

Orange County Public Schools

Liberty Middle



2015-16 School Improvement Plan

Liberty Middle

3504 S CHICKASAW TRAIL, Orlando, FL 32829

www.ocps.net/lc/southeast/mli

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	87%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	C	C

**Preliminary Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

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

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

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	28
Appendix 2: Professional Development and Technical Assistance Outlines	30
Professional Development Opportunities	31
Technical Assistance Items	33
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

Preparing ALL Students to be College and Career Ready

School Environment

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

To build relationships between the community and the school, Liberty Middle School hosts several events which include, Hispanic Heritage Festival, Parent University, and Open House. The school also keeps the lines of communications open by utilizing a Digital Newsletter, Facebook, Twitter, and ConnectOrange.

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

Liberty Middle School works in coordination with OCPS student services departments to provide services for students before, during, and after school. These services include providing safe environments on campus before and after school hours in conjunction with the YMCA and Title I tutoring. There are Migrant and Homeless liaisons on campus to assist students with accessing appropriate education. The SAFE coordinator partners with counseling services to provide students in need with counseling on violence, drug prevention, anger management, etc. Students are provided with free lunch and breakfast daily through food nutrition services. Lastly, students are encouraged to demonstrate P.R.I.D.E. through a Positive Behavior Support system where they partner with the school in demonstrating Pride, Respect, Integrity, Determination, and Effort. Students are rewarded for demonstrating these characteristics that provide a safe and respected environment for all students.

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

The schoolwide behavioral system in place is based upon Positive Behavior Support (PBS). Students that demonstrate P.R.I.D.E are nominated for Student of the Week. Students that demonstrate characteristics of P.R.I.D.E are also rewarded Liberty Dollars to use in the PRIDE Market and purchase rewards. Academic success is rewarded through Renaissance, which is a reward/celebration that students have to earn by reaching specific academic and behavioral expectations each marking period. Level 1 disciplinary incidents require documentation from the teacher and parent contact, before being elevated to administration. Liberty has a discipline tracking form that is submitted to administration once the need for elevating an incident arises. Academic and Instructional coaches assist teachers with classroom management and motivation strategies.

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

Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. These community agencies partner students with mentors to assist the students navigate the social-emotional demands of school life.

Early Warning Systems

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

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

The school is developing a MTSS process, where all students that have scored a Level 1 on the Florida State Assessment are tracked for progress monitoring to determine if the interventions in place for these students are enough. Attendance and discipline are tracked monthly to identify students who may need mentoring. Course failure is tracked, beginning after the first marking period, to determine how we can help students earn the required credits for promotion to high school. 8th graders needing more than this school year's credits to promote to high school are notified at the beginning of the school year and provided opportunities for course recovery through Ingenuity and Florida Virtual School.

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	81	96	92	269
One or more suspensions	50	45	43	138
Course failure in ELA or Math	8	23	18	49
Level 1 on statewide assessment	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	20	34	32	86

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

- Tutoring in Reading, Math, Algebra I and Geometry are offered after school from October-March
- Homework help sessions are provided for students that may need help with organization
- The school offers Robotics as an Enrichment program.
- The school offers Double Blocks of Math in grades 6, 7, 8, and Algebra.

- ESE students are provided with a Learning Strategies class to assist them with the core classes.
- Students that struggle with organizing for learning are provided an AVID Strategies class.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/64652>.

Description

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

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

Liberty has assigned the role of Partners in Education Coordinator for the purpose of connecting with local businesses to provide resources that will support school and student achievement. These partnerships help support our Family nights and Student Academic Reward events. PTSA has also partnered with the school Additions Coordinator to coordinate volunteers to assist the school with working these Family Nights and Student Academic Reward events, such as Renaissance.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Russo, James	Principal
Tinsley, Lovely	Assistant Principal
Ruby, Darcy	Instructional Coach
Schwartz, Andrew	Assistant Principal
Faber, Jenna	Instructional Coach
Soura, Amelia	Instructional Coach

Duties

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the schoolbased team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures

implementation of

intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the

school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to

support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

Select General Education Teachers (all disciplines): Provides information about core instruction, participates

in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement

Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core

instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers

through such activities as co-teaching.

