School District of Osceola County, FL

Liberty High School

2015-16 School Improvement Plan

Liberty High School

4250 PLEASANT HILL RD, Kissimmee, FL 34746

www.osceola.k12.fl.us

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	74%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	91%

School Grades History

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

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 was approved by the Osceola County School Board on 9/15/2015.

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.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I 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

Liberty High School will ensure every student is successful in a safe and secure environment while acquiring the necessary social and academic skills needed to be lifelong learners, as well as competent citizens.

Provide the school's vision statement

Liberty High School will be the number one performing high school in the district.

School Environment

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

Liberty High school embraces continual learning when it comes to the cultural and diverse needs of its students. Liberty High school staff and administration thrives to ensure that students feel connected with the school and build solid relationships not only with their peers but with the staff. In effort to make new connections and maintain strong relationships currently established, the school offers several different clubs and organizations that students are involved in. For example, to name a few; Best Friends, Chess Club, Environmental Club, Spanish Club, HOSA, NHSSM, NTHS, Speech and Debate, Stem Club, Yearbook Club Dynasty Step Club, SGA, and Skills USA.
The school also emphasizes on Hispanic heritage month and Black history month. One evening per event is scheduled to allow students and families to express their culture through activity, speech, food and dance.
Incoming ninth graders are invited by our Link Crew to link the students with the high school and staff prior to the start of the school year. This event allows students to establish school ownership and begin positive interactions relationships with upcoming teachers.
Liberty High school is consistently making the effort to try new clubs and organizations to obtain the interest of our students. We seek every opportunity to get to know each and every one of the students.

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

Liberty High school has established school safety as it's first and foremost number one priority. Students are made aware of the schools policies and procedures through clear and consistent communication. Students and staff are expected and held accountable to be properly identified. Our school front office staff is firm with the OASIS volunteer and visitor check in procedures. Students are aware of two full time campus monitors, and the school resource officer that are on campus daily. Liberty High school employs the Stop Bullying Now policy and Positive Behavior Supports (PBS) and has concrete reporting procedures that are clearly posted and advertised for students. Students are aware of two main locations on campus where they can write an anonymous statement and place it in a secure box. Deans are available and present at all times to speak with students. Administration and Deans diligently take care of student concerns in a timely manner to ensure that students can trust that school officials care about their safety and well being. Liberty High School administration continually monitors policies and procedures and makes necessary changes to ensure the safety of its 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

Liberty High school implements Positive Behavior Support (PBS). PBS provides a positive and effective alternative to the traditional methods of discipline. PBS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. PBS is consistent with the Individuals with Disabilities Education Act, which advocates the use of positive behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to use suspension and expulsion as disciplinary options. PBS identifies multiple strategies to effectively reduce problem behavior including changing systems, altering environments, teaching skills, and focusing on positive behaviors. The PBS process results in the creation of effective intervention plans that will impede problem behaviors, teach new skills, and create support systems for the student. PBS school wide relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows our school PBS team to identify the problem areas, brainstorm interventions such as where and what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff and students. The PBS process is a team-based approach that relies on a strong collaboration between the PBS team, students, parents, and teachers.
Every year the School's PBS Coach and team leader provide a refresher course for existing staff and an introduction course for newly hired teachers or new to Liberty high school teachers.

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

Liberty High school ensures that the social and emotional needs of its students are met through many different entities. At risk students are invited to be involved in gender specific groups known as GEMS (Girls Embracing Morals) and GYMS (Guiding Young Men) that remove barriers and develop opportunities to enable the students to reach their highest potential. Guidance counselors are available with open door policies for any student who may need to discuss academic or emotional concerns. One day a week a school psychologist is present on campus to assist guidance counselors with extenuating circumstances with students. The school provides an opportunity for students and parents to set up appointments with their guidance counselors via BOOKME.com.

