

2008 No Child Left Behind–Blue Ribbon Schools Program

U.S. Department of Education

Public Private

Cover Sheet

Type of School
(Check all that apply)

Elementary Middle High K-12
 Charter Title I Magnet Choice

Name of Principal Ms. Dena Rae Cushenberry

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Liberty Park Elementary School

(As it should appear in the official records)

School Mailing Address 8425 East Raymond

(If address is P.O. Box, also include street address.)

Indianapolis

City

Indiana

State

46239-9426

Zip Code+4(9 digits total)

County Marion

State School Code Number* 5397

Telephone (317) 532-1853

Fax (317) 532-1895

Web site/URL http:\\libertypark.warren.k12.in.us\\hom E-mail dcushenb@warren.k12.in.us

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

Principal's Signature _____

Name of Superintendent Dr. Peggy Hinckley

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name MSD Warren Township

Tel. (317) 869-4347

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(Superintendent's Signature) _____

Name of School Board

President/Chairperson Mr. Jay Wise

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 3, and certify that to the best of my knowledge all information is accurate.

Date _____

(School Board President's/Chairperson's Signature) _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

Mail by commercial carrier (FedEx, UPS) or courier original signed cover sheet to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, US Department of Education, 400 Maryland Avenue, SW, Room 5E103, Washington DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2007-2008 school year.
3. If the school includes grades 7 or higher, the school must have foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2002 and has not received the No Child Left Behind–Blue Ribbon Schools award in the past five years.
5. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district wide compliance review.
6. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available. Throughout the document, round numbers to the nearest whole number to avoid decimals, except for numbers below 1, which should be rounded to the nearest tenth.

DISTRICT (Question 1-2 not applicable to private schools)

1. Number of schools in the district: _____ 11 Elementary schools
 _____ 3 Middle schools
 _____ Junior High Schools
 _____ 1 High schools
 _____ 3 Other
 _____ 18 TOTAL
2. District Per Pupil Expenditure: _____ 6123
 Average State Per Pupil Expenditure: _____ 10029

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located
 [X] Urban or large central city
 [] Suburban school with characteristics typical of an urban are
 [] Suburban
 [] Small city or town in a rural are
 [] Rural
4. _____ 5 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?
5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
Pre K			0	7			0
K	24	25	49	8			0
1	39	33	72	9			0
2	40	35	75	10			0
3	35	37	72	11			0
4	38	40	78	12			0
5	25	38	63	Other			0
6			0				
TOTAL STUDENTS IN THE APPLYING SCHOOL							409

6. Racial/ethnic composition of the school:
- | | |
|----|------------------------------------|
| 0 | % American Indian or Alaska Native |
| | % Asian or Pacific Islander |
| 39 | % Black or African American |
| 3 | % Hispanic or Latino |
| 58 | % White |

100 % TOTAL

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year 25 %

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1 until the end of the year	40
(2)	Number of students who transferred from the school after October 1 until the end of the year	61
(3)	Total of all transferred students [sum of rows (1) and (2)]	101
(4)	Total number of students in the school as of October 1	409
(5)	Total transferred students in row (3) divided by total students in row (4)	0.25
(6)	Amount in row (5) multiplied by 100	25

8. Limited English Proficient students in the school: 0 %
- | | |
|---|---|
| 0 | Total Number Limited English Proficient |
|---|---|

Number of languages represented 0

Specify languages:

9. Students eligible for free/reduced-priced meals 51 %

Total number students who qualify: 238

If this method does not produce an accurate estimate of the percentage of students from low income families, or the school does not participate in the federally supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: $\frac{6}{72}$ %
Total Number of Students Serve

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

10	Autism	0	Orthopedic Impairment
0	Deafness	4	Other Health Impairment
0	Deaf-Blindnes	12	Specific Learning Disabilit
18	Emotional Disturbanc	8	Speech or Language Impairment
3	Hearing Impairment	0	Traumatic Brain Injury
17	Mental Retardation	0	Visual Impairment Including Blindness
0	Multiple Disabilities		

11. Indicate number of full time and part time staff members in each of the categories below:

Number of Staff

	Full-time	Part-time
Administrator(s)	2	0
Classroom teachers	23	0
Special resource teachers/specialist	2	0
Paraprofessionals	2	0
Support Staff	13	0
Total number	42	0