Instructional Deans and Coaches: Develops, leads, and evaluates school core content standards/ programs;

identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel

to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design

and implementation for progress monitoring, data collection, and data analysis; participates in the design

and delivery of professional development; and provides support for assessment and implementation monitoring.

Reading Teachers: Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers

regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

Student Services Personnel: Provides quality services and expertise on issues ranging from program design

to assessment and intervention with individual students. In addition to providing interventions, school social

workers continue to link child-serving and community agencies to the schools and families to support the

child's academic, emotional, behavioral, and social success.

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

The MTSS Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our school, our teachers, and our

students?

The team meets monthly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Title I, Part A: Services are provided to ensure students requiring additional remediation are assisted through programs during school hours, after-school programs, and/or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant: Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title I, Part D: District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention programs.

Title II: District receives supplemental funds for improving basic education programs. Relationships and good

instruction are the basis for student improvement. Funds at Liberty Middle are used to fund the incorporation of rigor through higher order questioning. This is supported by the use of the funds to hire a consultant, Dr. Rosemarye Taylor, who will work with teachers on questioning strategies.

Title III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless: District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI): SAI funds have been instrumental in assisting Liberty Middle School with providing our Level I students with remediation, supplies, materials, and academic instruction.

Violence Prevention Programs: The Safe Coordinator works with students who experience violence in the home or at school. The district provides professional development and programs in all areas of violence and drug prevention.

Nutrition Programs: Students, Faculty, and Staff all receive free breakfast. More than 85% of our student population receives free/reduced lunch services.

Career and Technical Education: Liberty Middle School has added a progressive course to allow 6-8th graders to earn Microsoft Bundle Certification before leaving 8th grade. This was purchased through the Carl Perkins Grant.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Tricia Lees	Business/Community
James Russo	Principal
Pamela Yates	Parent
Lourdes Pouso	Parent
Pedro Alvarez	Parent
Yarisel Pena	Parent
Marilyn Maldonado	Education Support Employee
Janann Woody	Teacher
Raquel Vasquez	Teacher

Duties

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

Evaluation of last year's school improvement plan

The goals of last year's school improvement plan were reviewed before creating goals for this year's school improvement plan. Liberty realized a dip in State Assessment scores and goals were established to close the gap this school year. At the first SAC meeting it was determined that goals for the high achieving students at Liberty were not a strong focus in last year's plan and goals for Cambridge and AVID were created based on that feedback.

Development of this school improvement plan

The expected improvement goals were presented to the SAC at the first meeting of the school year. The SAC also reviewed the barriers and actions that were brainstormed/presented by staff at our first Principal mini meeting. The SAC was in support of the SIP goals and requested updates at each meeting on the progress Liberty is making to achieve those goals.

Preparation of the school's annual budget and plan

The school improvement budget was presented to the SAC along with the needs of the school and the overall school budget. The school improvement budget was voted on and approved at the first meeting of the school year. 100 percent of the school improvement funds went to supporting the Student Academic Reward, Renaissance, which is held at the end of the first, second, and third marking period.

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

Last school year, 100% of the school improvement funds went to supporting the Student Academic Reward, Renaissance, which was held at the end of the first, second, and third marking period.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Soura, Amelia	Instructional Coach
Russo, James	Principal
Schwartz, Andrew	Assistant Principal
Tinsley, Lovely	Assistant Principal
Faber, Jenna	Instructional Coach
Roberts, Daisy	Teacher, K-12
Scheff, Jessica	Instructional Technology

Duties

Describe how the LLT promotes literacy within the school

The focus for the LLT this year will be to review the school-wide exemplars and develop an action plan to

ensure that these are evident in each discipline. The exemplars are as follows:

LANGUAGE ARTS

- Incorporate vocabulary instruction into daily lessons.
- Use graphic organizers to develop elaborate essays that respond to text analysis.
- Incorporate more non-fiction text.
- Use exemplary student work to create print-richness.
- Provide students access to digital books online

MATHEMATICS

- Help students connect new skills to previously learned skills.
- Provide real-world labs to practice application of skills, e.g. graphing problems on Google Docs.
- Provide specific feedback on mistakes and successes.
- Instruct students in multiple/alternate methods of solving problems.
- Differentiate by assigning work of varied complexity.
- Include Extended Responses on assessments.

