Liberty City Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Liberty City Elementary School

1855 NW 71ST ST, Miami, FL 33147

http://libertycitye.dadeschools.net

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

The staff and community of Liberty City Elementary, in partnership with families and the community, is dedicated to providing an educational foundation for students that 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 is 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 Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Johnson, Lamar	Principal	As the school's principal, Mr. Johnson implements the mission and shapes a vision for academic success for all students by providing strong leadership, fostering a positive school culture, and supervising staff. As the instructional leader Mr. Johnson's responsibilities include ensuring curriculum alignment, monitoring student progress, analyzing data, and supporting professional development for teachers.Mr. Johnson establishes high expectations for all students, and ensures that the school-based team is implementing Multi-Tiered System of Supports (MTSS).
Jhones, Lindsey	Assistant Principal	As the Assistant Principal, Ms. Jhones works in collaboration with the principal in implementing the vision and mission for the school, as well as overall administration of instructional programs and campus level operations. Furthermore, Ms. Jhones coordinates assigned student activities and services. She ensures fidelity of the MTSS monitoring process by evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development with faculty needs.
Covelli, Christina	Assistant Principal	As the Assistant Principal, Ms. Covelli works in collaboration with the principal in implementing the vision and mission for the school. She ensures fidelity of the MTSS monitoring process by evaluating the following: instructional staff's implementation of tiered instruction, process of administering assessments, and the alignment of professional development with faculty needs.
Hamil, Jasma	Reading Coach	As the Intermediate Literacy coach, Ms. Hamil provides direct instructional services related to improving and supporting classroom instruction. Ms. Hamil utilizes the teacher-coach collaboration model to support teachers in effective evidenced–based instructional strategies that will improve students' academic success.
Holmes, Samelia	Reading Coach	As the Primary Literacy coach, Ms. Holmes provides direct instructional services related to improving and supporting classroom instruction. Ms. Holmes utilizes the teacher coach collaboration model to support teachers in effective evidenced–based instructional strategies that will improve students' academic success.
Scott, Melinda	Math Coach	As the Mathematics coach, Mrs. Scott provides direct instructional services related to improving and supporting classroom instruction. Mrs. Scott utilizes the teacher-coach collaboration model to support teachers in effective evidenced–based instructional strategies that will improve students' academic success.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Liberty City Elementary School relies on stakeholder input during the development of the School Improvement Process. As part of the effort to promote school improvement and educational accountability, Liberty City Elementary School conducts an annual school climate survey of students, parents, and teachers/staff. Data from this survey is reviewed by the school's leadership team and used in the development of the school improvement goals. After the development of the school improvement plan, the plan is reviewed and approved cooperatively by the school's EESAC committee (administrators, teachers, parents, students, business/community representatives, and UTD designated steward). This process is repeated throughout the year as new action steps are added to the areas of focus.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school improvement plan is regularly monitored for effective implementation and impact on increasing the achievement of students through school Impact Review. The Impact Review is a collaborative process between the School Leadership Team (SLT) and the Education Transformation Office (ETO). The purpose of this process is to examine the implementation of the Areas of Focus within the School Improvement Plan and to observe key components within the Framework of Effective Instruction. Feedback and recommendations from the Impact Review is used to make instructional shifts and develop the action steps for the next phase of the School Improvement Plan.

The effectiveness of the school improvement plan will be monitored through a multifaceted approach that encompasses administrative classroom walkthroughs, progress monitoring, collaborative planning, and coaching support. Administrative classroom walkthroughs will provide an invaluable real-time snapshot of teaching and learning practices, enabling administrators to identify strengths and areas for improvement. On-going Progress monitoring will involve the systematic tracking of student achievement data to gauge the plan's impact over time, ensuring that adjustments can be made as needed. Collaborative planning sessions will facilitate ongoing dialogue among educators, allowing for the exchange of ideas, strategies, and best practices to optimize plan implementation. Lastly, coaching support will offer educators personalized guidance and professional development opportunities, fostering their growth and alignment with the plan's goals. This comprehensive monitoring framework will ensure that our school improvement plan enhances the educational experience for all students.

By consistently monitoring the School Improvement Plan, analyzing data, involving stakeholders, providing professional development, and revising the plan as needed, we can ensure continuous improvement and work towards closing the achievement gap for all students, particularly those who are historically underserved.