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

*Students who miss 10 percent or more of available instructional time- 19%
*Students in ninth grade with one or more absences within the first 20 days of school - 19%
*Students in ninth grade who fail two or more courses in any subject -16%
*Students who fail to progress on time to tenth grade - 16%
*Students who receive one or more behavior referrals that leads to suspension,
as defined in s.1003.01 (5), F.S - 19%
*A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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
	9	10	11	12	
Attendance below 90 percent	99	100	100	79	378
One or more suspensions	75	64	44	24	207
Course failure in ELA or Math	21	106	110	89	326
Level 1 on statewide assessment	194	119	125	80	518
	0	0	0	0	

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	95	106	102	58	361

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

Liberty High school employs several different intervention strategies to increase student achievement in the most critical areas of concern. The following strategies are used to improve academic performance;
Incoming 8th to 9th grade remediation program, MTSS Tracking - Chat & Check ups with specific targeted students through assigned individuals, Math Lab, Saturday Tutoring, Data Chats, and Remind 101 /Attendance tracking, HERO to reduce behavior incidents, and ELL tutoring.

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/236131.

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 High School has a Title I Liaison that builds and sustains partnerships with local community business members. The business partners provide student incentives and promotional discounts to high achieving students as well as incentive for lower performing students. Partnerships consist of an array of activities within our campus and community allowing for student learning and academic achievement. These Business Partnerships also benefit education by enriching the curriculum and increasing

community support and confidence. Liberty High School supports our Business Partners by promoting them through Media such as Marquee, Bulletin Boards, school website, flyer handouts and invitations to school events. The following is a lists of Liberty High School's business partners and what they provide:

McDonald's--------------------------------Provide McCharger Nights (10% of all proceeds go to LHS), 5K Race platinum Sponsor, Donation of desert coupons for honor students as incentives and several hundred hamburger wrappers for ESE students to practice for on-job training purposes.

Race Trac------------------------------------Provide free coffee for teachers during the first week of school, Teacher appreciation week , Gift cards for teacher incentives during the holidays.

Papa John's------------------------------Contribute Pizza and beverages to every SAC meeting throughout the school year, Participate in our annual "Sidewalk Sale" fundraiser and Sponsor the annual Charger 5K Race.

Golden Carriage--------------------------Donation of carnation flowers for our top 20 Banquet.

Bruce Wilson Photography------------Contributes towards the 2015 Teacher & staff member of the year Banquet

Center State Bank------------------------Contribute towards the 2015 Teacher & staff member of the year Banquet

Congo River------------------------------Congo River will donate 370 tickets for a free round of golf to students for outstanding achievement.

Infinite Health & Spine Center--------Provide two gift certificates for a free massage as incentives for our holiday part., Provide chair

massages as part of pamper events for faculty, Donation of hygiene products for FIT students.

Jakes Wayback Burgers--------------10% off for all employees, Spirit Nights with 10% of all sales towards LHS, Grand Opening event to be held at store location with student ambassador volunteers.

Khol's----------------------------------Provide Khol's employees to assist with greeting, seating and concession for the School play and Talent show.

Salsa Heat--------------------------------Provide DJ equipment and dancers to perform for our annual Hispanic Heritage Event and Annual Charger 5k Sponsor.

Sam's Club--------------------------------Contribution of a 1 sheet cake for several LHS events throughout the school year (Testing) retake recognition "STAR students", Annual Black History month celebration, Volunteer & Employee recognition events and provide $25 off to all staff when renewing their membership on site.

Twistee Treat----------------------------Provide ice-cream coupon incentives to all honor roll students, Representative to be present during our Hispanic Heritage event and provide free ice-cream coupons for registered Chargers 5K Race runners.

Walmart----------------------------------Provide Gift cards towards annual Talent show, Black History month celebration and Employee appreciation Event.

Hair Cuttery------------------------------Coupons during Open house and Spirit Night were all proceeds go to LHS.

University of Florida--------------------"Money Talk" an Interactive family finance class Event for Parents and students.

Tommy Hilfiger-------------------------Coupons during Open house along with incentive giveaway items.

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
Olmeda Garcia, Evelith	Principal
Evens , Chundra	Assistant Principal
Wolfe , Sara	Assistant Principal
Martinez, Rebecca	Instructional Coach
Perlaza, Dania	Instructional Coach
Woechan, Jaime	Dean
Gonzalez, Loraine	Dean