SCIENCE

- Encourage current news and web-based research.
- Incorporate hands-on activities and problem-based learning.
- Encourage higher order thinking by requiring students to explain the implications and causes of scientific processes as well as the steps.
- Incorporate text-based responses where students practice providing evidence to support responses.

SOCIAL STUDIES

- WebQuests
- Document Based Questions (DBQs)
- Collaborative Work
- Alternative Assessments
- Field Trips/Experiential Education

ELECTIVES

- Develop student-made word walls .
- Utilize graphic organizers to help students organize and share their thoughts.
- Display exemplary student work.
- Incorporate teacher-led shared reading.

MEDIA CENTER

- Use morning announcements to promote books.
- Deliver teacher requested books directly to classrooms.

- Post student-created book reviews in highly visible areas.
- Expand media center access to students.
- Display quality literature prominently throughout the media center.
- Invite the Orange County Public Library to teach students about OverDrive and digital reading.
- Provide students access to digital reading/content available through the Public Library System.

Public and Collaborative Teaching

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

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

Teachers that teach the same course are provided common planning to support collaboration. Teachers meet in PLCs a minimum of once a week with instructional coaches to utilize data and plan instruction. Minutes from the collaboration time are kept by the coaches and provided to school administration. A minimum of three common assessments are utilized each marking period to drive planning and instruction.

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

1. Regular meeting between teachers of two or less years and Instructional Coach (Darcy Ruby). Meetings will be held monthly to help teachers track their certification and state beginning teacher requirements.
2. The instructional coach (Darcy Ruby) will partner newer teachers with veteran teachers for mentoring and coaching. Veteran teachers that are paired with newer teachers will have taken part in the Clinical Education and Coaching classes.
3. Professional Learning Communities between teachers, instructional coaches, and administration will be held weekly to discuss, plan, and implement strategies and lessons.
4. School-based professional development opportunities will be provide by Instructional Coaches monthly. These opportunities will be based on classroom observation and school-wide data trends.

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

Mentors and mentees are partnered based on the veteran teacher's past performance and like content areas when possible. Mentors have been trained in Clinicial Education and Coaching. Mentors and mentees meet at a minimum of weekly and have common planning periods where they are to discuss evidence-based strategies for instruction in the classroom. The mentee is part of a school-based professional learning community that meets monthly with Instructional Coaches to see models of and discuss research based instructional strategies. Professional learning activities will include Marzano high-yield strategies, analyzing data to inform instruction, and Professional Learning Communities.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Instructors use the Florida Standards to design their lesson plans and common assessments. Programs and materials are chosen to be utilized as they match to the Florida Standard. Liberty Middle School also utilizes the MTPs and adopted texts from the District. Alongside the the selection

of actives that are chosen to best help students meet the Florida Standards, teachers utilize the Technology Integration Matrix (TIMS).

Instructional Strategies

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

At the beginning of each unit, teachers plan their learning scales with common evidence/checkpoints for students to demonstrate their learning. The goal is to use these checkpoints to help students reach mastery of Level 3 on the Learning Scale. Teachers can then use the data from the checkpoints to differentiate the instruction by assisting those students that have not reached a Level 3 in small focused groups and permit students to begin work on their Level 4 evidences that have already mastered the benchmarks being taught. Common evidences and instructional practices are discussed at weekly PLCs with the Instructional Coaches.

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

Strategy: After School Program

Minutes added to school year: 2,160

Through Title I dollars, students who are identifies as needing extra support will be targeted to take part in after school tutoring twice a week. Tutoring will use a research based curriculum in the areas of Math, Reading, Algebra, and Geometry. Tutoring will begin in October and run for eighteen weeks. Transportation will be provided. Enrichment activities will be provided as well through Robotics and Cambridge Study sessions.