Demographic Data	
2023-24 Status (per MSID File)	Active

School Type and Grades Served (per MSID File)	Other School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	100%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	17	10	9	18	11	7	0	0	0	72
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	12	5	2	0	0	0	0	19
Course failure in Math	0	0	8	7	3	0	0	0	0	18
Level 1 on statewide ELA assessment	0	0	0	14	11	6	0	0	0	31
Level 1 on statewide Math assessment	0	0	0	12	10	8	0	0	0	30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	9	7	16	29	18	12	0	0	0	91

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	11	17	10	7	0	0	0	45

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	6	0	0	0	0	0	6
Students retained two or more times	0	0	1	0	2	1	0	0	0	4

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	2	9	7	12	5	7	0	0	0	42
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	9	4	2	0	0	0	0	19
Course failure in Math	0	2	6	3	5	5	0	0	0	21
Level 1 on statewide ELA assessment	0	0	0	3	5	12	0	0	0	20
Level 1 on statewide Math assessment	0	0	0	3	9	12	0	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	8	21	7	15	0	0	0	56

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	4	8	5	8	11	0	0	0	39

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	4	2	5	0	0	0	0	0	15
Students retained two or more times	0	0	1	2	0	0	0	0	0	3

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	2	9	7	12	5	7	0	0	0	42
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	9	4	2	0	0	0	0	19
Course failure in Math	0	2	6	3	5	5	0	0	0	21
Level 1 on statewide ELA assessment	0	0	0	3	5	12	0	0	0	20
Level 1 on statewide Math assessment	0	0	0	3	9	12	0	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	8	21	7	15	0	0	0	56

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	3	4	8	5	8	11	0	0	0	39

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	4	2	5	0	0	0	0	0	15
Students retained two or more times	0	0	1	2	0	0	0	0	0	3

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

District and State data will be uploaded when available.

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	36			34			34		
ELA Learning Gains	50			40			64		
ELA Lowest 25th Percentile	60						79		
Math Achievement*	23			33			56		
Math Learning Gains	47			23			57		
Math Lowest 25th Percentile	76						32		
Science Achievement*	26			14			34		

Accountability Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
Social Studies Achievement*									
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	33			24			73		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	351
Total Components for the Federal Index	8
Percent Tested	98
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	3	
ELL	32	Yes	1	
AMI				
ASN				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
BLK	48			
HSP	35	Yes	1	
MUL				
PAC				
WHT				
FRL	44			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	36	50	60	23	47	76	26					33
SWD	29	46		6	54							
ELL	36			27								33
AMI												
ASN												
BLK	35	54	64	21	48	80	32					
HSP	38	30		38	40							31
MUL												
PAC												
WHT												
FRL	35	49	60	24	46	75	24					38

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	34	40		33	23		14					24
SWD	19			14								
ELL	15			27								24

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	35	32		32	5		9					
HSP	29			42								27
MUL												
PAC												
WHT												
FRL	34	41		34	23		14					24

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	34	64	79	56	57	32	34					73
SWD	50	76	77	32	24	18	0					
ELL												73
AMI												
ASN												
BLK	34	63	78	53	55	25	32					
HSP	29			64								77
MUL												
PAC												
WHT												
FRL	33	63	78	55	57	33	34					71

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

School, District and State data will be uploaded when available.

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

When analyzing the 2022-2023 FAST PM3 data, the data component that showed the lowest performance was 3rd Grade ELA. The contributing factors that led to last year's low performance were the teacher was new to the district and grade level, incoming student readiness level, growing ESE/ ELL population (6 ELL students, 9 ESE students), new grade-level benchmarks, student's unfinished learning from previous grades due to the pandemic and inconsistency in teaching staff. The low performance in 3rd grade ELA was also evident in topic assessments and the i-Ready AP2 data (21% of students on grade-level or above).

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

When analyzing the 2022-2023 FAST PM3 data, the data component that showed the greatest decline from the prior year was 3rd Grade ELA (21-22 44% proficiency; 22-23 26%proficiency). The contributing factors that led to this decline were changes to the teacher assignment (previous year's teacher was moved to a different grade level), the teacher was new to the district and grade level, incoming student readiness level, growing ESE/ ELL population (6 ELL students, 9 ESE students), new grade-level benchmarks, student's unfinished learning from previous grades due to the pandemic and inconsistency in teaching staff.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was 3rd grade ELA proficiency (-24% difference from state average). The contributing factors that led to this deficit were the teacher was new to the district and grade level, incoming student readiness level, growing ESE/ ELL population (6 ELL students, 9 ESE students), new grade-level benchmarks, student's unfinished learning from previous grades due to the pandemic and inconsistency in teaching staff. The low performance in 3rd grade ELA was also evident in topic assessments and the i-Ready AP2 data (21% of students on grade-level or above).

Which data component showed the most improvement? What new actions did your school take in this area?

