

Liberty Middle School



2016-17 Schoolwide Improvement Plan

Liberty Middle School

4773 SW 95TH ST, Ocala, FL 34476

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	68%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	56%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	C

**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 Marion County School Board on 1/24/2017.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Liberty Middle School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The administration, faculty, and staff of Liberty Middle School are committed to a higher standard of excellence. We invite our students, parents, and community members to become a part of our greater learning community and share our PRIDE. We are committed to educating the whole student and fostering a safe school environment where our students can learn.

b. Provide the school's vision statement.

- We are committed to inspiring our students to reach their highest academic potential.
- We are committed to encouraging character development.
- We are committed to forging the leaders of tomorrow from the students of today.

2. School Environment

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

There are a variety of ways in which the school learns about students' cultures and fosters relationships. Feedback, student climate surveys, student information sheets, and having staff members volunteer as club and sport sponsors support this process. We currently have close to 200 students in our 21st Century Grant Program which affords additional opportunities for teachers and students to build relationships.

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

School-wide behavioral expectations are taught, modeled, and reinforced throughout the school year. Precise plans for responses to emergency situations that may occur including fire, weather, weapon on campus, dangerous person on campus, bomb threat, etc. Drills are conducted multiple times during the school year. Ensuring adequate supervision at all times also aides in providing students with a safe environment.

c. 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.

Our school wide expectations are based off of the Positive Behavior Support system that all students and staff are trained on throughout the year.

Be Respectful

Be Responsible

Be Productive

Students are encouraged to follow these school-wide expectations throughout the school day in any given situation. These expectations are posted throughout campus.

d. 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.

The Administrative team at Liberty Middle School meets every Tuesday to discuss current data on at risk students as well as positives/challenges from the previous week. The synergy team consist of school psychologist, assistant principals, deans, guidance counselors, behavioral specialist, and social workers. This group meets with the ultimate goal being to walk away from the table with identifiable needs and an action plan for any struggling student. We have ancillary resources (Arnette House) that provide counseling for specific groups identified during these meetings.

3. Early Warning Systems

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

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

- Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- One or more suspensions, whether in school or out of school
- Course failure in English Language Arts or mathematics
- A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	103	27	31	0	0	0	0	161	
One or more suspensions	0	0	0	0	0	0	44	46	59	0	0	0	0	149	
Course failure in ELA or Math	0	0	0	0	0	0	2	21	49	0	0	0	0	72	
Level 1 on statewide assessment	0	0	0	0	0	0	202	194	184	0	0	0	0	580	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	120	97	123	0	0	0	0	340

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

Interventions used in the classroom setting include:

Reading: Read 180, Rewards, Fast Forward, Corrective Reading, and 50minute Reading (Escalate)

Math: Algebra Nation, Pearson Digits, AIMSweb

Writing: Document-Based Questioning and Reading Writing Assessments

Behavior: Student Leadership Team, Check in Check out, PBS

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

We are focusing on increasing parent involvement this year by empowering parents to become involved in their children's education. We have hosted or will be hosting multiple opportunities for parents to sign up for Parent Portal including: 6th grade Orientation, Open House, and receptionists being able to register parents on Parent Portal (rather than just the counselors and guidance clerk). We have personally invited parents to our SAC meetings. Skylerts are also being used to communicate with parents.

2. 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.

The School Advisory Council (SAC) will actively participate in the creation and revision of the School Improvement Plan. They will make suggestions and give feedback about the programs that are currently being utilized at LMS. Members will have the opportunity to participate in many of the programs involving technology for the instruction of students. SAC members will give input on events and activities that are positive as well as giving input on events and activities that may need to change.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Jones, Renee	Principal
Lindeman, Melissa	Assistant Principal
Clifford, Marty	Dean
Heruth, James	Other
Goolsby, Kimberly	School Counselor
Dixon, Nakeia	Instructional Coach
Hodge, Sandra	School Counselor
Newbold, Brian	Dean
Rowe, James	Assistant Principal

b. Duties

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

The members of the school based leadership team are all actively involved in the MTSS process. The principal actively discusses student data from Tier 1 progress monitoring tools with teachers in order to track effectiveness of Tier 1 instruction. Administrators meet monthly with school psychologist, social worker, behavior specialist, guidance counselors, and specific teachers at Problem Solving Meetings (PST) to re-visit data from students struggling at each Tier of instruction. Resources and interventions for struggling students (in both academic and behavior arenas) are assigned and monitored at these PST meetings. When appropriate, direct instruction and computer software are utilized for both remediation and enrichment. Parents are notified of struggling student's progress through weekly tracking sheets and frequent parent conferences.