Strategy Rationale

Students participating in our Intervention classes as well as our Enrichment classes need further support outside the school day to be able to perform their best and close the achievement gap.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Schwartz, Andrew, andrew.schwartz@ocps.net

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

Data will be collected through the online tutorials, a pretest, and post test. The Curriculum Resource Teacher, Reading Coach, and MTSS Lead will be responsible for creating the curriculum and pulling the data for analysis and monitoring.

Student Transition and Readiness

PreK-12 Transition

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

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

Incoming 5th grade students are visited by the counselors and curriculum leaders to preview life on the Liberty Middle School campus and provide students their options. Elementary Schools that are part of the feeder pattern are invited to bring their 5th grade students to the school to partake in the Liberty Middle School Experience. This program allows students to walk the halls, see in classrooms, and experience the many options they have for electives. 5th grade students are given the chance to ask current 6th graders questions as well. Liberty also opens up the campus for incoming 5th grade parents to come in and tour, ask questions, and see the programs Liberty Middle School has to offer. Outgoing 8th graders are visited by several of the surrounding high schools and have the opportunity to ask questions of their counselors and submit requests for electives as they transition to the high school.

College and Career Readiness

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

Counselors meet with each student individually to discuss career/educational goals and interests when setting a course of study and scheduling individual courses that meet students' needs and promotion requirements.

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

Liberty Middle School offers a variety of applied and integrated courses to help students see the relationships between subjects and relevance to their futures. The courses include: business, TV production, Project Lead the Way (STEM), and Spanish. School-wide Liberty uses a one-to-one digital device curriculum where students engage in 21st Century Learning skills to access texts and curriculum. Students interact with teachers using the digital devices to submit assignments and participate in learning activities that enhance the curriculum and increase collaboration. Teachers in the core classes discuss careers that require skills learned in their classes. Beginning in 7th grade, business classes provide students the opportunity to receive high school credit, industry certifications, and in some cases college credit. Project Lead the Way classes provide students the opportunity to participate in engineering and other problem solving tasks. Spanish classes teach about the cultures associated with their language and have students role play translating documents and dealing with imports and exports from that Spanish countries. In Spanish, there is also a pen-pal program established for students to use their digital devices to connect to other schools in Spanish speaking countries. ELA classes have students do brainstorming which helps students develop problem solving skills. In Civics and U.S. History, students are taught the rights and responsibilities of U.S. citizenship as well as the voting process. AVID students attend college exposure field trips and have admissions officers come as guest speakers. Critical Thinking and AVID teachers provide ACT exposure and practice. Cambridge classes encourage an investigative approach to learning and the development of writing skills and problem solving. The Liberty Middle School staff works collaboratively and cooperatively in Professional Learning Communities (PLCs) to discuss course content and cross curricular activities to provide student with the best opportunities to learn and see the relevance in their subject matter and future career choices. District TIF-STEM Coaches provide support during PLCs to aid with the planning of cross curricular activities and integrating these with the current course curriculum.

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

-Growth in participation in AVID classes to increase the college readiness of our underachieving but motivated students.

- Growth of Cambridge program to increase the the preparedness of students for the demands and expectations of specialized, advanced academic programs in high school. Liberty Middle School has applied for Magnet Status to continue the growth of this program.
- Implementation of a Project Lead the Way program where students have the opportunity participate in Engineering and other problem-solving career fields while progressing through the curriculum.
- Support from the district TIF-STEM coaches is utilized to provide interdisciplinary lessons.

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

Students at Liberty Middle School are offered the option of taking High School level classes while attending Middle School so that they are prepared for a rigorous course load in high school. This opportunity in turns prepares these students to participate in college level courses while in high school and prepares them for successful postsecondary education experiences.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Liberty Middle School will decrease the gap in achievement groups through Professional Learning Communities (PLCs), common planning, and formative common assessments resulting in differentiation. (Division Priority #1: Narrow achievement gaps for socio-economic and racial subgroups AND Division Priority #2: Invest in human capital)

- G2.** Liberty Middle School student achievement will increase as a result of teachers' understanding of FSA, the Instructional Framework and the Technology Integration Matrix (TIM). (Division Priority #1: Ensure career and college readiness)

Strategic Goals Detail

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

G1. Liberty Middle School will decrease the gap in achievement groups through Professional Learning Communities (PLCs), common planning, and formative common assessments resulting in differentiation. (Division Priority #1: Narrow achievement gaps for socio-economic and racial subgroups AND Division Priority #2: Invest in human capital) 1a

G073171

Targets Supported 1b

Indicator	Annual Target
AMO Math - SWD	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Reading - SWD	
AMO Reading - ELL	
AMO Reading - Hispanic	

Resources Available to Support the Goal 2

- Coaches attended PD on the Instructional Framework and Lesson Planning
- The master schedule has been adjusted to increase time for teachers to collaborate

Targeted Barriers to Achieving the Goal 3

- Teachers are reluctant to use the collaborative planning process.

Plan to Monitor Progress Toward G1. 8

Tracking the number of students achieving Reading Program Data goals to attend Renaissance

Person Responsible

Schedule

Quarterly, from 8/19/2014 to 5/31/2015

Evidence of Completion

Read 180 Data, Achieve 3000 Data, Conduct Grades

G2. Liberty Middle School student achievement will increase as a result of teachers' understanding of FSA, the Instructional Framework and the Technology Integration Matrix (TIM). (Division Priority #1: Ensure career and college readiness) **1a**

G073172

Targets Supported **1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	55.0
ELA/Reading Gains	65.0
ELA/Reading Lowest 25% Gains	67.0
FSA Mathematics - Achievement	55.0
Math Gains	69.0
Math Lowest 25% Gains	67.0
FCAT 2.0 Science Proficiency	50.0
Algebra I EOC Pass Rate	90.0
Civics EOC Pass	50.0
Geometry EOC Pass Rate	90.0

Resources Available to Support the Goal **2**

- Think Through Math for all students
- Math XL for Algebra and Geometry
- Digital Curriculum Teacher Leader Professional Development
- TIF STEM District support
- LSI school-wide support

Targeted Barriers to Achieving the Goal **3**

- Low expectations of students and scaffolding instruction for students that read at lower lexile levels.

Plan to Monitor Progress Toward G2. **8**

Common Assessment Data and Lesson Plans will be reviewed during PLCs

Person Responsible

Darcy Ruby

Schedule

Biweekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Common Assessment Data and Lesson Plans

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Liberty Middle School will decrease the gap in achievement groups through Professional Learning Communities (PLCs), common planning, and formative common assessments resulting in differentiation. (Division Priority #1: Narrow achievement gaps for socio-economic and racial subgroups AND Division Priority #2: Invest in human capital) **1**

 G073171

G1.B1 Teachers are reluctant to use the collaborative planning process. **2**

 B191154

G1.B1.S2 Instructional coaches will facilitate the common planning. **4**

 S202626

Strategy Rationale

Teachers will experience success with the support of the coaches.

Action Step 1 **5**

A schedule for common planning will be developed and all PLCs will meet in a common location.

Person Responsible

Darcy Ruby

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Action Step 2 5

PD on the Instructional Framework and Lesson Planning will be provided during scheduled school-based professional development days.

Person Responsible

Darcy Ruby

Schedule

Monthly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Action Step 3 5

Provide release time for instructional rounds with coaches.

Person Responsible

Darcy Ruby

Schedule

Quarterly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Reflections from post-rounds discussion

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Principal will review and update the PLC schedule to meet the needs of the common planning.

Person Responsible

James Russo

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

PLC schedule and Collaboration Accountability Form notes.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Coaches Meeting will be held weekly and team progress will be reviewed.

Person Responsible

James Russo

Schedule

Weekly, from 8/26/2015 to 6/8/2016

Evidence of Completion

Coaches feedback/reflection in Liberty Coaches Planning and Reflection Log.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Monitor lesson plans plans and provide feedback.

Person Responsible

Darcy Ruby

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Lesson plans will be reviewed weekly in a coaches PLC where trends will be identified and feedback prepared to be provided to teachers.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Liberty Coaches Google form will be reviewed and discussed at weekly coaches meeting.

Person Responsible

James Russo

Schedule

Weekly, from 8/26/2015 to 6/1/2016

Evidence of Completion

G2. Liberty Middle School student achievement will increase as a result of teachers' understanding of FSA, the Instructional Framework and the Technology Integration Matrix (TIM). (Division Priority #1: Ensure career and college readiness) **1**

 G073172

G2.B1 Low expectations of students and scaffolding instruction for students that read at lower lexile levels.

2

 B191157

G2.B1.S1 Train 100% of teachers at Liberty Middle School on deconstructing standards and creating and utilizing scales with evidence. Follow-up training with monitoring, common planning with Instructional Coaches, and classroom walk-throughs with feedback. **4**

 S202627

Strategy Rationale

Training teachers to deconstruct the standards will familiarize them with the requirements being asked of students in the Florida Standards. Utilizing Learning Scales with Evidence combats low expectations, because check-points are created to scaffold all learners to reach mastery of the benchmark.

Action Step 1 **5**

Provide teachers with common planning where teachers will meet with instructional coaches to create Instructional Focus Calendars, Deconstruct Standards, Create Scales with Evidence, Create Lesson Plans, and Analyze data while utilizing the Instructional Framework.

Person Responsible

James Russo

Schedule

Weekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

Instructional Focus Calendars, Lesson Plans, Common Assessments

Action Step 2 5

Provide PD on strategies from the Instructional Framework focused on increasing student participation

Person Responsible

Darcy Ruby

Schedule

Monthly, from 8/17/2015 to 6/8/2016

Evidence of Completion

Lesson Plans, Classroom Observations

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Learning Scales, Lesson Plans, and Common Assessments will be reviewed and feedback will be provided.

Person Responsible

James Russo

Schedule

Weekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

Learning Scales will include rigor words from the Florida Standards, Common Assessments will match up with the evidences required of the students in the learning scales and match the FSA item specifications, Lesson Plans will include the Learning Scales with Evidence and will also note targeted elements from the Instructional Framework that were specifically chosen and planned for. Lesson Plans will incorporate the levels of the Technology Integration Matrix (TIMS) and will be posted the Monday previous to instruction. Lesson plans will be reviewed by the Admin and Instructional Coaches and feedback will be provided at the end of our weekly PLCs.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Learning Scales, Lesson Plans, Common Assessment Data will be reviewed during PLCs

Person Responsible

Darcy Ruby

Schedule

Weekly, from 8/25/2015 to 6/8/2016

Evidence of Completion

Lesson Plans, Common Assessment Data, FSA, and EOCs

G2.B1.S3 Develop site capacity using digital curriculum leaders. 4

 S202629

Strategy Rationale

To help teachers be effective with implementing technology as a learning tool.

Action Step 1 5

School will incorporate digital professional development into the monthly Professional Development Calendar using designated topics from staff survey of needs.

Person Responsible

Jessica Scheff

Schedule

Monthly, from 8/10/2015 to 6/8/2016

Evidence of Completion

Agendas, Sign-in Sheets, Edmodo Posts

Action Step 2 5

Technology Integration Matrix will be integrated into School Lesson Plans.

Person Responsible

James Russo

Schedule

Weekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

School will monitor attendance of digital curriculum leaders at district provided events and classroom teachers at school site professional development.

Person Responsible

James Russo

Schedule

Monthly, from 8/10/2015 to 6/8/2016

Evidence of Completion

Sign-In Sheets

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

School will monitor effectiveness of digital professional development through classroom observation and survey data.

Person Responsible

James Russo

Schedule

Monthly, from 8/10/2015 to 6/8/2016

Evidence of Completion

Technology Integration Matrix Observation data and professional development survey data.

Appendix 1: Implementation Timeline

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

Orange - 1551 - Liberty Middle - 2015-16 SIP

Liberty Middle

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.A1	A schedule for common planning will be developed and all PLCs will meet in a common location.	Ruby, Darcy	8/24/2015		6/8/2016 weekly
G2.B1.S1.A1	Provide teachers with common planning where teachers will meet with instructional coaches to create Instructional Focus Calendars, Deconstruct Standards, Create Scales with Evidence, Create Lesson Plans, and Analyze data while utilizing the Instructional Framework.	Russo, James	8/17/2015	Instructional Focus Calendars, Lesson Plans, Common Assessments	6/8/2016 weekly
G2.B1.S3.A1	School will incorporate digital professional development into the monthly Professional Development Calendar using designated topics from staff survey of needs.	Scheff, Jessica	8/10/2015	Agendas, Sign-in Sheets, Edmodo Posts	6/8/2016 monthly
G1.B1.S2.A2	PD on the Instructional Framework and Lesson Planning will be provided during scheduled school-based professional development days.	Ruby, Darcy	8/24/2015		6/8/2016 monthly
G2.B1.S1.A2	Provide PD on strategies from the Instructional Framework focused on increasing student participation	Ruby, Darcy	8/17/2015	Lesson Plans, Classroom Observations	6/8/2016 monthly
G2.B1.S3.A2	Technology Integration Matrix will be integrated into School Lesson Plans.	Russo, James	8/17/2015	Lesson Plans	6/8/2016 weekly
G1.B1.S2.A3	Provide release time for instructional rounds with coaches.	Ruby, Darcy	8/24/2015	Reflections from post-rounds discussion	6/8/2016 quarterly
G1.MA1	Tracking the number of students achieving Reading Program Data goals to attend Renaissance		8/19/2014	Read 180 Data, Achieve 3000 Data, Conduct Grades	5/31/2015 quarterly
G1.B1.S2.MA1	Monitor lesson plans plans and provide feedback.	Ruby, Darcy	9/1/2015	Lesson plans will be reviewed weekly in a coaches PLC where trends will be identified and feedback prepared to be provided to teachers.	5/31/2016 weekly
G1.B1.S2.MA5	Liberty Coaches Google form will be reviewed and discussed at weekly coaches meeting.	Russo, James	8/26/2015		6/1/2016 weekly
G1.B1.S2.MA1	Principal will review and update the PLC schedule to meet the needs of the common planning.	Russo, James	8/24/2015	PLC schedule and Collaboration Accountability Form notes.	6/8/2016 weekly
G1.B1.S2.MA2	Coaches Meeting will be held weekly and team progress will be reviewed.	Russo, James	8/26/2015	Coaches feedback/reflection in Liberty Coaches Planning and Reflection Log.	6/8/2016 weekly
G2.MA1	Common Assessment Data and Lesson Plans will be reviewed during PLCs	Ruby, Darcy	8/24/2015	Common Assessment Data and Lesson Plans	6/8/2016 biweekly
G2.B1.S1.MA1	Learning Scales, Lesson Plans, Common Assessment Data will be reviewed during PLCs	Ruby, Darcy	8/25/2015	Lesson Plans, Common Assessment Data, FSA, and EOCs	6/8/2016 weekly
G2.B1.S1.MA1	Learning Scales, Lesson Plans, and Common Assessments will be reviewed and feedback will be provided.	Russo, James	8/17/2015	Learning Scales will include rigor words from the Florida Standards, Common Assessments will match up with the evidences required of the students in the learning scales and match the FSA item specifications, Lesson Plans will include the Learning Scales with Evidence and will also note targeted elements from the Instructional Framework that were specifically chosen and planned for. Lesson Plans will incorporate the levels of the Technology Integration Matrix (TIMS) and will be posted the Monday previous to instruction. Lesson plans will be	6/8/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				reviewed by the Admin and Instructional Coaches and feedback will be provided at the end of our weekly PLCs.	
G2.B1.S3.MA1	School will monitor effectiveness of digital professional development through classroom observation and survey data.	Russo, James	8/10/2015	Technology Integration Matrix Observation data and professional development survey data.	6/8/2016 monthly
G2.B1.S3.MA1	School will monitor attendance of digital curriculum leaders at district provided events and classroom teachers at school site professional development.	Russo, James	8/10/2015	Sign-In Sheets	6/8/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Liberty Middle School will decrease the gap in achievement groups through Professional Learning Communities (PLCs), common planning, and formative common assessments resulting in differentiation. (Division Priority #1: Narrow achievement gaps for socio-economic and racial subgroups AND Division Priority #2: Invest in human capital)

G1.B1 Teachers are reluctant to use the collaborative planning process.

G1.B1.S2 Instructional coaches will facilitate the common planning.

PD Opportunity 1

PD on the Instructional Framework and Lesson Planning will be provided during scheduled school-based professional development days.

Facilitator

Instructional Coaches

Participants

Instructional Personnel

Schedule

Monthly, from 8/24/2015 to 6/8/2016

PD Opportunity 2

Provide release time for instructional rounds with coaches.

Facilitator

Instructional Coaches

Participants

Instructional Personnel

Schedule

Quarterly, from 8/24/2015 to 6/8/2016

G2. Liberty Middle School student achievement will increase as a result of teachers' understanding of FSA, the Instructional Framework and the Technology Integration Matrix (TIM). (Division Priority #1: Ensure career and college readiness)

G2.B1 Low expectations of students and scaffolding instruction for students that read at lower lexile levels.

G2.B1.S1 Train 100% of teachers at Liberty Middle School on deconstructing standards and creating and utilizing scales with evidence. Follow-up training with monitoring, common planning with Instructional Coaches, and classroom walk-throughs with feedback.

PD Opportunity 1

Provide PD on strategies from the Instructional Framework focused on increasing student participation

Facilitator

Instructional Coaches

Participants

Instructional Staff

Schedule

Monthly, from 8/17/2015 to 6/8/2016

G2.B1.S3 Develop site capacity using digital curriculum leaders.

PD Opportunity 1

School will incorporate digital professional development into the monthly Professional Development Calendar using designated topics from staff survey of needs.

Facilitator

Digital Curriculum Leaders

Participants

Classroom Teachers

Schedule

Monthly, from 8/10/2015 to 6/8/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S2.A1	A schedule for common planning will be developed and all PLCs will meet in a common location.				\$100,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2110	100-Salaries	1551 - Liberty Middle	General Fund		\$100,000.00
			<i>Notes: Classroom Teachers will meet for common planning twice a week during the contracted day. The Master schedule will be constructed to allow this common planning time.</i>			
2	G1.B1.S2.A2	PD on the Instructional Framework and Lesson Planning will be provided during scheduled school-based professional development days.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1551 - Liberty Middle	Title I Part A		\$5,000.00
			<i>Notes: For the purchase of materials to support professional learning activities.</i>			
3	G1.B1.S2.A3	Provide release time for instructional rounds with coaches.				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1551 - Liberty Middle	General Fund		\$1,000.00
			<i>Notes: Substitutes will be provided to allow release time for instructional rounds.</i>			
4	G2.B1.S1.A1	Provide teachers with common planning where teachers will meet with instructional coaches to create Instructional Focus Calendars, Deconstruct Standards, Create Scales with Evidence, Create Lesson Plans, and Analyze data while utilizing the Instructional Framework.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	2110	100-Salaries	1551 - Liberty Middle	General Fund		\$0.00
			<i>Notes: Classroom Teachers will meet for common planning twice a week during the contracted day. The Master schedule will be constructed to allow this common planning time.</i>			
5	G2.B1.S1.A2	Provide PD on strategies from the Instructional Framework focused on increasing student participation				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1551 - Liberty Middle	Title I Part A		\$5,000.00
			<i>Notes: For the purchase of materials to support professional learning activities.</i>			

Budget Data

6	G2.B1.S3.A1	School will incorporate digital professional development into the monthly Professional Development Calendar using designated topics from staff survey of needs.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1551 - Liberty Middle	Title I Part A		\$5,000.00
			<i>Notes: For the purchase of materials to support professional learning activities.</i>			
7	G2.B1.S3.A2	Technology Integration Matrix will be integrated into School Lesson Plans.				\$0.00
					Total:	\$116,000.00