When analyzing the 2022-2023 FAST PM3 data, the data component that showed the most improvement from the prior year was 3rd-5th grade math (21-22 23% proficiency; 22-23 51%proficiency). The new actions that led to the improvements in math proficiency were targeted small group instruction (push-in/ pull-out), incorporation of conceptual understandings during math lessons, math fluency practice during extended learning opportunities and direct instruction from the mathematics coach.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

When reviewing the EWS data, the following are areas of concern:
• Student Attendance (there were 31 students with 11-15 absences, 78 students with 16-30 absences, and 15 students with 31+ absences.)
• Student Discipline (there were 71/208 students with 1 referral or more referrals for the 2022-2023 school year.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The highest priorities for school improvement in the upcoming school year are as follows:
1. 3rd Grade ELA- ensuring that the teacher understands, knows the demands of the standards, and receives appropriate coaching support.
2. ELL Support- due to the growing ELL population we must prioritize providing the teachers with appropriate strategies to support ELL students. We must also prioritize hiring bilingual interventionist to further support the ELL students during Tier 2 and Tier 3 intervention.
3. 4th and 5th Grade Writing- this year students must be prepared to respond to writing tasks as well as type their responses due to online testing.
4. Student Attendance- Students can't learn if they are not in school, therefore we must prioritize student attendance monitoring.

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Instructional Coaching/Professional Learning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM3 data, 26% of 3rd grade students were proficient in ELA as compared to the state average of 50% and district average of 51%. Based on the data, and the identified contributing factors of new teacher to district and grade level, incoming student's readiness levels, growing ESE/ ELL population, new grade-level benchmarks, and student's unfinished learning in previous grades due to inconsistency in teachers. We will implement the targeted element of instructional coaching/ professional learning.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of Instructional support/ coaching, 3rd grade ELA proficiency will increase by 10 percentage points on the FAST PM3 assessment during the 2023-2024 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Instructional coaching/ support will be monitored through the use of the coaching cycles and collaborative planning. The coaches will document the support provided to teachers in the one drive folder and administration will review weekly to determine progress of the coaching cycle and make instructional shifts as needed.

Person responsible for monitoring outcome:

Lamar Johnson (pr2981@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Instructional support/ coaching is when teachers work together to set a measurable goal to improve instructional outcomes. Coaching cycles focus on the identified goal and increases the achievement and engagement of every student by bringing out the best performance of every teacher. Coaches use both student-centered and teacher-centered methods to help teachers improve the decisions they make about their instructions.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

According to the 2022-2023 FAST PM3 data, 26% of 3rd grade students were proficient in ELA as compared to the state average of 50% and district average of 51%. Based on the data, and the identified contributing factors there is a need to provide targeted support and coaching to the ELA teacher to increase teaching capacity to improve student outcomes. As a result of implementing this intervention there will be an 5% increase in student proficiency in ELA, Math and Science on statewide assessments.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

During the first month of school the instructional coach, teacher, and administrator will meet to identify coaching needs to establish coaching cycles. As a result, teacher areas of growth will be identified and tiered for coaching support.

Person Responsible: Lamar Johnson (pr2981@dadeschools.net)

By When: (08/14/23-09/29/23)

Administration will collaborate with teachers and instructional coaches to set clear and achievable instructional goals based on the teacher needs. As a result, teacher needs will be tiered for coaching support.

Person Responsible: Lamar Johnson (pr2981@dadeschools.net)

By When: (08/14/23-09/29/23)

The leadership team will develop individualized coaching plans for each teacher, outlining the coaching process, objectives, strategies, and timeline. As a result, teacher needs will be tiered for coaching support/cycles.

Person Responsible: Lindsey Jhones (ljhones@dadeschools.net)

By When: (08/14/23-09/29/23)

The leadership team will schedule regular one-on-one coaching sessions between coaches and teachers to discuss progress, challenges, and strategies. As a result, these sessions will serve to provide feedback, offer guidance, and facilitate reflective discussions to improve instructional capacity.

Person Responsible: Lindsey Jhones (ljhones@dadeschools.net)

By When: (08/14/23-09/29/23)

#2. Instructional Practice specifically relating to Intervention

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 FAST PM3 data, 39% of the students in grades 3-5 are proficient in ELA, 51% of the students in grades 3-5 are proficient in Math, and 30% of the 5th grade students are proficient in science. Based on the data, and the identified contributing factors of new teachers to district and grade level, new grade-level benchmarks, and student's unfinished learning in previous grades due to inconsistency in teachers. We will implement the targeted element of interventions to build teacher's instructional capacity to address the critical need of overall proficiency in ELA, Math and Science.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of benchmark-aligned instruction, ELA proficiency will increase by 5 percentage points and math proficiency will increase 5 percentage points, on the FAST PM3 assessment during the 2023-2024 school year. Science proficiency will increase by 3 percentage points on the Statewide Science Assessment.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Leadership Team members and Administration will monitor the implementation of interventions through administrative walkthroughs and data chats. Administration will schedule opportunities throughout the school year for teachers/interventionist to participate in Collaborative Planning and data chats. Daily small group Tier 2 and Tier 3 interventions will be implemented for students in need. Teachers will deliver the planned intervention lessons with fidelity to target student needs. Students will show evidence of mastering the interventions through their work samples/tasks and OPM scores as evident in their intervention folders. Administration will conduct walkthroughs and provide feedback to teachers/ coaches as needed.

