

School District of Osceola County, FL

# Liberty High School



2017-18 Schoolwide Improvement Plan

## Liberty High School

4250 PLEASANT HILL RD, Kissimmee, FL 34746

www.osceolaschools.net

### 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)
High School PK, 9-12	Yes	97%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 is pending approval by the Osceola 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 High School

DA Region and RED	DA Category and Turnaround Status
Central - <a href="#">Lucinda Thompson</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

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

##### b. Provide the school's vision statement.

Liberty High School will prepare all students for college and/or to enter the work force through one of our career and technical education pathways.

#### 2. School Environment

##### a. 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, National Beta Club, Keyettes, Liberty Ambassadors, Yearbook Club Dynasty Step Club, SGA, Skills USA. Fellowship of Christian Athletes, Construction Club, Caribbean Students Association, and Interact Club. The complete list of clubs, sponsors' name, time and location for meetings are posted around campus and on the school website.

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.

##### b. 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 that we have a full time campus monitor, and the school resource officer that are on campus daily. Liberty High school employs the Stop Bullying Now policy and Positive Behavioral Intervention and Supports (PBIS) 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.

**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.**

Liberty High school implements Positive Behavioral Intervention and Supports (PBIS). PBIS provides a positive and effective alternative to the traditional methods of discipline. PBIS 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. PBIS 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. PBIS identifies multiple strategies to effectively reduce problem behavior including changing systems, altering environments, teaching skills, and focusing on positive behaviors. The PBIS process results in the creation of effective intervention plans that will impede problem behaviors, teach new skills, and create support systems for the student. PBIS 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 PBIS 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 PBIS process is a team-based approach that relies on a strong collaboration between the PBIS team, students, parents, and teachers.

Every year the School's PBIS 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.

**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.**

Liberty High School MTSS process will ensure that the social and emotional needs of its students are addressed through interventions initially provided by a school counselor or referred to a different entity. 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. There is a psychologist and a social worker who are present on campus once a week to assist guidance counselors with extenuating circumstances with students.

### 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 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

**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	0	0	0	41	63	56	66	226	
One or more suspensions	0	0	0	0	0	0	0	0	0	4	6	3	3	16	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	4	108	126	72	310	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	190	272	295	243	1000	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		

**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	0	0	0	19	113	113	73	318	

**c. 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;

- 8th to 9th grade High School Success program
- MTSS Tracking - Chat & Check ups with specific targeted students through assigned individual
- AVID Strategies in AVID electives
- PLC Common Assessment Data Analysis,
- Student Data Chat
- CSI After School Tutoring Program, and Math Lab,
- ESE and ELL tutoring
- Saturday School Intervention Academy,
- Remind 101 for Attendance tracking
- PBIS to reduce school wide behavior incidents
- Positive Behavior Individual Plan

**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?**

Yes



### 1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/466204>.

### 2. Description

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

## 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.

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 LBHS), 5K Race platinum Sponsor, Donation of desert coupons for the winning class of the College week "Door decorating competition" as incentives and meal coupons for the participating teachers.

Race Trac-----Provide free coffee for teachers during Teacher appreciation week.

Papa John's-----Contribute Pizza and beverages to SAC meetings and other school events throughout the school year, Sponsor the annual Charger 5K Race.

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

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

Chick-Fil-A-----Provide 50 Chicken sandwiches to SAC or Hispanic Heritage Event.

Sam's Club-----Contribution of a 1 sheet cake for several LBHS events throughout the school year and provide incentive to all staff when renewing their membership on site.

Wendy's-----Provide ice-cream and have Wendy's Character present during out Hispanic Heritage Event.

Walmart-----Provide Gift cards towards Employee appreciation Event and School Supply donations.

Walmart Salon-----Provide coupon of 50% off haircut for students back to school incentive.

A.N. Sisters Transportation-----Thirty Dollar donation towards student & Staff incentive.

Glenda's Cakes-----Provide 2 Prize incentive coupons for % off cakes along with samples during out Open house.

Tutor-ESL, Inc.----- Provide 2 prize Backpacks full of School supplies during our Open House.

Denny's----- Conduct Spirit Nights for several Sports Teams and clubs Of LHS. 10% of the proceeds are given to the school.

Accounting Express-----Provide several incentive during our Open House. Such as Gift cards to 50% off taxes and Starbucks coffee gift cards.

Lowe's-----Re-landscape out Baseball field and create a vegetable and herb Garden for our ESE class to maintain and learn gardening skills for work related experience.

## 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
Preisser, Gary	Principal
Perlaza, Dania	Instructional Coach
Casado, Rolando	Assistant Principal
Cruz, Misty	Assistant Principal
Holder, David	Assistant Principal
Bagley, Susan	Dean

#### b. Duties

##### ***1. 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. Misty Cruz, Mr. David Holder, Mr. George Arscott - Asst. Principals- monitor the fidelity of the process and accountability. Mr. Abisai Soto MTSS Coach, coordinates the meetings and assigned duties and responsibilities to the other members for monitoring the students. Ms. Blacina Jabel- 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. Rivera, ESOL Compliance Specialist, ensures that ELL strategies are being used with targeted students. Ms. Rebecca Shontz ESE Resource Compliance Specialist, ensures that IEPs and the needs of ESE students are being met, Maribel Lange, Speech and Language therapist, is the committee note taker and provides intervention suggestions. Ms. Sue Bagley, Dean of Students, and Mr. Jason Gines, Dean of Students, provide discipline data and suggests behavioral interventions.

##### ***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 MTSS leadership staff utilizes the PS/MTSS process within the multi-tiered system of support according to state and district guidelines.

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. Snacks are available to all students participating in the After school program.