12. Average school student-classroom teacher ratio, that is, the number of $\frac{20}{22}$: 1
 students in the school divided by the FTE of classroom teachers, e.g., 22:1

13. Show the attendance patterns of teachers and students as a percentage. Please explain a high teacher turnover rate. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy in attendance, dropout or the drop-off rates. Only middle and high schools need to supply dropout rates, and only high schools need to supply drop-off

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Daily student attendance	96 %	96 %	97 %	96 %	96 %
Daily teacher attendance	97 %	96 %	96 %	96 %	96 %
Teacher turnover rate	7 %	7 %	4 %	4 %	4 %
Student drop out rate (middle/high	0 %	0 %	0 %	0 %	0 %
Student drop-off rate (high school	0 %	0 %	0 %	0 %	0 %

Please provide all explanations below

PART III - SUMMARY

Liberty Park Elementary is an urban school that serves a diverse student population of approximately 467 students. The school is located in Indianapolis in the east central section of Marion County, which is called Warren Township. Our students come to us from government-subsidized homes, low-income apartments, trailer parks, and blue-collar single-family homes. We have a high mobility rate of over 22%. Our locality is transitioning to a more poverty-stricken community with an increase in crime and empty store fronts. The Indiana Business Journal reports that of the nine townships in Indianapolis, Warren Township is ranked first in the number of foreclosures and bankruptcies, and second in poverty level, small business closures and in abandoned homes. Nearly 51% of our students live in poverty based upon free and reduced lunch statistics. Our student body is naturally integrated and includes 43% African Americans, 53% white and 4% Hispanic.

Our success is driven by the existence of strong and supportive leadership at district and school level. Our highly qualified staff and their belief that all children can learn and succeed in a competitive and global community has been a major factor in our success. We embrace integrity, student achievement, and respect for all. Our mission states that Liberty Park in partnership with parents, staff, and community is to provide a thriving educational environment for all students to soar toward excellence. Although some might view our circumstances as an unattainable challenge, our dedicated staff embraces our students and community as an opportunity for excellence. We have a reputation for helping students achieve by mastering academic standards through differentiated instruction, positive teacher/student relationships, and respectful discipline practices.

Liberty Park has experienced exceptional success. We have been nominated by our State Superintendent for making significant positive changes; we have met the requirements for Adequate Yearly Progress as determined by the NCLB Act for 2003, 2004, 2005, 2006, and 2007 results. Schools from Lafayette, South Bend and Gary, Indiana have scheduled visits to Liberty Park to learn from our teachers and administrators.

We reach our goals through many successful strategies including the implementation of our Plan-Do-Check-Act program to reach all children, regardless of race or socio-economic status. This plan uses total quality management principles blended with effective schools' research producing a systematic framework for change. The components of this process are: disaggregating data, aligning standards within instructional timelines, delivering effective lessons, giving frequent assessments to drive instruction, providing 30-minute tutorial and enrichment opportunities for every student during the school day, implementing regular maintenance activities to reinforce previously taught skills and monitoring progress by administrative observations and data meetings with grade level teams at three-week intervals.

The Tier 3 Literacy Model is another strategy that has impacted student achievement. Tier I is comprised of a 90 minute core reading program utilizing both large and small groups and includes instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension. Data is collected to determine student needs and inform instruction. Tier II is an additional 30 minutes of small group reading instruction as a secondary intervention for students who still struggle with reading on grade level. Children who reach grade-level skills are exited while students who are not making adequate progress receive Tier III tutoring for an additional 30 minutes of small group intensive instruction.

Students receive additional support from retired adults in our community (OASIS), extended day tutoring, summer school, Boys and Girls Club power hour, and 1st and 2nd grade Reader's Theater. Parents volunteer an average of 100 hours each year by helping in our classrooms. Our PTA donates many hours of time to our children by organizing family activities, cultural enrichment programs, and providing financial support to our school. We average 99% attendance at parent-teacher conferences.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Liberty Park teachers use a variety of assessments, both formative and summative to drive instruction. Since we have a high mobility rate, all students are given the Developmental Reading Inventory (DRA) to assess reading levels in decoding and comprehension at the beginning of the school year. Teachers then level students for their guided reading groups to insure success and growth with all students as they begin a new school year.