Person responsible for monitoring outcome:

Lamar Johnson (pr2981@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Intervention is a strategy used to teach a new skill, build fluency in a skill, or encourage a child to apply an existing skill to new situations or settings.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Intervention is designed to meet the individual needs of students within a small group setting and provides students with an opportunity to increase reading, writing, test taking, and study skills at their instructional level. The pace of instruction is modified to allow for different rates of learning. Due to our high number of tier 2 and tier 3 students in reading and math we anticipate that teaching students how to connect new knowledge to what is already known through targeted instruction will decrease those deficiencies as evidenced by iReady diagnostic data and FAST assessments.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The school's leadership team will identify students in need of Tier 2 and Tier 3 interventions in reading and math. As a result, students will be grouped based on need for small group intervention.

Person Responsible: Lamar Johnson (pr2981@dadeschools.net)

By When: (08/14/23-9/29/23)

The instructional coaches will train on instructional staff on the intervention program implementation for the 2023-2024 school year. As a result, all instructional staff will be fully prepared to provide direct intervention instruction to their respective student group.

Person Responsible: Jasma Hamil (jhamil@dadeschools.net)

By When: (08/14/23-9/29/23)

The instructional coaches will ensure intervention is taking place with fidelity and small group settings. As a result, all interventionist and teachers providing the intervention instruction will use the appropriate resources and deliver the lessons correctly with all the components that are required.

Person Responsible: Melinda Scott (276194@dadeschools.net)

By When: (08/14/23-9/29/23)

Administration will conduct intervention walkthroughs and provide feedback to teachers/ coaches as need. As a result, feedback for improvement will be used to make instructional shifts as needed.

Person Responsible: Lamar Johnson (pr2981@dadeschools.net)

By When: (08/14/23-9/29/23)

#3. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 ESSA Subgroup data, the English language learners, students with disabilities, and Hispanic students subgroups performed below the required amount of 41%. Based on the data, we will implement English Language Learners strategies to address low-performing subgroups.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of English Language Learners strategies, an additional 5% of the ELL students will score at grade level or above in the areas of ELA, Math and Science as evidenced on state assessments.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The leadership team will monitor the implementation of English Language Learners strategies by: collecting relevant data on ELL students, including language proficiency assessments, standardized test scores, classroom performance, and attendance records, monitoring ELL students academic performance through assignments, tests, and coursework to track improvements over time, and providing ongoing professional development to teachers to enhance their skills in supporting ELL students.

Person responsible for monitoring outcome:

Lamar Johnson (pr2981@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

English Language Learners (ELL) Strategies refers to the processes and actions that are consciously deployed to language learners to help them learn or use a language more effectively. They have also been defined as thoughts and actions, consciously chosen by language learners to assist them in carrying out a variety of tasks from the very onset of learning to the most advanced levels of target language performance. The use of technology can be utilized to incorporate visuals, video, audio, etc. to assist English Language Learners.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Effective monitoring of English Language Learners strategies ensures that the unique needs of English Language Learners are met, leading to improved language proficiency, academic achievement, and overall success in the school environment.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration will promote inclusive classroom practices that foster a sense of belonging for ELL students and encourage their active participation. As a result, teachers will address the diverse student needs, ultimately enhancing the quality of education and ensuring equitable opportunities for all learners.

Person Responsible: Lamar Johnson (pr2981@dadeschools.net)

By When: (08/14/23-09/29/23)

Instructional staff will participate in ongoing professional development for teachers and staff on effective ELL strategies, cultural sensitivity, language acquisition, and differentiated instruction. As a result, teaching with ELL strategies will yield improved language acquisition and comprehension among English Language Learners, leading to increased academic success and confidence in these students.

Person Responsible: Jasma Hamil (jhamil@dadeschools.net)

By When: (08/14/23-09/29/23)

Instructional staff will plan for differentiated instruction that addresses varying language proficiency levels and learning styles within the ELL classroom. As a result, ELL students will have a more personalized and effective learning experience, enabling ELL students to progress at their own pace and meet their unique language development needs.

Person Responsible: Jasma Hamil (jhamil@dadeschools.net)

By When: (08/14/23-09/29/23)

Extended learning opportunities will be provided to ELL students who need additional support with a focus on language development and academic skills. As a result, ELL students will receive the additional practice and exposure to language, enabling them to further develop their English skills and succeed on grade-level work.