2. 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 goal at Liberty Middle School is to make teaching and learning a priority in every classroom for every person every day. The school based leadership team should consistently monitor student achievement data and provide intervention opportunities to students as needed. Progress should be monitored and intervention adjusted based on student growth data. The school based team identifies areas in need of improvement and sets annual goals articulated in the SIP. An action plan is created to address goals and the team meets during planning periods to set individual student goals and to monitor student growth. Teachers are very much included in conversations regarding student growth and their professional growth needs are identified and prioritized through these concertinas and as a result of team meetings. Data is consistently leveraged to adjust the action plan and to address new areas of need.

Title I – Part C – Migrant Program:

District funds are used to purchase:

- School supplies,
- Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families

Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.

Families must meet the federal eligibility to participate in the program.

Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.

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

Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.

Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.

Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.

Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Renee Jones	Principal
Melissa Lindeman	Teacher
Kimberly Goolsby	Education Support Employee
Maria Devilbiss	Parent
Renee Jones	Principal
Cris Rowe	Teacher
Shannon Headley	Parent
Heather Beese	Parent
DeAnna Hartley	Parent
Nida Laib	Parent
Renee Lomenick	Parent
Steven Roberts	Teacher
Hiromi Adams	Parent
Kim Lohmann	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

The SAC members will participate in a workshop in which we will brainstorm the best strategies for the goals addressed in the School Improvement Plan.

b. Development of this school improvement plan

The School Advisory Council (SAC) will actively participate in the creation and revision of the School Improvement Plan. They will make suggestions and give feedback about the programs that are currently being utilized at Liberty Middle.

c. Preparation of the school's annual budget and plan

SAC members will give input on events and activities that are positive as well as giving input on events and activities that may need to change.

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

No SIP funds have been allocated at this time.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Jones, Renee	Principal
Lindeman, Melissa	Assistant Principal
Adams, Teri	Instructional Media
Dixon, Nakeia	Instructional Coach
Newbold, Brian	Dean
Rowe, James	Assistant Principal
Boemio, Luann	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Following the Florida State Standards of text complexity, Liberty Middle School will focus greatly on non-fiction, complex texts across the curriculum. In addition to Common Core, a school-wide initiative for Learn It, Own It, Rock It (both grade level specific and school wide) vocabulary emphasis.

D. Public and Collaborative Teaching

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

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

Collaborative planning is scheduled so that there is a school-wide commitment to teacher planning. Planning time is set aside for teachers by team, grade, and department. In the event that there is a need for training or collaboration that involves an entire grade level or subject area this time will be used so that

individual planning time will not be encroached. Tuesdays are planning days. The first Tuesday is grade level (synergy), the second is subject (horizontal), and the third is department (vertical).

- Grade Level Collaboration – All grade level teachers will work together in identifying students to bring to Synergy, as well as interdisciplinary projects.
- Departmental Collaboration (vertical) – Subject areas will work together in order to share best practices, work on incorporating effective reading strategies in the subject areas, and ensure that there are common expectations from 6th-8th grades. Teachers will be grouped according to subjects and Lead Teachers will conduct district required training during this time.

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

Review resumes and certification-Administrators
Provide leadership opportunities-Administrators
Provide professional development opportunities-Administrators and Instructional Coaches
Provide mentoring program for new teachers-Administrators
Provide buddy teachers-experienced teachers

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

1. Plan meetings with mentors and mentees.
2. Professional development opportunities monthly throughout the 2016-2017 school year.
3. Collaborate to discuss upcoming lessons and common assessments.
4. District support through our SEED (Supporting and Enhancing Educator Development) program.