Duties

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

The following team meets once a month to progress monitor targeted students; Mr. Rolando Casado, Ms. Sara Wolfe, Mr. David Holder, Asst. Principals- monitor the fidelity of the process and accountability. Mr. Stephan Vazquez- MTSS Coach, coordinates the meetings and assigned duties and responsibilities to the other members for monitoring the students. Ms. Rebecca Martinez- Literacy Coach and Mrs. Dania Perlaza, Math Coach provide current test data and implements possible intervention resources. Mr. Abisai Soto, Guidance Counselor/Families in Transition Liaison, is the time keeper and provides additional input and resources when necessary. Ms. Monica Arocha, School Psychologist, provides test results and intervention suggestions. Mrs. Ivelisse Phillips, ESOL Compliance Specialist, ensures that ELL strategies are being used with targeted students. Ms. Liana Gonzalez, Resource Compliance Specialist, ensures that IEPS and the needs of ESE students are being met, Yanira Reyes, Speech and Language therapist, is the committee note taker and provides intervention suggestions. Ms. Sue Bagley, Dean of Students, Ms. Jaime Woechan, Dean of Students and Mr. Keven Jones Dean of Students and Lorraine Gonzalez, Dean of Students provide discipline data and suggests behavioral interventions.

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 committee utilizes the PS/MTSS process within the multi-tiered system of support according to state
Violence Prevention Programs- Liberty High school follows the state of Florida guidelines for the Stop Bullying Now and Prevention program. The school designates an SBN Coordinator/Contact to schedule awareness events, educate teachers and students about anonymous reporting procedures, and provides student literature about the seriousness of bullying.
Nutrition Programs- Liberty High school embraces the guidelines required by the state of Florida. Healthy well balanced hot meals are provided to the students at lunch. Foods are high in fiber and are low in fat. Sugar and sodium based foods are served in the appropriate proportion servings. Snack machines are available to students and provide whole wheat and protein snacks.
Career and Technical Education- Liberty High School offers several courses and areas of concentration in working toward industry certification. In the 2015-2016 school year, incoming ninth graders will have the option of a four year medical pipeline program which will certify students to be Pharmacy Technicians. Students are also afforded the opportunity to obtain industry certification in the following areas; Design and Manufacturing Technology, Entrepreneurship and Marketing Management, Health and Medical Sciences, and Early Childhood Development. On the Job Training

is offered for both regular and exceptional students who work part time.
- Title 1 Part C- Migratory Families will be identified during the registration or transfer process. Once the Guidance Clerk has been provided information within the Domicile Questionnaire form by the registering guardian, the Migrant Education Department will be contacted immediately. The Migrant Education Department will further review the Domicile Questionnaire form and determine if qualifications are met to be considered a "Migratory" Family and provide further assistance.
-Title 1 Part D- When neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs to ensure that all student needs are met.
-Title II- Professional Development is provided for PDA+, Math Solutions, Marzano Research Laboratory. It is also used to focus on Professional Learning Communities development and facilitation, as well as Lesson Study Group implementation,
-Title X- To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT liaison to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Irwin Inwood	Education Support Employee
Terri Inwood	Education Support Employee
Kate Weston	Parent
Barbara Newman	Parent
Jacquelin Diaz	Parent
Ginnie Maminski	Business/Community
Evelith Olmeda-Garcia	Principal
Sara Wolfe	Principal
Anne Baptiste	Student
Caitlyn Herron	Student
Stan Maminski	Business/Community
Stephen Hobb	Business/Community
Lydia Fernandez	Parent
Chundra Evens	Education Support Employee
David Holder	Education Support Employee
Rebecca Martinez	Education Support Employee
Dania Perlaza	Education Support Employee
Richard Steinmetz	Teacher
	Student

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 Continuous Improvement Model (CIM) Committee met to disaggregate the school's data to determine the areas of critical concern and what the emphasis on improvement should be for the 2015-16 school year. The committee was able to identify early warning indicators and smart goals. SAC will be presented with data regarding progress toward SIP goals from last year.
SAC ultimately approves the plan for school recognition funding. Teachers requesting SAC funds for professional development and student recognition must submit a form approved by the principal and then presented to SAC for approval.

Development of this school improvement plan

The council met prior to the preparation of the school improvement plan to conduct a needs assessment and evaluate the previous year's CIM. The council provided input in reviewing student progress and attainment goals to achieve student learning in alignment with those of the state and district. The council suggested strategies and an action plan to meet the student performance goals. In addition, the council, community stakeholders, teachers, and students addressed issues related to the school's budget, instructional training, instructional materials, technology, staffing, and services to support the needs of the students. The council will be involved in the evaluation of the SIP throughout the school year by looking at current data in reference to the set goals, Evaluate the current implementation of the plan, monitor the implementation of strategies, document results, make adjustments if necessary and complete mid-year review and determine if adequate progress has been met and document results of the CIM with an End of Year Review.

Preparation of the school's annual budget and plan

The Principal's Leadership team and school book keeper, Nancy Ramos, met to discuss the upcoming school year budget to determine where funds need to be allocated for academic programs such as Cambridge and Liberty Ambassadors. The team discussed funding and what shpuld be allocated for supplemental instruction, technology, professional development, remediation and possible transportation for after-school tutoring.

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

Projected use of school improvement funds depend on the amount generated through SAC state allocations. SAC funds are to be used to directly correlate with the needs of the students. Teachers can request funds for various projects. At the time of request, the SAC determines how much can be allocated for the purpose of the teacher's request.
Examples: AVID conference, Student recognition, Band equipment, Guidance conference, Resources for rigorous Test Item Bank, PLC (Marzano conference).

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
Flores, Maileene	Instructional Media
Wolfe , Sara	Assistant Principal
Perlaza, Dania	Instructional Coach
Thopmson, Barbara	Other
Martinez, Rebecca	Instructional Coach
Olmeda Garcia, Evelith	Principal
Klinger, Kevin	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

Liberty High School strives to promote literacy across the curriculum. The major initiatives this school year is to ensure that teachers are given the support needed to successfully teach reading and writing skills, effectively implement common core standards and new testing requirements such as, FSA, STAR, Achieve 3000, Reading Plus, LEXIA, PERT, SAT, ACT, Cambridge and AP exams and EOY's. The school LLT celebrates literacy week with an array of activities for the students, for example, door contest, book bingo, character day, etc. The ELA Department promotes literacy throughout the summer by assigning students novels to read.

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

Liberty High School encourages positive working relationships with its teachers through providing ample, uninterrupted time for teachers to meet for professional learning communities, team meetings, team building activities, and professional development together. Teachers are required to plan together through lesson study and visit one another's classrooms to observe each other's instructional style.

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

Liberty High school's Administration attends out of state teacher recruitment fairs and in state teach- ins to recruit highly qualified teachers. The Principal maintains a working relationship with the local state university. Retention strategies include but are limited to; teacher mentoring programs, teacher incentives, mutual respect and good working relationships. Faculty surveys are used to take teachers suggestions into the decision making process.

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

Liberty High school's teacher mentoring program is a comprehensive mentoring program that involves both beginning and experienced teachers who are new to the school and have been identified as being in need of improvement. Administration pairs new teachers with experienced, highly effective teachers in the same subject area/department. Experienced teachers in need of improvement are paired with highly effective colleagues from the same department. Administration provides time for mentors to meet with teachers to develop a meeting schedule. The mentoring team provides opportunities for teachers to observe the mentor's instructional practices. Mentors model good instruction and provide additional resources when needed.

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

Liberty High School's administration conducts classroom walk-throughs, informal, and formal observations. During observation times administration checks the teacher's lesson plans and pacing guides. In order to ensure fidelity of the instructional program in which it is aligned to the Florida Standards, the team utilizes CPALMS to access the standards and cross check the teacher's lesson plans. Teacher's are required to keep an accessible classroom binder with the following contents; lesson plans also shared via Office 365, pacing guide, and content standards.

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

Liberty High school uses data as its number one source for making data driven decisions. Professional Learning communities meet to review common assessments which determine the direction of their instruction. Teachers discuss differentiated strategies and best practices to tap into what best meets the needs of struggling learners. Liberty's students are scheduled by using a placement guide provided by the Secondary Curriculum and Instruction Department of the School District of Osceola County. Low performing students are scheduled according to standardized test scores and graduation cohort year requirements. Students who score in the lower percentile are given extra remediation and differentiated instruction through intensive coursework.

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: Summer Program

Minutes added to school year: 23,000

Summer remediation/ credit recovery in Algebra, Geometry, Biology, and Impact Lab for credit recovery and test administration for EOC's.

Strategy Rationale

To ensure students have an opportunity to recover from failed courses, retake EOCs, and receive appropriate credit for classes recovered.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Wolfe , Sara , wolfesj@osceola.k12.fl.us

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

Guidance counselors complete credit checks, GPA checks, to determine if students have met requirements and are taking summer courses as needed. Test results for EOC exams determines the success rate of summer remediation.

Strategy: Weekend Program

Minutes added to school year: 60

SAI dollars are utilized in funding Saturday School. This includes a combination of Math, Reading and ESE teachers for about three hours for 10 Saturdays each semester.

Strategy Rationale

Some students need extra time or repeat exposure in various learning methods in order to retain and comprehend knowledge and process skills.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Olmeda Garcia, Evelith, olmedae@osceola.k12.fl.us

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

Students will be track using GPA, PERT, ACT tests results. Also the number of Saturdays attended will be monitor.

Strategy: After School Program
Minutes added to school year: 10,800

Afterschool Math Lab (M, T, TH, F) Students who need additional help receive one on one tutoring by a teacher, advanced math students, or college students. Students who need extra attention in preparation for AP math exams, ACT, SAT, and PERT also visit the lab for assistance.

Strategy Rationale

To ensure ALL students are granted the opportunity to receive extended time and one on one instruction in the area of Math.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

Classroom test results, ACT, PERT, SAT, and AP exam test results indicate that the afterschool math lab is effective.

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

- In order to assist in providing preschool children a successful transition to kindergarten, Liberty High school offers a comprehensive program that includes its juniors and seniors. The Child Development program offers the opportunity for older students to develop a mentoring relationship with the preschool children and assist the teachers in academically preparing them for kindergarten. In addition the older students are afforded the option to receive a certification in child development through state approved curriculum and DCF testing. The administration of the statewide kindergarten screening tool is used to determine the readiness of each child entering kindergarten.

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

Liberty High School offers many programs to help students prepare for life after high school. Our school Guidance Department meets with students regularly to guide, assist, and provide necessary information in order for student awareness toward a graduation track. Students who enter into industry certification programs can now pursue a particular goal or attend technical colleges to further their education. Valencia Community College and Liberty High School sustain a strong working partnership by providing students coursework and college credit. Students are afforded the opportunity to receive an Associate's of Arts Degree should they choose a highly rigorous academic track.

Students who partake in AVID, Advance Placement programs (AP), or a Dual Enrollment (DE) program, and Cambridge (AICE) will feel more confident when transitioning to higher education and take on the challenges of future endeavors. Many students who attend Liberty High school will go directly into the work force and get jobs here in the community knowing that they have the basic skills and knowledge to succeed.

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

Liberty High school incorporates applied and integrated courses to help students see the relationship between subjects taken and relevance to their future. Several options are available through our Career and Technical Educations programs that can result in students earning technical certifications. Students can take Computers for Career and College readiness, Digital Design, Building Construction, Gaming, Television Productions, Medical and Health Explorations, Pharmacy Tech, Introduction to Teaching and Custom Promotional Design, as well as different levels of ARMY leadership training.

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

Liberty High School offers many programs to help students prepare for life after high school. It is the belief of the Administration that high school graduation is not the end, but the beginning of each student's education. Students who enter into an industry certification program will be able to pursue that goal or attend trade or technical college to further their education. Students who are part of the AVID program and AP program will also be confident that they are going to be ready for the challenges of higher education. Many students go directly into the workforce and obtain jobs here in the community knowing that they have the basic skills and knowledge to be successful. Graduation requirements are tracked by counselors. Plato courses are used to improve graduation rates. AP courses are promoted using the PSAT and AP Potential report from College Board.

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

Liberty High School ensures that every student will have a post secondary plan in place when students graduate. Students meet with their assigned guidance counselor and then transition to the Career Specialist. The Career specialist reviews the post secondary plan with an intimate discussions about the details of each individuals plan. Post secondary surveys are conducted three times a year to address the needs of the students.

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:

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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.   All school members will create and communicate a safe and positive environment for students, parents, staff, and community.

G2.   All teachers will implement effective, rigorous instruction aligned to state standards to increase student achievement.

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. All school members will create and communicate a safe and positive environment for students, parents, staff, and community. 1a

G074235

Targets Supported 1b

Indicator	Annual Target
Instructional Minutes	1715.0
Attendance rate	95.0
Discipline incidents	1000.0
Students exhibiting two or more EWS indicators (Total)	20.0
School Climate Survey - Student	20.0

Resources Available to Support the Goal 2

- HERO system Transportation Department PBS

Targeted Barriers to Achieving the Goal 3

- School transportation issues.

- Lack of Supervision.

Plan to Monitor Progress Toward G1. 8

Tardy to School data will be collected from all reporting systems and used to determine effectiveness of process.

Person Responsible
Evelith Olmeda Garcia

Schedule
Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion
HERO data FOCUS data

G2. All teachers will implement effective, rigorous instruction aligned to state standards to increase student achievement. `1a`

Targets Supported `1b`

`G074236`

Indicator	Annual Target
AMO Reading - ELL	39.0
AMO Reading - All Students	55.0
AMO Reading - SWD	45.0

Resources Available to Support the Goal `2`

- Literacy, Math and Science Coaches

- ESOL Endorsed and Reading Endorsed Teachers

- Use of Gradual Release Model

- Instructional Coaching provided by Administration during informal and post conferences meetings

- Professional Development on site through Instructional Coaches and outside resources

- Unified Lesson Plan template in alignment with Florida State Standards

- Professional Learning Communities

- ESOL Educational Specialist and Paraprofessionals

- Subject area certified teachers who are bilingual

- AVID trained teachers

- Support Facilitators provided in core content classes for ESE students

Targeted Barriers to Achieving the Goal `3`

- Lack of incorporation of ELL and ESE strategies with fidelity

- Lack of knowledge and implementation of standard based instruction, differentiated instruction and strategies

Plan to Monitor Progress Toward G2. `8`

Administration will collect assessment, classroom walkthrough and teacher observation data through the professional growth system (myPCG) to ensure implementation of standards based instruction.

Person Responsible

Evelith Olmeda Garcia

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Data collection, coaching logs, sign in sheets, completed teacher observations and results on district and school wide assessments.

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. All school members will create and communicate a safe and positive environment for students, parents, staff, and community. 1

🔑 G074235

G1.B1 School transportation issues. 2

🔑 B193817

G1.B1.S1 School Administration will increase collaboration with district Transportation personnel to decrease the number of buses that are tardy to school on a regular basis and will alert parents of the importance of punctuality. 4

🔑 S205353

Strategy Rationale

Some buses have multiple routes, lack of drivers for routes, and parent drop students off late. Buses and parents are late causing students to miss instructional time.

Action Step 1 5

Implement a system to report late buses and mark those students excused.

Person Responsible

Evelith Olmeda Garcia

Schedule

Daily, from 9/1/2015 to 6/3/2016

Evidence of Completion

FOCUS reports HERO reports

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

School will gather data and present the findings to District personnel

Person Responsible

Evelith Olmeda Garcia

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

FOCUS reports HERO reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Monitor data entry to ensure reporting of tardies is accurate.

Person Responsible

Evelith Olmeda Garcia

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

FOCUS data HERO reports

G1.B2 Lack of Supervision. 2

B193818

G1.B2.S1 A comprehensive supervision plan that utilizes all available staff members to guide and encourage students to report to class on time. 4

S205354

Strategy Rationale

Contract hours do not coincide with hours needed for supervision of student body causing a lack of supervision.

Action Step 1 5

Develop a comprehensive supervision plan with specific duty locations and responsibilities for all available staff members.

Person Responsible

Sara Wolfe

Schedule

Daily, from 9/1/2015 to 6/3/2016

Evidence of Completion

supervision map

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration will monitor appointed staff to ensure that they are at their duty locations.

Person Responsible

Evelith Olmeda Garcia

Schedule

Daily, from 9/1/2015 to 6/3/2016

Evidence of Completion

During the leadership meetings supervision checklist will be discussed.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

A checklist will be created with all supervising staff members to help with monitoring their responsibilities.

Person Responsible

Evelith Olmeda Garcia

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Checklist will reflect consistent participation in supervisory duties.

G2. All teachers will implement effective, rigorous instruction aligned to state standards to increase student achievement. `1`

`G074236`

G2.B1 Lack of incorporation of ELL and ESE strategies with fidelity `2`

`B193820`

G2.B1.S1 Provide professional development to all teachers regarding ELL and ESE strategies `4`

`S205355`

Strategy Rationale

To ensure teachers understand how to instructionally serve ELL and ESE students,

Action Step 1 `5`

Ensure that all teachers have met or are working towards fulfilling the ESOL requirements.

Person Responsible

Loraine Gonzalez

Schedule

Semiannually, from 9/1/2015 to 6/3/2016

Evidence of Completion

ESOL in-service hours

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

During October and February FTE, an out of field report will be created.

Person Responsible

Evelith Olmeda Garcia

Schedule

Semiannually, from 9/3/2015 to 6/3/2016

Evidence of Completion

walk throughs, informal, and formal observations lesson plans

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

Administration will provide instructional coaching during pre and post conferences for formal observations. The Administration will conduct periodic walk throughs and informal observations to monitor effective implementation of ELL and ESE strategies.

Person Responsible

Evelith Olmeda Garcia

Schedule

On 6/3/2016

Evidence of Completion

Lesson plans, Trend data, myPCG data

G2.B2 Lack of knowledge and implementation of standard based instruction, differentiated instruction and strategies 2

🔑 B193821

G2.B2.S1 Professional Learning Communities (PLC) will be implemented to create effective standards based lessons that incorporate differentiated instruction based on the data from common assessments. 4

🔑 S205357

Strategy Rationale

To ensure that students are receiving differentiated instruction and effective strategies through research based best practices.

Action Step 1 5

Establish Professional Learning Community Meetings schedule.

Person Responsible

Evelith Olmeda Garcia

Schedule

Monthly, from 9/1/2015 to 6/4/2016

Evidence of Completion

Lesson plans, sign in sheet, agenda, minutes of the meeting.

Action Step 2 5

Through PLC's, teachers will plan how to implement strategies within lessons to improve student engagement and targeted areas of weakness.

Person Responsible

Evelith Olmeda Garcia

Schedule

Monthly, from 9/1/2015 to 6/4/2016

Evidence of Completion

meeting minutes, sign in sheets, and coaches feedback.

Action Step 3 5

Teachers will meet to analyze the effectiveness of lessons and incorporate modifications based on data.

Person Responsible

Rebecca Martinez

Schedule

Monthly, from 9/1/2015 to 6/4/2016

Evidence of Completion

teacher observations, PLC meeting minutes, sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Teachers will develop lesson plans based on standards and students' needs. Teachers will observe other teachers for critical feedback.

Person Responsible

Evelith Olmeda Garcia

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

PLC Agendas, Minutes, sign in sheets. Lesson Plan completion Teachers observing other teachers (TOOT)

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Developed Lesson plans that resulted from PLC collaboration.

Person Responsible

Evelith Olmeda Garcia

Schedule

Monthly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Student progress monitoring data binders, charted observation data by Administration- trends, patterns, data collected by instructional coaches.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Implement a system to report late buses and mark those students excused.	Olmeda Garcia, Evelith	9/1/2015	FOCUS reports HERO reports	6/3/2016 daily
G1.B2.S1.A1	Develop a comprehensive supervision plan with specific duty locations and responsibilities for all available staff members.	Wolfe , Sara	9/1/2015	supervision map	6/3/2016 daily
G2.B1.S1.A1	Ensure that all teachers have met or are working towards fulfilling the ESOL requirements.	Gonzalez, Loraine	9/1/2015	ESOL in-service hours	6/3/2016 semiannually
G2.B2.S1.A1	Establish Professional Learning Community Meetings schedule.	Olmeda Garcia, Evelith	9/1/2015	Lesson plans, sign in sheet, agenda, minutes of the meeting.	6/4/2016 monthly
G2.B2.S1.A2	Through PLC's, teachers will plan how to implement strategies within lessons to improve student engagement and targeted areas of weakness.	Olmeda Garcia, Evelith	9/1/2015	meeting minutes, sign in sheets, and coaches feedback.	6/4/2016 monthly
G2.B2.S1.A3	Teachers will meet to analyze the effectiveness of lessons and incorporate modifications based on data.	Martinez, Rebecca	9/1/2015	teacher observations, PLC meeting minutes, sign in sheets	6/4/2016 monthly
G1.MA1	Tardy to School data will be collected from all reporting systems and used to determine effectiveness of process.	Olmeda Garcia, Evelith	9/1/2015	HERO data FOCUS data	6/3/2016 monthly
G1.B1.S1.MA1	Monitor data entry to ensure reporting of tardies is accurate.	Olmeda Garcia, Evelith	9/1/2015	FOCUS data HERO reports	6/3/2016 monthly
G1.B1.S1.MA1	School will gather data and present the findings to District personnel	Olmeda Garcia, Evelith	9/1/2015	FOCUS reports HERO reports	6/3/2016 monthly
G1.B2.S1.MA1	A checklist will be created with all supervising staff members to help with monitoring their responsibilities.	Olmeda Garcia, Evelith	9/1/2015	Checklist will reflect consistent participation in supervisory duties.	6/3/2016 weekly
G1.B2.S1.MA1	Administration will monitor appointed staff to ensure that they are at their duty locations.	Olmeda Garcia, Evelith	9/1/2015	During the leadership meetings supervision checklist will be discussed.	6/3/2016 daily
G2.MA1	Administration will collect assessment, classroom walkthrough and teacher observation data through the professional growth system (myPCG) to ensure implementation of standards based instruction.	Olmeda Garcia, Evelith	9/1/2015	Data collection, coaching logs, sign in sheets, completed teacher observations and results on district and school wide assessments.	6/3/2016 monthly
G2.B1.S1.MA1	Administration will provide instructional coaching during pre and post conferences for formal observations. The Administration will conduct periodic walk throughs and informal observations to monitor effective implementation of ELL and ESE strategies.	Olmeda Garcia, Evelith	9/3/2015	Lesson plans, Trend data, myPCG data	6/3/2016 one-time
G2.B1.S1.MA1	During October and February FTE, an out of field report will be created.	Olmeda Garcia, Evelith	9/3/2015	walk throughs, informal, and formal observations lesson plans	6/3/2016 semiannually
G2.B2.S1.MA1	Developed Lesson plans that resulted from PLC collaboration.	Olmeda Garcia, Evelith	9/1/2015	Student progress monitoring data binders, charted observation data by Administration- trends, patterns, data collected by instructional coaches.	6/3/2016 monthly
G2.B2.S1.MA1	Teachers will develop lesson plans based on standards and students'	Olmeda Garcia, Evelith	9/1/2015	PLC Agendas, Minutes, sign in sheets. Lesson Plan completion Teachers observing other teachers (TOOT)	6/3/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	needs. Teachers will observe other teachers for critical feedback.				

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.

G2. All teachers will implement effective, rigorous instruction aligned to state standards to increase student achievement.

G2.B1 Lack of incorporation of ELL and ESE strategies with fidelity

G2.B1.S1 Provide professional development to all teachers regarding ELL and ESE strategies

PD Opportunity 1

Ensure that all teachers have met or are working towards fulfilling the ESOL requirements.

Facilitator

ELL and District personnel

Participants

Certified Instructional Staff

Schedule

Semiannually, from 9/1/2015 to 6/3/2016

G2.B2 Lack of knowledge and implementation of standard based instruction, differentiated instruction and strategies

G2.B2.S1 Professional Learning Communities (PLC) will be implemented to create effective standards based lessons that incorporate differentiated instruction based on the data from common assessments.

PD Opportunity 1

Establish Professional Learning Community Meetings schedule.

Facilitator

Math, Science & Literacy Coach Administrative Team

Participants

Mrs. Evelith Olmeda Garcia, Principal Mrs. Chundra Evens, Asst. Principal Ms. Sara Wolfe, Asst. Principal Mr. David Holder, Asst. Principal

Schedule

Monthly, from 9/1/2015 to 6/4/2016

PD Opportunity 2

Through PLC's, teachers will plan how to implement strategies within lessons to improve student engagement and targeted areas of weakness.

Facilitator

PLC Coordinators/Instructional Coaches Department Heads

Participants

Certified Instructional Staff

Schedule

Monthly, from 9/1/2015 to 6/4/2016

PD Opportunity 3

Teachers will meet to analyze the effectiveness of lessons and incorporate modifications based on data.

Facilitator

Department heads, Coaches

Participants

Classroom teachers

Schedule

Monthly, from 9/1/2015 to 6/4/2016

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.S1.A1	Implement a system to report late buses and mark those students excused.	$0.00
2	G1.B2.S1.A1	Develop a comprehensive supervision plan with specific duty locations and responsibilities for all available staff members.	$0.00
3	G2.B1.S1.A1	Ensure that all teachers have met or are working towards fulfilling the ESOL requirements.	$0.00
4	G2.B2.S1.A1	Establish Professional Learning Community Meetings schedule.	$0.00
5	G2.B2.S1.A2	Through PLC's, teachers will plan how to implement strategies within lessons to improve student engagement and targeted areas of weakness.	$0.00
6	G2.B2.S1.A3	Teachers will meet to analyze the effectiveness of lessons and incorporate modifications based on data.	$0.00
		Total:	$0.00