Person Responsible: Lindsey Jhones (ljhones@dadeschools.net)

By When: (08/14/23-09/29/23)

#4. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 EWS data, student attendance in an area of focus; students cannot learn if they are not in school., therefore we must prioritize student attendance monitoring and incentives. During the 22-23 school year, there were 31 students with 11-15 absences, 78 students with 16-30 absences, and 15 students with 31+ absences. Based on the data and contributing factors of excessive truancy on student academic performance, we will implement attendance initiatives.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we implement a school-wide attendance initiatives, we will be able to increase student attendance at Liberty City Elementary as evidenced by a 10% reduction in the percentage of students with 11 or more days absent during the 2023-2024 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Student attendance initiatives will be monitored by the school attendance review committee. An Attendance Review Committee is a multidisciplinary team responsible for monitoring and addressing student attendance issues in a school or educational institution. The committee's primary goal is to promote regular attendance, identify root causes of absenteeism, and implement targeted interventions to support students in improving their attendance. The responsibilities of the committee will include identifying targeted students, conducting appropriate interventions, monitor attendance progress, providing attendance incentives, etc.

Person responsible for monitoring outcome:

Lamar Johnson (pr2981@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Strategic Attendance Initiatives involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Strategic attendance initiatives are essential for fostering a positive and productive learning environment, promoting student success, and contributing to overall school improvement. Establishing an Attendance Review Committee demonstrates a commitment to addressing attendance challenges and promoting a positive school environment that values consistent student attendance. The committee's efforts can contribute to improved student outcomes and create a supportive network to address attendance-related issues effectively.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration will identify and train members of the 2023-2024 attendance review committee on the attendance monitoring initiatives for the school year. Administration will ensure representation from various grade levels, subject areas, and relevant school departments. As a result, all attendance committee members will be fully trained on the attendance monitoring procedures as well as the roles and responsibilities of each committee member.

Person Responsible: Lamar Johnson (pr2981@dadeschools.net)

By When: (08/14/23-09/29/23)

The attendance review committee will develop a monthly meeting schedule to discuss and address truancy concerns. As a result, committee members roles and responsibilities are and reminder calendar invites will be placed on all committee members email.

Person Responsible: Lindsey Jhones (ljhones@dadeschools.net)

By When: (08/14/23-09/29/23)

The attendance review committee will establish schoolwide attendance incentives to motivate students to come to school on time daily. As a result, monthly attendance incentives will be implemented to reward students for attending school.

Person Responsible: Lindsey Jhones (ljhones@dadeschools.net)

By When: (08/14/23-09/29/23)

The attendance review committee will establish communication protocols for sharing attendance data, intervention plans, and progress updates with parents/guardians. The committee will also determine the best methods for reaching out to families and providing them with resources. As a result, the committee will have a system to monitor and provide resources to families of excessively truant students.

Person Responsible: Lindsey Jhones (ljhones@dadeschools.net)

By When: (08/14/23-09/29/23)

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process of reviewing school improvement funding allocations and ensuring resources are allocated based on needs involves a comprehensive and data-driven approach. It begins with the analysis of relevant data, including academic performance, student demographics, and other indicators. From there, priority areas for improvement are identified, and clear goals are set. A resource needs assessment follows, determining the human and material resources required to achieve these goals. A review committee is then formed to evaluate proposals from stakeholders, using established criteria and scoring systems to select initiatives that align closely with priorities. Once decisions are made, a detailed resource allocation plan is created, specifying how funds will be distributed and monitored. Regular review meetings, data-driven evaluations, and transparent communication ensure ongoing progress tracking, accountability, and adjustments as needed. This process fosters strategic allocation of resources to effectively address school needs and drive positive outcomes.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

According to the 2023 state data, grades Kindergarten, first and second have 50% or more students who are not on track to score proficient or above on the statewide ELA assessment. This data is concerning because it has an adverse affect on student learning in literacy, if students are not on grade level then it will be difficult for them to meet the rigorous demands of the B.E.S.T. standards. Based on the 2023 data review, our school will implement standards-based collaborative planning to increase the number of students who are reading on grade-level. Standards-based collaborative planning in elementary schools is a strategic approach that offers numerous benefits for both educators and students. Collaborative planning ensures that lessons and curriculum are aligned with established academic standards. The primary literacy coach and teachers will meet weekly to unwrap standards, model components of whole-group instruction and analyze student work products.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

According to the 2023 state data, grades third, fourth and fifth have 50% or more students who are not on track to score Level 3 or above on the statewide ELA assessment. This data is concerning because it has an adverse affect on student learning in literacy, if students are not reading on grade level then it will be
difficult for them to meet the rigorous demands of the B.E.S.T. standards. Based on the 2023 data review, our school will implement standards-based collaborative planning to increase the number of students who are reading on grade-level and score a Level 3 or above on the FAST PM3 assessment. Collaborative planning allows for the alignment of instruction with standards and sharing effective teaching strategies to improve student achievement. The intermediate ELA coaches and teachers and teachers will meet weekly to unwrap standards, model components of whole-group instruction and analyze student work products.

