

School District of Indian River County

Liberty Magnet School



2017-18 Schoolwide Improvement Plan

Liberty Magnet School

6850 81ST ST, Vero Beach, FL 32967

www.indianriverschools.org

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	47%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	35%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	A	A*	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 is pending approval by the Indian River County School Board.

SIP Authority and Template

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

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Liberty Magnet School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Liberty Magnet, an International Baccalaureate School, is committed to assisting all students in becoming compassionate, responsible, lifelong learners dedicated to productivity in a global society.

b. Provide the school's vision statement.

The desired outcome of any IB programme is to develop in students the attributes of the IB learner profile. Our students strive to be:

- Inquirers ~ To ask questions and not be satisfied with the easy answer
- Knowledgeable ~ To show interest in many things and be confident to share information
- Thinkers ~ To solve problems and make sound decisions
- Communicators ~ To express oneself in a variety of ways
- Principled ~ To work to be fair, honest, and trustworthy
- Open-minded ~ To listen to others and respect their ideas
- Caring ~ To show sensitivity to the needs of others
- Risk-takers ~ To have the courage to try new things
- Balanced ~ To participate in a variety of activities and live a healthy lifestyle
- Reflective ~ To think honestly about one's actions and abilities in order to improve

2. School Environment

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

Liberty Magnet Elementary is an International Baccalaureate (IB) Primary Years Program school. As an IB school, cultures and differences are regularly discussed and celebrated through the six Transdisciplinary units of study at each grade level. At the beginning of the school year, students participate IB Learner Profile Traits and IB Attitudes activities that allow the teacher and students to get to know each other. Parents are encouraged to reinforce those traits and attitudes at home. Teachers and students continually interact in positive ways throughout the learning environment.

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

The 10 traits of the learner profile are developed in every child. They include Inquirer, Knowledgeable, Thinker, Communicator, Principled, Open-Minded, Caring, Risk-Taker, Balanced, and Reflective. By developing these traits in our students, as well as personally modeling them, teachers and staff create a safe and respected environment for our students.

Teachers and safety patrols are stationed around the school before and after school. The front office is a welcoming environment that assists students and parents. We also have an Extended Day program that provides childcare for parents before and after school.

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.

Essential Agreements are created and agreed upon by each incoming class. The essential agreements establish how the class will function. They are written from a positive perspective and set clear expectations for behavior. Teachers in Kindergarten through third grade employ a basic system of numbers for daily behavior. Students begin on a higher number, and then move up or down according to their behavior. The number is communicated to the parents or guardians every night. The level of communication reflects the level of behavior; some behavior may only require a note in the agenda while others may include a phone call from the parent or an administrator. Consequences increase as the number is moved down. Teachers in 4th and 5th grade communicate with parents as needed based on student behavior.

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.

Teachers regularly interact with students informally, providing for students social and emotional needs. As more intensive interventions are needed, the Assistant Principal or Principal intervenes personally with students. The school has a Behavior Intervention Specialist who works with students that are struggling. The school psychologist is used in higher needs situations.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Students with early warning indicators are identified at the beginning of the school year and monitored by the school's behavior monitoring team. Students may also be referred to the MTSS problem solving team if needed. Early Warning System Indicators: Attendance below 90%, 1 or more suspensions, Course Failure, Level 1 score on statewide assessments in ELA or Mathematics, Retained in prior grade levels

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	9	9	7	11	14	0	0	0	0	0	0	0	50
One or more suspensions	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	2	9	18	0	0	0	0	0	0	0	29
Retained	0	2	2	6	3	3	0	0	0	0	0	0	0	16

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	5	10	13	0	0	0	0	0	0	0	28

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

We use a Multi Tiered System of Supports to identify student needs and the appropriate intervention. Students that are identified as having multiple early warning indicators will be paired with a mentoring administrator, teacher, or staff member through our Liberty Pals Program. The mentor will meet regularly with the student. In addition, these students will also be monitored by our Behavior Intervention Specialist through small group or individual counseling, Check In/Check Out (CICO) sheets, and/or Behavior Point Sheets.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

All parents complete a minimum of 10 volunteer hours as part of the requirements for attending. Many parents go well above that amount, serving as "room moms" , helping new teachers, volunteering in the classroom, or being on the PTA board. There are numerous events throughout the year that are run primarily by parents. Parents are also required to attend two of three annual PTA meetings. During these meetings parents receive information regarding the schools academic programs and the school's IB vision.