Using district developed assessments every three weeks to appraise the level of mastery on the indicators of the Indiana State Standards in English/language arts and math, teachers gather and analyze data to make informed instructional decisions for reading and math blocks as well as to group students for our daily 30-minute tutorial and enrichment Success Period. These assessments are formative in nature and systemically capture a snapshot of how students are doing academically so that teachers can monitor and adjust instruction for continuous progress.

Additionally, students in grades 3-5 take the state mandated Indiana Statewide Testing for Educational Progress (ISTEP+) each September. This criterion-referenced test is used to determine if students have mastered the standards from the previous year. It determines if schools are making Adequate Yearly Progress (AYP) in all subgroups as required by Indiana's Accountability System for Academic Progress established by PL 221 and the No Child Left Behind Act of 2001. After the state announces cut scores for each test, students are placed into a Pass Plus, Pass or Do Not Pass category. Subgroup data is then disaggregated for gender, race, socioeconomic, and special education if 30 or more students fall into the category. Information for Liberty Park and Indiana testing may be found at the following website address: <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=5397> In addition to the required state testing, we also administer the Terra Nova, 2nd Edition to obtain norm-referenced data and measure cognitive ability for students in grade 2-5.

In spite of the onset of many new students, most living in poverty and having the potential to detrimentally impact our scores, we make no excuses and embrace everyone as capable learners. Our consistent increases in test scores reflect this mindset. After implementing data-driven staff development with high teacher and student expectations beginning in 2002, we have consistently made gains with an increase in all subgroups passing both Language Arts/Reading and Math. We have repeatedly surpassed our district and during the last five years, we have exceeded the state averages for grades 3-5. We have met the AYP requirements annually.

See table

2. **Using Assessment Results:**

Liberty Park has embraced the power of disaggregating data to help us raise the bar for learning and instruction. It has provided the focus for our school improvement plan and anchors our staff development plan. The staff reviews our ISTEP+ and Terra Nova results using the data to generate discussion as they look for trends and gaps in student learning among subgroups. The teachers then make informed decisions about their instructional focus. This data is vital to planning staff development as we match student learning gaps with teachers' instructional skills. The ISTEP+ is also vital to identifying students for summer school remediation, extended day tutoring, and gifted/talented programs.

The district 3-week assessments are essential in planning our daily remediation/enrichment Success Period to form flexible groups for prescriptive intervention. This real time data is powerful as teachers use the information to plan their instruction during their reading and math blocks. The data plays an important role in planning maintenance activities to reinforce previously taught skills. Teachers report the information gathered from the assessments on Learning Log spreadsheets which color-code students' as having mastery (M), partial mastery (PM) or non-mastery (N) by state standard indicators. The classroom reports are sent to the principal, and she compiles the information for each grade level showing the percentages of M, PM, and N. The teachers meet every three weeks with the principal for Learning Log meetings to discuss teaching strategies and interventions based upon the findings.

Teachers use the DIBELS and Developmental Reading Inventory to plan for guided reading groups, Tier II placement, summer school and the first grade and second grade Reader's Theater. Teachers meet weekly to collaborate and plan for instruction based upon all available data including class work and summative tests.

3. Communicating Assessment Results:

Liberty Park uses a multitude of ways to communicate formal and informal assessment results to parents and the community. Regular class work records are reported through 9-week standards-based report cards, midterm reports, assignment notebooks, and fall and spring parent-teacher conferences. Teachers regularly communicate through phone calls and notes as well. A school-wide data wall is updated every year for the students, parents, and community to view as a snapshot of the school's progress overtime.

The Office of School Improvement provides student performance data obtained from ISTEP+ results. That data is then used to monitor and track individual student performance over time, to review and adjust curriculum instructional efforts and to determine immediate and future professional development efforts. A school wide data wall is updated every year for the students, parents, and community view as a snapshot of the school's progress overtime.