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

With the implementation of standards-based collaborative planning, the percentage of students in Grades KG-2nd who are reading on grade level or above will increase by 5% on state assessments during the 2023-2024 school year. As a result of implementing standards-based collaborative planning we will guarantee that students are exposed to the essential knowledge and skills required at their grade level thus increasing student proficiency in kindergarten, 1st, and 2nd grade ELA by 5 percentage points on statewide assessments.

Grades 3-5 Measurable Outcomes

With the implementation of standards-based collaborative planning, the percentage of students in Grades 3-5 who score a level 3 or higher on state assessments will increase by 5 percentage points during the 2023-2024 school year. As a result of implementing standards-based collaborative planning we will guarantee that students are exposed to the essential knowledge and skills required at their grade level thus increasing student proficiency in 3rd-5th grade ELA by 5 percentage points on the FAST PM3 Assessment.

Monitoring

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Standards-based Collaborative planning ensures that lessons and curriculum are aligned with established academic standards. To monitor standards-aligned collaborative planning, school administration will participate in weekly planning sessions to support the teachers, build content knowledge, and provide additional resources as needed. During planning sessions, student work products will be reviewed to analyze effectiveness of classroom instruction and clarify student misconceptions. If we implement standards-based collaborative planning with fidelity, we anticipate that we will see an improvement in ELA instruction that is aligned to the rigor of the B.E.S.T. standards.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Johnson, Lamar, lamarjohnson@dadeschools.net

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Standards-Based Collaborative Planning refers to any period of time that is scheduled during the school day for multiple teachers, or teams of teachers, to work together. Its primary purpose is to bring teachers together to learn from one another and collaborate on projects that will lead to improvements in standards-aligned lesson quality, instructional effectiveness, and student achievement. Standards-Based lessons should include detailed objectives, activities and assessments that evaluate students on the aligned standards-based content. Collaborative Planning improves collaboration among teachers and promotes learning, insights, and constructive feedback that occur during professional discussions among teachers. Standards-Based lessons, units, materials, and resources are improved when teachers work on them collaboratively.

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Standards-based collaborative planning in elementary schools is a strategic approach that offers numerous benefits for both educators and students. Collaborative planning ensures that lessons and curriculum are aligned with established academic standards. Furthermore, aligning instruction with standards and sharing effective teaching strategies, collaborative planning contributes to improved student achievement. Students benefit from a well-coordinated curriculum and high-quality instruction. As a result of implementing standards-based collaborative planning we will guarantee that students are exposed to the essential knowledge and skills required at their grade level thus increasing student proficiency in ELA.

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
(08/14-09/29/23) Administration will develop a master schedule that allows for collaborative planning of Kindergarten- 2nd grade instructional staff who teach the same grade level or subject area with the Instructional Coaches or Curriculum Support Specialist. As a result, the primary ELA teachers will meet with the instructional coaches and curriculum support specialist weekly to develop grade-level lessons and activities.	Johnson, Lamar, lamarjohnson@dadeschools.net
(08/14-09/29/23) The primary instructional coach will develop specific goals/ protocols for the collaborative planning process for KG-2nd grade teachers. These goals will include aligning lessons with standards, reviewing student work products, analyzing data, etc. As a result, teachers will come to collaborative planning fully prepared and with an understanding of what content/ benchmark they will teach so that the focus of collaborative planning can be on the how they will teach the content.	Hamil, Jasma, jhamil@dadeschools.net
(08/14-09/29/23) During collaborative planning, the intermediate instructional coach will build the 3rd-5th grade teachers content knowledge by collecting and sharing teaching resources, materials, and textbooks that align with the chosen standards and collaboratively reviewing and selecting resources that best support the learning objectives. As a result, 3rd-5th grade teachers will have a better understanding of the content they are presenting to the students to ensure standards-based instruction occurs daily.	Hamil, Jasma, jhamil@dadeschools.net
Administration will continuously review and refine the collaborative planning process for 3rd-5th grade ELA teachers based on feedback, student performance data, and changes in educational standards or practices to meet the needs of the school. As a result, instructional shifts will be made to support 3rd-5th grade ELA teachers to meet the academic needs of the students.	Johnson, Lamar, lamarjohnson@dadeschools.net

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Disseminating the School Improvement Plan (SIP) to various stakeholders is essential to ensure transparency, engagement, and collaboration in the improvement process. The plan should be shared in a manner that is easily understandable and accessible to all parties involved. Here's a protocol that Liberty City Elementary School will follow:

1. School Website: Post the complete School Improvement Plan on the school's website in a dedicated

section. Make sure it's easily accessible and downloadable.

2. Printed Copies: Printed copies of the School Improvement Plan will be made available during parent-teacher conferences, school events, and open houses.

3. Social Media and Digital Communication: Utilize social media platforms to share updates, progress, and success stories related to the School Improvement Plan.

