

Miami-Dade County Public Schools

LIBERTY CITY ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan has not yet been approved by the Dade County School Board.

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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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, are 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.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Lamar Johnson

Position Title

Principal

Job Duties and Responsibilities

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).

Leadership Team Member #2

Employee's Name

Lindsey Jhones

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name

Christina Covelli

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #4

Employee's Name

Jasma Hamil

Position Title

Reading Coach

Job Duties and Responsibilities

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.

Leadership Team Member #5

Employee's Name

Melinda Scott

Position Title

Math Coach

Job Duties and Responsibilities

As the Intermediate Literacy coach, Ms. Scott provides direct instructional services related to improving and supporting classroom instruction. Ms. Scott utilizes the teacher-coach collaboration model to support teachers in effective evidenced-based instructional strategies that will improve students' academic success.

C. Stakeholder Involvement and Monitoring

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. (ESEA 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 actively engages stakeholders in the development of the School Improvement Process. To promote school improvement and educational accountability, the school conducts an annual climate survey that gathers input from students, parents, and teachers/staff. The data collected from this survey is thoroughly reviewed by the school's leadership team and plays a critical role in shaping the school improvement goals. Once the School Improvement Plan is developed, it is collaboratively reviewed and approved by the school's EESAC committee, which includes administrators, teachers, parents, students, business/community representatives, and the UTD-designated steward. This process is revisited throughout the year as new action steps are added to the areas of focus, ensuring continuous engagement and alignment with the school's objectives.

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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 1114(b)(3))

The School Improvement Plan is regularly monitored to ensure its effective implementation and its impact on increasing student achievement through a collaborative process known as the School Impact Review. This review involves the School Leadership Team (SLT) and the Education Transformation Office (ETO) working together to examine the implementation of the Areas of Focus within the plan and to observe key components of the Framework of Effective Instruction. Feedback and recommendations from the Impact Review are used to make necessary instructional shifts and to develop action steps for the next phase of the School Improvement Plan.

The effectiveness of the School Improvement Plan is monitored through a multifaceted approach that includes administrative classroom walkthroughs, progress monitoring, collaborative planning, and coaching support. Administrative classroom walkthroughs provide real-time snapshots of teaching and learning practices, enabling administrators to identify strengths and areas needing improvement.

Ongoing progress monitoring systematically tracks student achievement data over time, allowing for adjustments to be made as necessary. Collaborative planning sessions foster ongoing dialogue among educators, facilitating the exchange of ideas, strategies, and best practices to optimize the plan's implementation. Coaching support offers personalized guidance and professional development opportunities for educators, aligning their growth with the plan's goals.

This comprehensive monitoring framework ensures that the School Improvement Plan continually enhances the educational experience for all students. By consistently monitoring the 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, particularly for historically underserved students.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	99.7%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: B 2022-23: C* 2021-22: C 2020-21: 2019-20: C

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	0	9	6	10	4	5				34
One or more suspensions	0	0	0	1	0	1				2
Course failure in English Language Arts (ELA)	0	1	0	7	4	1				13
Course failure in Math	0	1	1	2	1	1				6
Level 1 on statewide ELA assessment	0	0	0	10	9	7				26
Level 1 on statewide Math assessment	0	0	0	4	9	5				18
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	18	16	23						57
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	11	2	10	6					29

Current Year 2024-25

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	12	4	18	15	10				59

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	1	0	10	0	0				11
Students retained two or more times	0	0	0	2	1	0				3

Prior Year (2023-24) As Last 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 school days	17	10	9	18	11	7				72
One or more suspensions										0
Course failure in ELA			12	5	2					19
Course failure in Math			8	7	3					18
Level 1 on statewide ELA assessment				14	11	6				31
Level 1 on statewide Math assessment				12	10	8				30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	9	7	16	29						91

Prior Year (2023-24) As Last Reported (pre-populated)

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			11	17	10	7				45

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				6						6
Students retained two or more times			1		2	1				4

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	47	63	57	32	60	53	36	62	56
ELA Grade 3 Achievement **	32	63	58	27	60	53			
ELA Learning Gains	80	64	60				50		
ELA Learning Gains Lowest 25%	80	62	57				60		
Math Achievement *	51	69	62	48	66	59	23	58	50
Math Learning Gains	68	65	62				47		
Math Learning Gains Lowest 25%	81	58	52				76		
Science Achievement *	28	61	57	30	58	54	26	64	59
Social Studies Achievement *								71	64
Graduation Rate								53	50
Middle School Acceleration								63	52
College and Career Readiness									80
ELP Progress	30	64	61	59	63	59	33		