State testing information is reported in our Patriot Press weekly newsletter, the local daily newspaper, the state testing website and our school website found at www.libertypark@warren.k12.in.us. Parent copies of ISTEP+ and Terra Nova results are sent home. Parents are encouraged to schedule appointments with the principal, dean/administrative assistant or classroom teacher to help interpret the results. Our spring parent conference is designed to discuss testing results with parents. Prior to fall testing, the principal and dean arrange 'test-talks' with every student involved in the testing cycle. Together they discuss individual results, set learning goals to pass or pass + the test.

The principal and literacy coach (we were afforded one year of Title 1 services due to an increase in poverty), reports school goals, achievement results, and how parents can support learning at all academic focused parent functions. These include PTA meetings, Back-to-School Night, Family Literacy Night, Family Science Night, Book Fair and Fifth Grade Graduation.

4. Sharing Success:

Sharing our success has become a natural process in our school improvement progression. At the local level, all eleven elementary principals meet with our Associate Superintendent at bi-weekly meetings and discuss instruction, leadership, technology, and components of the eight-step process. This avenue supports our systemic approach to learning structures, academic programs, educational research and achievement. As a collegial group, the principals share their school successes while supporting and encouraging each other.

Specifically at Liberty Park, the principal speaks regularly to doctoral colleagues about current research in education and best practices. Through these conversations, university professors, colleagues and students have visited us at Liberty Park. We have recently renewed a partnership with the central Indiana Boys and Girls Club, Indy Island and the Mayor's office who share the successes of the club and school with community leaders and the community at large through bi-weekly newsletters.

Our teachers and principal have been invited to present our successes and programs at school board meetings and to 1st and 2nd year teachers in the school district. Liberty Park was a site for the National School Board Association Site Visit in the spring of 2006. Liberty Park showcased our implementation of technology as it aligns with the Indiana Academic Standards.

We have regular visitors at Liberty Park from district administrators, principals, and teachers to learn about our Plan-Do-Check-Act approach to school improvement and explicit instruction. Visitors come from Gary, Indiana; Lafayette, Indiana; MSD Lawrence Township, Bloomington, Indiana and South Bend, Indiana. The visits involve all teachers in sharing the 'Patriot Success' with others.

The Liberty Park principal is the lead administrator serving on the Middle School Assistance Team to help middle school principals and teachers implement strategies and structures to improve test scores at the middle school level.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The curriculum at Liberty Park Elementary School is aligned with the Indiana Academic Standards and the district instructional calendar. These two sources provide an excellent framework that ensures continuity and rigor within our school. The instructional calendar provided by the district is the result of input by teachers throughout the district. It paces the standards and provides formative assessments in three-week cycles. With a high degree of mobility within our district, the consistency of our township curriculum is something that has been very beneficial for our students. Teachers are extremely knowledgeable of the standards in all areas of the curriculum.

In language arts, teachers provide instruction through daily reader's and writer's workshops. Students are taught at their instructional levels, which provides for optimal learning. In reading, teachers use a balanced approach to literacy, focusing on the five components of reading: phonemic awareness, phonics, comprehension, vocabulary, and fluency. Students are engaged in reading for at least 90 minutes each day. Students spend between 30-60 minutes daily in our writing curriculum. There is a strong emphasis on the writing process, which includes prewriting, drafting, revising, editing, and publishing. A writer's workshop approach provides choice, which is very motivating for students. Writer's workshop helps to build upon the individual needs of the students and allows for extra practice of the skills taught in the curriculum. Opportunities such as our Family Literacy Night and Reader's Theater presentations allow students to demonstrate their reading skills.

The mathematics curriculum provides students with a strong understanding of mathematical concepts. Students are taught in a variety of ways, often using hands-on materials to enhance learning. Each of the mathematics standards (number sense, computation, algebra and functions, geometry, measurement, and problem solving) are addressed daily through teacher-made maintenance activities. This scaffolding of each standard has helped to strengthen student knowledge and understanding of mathematical concepts. During the 50-minute math block, teachers embed problem solving activities that directly relate to the indicator being taught.

Social studies, science and health are often integrated with language arts to provide an integrated approach to learning. Students investigate and learn about topics related to a specific theme. For example, if students are reading about magnets, they may participate in a science experiment related to magnets during their science time. In writing they may write about the results of their experiment. This integrated approach helps students to make connections in their learning. It also helps to maximize the use of time throughout the school day. The 3rd, 4th, and 5th grade teachers have participated in comprehensive staff development to teach non-fiction reading in the content areas. Teachers plan Family Math Fun Night and Science Fair to involve the community while engaging our students in activities that support the Indiana Academic Science Standards. Liberty Park was awarded the 2006-2007 Energy Award from the district for our cost effective effort.

Students receive instruction in the areas of art, music, or physical education each day. The unified arts team incorporates our core curriculum into their lessons and enhances the students' reading and writing skills through our school wide focus on reading comprehension and writing skills.

Learning is expanded at all grades through academic learning trips; attending plays and musicals; and inviting resource community patrons into the classrooms. Fourth and fifth graders attend Peace Learning Center, a program that teaches conflict resolution; and leadership.

Our students have ample opportunities to give back to the community by participating in service projects. All grades participate in our paper recycling program and canned food drives sponsored by a neighborhood church. To gain a global perspective, Liberty Park students collected school supplies for students in Africa, and Afghanistan in partnership with Camp Liberty. Students in grades 3-5 held food drives for the community organizations; participated in Relay for life, community recycling, care packages, and wrote letters to soldiers in Iraq.

2a. (Elementary Schools) Reading:

Using effective schools research, our teachers follow instructional timelines; disaggregate and analyze data to plan instruction; deliver purposeful lessons; use frequent assessments; provide tutorial and enrichment

time during the school day; and provide maintenance lessons to reinforce previously taught skills. Our 90-minute block of uninterrupted reading instruction allows teachers to implement a balanced reading approach. Teachers work with whole groups of students, small groups, and individual students. The whole group time may involve systematic and explicitly taught mini-lessons, shared reading experiences, or read alouds which model good reading. Whole group lessons focus on the five components of reading: phonemic awareness, phonics, comprehension, fluency, and vocabulary. Teachers teach students at their instructional reading level in small, guided reading groups. While working with guided groups, remaining students are involved in meaningful reading activities at literacy work stations. When students are reading independently, teachers are able to confer one-on-one with students meeting individual needs. Teachers meet frequently in grade-level teams to discuss student progress and appropriate interventions for reading instruction. The daily schedule provides 30 additional minutes of small group reading instruction as a secondary intervention for struggling readers. Students who reach grade-level skills are exited, while students who are not making adequate progress receive 30 more minutes of intensive small group reading instruction.

Books in our reading room have been leveled according to the Fountas and Pinnell leveling system. These texts are a great resource to use when instructing students at a level which is appropriate for them. We subscribe to Reading A-Z, another resource with a huge variety of leveled texts. These resources, along with our school and classroom libraries, help to assure that students have access to books at school and at home.

Liberty Park has adopted a balanced literacy approach to reading, focusing on meeting the needs of individual students. Through continual assessment and regrouping of students, instruction is tailored for each child. Teachers are able to work with students within their zone of proximal development to provide optimal learning.

3. Additional Curriculum Area:

Teachers at Liberty Park devote 50 minutes to mathematics instruction each day and deliver effective lessons that are engaging and incorporate problem solving daily. Staff members have made a tremendous effort to teach to each strand of the Indiana Academic Standards in the area of mathematics on a daily basis. The math period begins with a math maintenance activity where all six Indiana math standards are reviewed. Teachers have developed activities that students complete each day to practice one problem in each of the following standards: number sense, computation, algebra and functions, geometry, measurement, and problem solving. We attribute our high math scores to this review coupled with the daily problem solving that is related to the guided practice portion of instruction.

Teachers regularly utilize hands-on materials including wipe-off boards, math games, and manipulatives to teach mathematical concepts. Students practice math facts until they attain mastery and it is not unusual to find teachers using our 'line maintenance' concept of using the restroom or lunch line as a time to practice math concepts.