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 does numerous events, which brings in local business and community members in addition to parents. The school has a Family 5K, Winter Festival which includes local business participation. Liberty also teams with Sebastian River Middle School for a Beach Clean-Up. PTA fundraisers throughout the year are planned in conjunction with members of the community (Casual for a Cause, Local Honey, restaurant nights). Our IB Ambassadors and individual teachers also raise funds for various groups, such as the Humane Society, local food banks, local women's shelter, and others.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Harris, Takeisha	Principal
Good, Christine	Assistant Principal
Seaman, Courtney	Teacher, K-12
Daulby, William	Teacher, K-12
McCart, Toni	Teacher, K-12
Morrow, Kimberly	Teacher, K-12
Hicks, Angela	Teacher, K-12
Hoag, Elizabeth	Teacher, K-12
Lunsford, Jamie	Instructional Coach
Drisdorn, Vanessa	Teacher, K-12
Johnson, Tiffany	Teacher, K-12

b. Duties

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

Team Leader: Takeisha Harris (Principal)
Chairperson: Kelly Good (Assistant Principal)
Teacher: Kimberly Morrow, Kindergarten, Chair (Primary)
Teacher: Tiffany Johnson, Grade 1 Chair (Primary)
Teacher: Vanessa Drisdorn, Grade 2 Chair (Primary)
Teacher: Jennifer Jones, Grade 3 Chair (Intermediate)
Teacher: Michelle Goodin, Grade 3 Chair (Intermediate)
Teacher: William Daulby, Grade 4 Chair (Intermediate)
Teacher: Toni McCart, Grade 5 Chair (Intermediate)
Teacher: Angela Hicks, Special Areas Chair (Specialist)
IB Coordinator: Jamie Lunsford

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.

Learning begins with quality core instruction for all students, followed by assessments and reflecting on the resulting data. Teachers give regular, common assessments that track student learning. The data is first analyzed by teachers. Teachers join the administration and reading coach for data meetings every three weeks to review student progress, discuss individual students, and then reflect upon instruction, resources, and appropriate interventions. An inventory of resources, problem solving, and interventions is kept by the assistant principal. If students are not succeeding despite interventions, the student is referred to the MTSS team.

During MTSS meetings, Tier 2 student data is closely analyzed and discussed. If the deficit is not determined, the team decides upon a data-collection strategy to help determine the deficit. The team schedules the next meeting to analyze the new data. Once the specific deficit is identified, interventions are put into place and a system to monitor the success of the intervention is determined. The student remains on the MTSS schedule until the data confirms that they are back within grade level expectations.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Takeisha Harris	Principal
Vanessa Drisdorn	Teacher
Bevohn Dougall	Parent
Greg Paschall	Parent
Tricia Perakes	Teacher
Leanne Digby-Bryant	Teacher
Cortney Seaman	Teacher
Greg Cook	Parent
Chris Hicks	Parent
Melissa Perez	Parent
Nena Rolle	Parent
Jeanne Prince	Teacher
Jackie Ogilvie	Teacher
Petra King	Business/Community
Julia Montablano	Parent
Stephanie Wooten	Parent
Caroline Maschhoff	Parent
Tonya Coletti	Parent
Will Hulings	Parent
Amy Speak	Parent
Sandra Benham	Teacher
Valerie Evans	Teacher
Christina Bragman	Parent
Gail Heinbocker	Parent
Vanessa Recendez	Education Support Employee

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC members discussed the previous year's school data which included discussing FL Standards and Assessment changes. After discussions and input, SAC members approved the 17-18 school improvement plan during the September 29, 2017 meeting.

b. Development of this school improvement plan

SAC is kept up to date regarding the development of the School Improvement Plan. SAC reviews the plan upon completion, making changes and giving suggestions. SAC then approves the plan before submission to the district and state.

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

SAC approves budget requests as they are submitted.

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

School Improvement Funds were used to purchase:

- Supplemental Science Materials
- IB Conference

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.

The Principal is reaching out to various parents throughout the school and community. Each grade level has committed to recruiting at least one parent from each grade level to serve on SAC.

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
Harris, Takeisha	Principal
Good, Christine	Assistant Principal
Gaudio, Michael	Instructional Coach

b. Duties

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

The Literacy Leadership Team (LLT) facilitates and monitors the implementation of remediation and enrichment activities that foster higher order reading skills school-wide, increasing the number of students scoring proficient on local and state assessments.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Every grade level has a common planning time to ensure quality relationships and instruction. Furthermore, the school has created an extended planning time approximately 5 times per year. Grade levels will also meet two mornings and one planning period a week for the collaborative planning embedding the PYP curriculum into their standards based instruction.

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

The Principal, Assistant Principal, and selected teachers (usually grade level department chairs) decide on the qualities and skills for possible recruits. Questions that best reflect the needs and desires for the school are included during the interview process. All contribute to the interview and selection process. The principal retains the final authority for personnel selection.

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

We have six new teachers this year. Each teacher is paired with an experienced teacher as a mentor. The teachers have common planning with the entire grade level in order to ease the adjustment to a new school.

Mentors and Mentees participate in the district's STAR program. This program includes district and school upcoming events, procedures, and expectations.