Recognizing the diversity of the school community, Liberty City Elementary will provide multilingual copies of the School Improvement Plan to stakeholders as needed to ensure that all stakeholders are informed about the school improvement plan, regardless of their language proficiency.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available.
(ESSA 1116(b-g))

Liberty City Elementary School is committed to fostering strong and positive relationships with parents, families, and other community stakeholders in order to effectively fulfill the school's mission, support the needs of students, and keep parents well-informed about their child's progress. The school recognizes the importance of collaboration and partnership in creating a supportive and enriching educational environment for every student.

Here's how Liberty City Elementary School plans to build these relationships:

1. Open Communication Channels: The school will establish clear and open lines of communication through various means, such as regular newsletters, emails, phone calls, and a user-friendly school website. .

2. Parent-Teacher Conferences: Regular parent-teacher conferences will be scheduled to provide parents with the opportunity to meet with teachers and discuss their child's academic performance, strengths, areas for improvement, and any specific concerns.

3. Family Engagement Events: Liberty City Elementary will organize family engagement events throughout the school year, such as back-to-school nights, curriculum workshops, and cultural celebrations.

4. Parent Volunteer Programs: The school will establish a structured parent volunteer program that allows parents to contribute their time and skills in various school activities, such as classroom assistance, library support, and organizing school events.

5. School Advisory Council: Liberty City Elementary will use the School Advisory Council consisting of parents and community members to meet regularly to discuss school policies, programs, and initiatives, providing valuable input and representing the broader community's perspective.

6. Community Partnerships: The school will collaborate with local businesses, organizations, and community leaders to create partnerships that enhance students' learning experiences.

7. Multilingual Support: Recognizing the diversity of the school community, Liberty City Elementary will provide multilingual resources and interpreters to ensure that all parents can effectively communicate with teachers and staff, regardless of their language proficiency.

8. **Technology Integration**: The school will leverage technology to facilitate communication and engagement. This could include online portals for parents to access their child's grades, assignments, and school announcements, as well as virtual meetings for parents who may have difficulty attending in person.

9. Feedback Mechanisms: Liberty City Elementary will actively seek feedback from parents and families through surveys, suggestion boxes, and meetings.

10. Recognition and Appreciation: The school will express gratitude and appreciation to parents and community stakeholders for their involvement and contributions.

By implementing these strategies, Liberty City Elementary School aims to create a collaborative and inclusive educational environment where parents, families, and the broader community play an active role in supporting students' growth and success.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP. (ESSA 1114(b)(7)ii))

Liberty City Elementary School is embarking on a comprehensive approach to enhance its academic program, aiming to elevate the quality of education and promote student achievement. The school plans to achieve this by implementing a combination of strategies that will not only increase the quantity of learning time but also improve its quality. Through targeted curriculum review and enhancement, the school will introduce enriched and accelerated courses in subjects where students show a high level of aptitude. This will challenge them intellectually and provide opportunities for deeper exploration of their interests. Additionally, the integration of project-based learning and technology will infuse dynamism into the classroom experience, fostering critical thinking and problem-solving skills while allowing for individualized progress.

To increase the amount of learning time, Liberty City Elementary School will extend educational opportunities beyond traditional hours. The school will establish before-school, after-school programs and clubs that focus on academic enrichment and extracurricular exploration. This approach will not only provide students with more time for learning but also offer them a chance to engage in activities that align with their passions, thus promoting a holistic educational experience. Furthermore, through collaborations with local organizations and resources, the school will facilitate experiential learning opportunities such as field trips and hands-on projects, enriching students' understanding by connecting classroom concepts with real-world contexts.

Through a student-centered approach, Liberty City Elementary School plans to provide an enriched and accelerated curriculum that caters to each student's unique learning needs and abilities. By incorporating differentiated instruction techniques, the school will adapt teaching methods to address diverse learning styles. This inclusivity ensures that both struggling learners and high-achieving students are appropriately challenged and supported. Professional development initiatives for teachers will equip them with the tools to implement these strategies effectively, fostering a dynamic and engaging learning environment. By focusing on quality curriculum enhancement, extended learning time, and individualized approaches, the school aims to empower students with a well-rounded education that prepares them for future success.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Liberty City Elementary School is deeply committed to the holistic well-being of its students, recognizing that their success extends beyond academic achievement. To this end, the school implements a comprehensive range of support services that prioritize students' mental health, emotional growth, and overall skill development. The school's counseling department plays a pivotal role in offering professional counseling services to address various emotional and social challenges students may face. Through one-on-one sessions, group discussions, and workshops, students are provided a safe space to express their feelings, develop coping strategies, and build vital life skills.