With a common instructional schedule and preparatory time at each grade level, teachers are able to plan together to create lessons that will help students acquire the skills necessary to be successful mathematically. Additionally, teachers deliver objective-focused math lessons according to the district instructional calendar. Students are assessed at three-week cycles on specific skills. Then time is allotted for reteaching students who have not mastered the specific skill while enriching those who have mastered skills. Accelerated Math program is used to reinforce and accelerate student learning of the Indiana Academic Standards. Plato is a program that is used for skill maintenance in the area of math. Throughout the school year, maintenance activities are used to ensure that students retain learning in mathematics. Intermediate grade students utilize math skills in an authentic way by maintaining and operating the school bookstore 1 day per week and various simple school fundraisers throughout the calendar year.

4. Instructional Methods:

Proven practices are the foundation for instruction at Liberty Park. As we gain new knowledge through professional reading, practitioners in the field and educational consultants (Larry Lazotte, Pat Davenport, Thomas Guskey, Robert Marzano and Mary Lynn Woods), Liberty Park teachers become excited to transfer their newfound knowledge into practice. Secondly, our instruction centers on treating children with

dignity and respect and developing positive relationships so that students view themselves as learners. School-wide behavior system Increasing Positive Interactions and other procedures are in place to encourage positive behavior and keep transitions speedy and quiet so that learning can be maximized.

Teachers deliver lessons that are well-planned using their instructional calendars and assessment data. Social studies and science are integrated within the reading and mathematics blocks using non-fiction reading strategies. During reading and math blocks, review activities take place based on the students' schema. Whole group instruction takes place and then small groups may work in differentiated work centers, or participate in a guided reading group or a mini-lesson with the teacher. Students learn to work independently and with partners. As teachers instruct with rigor, they accelerate the students to higher level thinking and help students learn to ask questions as the students engage in their learning. Science is integrated with school-wide hands-on experiences as we have hatched baby chicks and harvested butterflies.

Our unified arts teachers embrace the instructional calendar and incorporate the academic indicators into their respective areas. For example, in physical education, the student may run a relay to find the answer to a math problem in a pile of laminated answer cards. In art, students may use x and y coordinates on a graph to replicate a famous masterpiece. And in music, students may use comprehension strategies as they analyze the lyrics to a song and then write a compare and contrast essay.

Technology is used to support instruction. Standards-based software, web-based learning, video streaming, iRespond units, handheld computers and interactive white boards are infused at classroom workstations as well as the computer lab. Each year, we have at least two classrooms that utilize class sets of palm pilots.

5. Professional Development:

The staff development program at Liberty Park Elementary is purposeful, systematic and based on the foundation that when teachers teach each other through coaching, demonstration classrooms, study groups and facilitation of staff in-service, instruction improves, knowledge of the curriculum is enhanced, and student achievement rises. Our staff development goal states that all teachers at Liberty Park will experience high-quality, school-based professional development that transfers to sustainable instructional practice and drives student achievement.

Our success with this model is supported by a safe learning environment where teachers embrace new teaching strategies. Respect, professional working relationships and administrative support is pervasive. Staff development is planned after reviewing state criterion test data, norm-referenced data, district assessments, principal observations, teacher feedback, literacy coach /teacher appraisal, teacher surveys, staff evaluation of professional development meetings and three-week student data reviews with the principal.

After we analyze student learning gaps compared to our state standards and teachers identify areas for individual improvement, a comprehensive research-based plan is developed to sustain new instructional practice with teacher accountability. The plan offers differentiated in-service so that learning objectives meet the needs of individual teachers.

We ensure accountability by asking teachers to develop demonstration classrooms for other teachers, to bring evidence of student learning to staff meetings, to participate, plan and facilitate staff development and to schedule observations and feedback meetings with our literacy coach/teacher. Teachers receive on-going administrative support and monitoring through classroom walk-through visits and formal evaluations. Our literacy coach/teacher provides customized, relevant and ongoing support to classroom teachers through assisting with staff development, facilitating study groups, modeling best practices and giving feedback to teachers.

The plan remains flexible and is adjusted as data changes. Our literacy coach/teacher, building administrators, staff members and outside consultants facilitate staff development at staff meetings, district-planned half-days, after school and summer opportunities. Teachers also devote grade-level weekly meetings to collaborate on student achievement and instruction for their grade level. Evaluation of the program shows that as our teachers have gained and implemented new skills, we are closing the achievement gap with all subgroups.