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	55%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	497
Total Components for the FPPI	9
Percent Tested	98%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
55%	39%	44%	28%		54%	43%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	46%	No		
English Language Learners	62%	No		
Black/African American Students	58%	No		
Hispanic Students	59%	No		
Economically Disadvantaged Students	56%	No		
2022-23 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%
Students With Disabilities	32%	Yes	4	
English Language Learners	59%	No		

2022-23 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%
Black/African American Students	30%	Yes	1	1
Hispanic Students	53%	No		
Economically Disadvantaged Students	31%	Yes	1	1

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%
Students With Disabilities	34%	Yes	3	
English Language Learners	32%	Yes	1	
Native American Students				
Asian Students				
Black/African American Students	48%	No		

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%
Hispanic Students	35%	Yes	1	
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	44%	No		

D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	47%	32%	80%	80%	51%	68%	81%	28%					30%
Students With Disabilities	35%		57%		39%	53%							
English Language Learners	53%		81%		59%	88%							30%
Black/African American Students	44%	36%	84%	80%	47%	65%	82%	27%					
Hispanic Students	52%		71%		65%	77%							32%
Economically Disadvantaged Students	47%	35%	79%	75%	52%	63%	77%	32%					40%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	32%	27%			48%			30%					59%
Students With Disabilities	30%	30%			35%								
English Language Learners	50%				70%								57%
Black/African American Students	25%	21%			44%			29%					
Hispanic Students	53%	40%			63%								55%
Economically Disadvantaged Students	29%	23%			44%			27%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%
Students With Disabilities	29%		46%		6%	54%							
English Language Learners	36%				27%								33%
Native American Students													
Asian Students													
Black/African American Students	35%		54%	64%	21%	48%	80%	32%					
Hispanic Students	38%		30%		38%	40%							31%
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	35%		49%	60%	24%	46%	75%	24%					38%

E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	26%	56%	-30%	55%	-29%
Ela	4	54%	55%	-1%	53%	1%
Ela	5	38%	56%	-18%	55%	-17%
Math	3	37%	65%	-28%	60%	-23%
Math	4	59%	62%	-3%	58%	1%
Math	5	32%	59%	-27%	56%	-24%
Science	5	26%	53%	-27%	53%	-27%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component that showed the most improvement was overall ELA proficiency, which increased from 32% in the 2022-2023 school year to 47% in the 2023-2024 school year. This significant improvement can be attributed to several strategic actions taken by the school. One of the key initiatives was the introduction of strategic coaching support, where teachers received targeted guidance and feedback to enhance their instructional practices. Additionally, the implementation of standards-aligned small group instruction allowed for more personalized and focused teaching, catering to the specific needs of students. Another critical action was the direct instruction provided by the ELA coach in 4th and 5th grade ELA, ensuring that students received high-quality, consistent instruction aligned with state standards. These combined efforts contributed to the marked improvement in ELA proficiency.

Lowest Performance

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

The data component that showed the lowest performance during the 2023-2024 school year was 5th grade science, with only 28% proficiency on the FAST Science assessment. Several factors contributed to this low performance. One significant issue was the level of teacher content knowledge, which may have impacted the quality of instruction and the ability to effectively convey complex scientific concepts to students. Additionally, the transition to computer-based testing in science posed challenges, particularly for students who may not have been fully comfortable with the digital format, potentially affecting their test performance.

Another crucial factor was the lack of intrinsic motivation among students. Without a strong internal drive to engage with the subject matter, students are less likely to put in the effort required to master the content, leading to lower overall proficiency. The trend indicates that these issues may be ongoing, suggesting a need for targeted professional development for teachers, better preparation for computer-based assessments, and strategies to boost student engagement and motivation in science.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was the 5th grade science performance, which decreased from 30% in the 2022-2023 school year to 28% in the 2023-2024 school year on the Statewide Science Assessment (SSA). Several factors contributed to this decline. Firstly, the shift in curriculum or instructional methods may have posed challenges for both teachers and students, leading to a drop in performance. Additionally, external factors such as changes in the student population, including an increase in students with learning needs or language barriers, could have impacted overall scores. Another contributing factor might be reduced instructional time due to other competing academic priorities or disruptions during the school year. Addressing these issues will be crucial for improving outcomes in the upcoming school year.

Greatest Gap

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 showed the greatest gap when compared to the state average was 3rd grade ELA proficiency. At Liberty City Elementary, 38% of 3rd graders were proficient in ELA, whereas the state average was 58%, resulting in a substantial 20% gap. Several factors contributed to this discrepancy. One significant factor was the varying levels of student readiness, which can be influenced by prior educational experiences and support at home. The number of English Language Learners (ELL) and Students With Disabilities (SWD) at Liberty City also played a role, as these students may require additional support to meet grade-level expectations.