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.

Liberty has a standards-based report card by which all teachers evaluate and report the progress of students. These standards are a direct reflection of the Florida Standards. Tier 1 instruction is directly aligned to standards which are regularly posted on a common board in kid-friendly language, as well as evident in lesson plans.

Teachers use common assessments developed by the district and the grade level to assess student mastery of standards. Teachers also use formative assessments and checks for understanding during the lesson to adjust instruction, and identify small groups of students who may need additional instruction.

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.

Teachers and administrators meet on a 6-8 week cycle to review student data. This data is used to create Tier 2 intervention groups, to discuss individual student progress and develop instruction to match the needs, to find trends in instructional success and share ideas, and to monitor school-wide progress.

Instruction is differentiated during "Small Group" time. Teachers work with students according to their mastery of the current standard in Reading and Math.

The school MTSS team meets weekly regarding approximately the lowest 15-25% of students. Data are analyzed, deficits are determined, and interventions are put into place. Tier 1 instruction, Tier 2 intervention groups, and Tier 3 interventions are coordinated.

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: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

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

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Liberty has a Staggered Start Program to help with the transition into kindergarten. During the first days of school, 4-5 students are assigned to come per day. Then, the group returns as a whole class. We have found that this allows us to give attention and time to make the kids feel comfortable getting to know the school, their teacher, and the routine in a small group setting. We have seen great benefits from this in helping to reduce anxiety and to learn more about each child in that small setting, while being able to accomplish some of our beginning assessments.

We also have Kindergarten Round Up in the spring where the kids who are coming to kindergarten have the opportunity to join their parents in becoming familiar with the school and expectations. It involves a lot of orientation information and gives parents and kids the chance to walk through our classrooms.

Throughout the year, activities are developmentally appropriate for the children transitioning into Kindergarten. Discipline plans are in place to help the young children with their social development (including both positive and negative consequences).

For the transition from Liberty Magnet Elementary to middle school, the school invites the Middle School guidance counselors to speak with the entire 5th grade class. Students are able to better understand the general structure of the middle school day and sign up for classes. The guidance counselors provide a time for students to ask questions and then follow up with additional questions to their teachers. The middle schools also have an Open House at the end of the school year which allows them to be on campus to learn more about the transition. 5th grade students and parents are highly encouraged to attend these meetings. Additionally, the various difficulties of transition to middle school is addressed briefly during the Spring Open House and extensively during our 5th grade "Celebration" (also known as 5th grade Graduation).

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.
2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.
3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.
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.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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.

2016-17 FSA Results

Out of 176 students:
Reading Proficient=73%
Math Proficient=78%

Out of 176 students:
Reading (ELA) Learning Gains=54%
Math Learning Gains=69%

Out of 44 students:
Reading BQ Learning Gains=36%
Math BQ Learning Gains=52%

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.

Liberty Magnet School needs the number of students making learning gains to improve as the number of high performing students remains constant, the challenge is to have all students show gains from year to year with their learning.

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

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** The academic achievement of African American students, within each grade level will improve as measured by an increase of 10% percent of students at or above grade level.

- G2.** Students will be engaged in the standards based core instruction within the Primary Years Program inquiry based curriculum which will increase the proficiency of all students and result in students making one or more year's worth of growth by the end of the 17-18 school year in ELA and Math.

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. The academic achievement of African American students, within each grade level will improve as measured by an increase of 10% percent of students at or above grade level. 1a

G094355

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement - Black/African American	54.0
FSA Math Achievement - Black/African American	66.0

Targeted Barriers to Achieving the Goal 3

- Teacher knowledge and experience with research based strategies.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Marzano High Yield Strategies

Plan to Monitor Progress Toward G1. 8

FSA Reading (ELA) and Math Data

Person Responsible

Takeisha Harris

Schedule

Annually, from 9/13/2017 to 5/16/2018

Evidence of Completion

10% increase in FSA Reading (ELA) and Math Data

G2. Students will be engaged in the standards based core instruction within the Primary Years Program inquiry based curriculum which will increase the proficiency of all students and result in students making one or more year's worth of growth by the end of the 17-18 school year in ELA and Math. 1a

G094356

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	65.0
Math Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Teacher skill and experience with standards based instruction within PYP inquiry curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Extended Planning
- iReady
- Collaborative Planning Time

Plan to Monitor Progress Toward G2. 8

Unit Assessments, Teacher, and iReady data will be reviewed with leadership team, grade levels, and individual teachers.

Person Responsible

Takeisha Harris

Schedule

Weekly, from 9/13/2017 to 5/16/2018

Evidence of Completion

Unit Assessment, Teacher, and iReady data

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. The academic achievement of African American students, within each grade level will improve as measured by an increase of 10% percent of students at or above grade level. **1**

 G094355

G1.B1 Teacher knowledge and experience with research based strategies. **2**

 B253371

G1.B1.S1 Professional Development on research based, high yield strategies that support engagement and rigor. **4**

 S267530

Strategy Rationale

Action Step 1 **5**

Teachers will participate in weekly data chats monitoring the progress of African American students.

Person Responsible

Takeisha Harris

Schedule

Weekly, from 9/13/2017 to 5/16/2018

Evidence of Completion

Meeting Agendas

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

Each teacher will document their students progress to a learning gain and/or proficiency.

Person Responsible

Takeisha Harris

Schedule

Biweekly, from 9/13/2017 to 5/16/2018

Evidence of Completion

Meeting notes

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

Increase in the number of African American student at or above grade level.

Person Responsible

Takeisha Harris

Schedule

Monthly, from 9/13/2017 to 5/16/2018

Evidence of Completion

School and Grade Level Data

G2. Students will be engaged in the standards based core instruction within the Primary Years Program inquiry based curriculum which will increase the proficiency of all students and result in students making one or more year's worth of growth by the end of the 17-18 school year in ELA and Math. **1**

G094356

G2.B1 Teacher skill and experience with standards based instruction within PYP inquiry curriculum. **2**

B253372

G2.B1.S1 Teachers will meet and plan weekly collaboratively embedding into grade level standards core instruction into the PYP inquiry curriculum . **4**

S267531

Strategy Rationale

Action Step 1 **5**

Teacher will plan collaboratively using the PYP Planner template embedding inquiry and grade level standards.

Person Responsible

Jamie Lunsford

Schedule

Weekly, from 8/22/2017 to 5/17/2018

Evidence of Completion

Each grade level will complete six planners.

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

Administrators will attend collaborative planning meeting and conduct follow up Learning Walks during instruction.

Person Responsible

Takeisha Harris

Schedule

Daily, from 9/12/2017 to 5/18/2018

Evidence of Completion

Grade level planners and teacher lesson plans.

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

The Literacy Leadership Team will review grade level data on unit assessments.

Person Responsible

Christine Good

Schedule

Weekly, from 9/4/2017 to 5/4/2018

Evidence of Completion

Unit Assessment data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.B1.S1.MA1  M379887	The Literacy Leadership Team will review grade level data on unit assessments.	Good, Christine	9/4/2017	Unit Assessment data	5/4/2018 weekly
G1.MA1  M379886	FSA Reading (ELA) and Math Data	Harris, Takeisha	9/13/2017	10% increase in FSA Reading (ELA) and Math Data	5/16/2018 annually
G2.MA1  M379889	Unit Assessments, Teacher, and iReady data will be reviewed with leadership team, grade levels, and...	Harris, Takeisha	9/13/2017	Unit Assessment, Teacher, and iReady data	5/16/2018 weekly
G1.B1.S1.MA1  M379884	Increase in the number of African American student at or above grade level.	Harris, Takeisha	9/13/2017	School and Grade Level Data	5/16/2018 monthly
G1.B1.S1.MA1  M379885	Each teacher will document their students progress to a learning gain and/or proficiency.	Harris, Takeisha	9/13/2017	Meeting notes	5/16/2018 biweekly
G1.B1.S1.A1  A355812	Teachers will participate in weekly data chats monitoring the progress of African American students.	Harris, Takeisha	9/13/2017	Meeting Agendas	5/16/2018 weekly
G2.B1.S1.A1  A355813	Teacher will plan collaboratively using the PYP Planner template embedding inquiry and grade level...	Lunsford, Jamie	8/22/2017	Each grade level will complete six planners.	5/17/2018 weekly
G2.B1.S1.MA1  M379888	Administrators will attend collaborative planning meeting and conduct follow up Learning Walks...	Harris, Takeisha	9/12/2017	Grade level planners and teacher lesson plans.	5/18/2018 daily

V. Professional Development Opportunities

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

G1. The academic achievement of African American students, within each grade level will improve as measured by an increase of 10% percent of students at or above grade level.

G1.B1 Teacher knowledge and experience with research based strategies.

G1.B1.S1 Professional Development on research based, high yield strategies that support engagement and rigor.

PD Opportunity 1

Teachers will participate in weekly data chats monitoring the progress of African American students.

Facilitator

Administrators

Participants

Teachers

Schedule

Weekly, from 9/13/2017 to 5/16/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will participate in weekly data chats monitoring the progress of African American students.				\$0.00
2	G2.B1.S1.A1	Teacher will plan collaboratively using the PYP Planner template embedding inquiry and grade level standards.				\$1,875.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		140-Substitute Teachers	0301 - Liberty Magnet School	School Improvement Funds		\$1,875.00
<i>Notes: Substitute Teachers for Collaborative Planning</i>						
Total:						\$1,875.00