PART VII - ASSESSMENT RESULTS

Subject Reading (ELA) Grade 3 Test i
 Edition/Publication Year _____ Publisher CTB McGraw Hill

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	September
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	75	78	90	83	84
% "Exceeding" State Standards	7	14	31	19	11
Number of students tested	68	69	39	58	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard	65	79	82	59	75
% "Exceeding" State Standards	4	7	18	12	6
Number of students tested	26	14	11	17	16
2. White					
% "Meeting" plus % "Exceeding" State Standard	79	78	92	95	88
% "Exceeding" State Standards	9	18	32	24	15
Number of students tested	34	50	25	37	26
3. Free Lunch					
% "Meeting" plus % "Exceeding" State Standard	76	74	88	76	82
% "Exceeding" State Standards	6	11	21	7	12
Number of students tested	34	38	24	29	17
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September	September	September
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	69	80	97	81	84
% "Exceeding" State Standards	4	7	14	31	19
Number of students tested	68	69	39	58	45
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard	58	79	91	53	81
% "Exceeding" State Standards	8	7	0	6	0
Number of students tested	26	14	11	17	16
2. White					
% "Meeting" plus % "Exceeding" State Standard	74	78	95	92	85
% "Exceeding" State Standards	3	20	32	43	42
Number of students tested	34	50	25	37	26
3. Free Lunch					
% "Meeting" plus % "Exceeding" State Standard	68	76	96	76	88
% "Exceeding" State Standards	3	5	21	28	6
Number of students tested	34	38	24	29	17
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	84	83	75		
% "Exceeding" State Standards	11	19	7		
Number of students tested	76	52	61		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard	86	79	58		
% "Exceeding" State Standards	29	5	5		
Number of students tested	14	19	0		
2. White					
% "Meeting" plus % "Exceeding" State Standard	85	84	85		
% "Exceeding" State Standards	7	29	8		
Number of students tested	54	31	39		
3. Free Lunch					
% "Meeting" plus % "Exceeding" State Standard	76	77	67		
% "Exceeding" State Standards	5	19	0		
Number of students tested	38	26	38		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	83	85	82		
% "Exceeding" State Standards	17	23	16		
Number of students tested	76	52	61		
Percent of total students tested					
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Back					
% "Meeting" plus % "Exceeding" State Standard	86	79	63		
% "Exceeding" State Standards	14	11	0		
Number of students tested	14	19	19		
2. White					
% "Meeting" plus % "Exceeding" State Standard	81	87	92		
% "Exceeding" State Standards	20	29	26		
Number of students tested	54	31	39		
3. Free Lunch					
% "Meeting" plus % "Exceeding" State Standard	76	77	80		
% "Exceeding" State Standards	16	23	20		
Number of students tested	38	26	30		
4. White					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	90	81	68		
% "Exceeding" State Standards	15	3	5		
Number of students tested	59	72	62		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard	88	69	47		
% "Exceeding" State Standards	8	0	0		
Number of students tested	24	26	0		
2. White					
% "Meeting" plus % "Exceeding" State Standard	91	93	77		
% "Exceeding" State Standards	16	5	5		
Number of students tested	32	41	38		
3. Free Lunch					
% "Meeting" plus % "Exceeding" State Standard	88	78	55		
% "Exceeding" State Standards	6	0	0		
Number of students tested	32	37	22		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					

	2006-2007	2005-2006	2004-2005	2003-2004	2002-2003
Testing Month	September	September	September		
SCHOOL SCORES*					
% "Meeting" plus % "Exceeding" State Standards	86	78	73		
% "Exceeding" State Standards	12	15	16		
Number of students tested	59	72	62		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Black					
% "Meeting" plus % "Exceeding" State Standard	79	69	53		
% "Exceeding" State Standards	18	4	0		
Number of students tested	24	25	0		
2. White					
% "Meeting" plus % "Exceeding" State Standard	83	88	82		
% "Exceeding" State Standards	23	24	23		
Number of students tested	32	41	39		
3. Free Lunch					
% "Meeting" plus % "Exceeding" State Standard	84	81	68		
% "Exceeding" State Standards	23	11	14		
Number of students tested	32	37	22		
4.					
% "Meeting" plus % "Exceeding" State Standard					
% "Exceeding" State Standards					
Number of students tested					