Another contributing factor was computer-based testing, which can present challenges for young learners who are not yet comfortable with this format, potentially affecting their performance. Additionally, the increase in rigor within the curriculum and assessment standards may have widened the gap, as students and teachers adapt to higher expectations. The trend suggests that without addressing these factors, the gap may persist, highlighting the need for targeted interventions and support to help close this disparity.

EWS Areas of Concern

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

Reflecting on the EWS data from Part I, two potential areas of concern stand out. The first is chronic student absenteeism, with 34 students falling into this category. Regular attendance is crucial for academic success, and chronic absenteeism can lead to gaps in learning, lower engagement, and ultimately, poorer academic outcomes. Addressing this issue will require targeted interventions to improve attendance, such as family outreach, incentives, and support services for students facing

barriers to regular attendance.

The second area of concern is the high number of students with a substantial reading deficiency (89 students). This indicates a significant portion of students are struggling with foundational literacy skills, which are critical for success in all academic areas. Interventions such as targeted tutoring, small group instruction, and intensive reading support will be essential to help these students improve their ELA proficiency and catch up with their peers. Both areas require immediate attention to prevent further academic decline.

Highest Priorities

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

For the upcoming school year, Liberty City Elementary's top priorities are reducing chronic absenteeism, improving ELA proficiency, and addressing math deficiencies. Tackling absenteeism is essential for enhancing overall academic achievement, while focusing on reading and math will help close gaps and support student success.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the Statewide Science Assessment, 26% of the 5th-grade students demonstrated proficiency in Science, compared to the state average of 53% and the district average of 50%. Based on the data and identified contributing factors of limited teacher content knowledge, limited student engagement and computer-based assessments, we will implement the targeted element of science.

To address this, our Area of Focus will be on improving science proficiency through targeted instructional planning. We will collaborate closely with our curriculum support specialist to develop and implement instructional plans that emphasize effective teaching strategies and set high expectations for our students. Additionally, we will incorporate a spiral review process through daily bellringers to reinforce previously learned standards throughout the year. This approach is essential to ensure that students retain and build upon their knowledge, ultimately improving their performance. The need for this focus was identified through a careful review of the prior year's data, which revealed that our science proficiency rates are significantly lower than both state and district averages, making it a critical area for intervention.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of science, we aim to increase the percentage of 5th-grade students scoring at or above grade level on the Statewide Science Assessment (SSA) by 6 percentage points, from 26% to 32%, by the end of the school year. Last year, our science proficiency was well below the state average of 53% and the district average of 50%. To close this gap, we will focus on improving instructional practices and providing consistent coaching support to our teachers. This targeted approach will serve as our benchmark for success in enhancing student performance in science.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

- The assistant principal will establish effective coaching cycles for science teachers, informed by data analysis and identified instructional gaps. The assistant principal will actively oversee this process, holding regular meetings with the curriculum support specialist to provide updates and offer valuable feedback.
- The science teacher will incorporate the interactive notebooks. Interactive Notebooks teach students to organize their notes/learning and synthesize their thoughts. These notebooks can be developed and utilized in science. Additionally, the students can take these meaningful resources home for home learning and study guide support. This will ensure that our students are understanding the content in an organized manner.
- The science teacher will collaborate closely with the curriculum support specialist to design targeted lessons that align seamlessly with the content demands of the standards. This will ensure that we are staying on pace covering all the standards. Effective instructional delivery and creation of strong lessons will emphasize content mastery, instructional efficiency, and consistent engagement from bell to bell.

Person responsible for monitoring outcome

Lindsey Jhones, Assistant Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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 instruction.

Rationale:

Effective coaching for teachers is crucial because it directly impacts student learning outcomes. By implementing instructional support and coaching, we expect to see a 6% increase in the number of students who are proficient on the Statewide Science Assessment, due to improved instructional delivery and standards-aligned instruction. When teachers receive targeted support, they refine their instructional practices, deepen their content knowledge, and gain valuable strategies that enhance their teaching. This, in turn, positively influences classroom dynamics, boosts student engagement, and improves overall academic achievement. By investing in professional growth through coaching,

educational institutions foster a culture of continuous improvement, ensuring that teachers are well-equipped to meet the diverse needs of their students.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Implementations of Coaching Cycles

Person Monitoring:

Lindsey Jhones

By When/Frequency:

October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The the assistant principal will establish effective coaching cycles for science teachers, informed by data analysis and identified instructional gaps. The assistant principal will actively oversee this process, holding regular meetings with the curriculum support specialist to provide updates and offer valuable feedback.

Action Step #2

Interactive Notebooks

Person Monitoring:

Lindsey Jhones

By When/Frequency:

October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The science teacher will incorporate the interactive notebooks. Interactive Notebooks teach students to organize their notes/learning and synthesize their thoughts. These notebooks can be developed and utilized in science. Additionally, the students can take these meaningful resources home for home learning and study guide support. This will ensure that our students are understanding the the content in an organized manner

Action Step #3

Effective Instructional Delivery

Person Monitoring:

Lindsey Jhones

By When/Frequency:

October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The science teacher will collaborate closely with the curriculum support specialist to design targeted lessons that align seamlessly with the content demands of the standards. This will ensure that we are staying on pace covering all the standards. Effective instructional delivery and creation of strong lessons will emphasize content mastery, instructional efficiency, and consistent engagement from bell to bell.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on the 2024 FAST PM3 data, 53% of students did not score Level 3 or above on the statewide ELA assessment, which is concerning because it directly impacts student learning in literacy. If students are not reading at grade level, they will struggle to meet the rigorous demands of the B.E.S.T. standards. This significant gap in reading proficiency highlights that more than half of our students are not meeting grade-level expectations, which poses a serious concern for their academic development.

Improving literacy is crucial because reading proficiency is the foundation for success across all subjects. When students are not reading at grade level, they struggle to comprehend and engage with the curriculum, making it difficult to meet the demands of the B.E.S.T. standards. This challenge affects not only their performance in English Language Arts (ELA) but also hinders their progress in other content areas that rely on strong literacy skills.

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

According to the 2023-2024 FAST PM3 data, 50% or more of students in Kindergarten, first, and second grades are not on track to score proficient or above on the statewide ELA assessment. This is concerning because it directly impacts student learning in literacy—if students are not reading at grade level, they will struggle to meet the rigorous demands of the B.E.S.T. standards. Based on the data and contributing factors of teacher content knowledge, our school will implement standards-based collaborative planning to increase the number of students reading at grade level.

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

According to the 2023 state data, 50% or more of students in third, fourth, and fifth grades are not on track to score Level 3 or above on the statewide ELA assessment. This is concerning because it directly impacts student learning in literacy. If students are not reading at grade level, they will struggle to meet the rigorous demands of the B.E.S.T. standards. Based on the data and contributing factors of changes in instructional assignments in grades 3-5, our school will implement standards-based collaborative planning to increase the number of students reading at grade level and achieving a Level 3 or above on the FAST PM3 assessment.

Grades K-2: Measurable Outcome(s)

With the implementation of standards-based collaborative planning, the percentage of students in Grades KG-2nd who are reading at or above grade level will increase by 5 percentage points on state assessments during the 2024-2025 school year.

Grades 3-5: Measurable Outcome(s)

With the implementation of standards-based collaborative planning, the percentage of students in Grades 3-5 will score a Level 3 or higher will increase by 5 percentage points on state assessments during the 2024-2025 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

- The administration will develop a master schedule that allocates time for collaborative planning amongst the instructional staff who teach the same grade level or subject area, alongside the Instructional Coaches or Curriculum Support Specialist. As a result, primary ELA teachers will meet with the instructional coaches and curriculum support specialist weekly to develop grade-level lessons and activities.
- ELA teachers will participate in coaching cycles focused on content knowledge, standards-based instruction, and instructional delivery. These cycles will include activities such as modeling, co-teaching, data analysis, and examining exemplar texts. Teachers will explore how to effectively utilize these texts to support standards-based instruction, ensuring that their teaching methods are aligned with best practices for student achievement.
- During collaborative planning, the ELA instructional coach will enhance teachers' content knowledge by collecting and sharing teaching resources, materials, and textbooks that align with the chosen standards based on student data. The coach will work collaboratively with teachers to review and select the resources that best support the learning objectives based on data. As a result, teachers will gain a deeper understanding of the content they are presenting to students, ensuring that standards-based instruction occurs daily.

Person responsible for monitoring outcome

Lamar Johnson

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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:

Here's a revised version for clarity and flow: Standards-based collaborative planning in elementary schools is a strategic approach that offers numerous benefits for both educators and students. This process ensures that lessons and curricula are consistently aligned with established academic standards. By aligning instruction with these standards and sharing effective teaching strategies, collaborative planning directly contributes to improved student achievement. Students benefit from a well-coordinated curriculum and high-quality instruction, which leads to greater mastery of essential knowledge and skills. Through the implementation of standards-based collaborative planning, we will ensure that students receive instruction at their grade level, which is expected to result in a 5 percent increase in the number of students in grades 3-5 who score proficient on the FAST PM3 assessment.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Collaborative Planning Schedule

Person Monitoring:

Lamar Johnson

By When/Frequency:

October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The administration will develop a master schedule that allocates time for collaborative planning amongst the instructional staff who teach the same grade level or subject area, alongside the Instructional Coaches or Curriculum Support Specialist. As a result, primary ELA teachers will meet with the instructional coaches and curriculum support specialist weekly to develop grade-level lessons and activities.

Action Step #2

Academic Vocabulary Instruction

Person Monitoring:

By When/Frequency:

Reading Coach

October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Data shows that vocabulary is one of our lowest data points across grade levels. Vocabulary will be incorporated through effective lessons in a myriad of ways including the use of interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, incorporation into daily dialogue, etc., and associated with the content being taught. This intentional teaching of vocabulary will be planned out during collaborative planning.

Action Step #3

Instructional Support/ Coaching

Person Monitoring:

Jasma Hamil

By When/Frequency:

October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

ELA teachers will participate in coaching cycles focused on content knowledge, standards-based instruction, and instructional delivery. These cycles will include activities such as modeling, co-teaching, data analysis, and examining exemplar texts. Teachers will explore how to effectively utilize these texts to support standards-based instruction, ensuring that their teaching methods are aligned with best practices for student achievement.

Action Step #4

Data Driven Instruction

Person Monitoring:

Jasma Hamil

By When/Frequency:

October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During collaborative planning, the ELA instructional coach will enhance teachers' content knowledge by collecting and sharing teaching resources, materials, and textbooks that align with the chosen standards based on student data. The coach will work collaboratively with teachers to review and select the resources that best support the learning objectives based on data. As a result, teachers will gain a deeper understanding of the content they are presenting to students, ensuring that standards-based instruction occurs daily.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The 2024 FAST PM3 data revealed significant gaps in proficiency across ELA, Math, and Science:

- **ELA Proficiency:** 47% overall, with notable disparities among grades (3rd grade - 26%, 4th grade - 54%, 5th grade - 38%).
- **Math Proficiency:** 51% overall, with similar grade-level variations (3rd grade - 37%, 4th grade

- 59%, 5th grade - 32%).

- **Science Proficiency:** Only 28% of 5th graders are proficient.

These results indicate a critical need for a more personalized approach to teaching to improve student outcomes. Differentiated instruction is a focus at Liberty City Elementary School to address the critical need for improving overall proficiency and learning gains in ELA, Math, and Science. The goal is to ensure that all students receive instruction tailored to their individual needs, helping them achieve grade-level proficiency or above. This approach aims to enhance student performance, especially for those who might struggle with the standardized curriculum, by providing more personalized and targeted support. The expectation is that this focus on differentiated instruction will result in at least an additional 5% of students scoring at grade level or above by the 2025 FAST PM3 assessments.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

According to the 2024 FAST PM3 data, 47% of students in grades 3-5 are proficient in ELA, 51% in Math, and 28% of 5th graders in Science. ELA proficiency by grade: 3rd grade - 26%, 4th grade - 54%, 5th grade - 38%. Math proficiency by grade: 3rd grade - 37%, 4th grade - 59%, 5th grade - 32%. Based on this data, we will focus on differentiated instruction to improve overall proficiency in ELA, Math, and Science. With this approach, we expect a 5% increase in students scoring at grade level or above in the 2025 FAST PM3 assessments in ELA, Math and Science.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

- Teachers and instructional coaches will meet weekly to review student data and develop differentiated instruction plans tailored to the diverse needs of learners. These plans will be guided by relevant data and each student's unique learning style. As a result, there will be data-driven small group instruction specifically aimed at improving outcomes for students in the Students with Disabilities, ELL, and Hispanic subgroups on state assessments. This focused approach will help address the specific challenges these students face, ultimately leading to increased achievement in these targeted subgroups.
- Instructional coaches and teachers will regularly monitor student data to ensure that students are making progress, as evidenced by topic assessments, progress monitoring assessments, and FAST assessments. This ongoing analysis will inform data-driven small group instruction, specifically aimed at improving outcomes for students in the Students with Disabilities, ELL,

and Hispanic subgroups on state assessments. By closely tracking growth and adjusting instruction based on real-time data, the school aims to increase achievement within these targeted subgroups.

- Teachers will develop lessons that incorporate differentiated activities, including the use of ESOL/SWD strategies, materials, and accommodations. As a result, students will become more familiar with how to effectively use their accommodations, leading to improved performance in class and on state assessments. This approach ensures that all students, particularly those with specific needs, are better equipped to succeed academically.

Person responsible for monitoring outcome

Lindsey Jhones

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Differentiated Instruction is a framework or philosophy for effective teaching that involves providing different students with different avenues to learning (often in the same classroom) in terms of: acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively, regardless of differences in ability. Research demonstrates this method benefits a wide range of students.

Rationale:

Within the targeted element of Differentiated Instruction, Liberty City Elementary School will implement a differentiated instruction framework that provides daily instruction and remediation tailored to each student's academic level. This approach aims to meet students where they are, offering the support needed to guide them toward proficiency. By customizing instruction to address individual learning needs, the school will help ensure that all students make progress and achieve their academic goals. The use of differentiated instruction as a strategy lies in its ability to tailor lessons to the specific needs of each student, using relevant and recent data. By customizing instruction based on individual student performance, this approach ensures that teachers can address learning gaps more effectively and provide targeted support where it is needed most. This strategy is particularly effective in closing achievement gaps, as it allows students to receive more individualized instruction in a smaller, more focused setting. As a result of implementing differentiated instruction we expect to see an increase in student learning gains as evidenced on the FAST assessment.

Tier of Evidence-based Intervention:

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 to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Differentiated Instruction Planning

Person Monitoring:

Lindsey Jhones

By When/Frequency:

October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers and instructional coaches will meet weekly to review student data and develop differentiated instruction plans tailored to the diverse needs of learners. These plans will be guided by relevant data and each student's unique learning style. As a result, there will be data-driven small group instruction specifically aimed at improving outcomes for students in the Students with Disabilities, ELL, and Hispanic subgroups on state assessments. This focused approach will help address the specific challenges these students face, ultimately leading to increased achievement in these targeted subgroups.

Action Step #2

Data-Driven Decision Making

Person Monitoring:

Instructional Coaches

By When/Frequency:

October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Instructional coaches and teachers will regularly monitor student data to ensure that students are making progress, as evidenced by topic assessments, progress monitoring assessments, and FAST assessments. This ongoing analysis will inform data-driven small group instruction, specifically aimed at improving outcomes for students in the Students with Disabilities, ELL, and Hispanic subgroups on state assessments. By closely tracking growth and adjusting instruction based on real-time data, the school aims to increase achievement within these targeted subgroups.

Action Step #3

English Language Learners (ELL) Strategies

Person Monitoring:

Instructional Coaches

By When/Frequency:

October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will develop lessons that incorporate differentiated activities, including the use of ESOL/ SWD strategies, materials, and accommodations. As a result, students will become more familiar with how to effectively use their accommodations, leading to improved performance in class and on state assessments. This approach ensures that all students, particularly those with specific needs, are better equipped to succeed academically.

IV. Positive Culture and Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 EWS data, student attendance is an area of focus due to its significant impact on academic performance. Based on the data and contributing factors of excessive truancy on student academic performance, we will implement attendance initiatives. We will implement targeted attendance initiatives for students who were absent 10% or more of school days. Chronic absenteeism reduces instructional time, leading to gaps in knowledge, lower academic performance, and decreased engagement. The data identified high absenteeism in 9 first graders, 5 second graders, 12 third graders, 5 fourth graders, and 5 fifth graders.

This focus on absenteeism was identified as a crucial need based on the previous year's data, which showed a clear correlation between high absenteeism and lower academic performance across grade levels. By prioritizing attendance initiatives, the goal is to increase student attendance, providing more consistent instructional time and improving academic outcomes. Targeted interventions, including family outreach, attendance incentives, and additional support for students facing barriers to regular attendance, will be implemented across all relevant grade levels.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In the prior year, the data revealed significant levels of chronic absenteeism across multiple grade levels: 9 students in 1st grade, 5 students in 2nd grade, 12 students in 3rd grade, 5 students in 4th grade, and 5 students in 5th grade were absent for 10% or more of the school days. Recognizing the negative impact of absenteeism on student learning and academic performance, the school has set specific, measurable outcomes for the upcoming year.

With the implementation of attendance initiatives, Liberty City Elementary school will increase student attendance as evidenced by a 25% reduction in the percentage of students with 11 or more days absent during the 2024-2025 school year in each grade level. This means decreasing the number of chronically absent students to 7 in 1st grade, 4 in 2nd grade, 9 in 3rd grade, 4 in 4th grade, and 4 in 5th grade. Achieving these outcomes will involve implementing targeted strategies to improve attendance, such as proactive family engagement, personalized support plans for at-risk students, and attendance incentives. These measurable outcomes are designed to ensure that more students are consistently present and engaged in their learning, thereby improving their academic success.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

- The Liberty City Elementary School administration will identify and train members of the 2024-2025 Attendance Review Committee on the school's attendance monitoring initiatives for the school year. The administration will ensure that the committee includes representatives from various grade levels, subject areas, and relevant school departments. As a result, all committee members will be fully trained on the attendance monitoring procedures and clearly understand their roles and responsibilities.
- The school will develop and implement a student attendance incentive program designed to encourage and reward consistent attendance. Incentives may include recognition in school-wide announcements, certificates of achievement, special privileges, or tangible rewards such as school supplies or participation in special events. The program will target various milestones, such as perfect attendance for a month, improved attendance, or no unexcused absences during a specific period.
- The Attendance Review Committee will establish communication protocols for sharing attendance data, intervention plans, and progress updates with parents and guardians. The committee will also determine the most effective methods for reaching out to families and providing them with necessary resources. As a result, the committee will implement a system to monitor excessively truant students and offer targeted support to their families, ensuring they receive the resources and guidance needed to improve attendance.

Person responsible for monitoring outcome

Lamar Johnson, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

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:

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 school culture that values consistent student attendance. The committee's efforts can lead to improved student outcomes and create a supportive network to

effectively address attendance-related issues.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:**Action Step #1**

Establish Attendance Review Committee

Person Monitoring:

Lamar Johnson

By When/Frequency:

October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Liberty City Elementary School administration will identify and train members of the 2024-2025 Attendance Review Committee on the school's attendance monitoring initiatives for the school year. The administration will ensure that the committee includes representatives from various grade levels, subject areas, and relevant school departments. As a result, all committee members will be fully trained on the attendance monitoring procedures and clearly understand their roles and responsibilities.

Action Step #2

Attendance Incentives

Person Monitoring:

Lamar Johnson

By When/Frequency:

October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The school will develop and implement a student attendance incentive program designed to encourage and reward consistent attendance. Incentives may include recognition in school-wide announcements, certificates of achievement, special privileges, or tangible rewards such as school supplies or participation in special events. The program will target various milestones, such as perfect attendance for a month, improved attendance, or no unexcused absences during a specific period.

Action Step #3

Family Attendance Engagement

Person Monitoring:

Lamar Johnson

By When/Frequency:

October 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Attendance Review Committee will establish communication protocols for sharing attendance data, intervention plans, and progress updates with parents and guardians. The committee will also determine the most effective methods for reaching out to families and providing them with necessary resources. As a result, the committee will implement a system to monitor excessively truant students and offer targeted support to their families, ensuring they receive the resources and guidance needed to improve attendance.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 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 for ensuring transparency, engagement, and collaboration in the improvement process. The plan will be shared in a manner that is easily understandable and accessible to all parties involved. Here's the protocol that Liberty City Elementary School will follow:

1. **School Website:** The complete School Improvement Plan will be posted on the school's website in a dedicated section, ensuring it is easily accessible and downloadable. The SIP can be found at: libertycityelementary.net under parent resources.
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:** Social media platforms will be utilized to share updates, progress, and success stories related to the School Improvement Plan.

Recognizing the diversity of the school community, Liberty City Elementary will also provide multilingual copies of the School Improvement Plan as needed to ensure all stakeholders can access and understand the information.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Liberty City Elementary School is committed to fostering strong and positive relationships with parents, families, and other community stakeholders 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 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 opportunities to meet with teachers, discuss their child's academic performance, strengths, areas for improvement, and address 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 to various school activities, such as classroom assistance, library support, and organizing school events.
5. School Advisory Council: Liberty City Elementary will utilize the School Advisory Council, consisting of parents and community members, to meet regularly and discuss school policies, programs, and initiatives. This council provides valuable input and represents 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 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 includes 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. The Parental and Family Engagement Plan can be found at [\[libertycityelementary.net\]\(http://libertycityelementary.net\)](http://libertycityelementary.net).

Plans to Strengthen the Academic Program

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. (ESEA Section 1114(b)(7)(ii))

Liberty City Elementary School is embarking on a comprehensive approach to enhance its academic program, with the goal of elevating the quality of education and promoting student achievement. The school plans to achieve this by implementing 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 demonstrate high aptitude, challenging them intellectually and providing opportunities for deeper exploration of their interests. Additionally, the integration of project-based learning and technology will add dynamism to the classroom experience, fostering critical thinking and problem-solving skills while allowing for individualized progress.

To increase learning time, Liberty City Elementary will extend educational opportunities beyond traditional hours by establishing before-school and after-school programs and clubs focused on academic enrichment and extracurricular exploration. This approach will give students more time for learning and the chance to engage in activities aligned with their passions, promoting a holistic educational experience. Furthermore, by collaborating 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.

Liberty City Elementary's student-centered approach includes providing an enriched and accelerated curriculum tailored 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, ensuring 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 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.

How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Liberty City Elementary School's School Improvement Plan (SIP) is developed in coordination and integration with various Federal, State, and local services, resources, and programs to ensure a comprehensive approach to student success. The plan aligns with the Every Student Succeeds Act (ESSA) by incorporating evidence-based strategies that support academic achievement and close performance gaps. The SIP also integrates violence prevention programs to create a safe and supportive learning environment, ensuring that students are mentally and emotionally prepared to engage in their education.

In collaboration with nutrition programs, the school ensures that students receive healthy meals, which are vital for their physical well-being and academic performance. Additionally, the school works with local housing programs to support students from low-income families, helping to stabilize their living conditions and reduce barriers to attendance and engagement.

For early learners, the SIP is developed in coordination with Head Start programs to facilitate a smooth transition into elementary school, ensuring that young children receive the foundational skills necessary for academic success. The school also integrates adult education programs to engage parents and guardians in their children's education, fostering a supportive home environment that reinforces learning.

Furthermore, Liberty City Elementary incorporates career and technical education (CTE) programs into the SIP, providing students with exposure to various career pathways and practical skills that prepare them for future opportunities. For schools implementing Comprehensive Support and

Improvement (CSI) or Targeted Support and Improvement (TSI) activities under section 1111, the SIP includes targeted interventions to address specific areas of need, ensuring that all students have access to high-quality education and the resources necessary to succeed.

By aligning the SIP with these various programs and services, Liberty City Elementary School ensures a holistic approach to school improvement that addresses the diverse needs of its students and community.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

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

In addition, the school provides mental health services through partnerships with external mental health professionals, ensuring that students have timely access to effective interventions for emotional or psychological difficulties. Individualized support plans are developed to offer targeted assistance tailored to each student's unique needs. Liberty City Elementary also offers specialized support services for students with diverse learning needs, collaborating with special education teachers, speech therapists, and other specialists to create 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 the school community or local organizations who provide guidance, encouragement, and positive role modeling. Through these 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.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 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 various postsecondary options. Through career exploration events, field trips, and guest speaker sessions, students gain valuable insights into different professions, industries, and educational paths, helping them make informed decisions about their futures.

In addition, 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.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 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 embedded into the school culture to promote positive behavior for all students. This includes the explicit teaching of behavioral expectations, promoting social-emotional learning, and recognizing and reinforcing positive behaviors.

****Tier 2**** offers targeted interventions for students who need additional support, such as small group interventions, social skills training, and individualized behavior plans.

****Tier 3**** provides intensive, individualized support for students with significant behavioral challenges, including individual counseling, behavior contracts, and close collaboration with parents and external specialists.

This tiered model ensures that behavioral interventions are proactive, responsive, and tailored to each student's needs, promoting a positive and respectful school environment.

Moreover, Liberty City Elementary coordinates its efforts with the services outlined in the Individuals

with Disabilities Education Act (IDEA) to ensure that students requiring special education services due to behavioral or other disabilities receive the appropriate support. The school's behavior intervention strategies align with IDEA principles, 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.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii)(V)).

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 participate in ongoing professional development workshops and training sessions that focus on data analysis techniques, assessment interpretation, and instructional strategies tailored to individual student needs. These activities help educators translate assessment insights into targeted interventions, allowing them to adapt their teaching methods to better support student progress. This collaborative approach fosters a culture of data-driven instruction, where educators work together 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 offers mentorship programs that pair experienced educators with new teachers, facilitating knowledge sharing and professional growth. Additionally, by fostering a supportive environment for professional development and offering incentives for recruitment and retention, the school ensures a talented and dedicated teaching staff that positively impacts student outcomes.

Strategies to Assist Preschool Children

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

Liberty City Elementary School has implemented a range of strategies to ensure a smooth and successful transition for preschool children moving from early childhood education programs to elementary school. Recognizing that this transition is a critical time for young learners and their families, the school organizes orientation sessions and open houses. These events allow preschool children and their parents to familiarize themselves with the school environment, meet teachers, and

explore classrooms, providing an opportunity to address concerns, alleviate anxieties, and create a sense of comfort.

In addition, Liberty City Elementary 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 on 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 during their transition. By prioritizing effective communication, orientation events, and a focus on holistic development, Liberty City Elementary ensures that preschool children embark on their elementary school journey with confidence and enthusiasm.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00