Focus areas include: Students with special needs and accommodations, student engagement, and collaborative planning.

When pairing new teachers with mentor teachers, we pair according to subject taught. Each new teacher will be assigned a mentor teacher to help transition during the first year of teaching.
Presentations about MCIES.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Through committees, there is a district review of multiple research based instructional materials and programs which align with the Florida standards. In addition classroom instruction and lesson plans are monitored by school based administration and mentor/lead teachers.

b. Instructional Strategies

1. 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.

In a combined effort, Administration and LMS Staff use evidence from the analysis of FCA results, District Benchmark Assessment results, Learning Checks, End of Course Exams, and FSA results to determine professional development needs and areas of concern. In addition, administrators also use classroom walkthroughs/observations, teacher surveys, and team meeting notes to assist in the process of determining where instruction needs improvement.

Teachers utilize data from progress monitoring assessments designed to measure students' proficiency on each benchmark. Curriculum maps identify the specific times that these assessments are given throughout the year. This data is compared between and among teachers. Based on an analysis of the data, best practices are identified and shared. Teachers utilize resources from the state adopted textbooks that are specifically intended for intensive and/or remedial type instruction.

Instructional software programs, along with internet based instructional web sites such as Pearson

Online, are also utilized. In a PLC, teachers discuss best practices and research different methods of providing instruction to students on non-mastered skills.

2. 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: 8,625

With a focus on students earning the required units for Middle School, we utilize the PLATO program. It is an on-line credit recovery program used to provide unit deficient students the opportunity to recover units. We send our students to West Port High School to accomplish this.

Strategy Rationale

This allows unit deficient students the opportunity to recover units from core academic classes they failed.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lindeman, Melissa, melissa.lindeman@marion.k12.fl.us

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

The number of students who earned units during the summer session.

Strategy: Extended School Day

Minutes added to school year: 3,000

Algebra I Boot Camp is a program designed to give additional support to students who did not successfully pass the Algebra I End of Course Exam. We send our students to West Port High School to accomplish this.

Strategy Rationale

To give additional support to students to prepare them for the Algebra I End of Course Exam retakes.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Lindeman, Melissa, melissa.lindeman@marion.k12.fl.us

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

Attendance records for the Algebra 1 Boot Camp and Algebra I End of Course Exam scores.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

6th Grade Preview Day is a program that we have at Liberty Middle School as a comprehensive effort to work with incoming 6th grade students in a small group setting. It allows them to become familiar with the campus and meet key members of the administrative team. During the preview, students are assigned to teacher teams. Students are given pertinent information about the differences between elementary and middle school, guidance and curriculum, student services, utilizing the Student Portal, school-wide expectations, and school culture.

All students are carefully monitored throughout their 6th, 7th, and 8th grade years in an effort to ensure unit completion of the required 12.5 units. Guidance Counselors and Deans are assigned by grade levels which assist in the monitoring of students academically and/or behaviorally.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

4. 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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To make teaching and learning a priority for every person in every classroom, every day.
- G2.** To continue a focus on foundational, rigorous instruction to improve student performance on state assessments.
- G3.** Liberty Middle School will provide time for effective feedback to students to improve student performance in all areas of state assessments.

Strategic Goals Detail

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

G1. To make teaching and learning a priority for every person in every classroom, every day. 1a

G087373

Targets Supported 1b

Indicator	Annual Target
Attendance rate	95.0
One or More Suspensions	87.0

Targeted Barriers to Achieving the Goal 3

- Too many behavior issues for teachers to focus on instruction rather than classroom management.
- Limited Professional Development

Resources Available to Help Reduce or Eliminate the Barriers 2

- Incorporation of Roar Store, Positive Behavior Support system, and Pride Paws to encourage responsible and productive behavior among students. Implementation of school based synergy team (problem solving teams).
- Administration
- Behavioral Specialist
- Professional Development Specialist
- Bell schedule with time for teachers to plan and complete professional development.

Plan to Monitor Progress Toward G1. 8

The student body at Liberty making positive choices demonstrating good behavior and engaged instructional time.

Person Responsible

James Rowe

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Number of discipline referrals, distribution of Lion Loot, lesson plans, student grades/achievement

G2. To continue a focus on foundational, rigorous instruction to improve student performance on state assessments. 1a

G087374

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	55.0
ELA/Reading Gains	55.0
FSA ELA Achievement	65.0
Math Lowest 25% Gains	57.0
Math Gains	57.0
FSA Mathematics Achievement	64.0

Targeted Barriers to Achieving the Goal 3

- Limited Professional Development

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrative training on content-specific areas and strategies, incorporating the writing strategies with district led professional development to integrate writing tied to the rubric and also support from content areas, teachers trained in implementation of Document Based Questioning (DBQs),

Plan to Monitor Progress Toward G2. 8

Monitor RWA, SS RWA, and CRL data

Person Responsible

Melissa Lindeman

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Improved scores

G3. Liberty Middle School will provide time for effective feedback to students to improve student performance in all areas of state assessments. 1a

G087375

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0

Targeted Barriers to Achieving the Goal 3

- The school schedule did not provide enough time for teachers to collaboratively plan high effect strategies within classroom lessons.
- Students entering middle school with a deficiency in decoding, vocabulary, and/or fluency.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Students have access to eBooks online to give students experience with reading non-fiction text. This, paired with access to student desktop and teacher webpages, help to incorporate important non-fiction text into student's education. Students are also encouraged to use the Khan Academy website to enhance their Math experience. Our Algebra teacher offers free tutoring in the morning before school and our Beta Club members tutor in the mornings before school as well. FSA Practice is offered to students.

Plan to Monitor Progress Toward G3. 8

AIMSweb testing to monitor progress.

Person Responsible

Nakeia Dixon

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

AIMSweb testing to monitor student progression in increase of reading skills.

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. To make teaching and learning a priority for every person in every classroom, every day. **1**

 G087373

G1.B1 Too many behavior issues for teachers to focus on instruction rather than classroom management.

2

 B232189

G1.B1.S1 Implement a full-scale Positive Behavior Support system to encourage students to make good choices and to be productive and responsible members of Liberty Middle School. **4**

 S245057

Strategy Rationale

When students behave appropriately on campus, teaching and learning is the priority.

Action Step 1 **5**

Encourage students to make positive choices to be responsible and productive by rewarding positive behavior.

Person Responsible

James Rowe

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Distribution of Lion Loot throughout the student body that can be used in the Roar Store and year-long activities, number of discipline referrals, student grades/achievement

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

Encourage students to make good choices that demonstrate positive behavior and productive instructional time.

Person Responsible

James Rowe

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Lion Loot distribution, number of discipline referrals, student grades/achievement

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

Encouraging students to make positive choices demonstrating good behavior and engaged instructional time.

Person Responsible

James Rowe

Schedule

Weekly, from 8/10/2016 to 5/31/2017


Evidence of Completion

Lion Loot distribution, number of discipline referrals, student grades/achievement

G1.B2 Limited Professional Development 2

 B232190

G1.B2.S1 Monthly Pride Committee meetings to focus on areas of schoolwide improvement for teacher's classroom management plans. 4

 S245058

Strategy Rationale

If teachers have training on specific classroom management plans they will be more likely to implement these strategies to assist in positive student behavior.

Action Step 1 5

Monthly Pride Committee meetings to determine trainings focused on classroom management.

Person Responsible

Marty Clifford

Schedule

Monthly, from 9/15/2016 to 6/4/2017

Evidence of Completion

Notes from meetings

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

Monthly trainings made mandatory for some teachers and voluntary for others based on classroom management data.

Person Responsible

James Rowe

Schedule

Monthly, from 9/15/2016 to 5/31/2017

Evidence of Completion

Implementation of classroom management strategies being used in classrooms evident through walk throughs.

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

Teacher surveys on classroom management and student behavior data.

Person Responsible

James Heruth

Schedule

On 9/15/2016


Evidence of Completion

Number of referrals written for classroom infractions.

G2. To continue a focus on foundational, rigorous instruction to improve student performance on state assessments. 1

 G087374

G2.B1 Limited Professional Development 2

 B232191

G2.B1.S1 Train teachers in content-specific strategies to become experts in their fields in rigorous instruction through PLC and early release trainings. 4

 S245059

Strategy Rationale

If teachers are experts and given training with tools, they are more likely to teach in the most rigorous manner.

Action Step 1 5

Teachers will be provided professional development training on foundational, rigorous instruction

Person Responsible

Nakeia Dixon

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Evidence of mastery shown in student work

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

Administrators will conduct weekly walk throughs to ensure that teachers are focusing on foundational, rigorous instruction

Person Responsible

Melissa Lindeman

Schedule

Weekly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Student product, teacher feedback, teacher lesson plans.

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

Quality student work on RWAs and SS RWAs

Person Responsible

Nakeia Dixon

Schedule

Quarterly, from 8/10/2016 to 5/31/2017

Evidence of Completion

improved scores


G3. Liberty Middle School will provide time for effective feedback to students to improve student performance in all areas of state assessments. **1**

 G087375

G3.B2 The school schedule did not provide enough time for teachers to collaboratively plan high effect strategies within classroom lessons. **2**

 B232193

G3.B2.S1 Set up a bell schedule for teachers to have planning outside of the instructional day in order to allow for collaboration among "teams" of teachers. **4**

 S245061

Strategy Rationale

If teachers can plan together, they get more time to collaborate.

Action Step 1 **5**

Design a bell schedule for greatest use of collaborative planning to provide a common planning time for teachers in a variety of disciplines (vertical, horizontal, faculty).

Person Responsible

Renee Jones

Schedule

On 8/10/2016

Evidence of Completion

6 period day in which teachers plan collaboratively.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 **6**

Teacher-led meetings and collaboration efforts.

Person Responsible

Renee Jones

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Meetings monthly with peers and administrators to discuss common curriculum

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Discussion of students to monitor and facilitate intervention strategies when needed.

Person Responsible

James Heruth

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Creating a group of targeted students for teachers to mentor and monitor for progress.

G3.B3 Students entering middle school with a deficiency in decoding, vocabulary, and/or fluency. 2

 B232194

G3.B3.S1 Find and implement the best reading programs available for use by our students. 4

 S245062

Strategy Rationale

Reading programs will help to focus on district wide deficiencies in phonemic awareness and basic phonics.

Action Step 1 5

Incorporate B2, C1, Fast Forward, Rewards, and Read 180 Reading programs for our most struggling readers.

Person Responsible

Nakeia Dixon

Schedule

Daily, from 8/17/2016 to 6/1/2017

Evidence of Completion

Students properly placed from reading placements.

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Make sure students are properly placed into Intensive Reading classes

Person Responsible

Nakeia Dixon

Schedule

Monthly, from 8/17/2015 to 6/1/2016

Evidence of Completion

Class rosters

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Properly placing students into Reading based on reading fluency scores, reading decision-tree from district

Person Responsible

Nakeia Dixon

Schedule

Monthly, from 8/17/2015 to 6/1/2016

Evidence of Completion

Class rosters of properly placed students.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G3.B3.S1.MA1 M330018	Properly placing students into Reading based on reading fluency scores, reading decision-tree from...	Dixon, Nakeia	8/17/2015	Class rosters of properly placed students.	6/1/2016 monthly
G3.B3.S1.MA1 M330019	Make sure students are properly placed into Intensive Reading classes	Dixon, Nakeia	8/17/2015	Class rosters	6/1/2016 monthly
G3.B2.S1.A1 A317272	Design a bell schedule for greatest use of collaborative planning to provide a common planning time...	Jones, Renee	8/10/2016	6 period day in which teachers plan collaboratively.	8/10/2016 one-time
G1.B2.S1.MA1 M330008	Teacher surveys on classroom mangement and student behavior data.	Heruth, James	9/15/2016	Number of referrals written for classroom infractions.	9/15/2016 one-time
G1.MA1 M330010	The student body at Liberty making positive choices demonstrating good behavior and engaged...	Rowe, James	8/10/2016	Number of discipline referrals, distribution of Lion Loot, lesson plans, student grades/achievement	5/31/2017 weekly
G2.MA1 M330013	Monitor RWA, SS RWA, and CRL data	Lindeman, Melissa	8/10/2016	Improved scores	5/31/2017 quarterly
G3.MA1 M330022	AIMSweb testing to monitor progress.	Dixon, Nakeia	8/10/2016	AIMSweb testing to monitor student progression in increase of reading skills.	5/31/2017 monthly
G1.B1.S1.MA1 M330006	Encouraging students to make positive choices demonstrating good behavior and engaged instructional...	Rowe, James	8/10/2016	Lion Loot distribution, number of discipline referrals, student grades/ achievement	5/31/2017 weekly
G1.B1.S1.MA1 M330007	Encourage students to make good choices that demonstrate positive behavior and productive...	Rowe, James	8/10/2016	Lion Loot distribution, number of discipline referrals, student grades/ achievement	5/31/2017 weekly
G1.B1.S1.A1 A317268	Encourage students to make positive choices to be responsible and productive by rewarding positive...	Rowe, James	8/10/2016	Distribution of Lion Loot throughout the student body that can be used in the Roar Store and year-long activities, number of discipline referrals, student grades/achievement	5/31/2017 weekly
G1.B2.S1.MA1 M330009	Monthly tranings made mandatory for some teachers and voluntary for others based on classroom...	Rowe, James	9/15/2016	Implementation of classroom mangagement strategies being used in classrooms evident through walk throughs.	5/31/2017 monthly
G2.B1.S1.MA1 M330011	Quality student work on RWAs and SS RWAs	Dixon, Nakeia	8/10/2016	improved scores	5/31/2017 quarterly
G2.B1.S1.MA1 M330012	Administrators will conduct weekly walk throughs to ensure that teachers are focusing on...	Lindeman, Melissa	8/10/2016	Student product, teacher feedback, teacher lesson plans.	5/31/2017 weekly
G2.B1.S1.A1 A317270	Teachers will be provided professional development training on foundational, rigorous instruction	Dixon, Nakeia	8/10/2016	Evidence of mastery shown in student work	5/31/2017 monthly
G3.B2.S1.MA1 M330016	Discussion of students to monitor and facilitate intervention strategies when needed.	Heruth, James	8/10/2016	Creating a group of targeted students for teachers to mentor and monitor for progress.	5/31/2017 monthly
G3.B2.S1.MA1 M330017	Teacher-led meetings and collaboration efforts.	Jones, Renee	8/10/2016	Meetings monthly with peers and administrators to discuss common curriculum	5/31/2017 monthly
G3.B3.S1.A1 A317273	Incorporate B2, C1, Fast Forward, Rewards, and Read 180 Reading programs for our most struggling...	Dixon, Nakeia	8/17/2016	Students properly placed from reading placements.	6/1/2017 daily
G1.B2.S1.A1 A317269	Monthy Pride Committee meetings to determine trainings focused on classroom management.	Clifford, Marty	9/15/2016	Notes from meetings	6/4/2017 monthly

V. Professional Development Opportunities

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

G1. To make teaching and learning a priority for every person in every classroom, every day.

G1.B2 Limited Professional Development

G1.B2.S1 Monthly Pride Committee meetings to focus on areas of schoolwide improvement for teacher's classroom management plans.

PD Opportunity 1

Monthly Pride Committee meetings to determine trainings focused on classroom management.

Facilitator

Clifford, Marty & Cris Rowe

Participants

mandatory for first year teachers and based off of data collection

Schedule

Monthly, from 9/15/2016 to 6/4/2017

G2. To continue a focus on foundational, rigorous instruction to improve student performance on state assessments.

G2.B1 Limited Professional Development

G2.B1.S1 Train teachers in content-specific strategies to become experts in their fields in rigorous instruction through PLC and early release trainings.

PD Opportunity 1

Teachers will be provided professional development training on foundational, rigorous instruction

Facilitator

Nakeia Dixon

Participants

entire staff--mandatory

Schedule

Monthly, from 8/10/2016 to 5/31/2017