The school also provides school-based mental health services through partnerships with mental health professionals. This ensures that students have access to timely and effective interventions when dealing with emotional or psychological difficulties. Through individualized support plans, students receive targeted assistance tailored to their unique needs. Additionally, Liberty City Elementary offers specialized support services for students with diverse learning needs, ensuring that each child's potential is maximized. Collaborating with special education teachers, speech therapists, and other specialists, the school creates personalized learning plans that address specific challenges and leverage individual strengths.

Mentoring programs are a cornerstone of the school's strategy to foster well-rounded development. These programs connect students with mentors from within the school community or local organizations who offer guidance, encouragement, and positive role modeling. By nurturing positive relationships, students gain valuable life skills, build self-confidence, and develop a sense of belonging. Overall, Liberty City Elementary School employs a multifaceted approach to ensure that students' emotional, social, and personal growth is supported alongside their academic journey, creating a nurturing environment where all students can thrive.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Liberty City Elementary School places a strong emphasis on preparing students for postsecondary opportunities and the workforce by fostering a culture of awareness and readiness. The school collaborates with community partners and universities to expose students to a variety of postsecondary options. Through career exploration events, field trips, and guest speaker sessions, students gain insights into different professions, industries, and educational paths, helping them make informed decisions about their future.

Moreover, the school actively supports career and technical education (CTE)and STEM activities that provide hands-on training in various fields. By offering a diverse range of CTE activities, students can explore their interests and aptitudes while acquiring practical skills that are highly relevant to the workforce.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

At Liberty City Elementary School, the implementation of a schoolwide tiered model for behavior intervention is a proactive approach to creating a positive and inclusive learning environment. This model consists of multiple tiers that provide varying levels of support to students based on their individual needs. Tier 1 involves universal strategies that are integrated into the school culture to promote positive behavior for all students. This includes explicit teaching of behavioral expectations, promoting social-emotional learning, and recognizing and reinforcing positive behaviors. Tier 2 offers targeted interventions for students who require additional support. This might involve small group interventions, social skills training, and individualized behavior plans. Lastly, Tier 3 provides intensive, individualized support for students with significant behavioral challenges. This might involve individual counseling, behavior contracts, and close collaboration with parents and external specialists. The implementation of this tiered model ensures that behavioral interventions are proactive, responsive, and tailored to each student's needs, promoting a positive and respectful school environment.

Furthermore, Liberty City Elementary School coordinates its efforts with the activities and services outlined in the Individuals with Disabilities Education Act (IDEA). This ensures that students who require special education services due to behavioral or other disabilities receive the appropriate support. The school's behavior intervention strategies align with the principles of IDEA, focusing on early identification, intervention, and individualized planning. By collaborating with special education professionals, the school ensures a seamless transition for students who may require more specialized interventions. This coordination fosters a comprehensive approach that addresses both behavioral and academic needs, contributing to the overall success and well-being of all students, regardless of their individual challenges or disabilities.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Liberty City Elementary School places a strong emphasis on continuous professional learning to enhance instruction and the effective use of academic assessment data. Teachers, paraprofessionals, and other school personnel engage in ongoing professional development workshops and training sessions that focus on data analysis techniques, assessment interpretation, and instructional strategies tailored to individual student needs. Through these activities, educators learn to translate assessment insights into targeted interventions, enabling them to adapt their teaching methods to better support student progress. This collaborative approach fosters a culture of data-driven instruction, where educators collaborate to identify trends, implement best practices, and refine teaching approaches for optimal student achievement.

To recruit and retain effective teachers, particularly in high-need subjects, Liberty City Elementary School employs a multifaceted approach. The school provides mentorship programs pairing experienced educators with new teachers, facilitating knowledge sharing and professional growth. Additionally, By fostering a supportive environment for professional growth and offering incentives for recruitment and retention, the school ensures a talented and dedicated teaching staff that positively impacts student outcomes.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Liberty City Elementary School has implemented a range of strategies to facilitate a smooth and successful transition for preschool children from early childhood education programs to local elementary school programs. The school recognizes that this transition is a critical time for young learners and their families. To support this process, the school holds orientation sessions and open houses that allow preschool children and their parents to become familiar with the school environment, meet teachers, and explore classrooms. These events provide an opportunity to address any concerns and answer questions, helping to alleviate anxieties and create a sense of comfort.

Furthermore, Liberty City Elementary School establishes communication channels between preschools and the elementary school to exchange important information about each child's individual needs, strengths, and areas for growth. Teachers collaborate to ensure a seamless continuation of learning experiences, building upon the foundation established in early childhood education. The school also emphasizes social and emotional development, fostering a nurturing environment where children can form new friendships and feel supported in their transition. By prioritizing effective communication, orientation events, and a focus on holistic development, Liberty City Elementary School ensures that preschool children embark on their elementary school journey with confidence and enthusiasm.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Instructional Coaching/Professional Learning	$0.00
2	III.B.	Area of Focus: Instructional Practice: Intervention	$0.00
3	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Other	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes