally - \$200.00
- Future Educators of America Club - \$150.00
- Safety Patrol Club - \$150.00
- Chess Club - \$100.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Orna Campbell

Principal

Years as Administrator: 10

Years at Current School: 1

Credentials

Bachelors of Science - Elementary Education: Florida Memorial University
 Masters of Science- Elementary Montessori Education; Barry University
 Specialist - Educational Leadership, Nova Southeastern University;
 Doctorate - Early Childhood, Union Institute and University;
 Educational Leadership Certification – State of Florida
 Certifications –
 Elementary Education (K-6); Educational Leadership (All Levels);
 Early Childhood (ages 0-4); ESOL Endorsed

Performance Record

Campbell
 2013 – School Grade – C
 Rdg. Proficiency – 30 points
 Math Proficiency - 45 points
 Rdg. Lrg. Gains - 50 points
 Math Lrg. Gains - 50 points
 Rdg. Imp. of Lowest 25% - 51 points
 Math Imp. of Lowest 25% - 42 points
 Rdg. AMO –
 Math AMO–
 ‘12 ‘11 ‘10 ‘09
 School Grade B D F D
 High Standards Rdg. 35 49 45 51
 High Standards Math 55 62 45 52
 Lrng Gains-Rdg. 57 48 48 64
 Lrng Gains-Math 65 60 52 42
 Gains-Rdg-25% 79 50 34 71
 Gains-Math-25% 75 60 49 55

Nneka Stepney

Full-time / School-based

Years as Coach: 1

Years at Current School: 1

Areas

Reading/Literacy

Credentials

Bachelor of Arts-Elementary Education

Masters of Science - Reading K- 12

Certifications- Reading Endorsement, English for Speakers of Other Languages (ESOL) Endorsement, and Elementary Education (Grades 1-6);

Performance Record

2013 – School Grade – F

Rdg. Proficiency – 27 points

Math Proficiency – 30 points

Rdg. Lrg. Gains - 67 points

Math Lrg. Gains - 45 points

Rdg. Imp. of Lowest 25% - 72 points

Math Imp. of Lowest 25% - 45 points

Rdg. AMO –No

Math AMO–No

'12 '11 '

School Grade F A

High Standards Rdg. 31 79

High Standards Math 29 77

Lrng Gains-Rdg. 60 65

Lrng Gains-Math 49 78

Gains-Rdg-25% 64 55

Gains-Math-25% 56 71

Barbara Tavares		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Science	
Credentials	Bachelor of Arts-Elementary Education; Masters of Science - Teaching English to Students of Other Languages (TESOL); Masters of Science - Exceptional Student Education Certifications- Elementary Education (K-6), Exceptional Student Education (K-12), English for Speakers of Other Languages (ESOL) Endorsement.)	
Performance Record	2013 – School Grade – F Rdg. Proficiency – 27 points Math Proficiency – 30 points Rdg. Lrg. Gains - 67 points Math Lrg. Gains - 45 points Rdg. Imp. of Lowest 25% - 72 points Math Imp. of Lowest 25% - 45 points Rdg. AMO –No Math AMO–No ‘12 ‘11 School Grade C C High Standards Rdg. 51 69 High Standards Math 47 71 Lrng Gains-Rdg. 64 59 Lrng Gains-Math 58 59 Gains-Rdg-25% 63 45 Gains-Math-25% 65 52	

Tonya Johnson		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	Bachelor of Arts- Elementary Education Certifications- Elementary Education (Grades 1-6); Reading Endorsement; English for Speakers of Other Languages (ESOL) Endorsement; Educational Media K - 12.	
Performance Record	2013 – School Grade – D Rdg. Proficiency – 19 points Math Proficiency – 48 points Rdg. Lrg. Gain - 54 points Math Lrg. Gains- 67 points Rdg. Imp. of Lowest 25% - 66 points Math Imp. of Lowest 25% - 66 points Rdg. AMO –No Math AMO–No ‘12 ‘11 ‘10 ‘09 School Grade C C C C High Standards Rdg. 33 45 46 42 High Standards Math 49 69 67 70 Lrng Gains-Rdg. 67 56 54 58 Lrng Gains-Math 80 56 53 82 Gains-Rdg-25% 74 54 61 59 Gains-Math-25% 91 56 64 90	

Tanysha Johnson		
Full-time / School-based	Years as Coach: 1	Years at Current School: 1
Areas	Mathematics	
Credentials	Bachelor of Arts-Exceptional Student Education; Masters of Science - Curriculum & Instruction Certifications- Elementary Education (Grades 1-6); Reading Endorsement; English for Speakers of Other Languages (ESOL) Endorsement.	
Performance Record	2013 – School Grade – C Rdg. Proficiency – 39 points Math Proficiency – 58 points Rdg. Lrg. Gain - 57 points Math Lrg. Gains- 77 points Rdg. Imp. of Lowest 25% - 57 points Math Imp. of Lowest 25% - 77 points Rdg. AMO –No Math AMO–No ‘12 ‘11 ‘ School Grade B A High Standards Rdg. 56 64 High Standards Math 78 82 Lrng Gains-Rdg. 57 77 Lrng Gains-Math 73 89 Gains-Rdg-25% 57 77 Gains-Math-25% 73 90	

Classroom Teachers

# of classroom teachers	32
# receiving effective rating or higher	0%
# Highly Qualified Teachers	56%
# certified in-field	25, 78%
# ESOL endorsed	19, 59%
# reading endorsed	7, 22%
# with advanced degrees	13, 41%

National Board Certified

1, 3%

first-year teachers

2, 6%

with 1-5 years of experience

14, 44%

with 6-14 years of experience

11, 34%

with 15 or more years of experience

5, 16%

Education Paraprofessionals**# of paraprofessionals**

0

Highly Qualified

0

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Principal holds regular meetings with new teachers.

New teachers are paired with veteran staff.

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

Teachers have the opportunity to meet with grade level chairperson(s) once 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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The mentor and mentee will meet on a weekly basis in a professional learning community to discuss evident-based instructional strategies. The mentor will be given release time to observe the mentee. Time will also be given for feedback, coaching, and planning.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

RtI 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 RtI is crucial; therefore, in building our team we have considered the following:

- Administrator(s) who will ensure commitment and allocate resources;
- Instructional Coaches in all Content Areas 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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The RtI Leadership Team consists of the following: Principal, Assistant Principal, Instructional Coaches, 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.

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 Rtl 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Leadership Team will follow the steps below to monitor the fidelity of the school's MTSS and SIP:
The Leadership Team will:

1. Monitor academic and behavior data evaluating progress by addressing the following important questions:
 - What will all students learn? (curriculum based on standards)
 - How will we determine if the students have learned? (common assessments)
 - How will we respond when students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
 - How will we respond when students have learned or already know? (enrichment opportunities)
2. Gather and analyze data to determine professional development for faculty as indicated by student intervention and achievement needs.
3. Hold Weekly Leadership Team meetings and Monthly Rtl meetings to discuss students, data and the change of programs/intervention.
4. Maintain communication with staff for input and feedback, as well as updating the staff on procedures and progress.
5. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
6. Provide clear indicators of student needs and student progress, assisting in examining the validity and effectiveness of program delivery.
7. Assist with monitoring and responding to the needs of subgroups within the expectations for adequate yearly progress.
8. Monitor the fidelity of the delivery of instruction and intervention.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Data will be used to guide instructional decisions and system procedures for all students to:
adjust the delivery of curriculum and instruction to meet the specific needs of students

- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- Create student growth trajectories in order to identify and develop intervention.

Academic data will include:

- Baseline Data: Progress Monitoring and Reporting Network (PMRN) for FAIR Assessments, Florida Comprehensive Assessment Test (FCAT),
- Florida Assessments for Instruction in Reading (FAIR), FCAT benchmark assessments, student grades,

school site specific assessments

- Mid-year: Florida Assessment for Instruction in Reading (FAIR), FCAT benchmark assessments, district interims, On-Going Progress Monitoring assessments, and Progress Monitoring and Reporting Network (PMRN)

- End of the Year: FAIR, FCAT, District Interims

- Frequency of Data Days: weekly data analysis; bi weekly and monthly for revamping of instructional focus in preparation of covering all annual assessed benchmarks

Behavior Data will include:

- Student case Management System

- Detention

- Suspensions/expulsions

- Referrals by student behavior, staff behavior, and administrative context

- Office referrals per day per month

- Team climate surveys

- Attendance

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Based upon the information from http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf, but not limited to the following:

During faculty meetings provide teachers support through presentations from the School Psychologist and/or School Counselor.

Administrators are effective, actively involved, and frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.

Alignment of policies and procedures across classroom, grade, building, district, and state levels.

Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.

Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.

Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.

Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.

Ongoing data-driven professional development activities that align to core student goals and staff needs.

Communicating outcomes with stakeholders and celebrating success frequently.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 10,140

Extended learning opportunities will be available for students in grades Kindergarten – Fifth for 57 weeks. Extended learning opportunities will include tutoring in literacy, math and hands-on science workshops for 1 hour before school and 2 hours after school.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

Quarterly Assessments

Who is responsible for monitoring implementation of this strategy?

21st CCLC Project Director, Lead Teacher, and Teacher

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Orna Campbell	Principal
Tonya Moorer	Assistant Principal
Jodye Scavella	Assistant Principal
Nneka Stepney	Reading Coach-Primary
Tonya Johnson	Reading Coach-Intermediate

How the school-based LLT functions

The function of the Literacy Leadership Team (LLT) is to build capacity of reading knowledge within the school building and focus on areas of literacy concerns school-wide. The principal, assistant principal, grade level chairs, content area teachers, and community involvement specialist will meet at least once a month. In addition, the LLT will also attend grade level meetings to analyze student data and to ensure that student data reports will be disaggregated and an instructional analysis will be provided to teachers based on students learning gains. 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 where students are not producing learning gains.

Major initiatives of the LLT

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.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	27%	No	61%
American Indian		0%		
Asian		0%		
Black/African American	55%	26%	No	60%
Hispanic		40%		
White		0%		
English language learners		0%		
Students with disabilities	48%	0%	No	53%
Economically disadvantaged	56%	27%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	17%	42%
Students scoring at or above Achievement Level 4	15	9%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	0%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		67%	70%
Students in lowest 25% making learning gains (FCAT 2.0)		72%	75%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		40%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		16%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	16	26%	33%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	[data excluded for privacy reasons]		0%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	57%	30%	No	61%
American Indian		0%		
Asian		0%		
Black/African American	56%	30%	No	60%
Hispanic		40%		
White		0%		
English language learners		0%		
Students with disabilities	43%	8%	No	49%
Economically disadvantaged	56%	31%	No	60%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	31	18%	40%
Students scoring at or above Achievement Level 4	21	12%	21%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		45%	51%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		45%	51%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	<i>[data excluded for privacy reasons]</i>		19%
Students scoring at or above Achievement Level 4	<i>[data excluded for privacy reasons]</i>		5%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	0		0
Participation in STEM-related experiences provided for students	0	0%	0%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	38	7%	6%
Students retained, pursuant to s. 1008.25, F.S.	42	10%	9%
Students who are not proficient in reading by third grade	52	84%	76%
Students who receive two or more behavior referrals	62	14%	13%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	8	2%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parent Involvement Plan (PIP) completed and submitted online.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** All teachers will implement effective instructional planning and delivery aligned to standards through the gradual release model including strategies and accommodations for ELL and SWD students.
- G2.** All teachers will increase student performance through effective delivery of the writing process using an instructional framework across the curriculum.
- G3.** To decrease the number of students at risk due to attendance patterns.

Goals Detail

G1. All teachers will implement effective instructional planning and delivery aligned to standards through the gradual release model including strategies and accommodations for ELL and SWD students.

Targets Supported

- All Areas
- Reading (FAA, Postsecondary Readiness)
- Math (Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science - Elementary School
- STEM
- STEM - High School
- CTE
- Additional Targets

Resources Available to Support the Goal

- Accelerated Reader, Wonder Works Intervention, SAXON Intervention, Reading Plus, FCAT Explorer, Riverdeep (Destination Reading) SuccessMaker, i-Ready, Gizmos, JJ Bootcamp, Coaching Cycle, and Easy CBM.

Targeted Barriers to Achieving the Goal

- Teachers new to grade level lack content knowledge to effectively plan and consistently deliver standards based instructional lessons.
- Teachers have not fully embraced and implemented the gradual release model.
- Differentiated instruction lessons/materials are not aligned to student data resulting in ineffective grouping of students.

Plan to Monitor Progress Toward the Goal

Teacher and Coaches feedback

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Observation of teachers. Classroom walkthrough documentation

G2. All teachers will increase student performance through effective delivery of the writing process using an instructional framework across the curriculum.

Targets Supported

- Writing
- Science - Elementary School

Resources Available to Support the Goal

- Baseline writing assessments, ETO Writing at a Glance, writing journals, writing professional developments opportunities, ETO Curriculum Support, Instructional Coaches, Write Score program, and Reading Plus (writing component).

Targeted Barriers to Achieving the Goal

- Lack of teacher knowledge and skill in reference to incorporating the writing process across the curriculum.

Plan to Monitor Progress Toward the Goal

Monthly writing data tracking report, Writing/Reading DI groups, and student writing journals.

Person or Persons Responsible

Teacher, instructional coaches, and writing CSS

Target Dates or Schedule:

On going

Evidence of Completion:

Data tracking report, lesson plans, and student writing journals.

G3. To decrease the number of students at risk due to attendance patterns.

Targets Supported

- Parental Involvement
- EWS - Elementary School

Resources Available to Support the Goal

- Attendance Reports, Progress Reports, Behavioral Referrals, Student Code of Conduct, Parent/Teacher Communication Logs Community Involvement Specialist, Guidance Counselor, Parent Calendars/Communication/Events

Targeted Barriers to Achieving the Goal

- Lack of parental knowledge and involvement regarding attendance policies and procedures.
- Lack of teacher participation in the attendance process (following-up with parents and providing make-up work).

Plan to Monitor Progress Toward the Goal

Monitor attendance reports

Person or Persons Responsible

Administration, teachers, and registrar

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Attendance records

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers will implement effective instructional planning and delivery aligned to standards through the gradual release model including strategies and accommodations for ELL and SWD students.

G1.B1 Teachers new to grade level lack content knowledge to effectively plan and consistently deliver standards based instructional lessons.

G1.B1.S1 Provide common planning time for teachers to collaborate and prepare lesson plans aligned to standards using the gradual release model.

Action Step 1

Provide professional development on lesson plans and delivery to include explicit instruction on the Gradual Release model.

Person or Persons Responsible

Instructional Coaches, ETO Curriculum Support

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, Agenda from Common planning and professional development meetings

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

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

Person or Persons Responsible

Instructional Coaches, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

Administration and Instructional Coaches,

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, Classroom walkthrough documentation.

G1.B1.S2 Implement the coaching cycle for teachers new to the grade level.

Action Step 1

Instructional Coaches implements coaching cycles for teachers new to grade levels.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

September 2013 - December 2013

Evidence of Completion

Coaches Log and calendars, coaches cycle documentation, planning agendas and administration walk through.

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Monitor coaching logs and calendars, coaching cycle debriefing , weekly lesson plans.

Person or Persons Responsible

Administration and instructional Coaches

Target Dates or Schedule

September 2013 - December 2013

Evidence of Completion

Administration walk through documentation.

Plan to Monitor Effectiveness of G1.B1.S2

Ensure Instructional Coaches are implementing coaching cycle.

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Common planning sign in sheets, agenda, lesson plans and classroom walkthrough

G1.B2 Teachers have not fully embraced and implemented the gradual release model.

G1.B2.S1 Provide professional development on the gradual release model.

Action Step 1

Professional development sessions on implementing the gradual release model.

Person or Persons Responsible

Instructional Coaches, ETO curriculum Support Team

Target Dates or Schedule

Ongoing as needed

Evidence of Completion

Professional development sign-in rosters, Professional development deliverables, home learning activity.

Facilitator:

Tonya Johnson and Ms. Stepney

Participants:

Teachers and administration

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

Professional development session on implementing the gradual release model

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

Ongoing as needed

Evidence of Completion

Agenda, sign-in rosters from professional development session. Classroom walkthrough

Plan to Monitor Effectiveness of G1.B2.S1

Professional development session on implementing the gradual release model.

Person or Persons Responsible

Administration and Instructional Coaches

Target Dates or Schedule

Ongoing as needed

Evidence of Completion

Agenda, sign-in rosters from professional development session. Feedback from teachers, Classroom walkthrough

G1.B3 Differentiated instruction lessons/materials are not aligned to student data resulting in ineffective grouping of students.

G1.B3.S1 Differentiated Instruction Professional Development Opportunities for teachers.

Action Step 1

Differentiated Instruction Professional Development

Person or Persons Responsible

Instructional Reading Coaches

Target Dates or Schedule

October 9, 2013

Evidence of Completion

Sign in sheet, Agenda, and Power Point Presentation.

Facilitator:

T. Johnson and N. Stepney (Instructional Reading Coaches)

Participants:

Teachers and Administration.

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

Administrative Walkthrough/Observation and Instructional Coaches Walk Through

Person or Persons Responsible

Instructional Coaches and Administration

Target Dates or Schedule

On going

Evidence of Completion

Coach's logs/calendars, planning agendas, coaching and administration documentation

Plan to Monitor Effectiveness of G1.B3.S1

Quarterly Interim Assessments, weekly skills test, on going progress monitoring assessment, and intervention

Person or Persons Responsible

Instructional coaches, teachers, and administration

Target Dates or Schedule

on going

Evidence of Completion

Assessment data and weekly lesson plans

G1.B3.S2 Teacher Data Chats during common planning time to identify the educational needs of students in order to differentiate appropriately.

Action Step 1

Conduct data chats with teachers during planning to monitor Differentiation Groups.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

On Going

Evidence of Completion

Planning agendas/logs, lesson plans, and coaching logs/calendars

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

Differentiated Instruction (DI) planning meeting and administration/instructional coach walk through

Person or Persons Responsible

Instructional coaches and administration

Target Dates or Schedule

on going

Evidence of Completion

Planning agenda and coach's documentation

Plan to Monitor Effectiveness of G1.B3.S2

Quarterly interim assessment, weekly FCAT benchmark assessments, on going progress monitoring, and intervention data

Person or Persons Responsible

Instructional Coaches and Administration

Target Dates or Schedule

on going

Evidence of Completion

Assessment data,coach's documentation, and planning sheet/agenda

G1.B3.S3 Instructional Coaches will support teachers with selecting materials that align to student data.

Action Step 1

Coaches will assist and support teachers with selecting materials that align to student data to meet the needs of each student in their classroom.

Person or Persons Responsible

Instructional coaches

Target Dates or Schedule

on going

Evidence of Completion

Planning logs and agenda and coach's log and calendar

Plan to Monitor Fidelity of Implementation of G1.B3.S3

Regular Data chats, planning meeting, and classroom support

Person or Persons Responsible

Instructional coaches

Target Dates or Schedule

on going

Evidence of Completion

Data Chat documentation, planning meeting agenda, and coach's log and calendars

Plan to Monitor Effectiveness of G1.B3.S3

Assessment Data, Data Analysis worksheet, DI grouping template, and lesson plans

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

on going

Evidence of Completion

Planning agenda, lesson plans, and DI grouping template

G2. All teachers will increase student performance through effective delivery of the writing process using an instructional framework across the curriculum.

G2.B1 Lack of teacher knowledge and skill in reference to incorporating the writing process across the curriculum.

G2.B1.S1 Writing Professional Development opportunities.

Action Step 1

Provide a Writing Professional Development on the writing process and instructional framework across the curriculum for all writing teachers.

Person or Persons Responsible

Instructional Coaches and Writing CSS

Target Dates or Schedule

September 2013

Evidence of Completion

Agenda and sign in sheet

Facilitator:

Writing CSS

Participants:

Writing Teacher

Action Step 2

Work collaboratively during planning to develop lessons that are aligned to Writing at a Glance, common core standards and the Instructional Framework for writing.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

On going

Evidence of Completion

Planning agendas, lesson plans, and student journals

Plan to Monitor Fidelity of Implementation of G2.B1.S1

Writing Monthly Assessment and Student Writing Journals

Person or Persons Responsible

Instructional and Primary Coach and Teachers

Target Dates or Schedule

On going

Evidence of Completion

Writing Assessment Data report, lesson plans and student journals

Plan to Monitor Effectiveness of G2.B1.S1

ETO Monthly writing tracking report and lesson plans

Person or Persons Responsible

Teachers and primary and instructional reading coach

Target Dates or Schedule

Weekly

Evidence of Completion

Writing Tracking report, monthly writing assessments, and student journals

G2.B1.S2 Writing support from Instructional Coaches and Writing CSS.

Action Step 1

Instructional Coaches will support teachers through implementation of the coaching cycle in writing.

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

On going

Evidence of Completion

Lesson plans, student journals, and coaching log and calendar

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Coaching Cycle (Writing)

Person or Persons Responsible

Instructional Coaches

Target Dates or Schedule

On Going (September-December 2013)

Evidence of Completion

Lesson plan, Planning agendas, coach's log and calendar

Plan to Monitor Effectiveness of G2.B1.S2

Monthly assessments, Monthly writing data tracking chart, and writing journal and lesson plans

Person or Persons Responsible

Teacher and Instructional Coaches

Target Dates or Schedule

On going

Evidence of Completion

Coach's log/calendar, monthly assessment and monthly writing data tracking chart, and students writing trackers

G3. To decrease the number of students at risk due to attendance patterns.

G3.B1 Lack of parental knowledge and involvement regarding attendance policies and procedures.

G3.B1.S1 Address attendance issues and concerns at monthly parent workshops.

Action Step 1

Invite parents to monthly events and activities as a means of communicating to parents school wide issues and concerns.

Person or Persons Responsible

Community Involvement Specialist, Counselor and Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in sheets from monthly parent activities. Community Involvement Specialists communication logs, Counselor communication log.

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Monitor daily attendance reports

Person or Persons Responsible

Administration, Community Involvement Specialist, Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Parent sign in sheets, District attendance reports.

Plan to Monitor Effectiveness of G3.B1.S1

Monitor attendance reports

Person or Persons Responsible

Register, Community Involvement Specialist and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

District attendance reports, electronic gradebooks reports

G3.B1.S2 Recognize students with perfect attendance at monthly and quarterly parent activities and events.

Action Step 1

Incorporate recognition of student attendance at monthly parent activities and events.

Person or Persons Responsible

Administration, Counselor and Teachers

Target Dates or Schedule

Monthly

Evidence of Completion

District attendance reports, sign-in sheets from activities

Plan to Monitor Fidelity of Implementation of G3.B1.S2

Ensure students are recognized for perfect attendance during monthly at parent activities and events.

Person or Persons Responsible

administration, Community Involvement Specialist and Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in sheets from events, certificates

Plan to Monitor Effectiveness of G3.B1.S2

Monitor daily attendance rosters

Person or Persons Responsible

Administration, Community Involvement Specialist, Counselor

Target Dates or Schedule

Monthly

Evidence of Completion

Sign in sheets from events, certificates

G3.B2 Lack of teacher participation in the attendance process (following-up with parents and providing make-up work).

G3.B2.S1 Incorporate a school wide attendance program to increase daily attendance.

Action Step 1

Daily monitoring of classroom attendance.

Person or Persons Responsible

Registrar, classroom teachers, and media specialist

Target Dates or Schedule

Daily and on going

Evidence of Completion

Daily attendance tracking sheet and attendance shout outs during morning announcements

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Ensure that daily attendance is recorded electronically.

Person or Persons Responsible

Teachers, administration and registrar

Target Dates or Schedule

Daily and ongoing

Evidence of Completion

Electronic gradebook and district attendance reports

Plan to Monitor Effectiveness of G3.B2.S1

Attendance bulletin to monitor student attendance. This will be used to facilitate our school wide quarterly attendance awards assemblies.

Person or Persons Responsible

Teachers, administration, and registrar

Target Dates or Schedule

Daily and quarterly (on going)

Evidence of Completion

Attendance records and awards/certificates

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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), serve as 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 life of the school 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, available in English, Spanish and Haitian-Creole, 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 CHESS (as appropriate); Supplemental Educational Services; 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 school) 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 two percent, are provided services to ensure that all ELL students requiring additional remediation are assisted through after school programs or summer school.

Title III funds are used 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.
- Project Upstart will be proposing a 2011 summer academic enrichment camp for students in several homeless shelters in the community, pending funding.
- 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. All teachers will implement effective instructional planning and delivery aligned to standards through the gradual release model including strategies and accommodations for ELL and SWD students.

G1.B2 Teachers have not fully embraced and implemented the gradual release model.

G1.B2.S1 Provide professional development on the gradual release model.

PD Opportunity 1

Professional development sessions on implementing the gradual release model.

Facilitator

Tonya Johnson and Ms. Stepney

Participants

Teachers and administration

Target Dates or Schedule

Ongoing as needed

Evidence of Completion

Professional development sign-in rosters, Professional development deliverables, home learning activity.

G1.B3 Differentiated instruction lessons/materials are not aligned to student data resulting in ineffective grouping of students.

G1.B3.S1 Differentiated Instruction Professional Development Opportunities for teachers.

PD Opportunity 1

Differentiated Instruction Professional Development

Facilitator

T. Johnson and N. Stepney (Instructional Reading Coaches)

Participants

Teachers and Administration.

Target Dates or Schedule

October 9, 2013

Evidence of Completion

Sign in sheet, Agenda, and Power Point Presentation.

G2. All teachers will increase student performance through effective delivery of the writing process using an instructional framework across the curriculum.

G2.B1 Lack of teacher knowledge and skill in reference to incorporating the writing process across the curriculum.

G2.B1.S1 Writing Professional Development opportunities.

PD Opportunity 1

Provide a Writing Professional Development on the writing process and instructional framework across the curriculum for all writing teachers.

Facilitator

Writing CSS

Participants

Writing Teacher

Target Dates or Schedule

September 2013

Evidence of Completion

Agenda and sign in sheet

Appendix 2: Budget to Support School Improvement Goals