Career and Technical Education- Liberty High School offers several courses and areas of concentration in working toward industry certification. In the 2016-2017 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 I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

#### Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met and assistance transitioning to post-secondary education or employment.

#### Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

#### Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

#### Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students. IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

#### Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons 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.

## **2. School Advisory Council (SAC)**

### **a. Membership**

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

Name	Stakeholder Group
Irwin Inwood	Education Support Employee
Terri Inwood	Education Support Employee
Ginnie Maminski	Business/Community
Stan Maminski	Business/Community
Blacina Jabiel	Education Support Employee
Dania Perlaza	Education Support Employee
Richard Steinmetz	Teacher
Chrissy Brouwer	Education Support Employee
Winnie Valtin	Parent
Doug Goodman	Business/Community
Joan Tilford	Teacher
Nathan Uhrig	Teacher
Carmon Ramos	Parent
Katie Ramos	Student
Alex Dickson	Student
Rosa Cartegena	Student
Denia Carmona	Education Support Employee
Gary Preisser	Principal
Lealani Gonzalez	Student
Millie Lazio	Student
Mario Solis	Student
Tyler Guerra	Student
Cesar Perez	Student
Alex Wallis	Student
Jessica Samms	Student
Michael Torres	Student
Yalisa Sierra	Student
Alyssa Lall	Student
Karina Aguirre	Student
Rogelio Serrano	Student
Alicie Raymond	Student
Manaucheca Pierre	Student
Roy Persaud	Student
Jeffrey Karczewski	Student
Cody Igo	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**

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 Continuous Improvement Management System (CIMS) 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 2017-18 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.

*b. 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 CIMS. 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 CIMS with an End of Year Review.

*c. 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 should be allocated for supplemental instruction, technology, professional development, remediation and possible transportation for after-school tutoring.

**2. 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:

Last year we had the following requests paid with SAC funds

PBS \$2500

Ms Garcia - agendas for the whole school \$5000

Skills USA \$1000

Drama \$10000

Speech and Debate \$1000

NTHS - \$1000

**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
Green, Hannah	Instructional Media
Cruz, Misty	Assistant Principal
Perlaza, Dania	Instructional Coach
Preisser, Gary	Principal
Jabiel, Blacina	Instructional Coach
Brouwer, Chrissy	Instructional Coach

#### b. Duties

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

Liberty High School strives to promote literacy across the curriculum. The major initiatives are to ensure that teachers are given the support needed to successfully teach reading and writing skills, effective teaching of the Florida Standards and new testing requirements such as, FSA, Achieve 3000 material, Khan Academy, Reading Plus, 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.

### 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.

Liberty High School encourages positive working relationships with its teachers by 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.

##### 2. 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.

##### 3. 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.

## **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 High School's administration conducts classroom walk-throughs, informal, and formal observations to ensure there is instructional alignment with Osceola School District Strategic Plan, strategy 1A. 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 and the Florida Standards App to access the standards and cross check the teacher's lesson plans. Teachers are required to keep an accessible classroom binder with the following contents; lesson plans also shared via Office 365, pacing guide, and content standards.

#### **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.***

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.

##### ***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: Weekend Program**

**Minutes added to school year: 1,620**

SAI dollars are utilized in funding Saturday School. This includes a combination of Math, Reading and Khan Academy enrichment for All students including ESE and ELL. with teachers for about three hours for 10 Saturdays for the year.

***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***

Casado, Rolando, rolando.casado@osceolaschools.net

***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: Summer Program**

**Minutes added to school year: 12,800**

Summer remediation/credit recovery in Algebra, Geometry, Biology, and Impact Lab for credit recovery and GPA increase to meet graduation requirement. Time will be used for administration of the EOC's and PERT exam.

***Strategy Rationale***

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

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Casado, Rolando, rolando.casado@osceolaschools.net

***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 determine the success rate of summer remediation.

**Strategy: After School Program**

**Minutes added to school year: 13,920**

Charger Success and Improvement (CSI) Afterschool Program includes Math, Reading, Science, US History, credit recovery, and AP/Cambridge tutoring that provides standards based assistance to struggling students. The 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**

Casado, Rolando, rolando.casado@osceolaschools.net

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

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

## 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 High School vertical articulation begins in the Spring with middle school administrators, teachers, and guidance counselors to ensure students' transition into high school is positive and smooth. The Incoming 9th grade High School Success Program provides enrichment in Algebra, Science, Reading, and Organizational Skill. Students have the opportunity to become familiarized with the school facility and meet administrators, teachers, and athletic coaches who will be presenters throughout the Summer. Parents and students are invited to visit the school for a curriculum night in the Spring for program orientation and opportunities in CTE, AP and Honors courses. They will return In September for a High School orientation night when they are presented with high school graduation requirement expectations.

The Graduating cohort transition is addressed throughout the year by guidance counselors who conduct periodic credit check at key intervals of the academic year. The credit check encompasses the five requirements necessary to obtain a Florida High School Diploma. Appropriate adjustments take place based on each individual student graduation readiness. Post secondary progress monitoring is accomplished sing the PERT assessment during the junior year and the ACT and SAT monitors progress for the senior year.

All students receive support through MTSS, intensive program instruction in reading and math as determined in FSA assessments.

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, older students are afforded the option to receive a certification in child development through state approved curricula and DCF testing. The administration of the statewide kindergarten screening tool is used to determine the readiness of each child entering kindergarten.

## **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.***

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.

### ***2. 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, Medical and Health Explorations, Pharmacy Tech, Introduction to Teaching and Custom Promotional Design, as well as different levels of ARMY leadership training.

### ***3. 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.

**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.**

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.

## 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.

### 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.** If all teachers function in highly collaborative teams, provide rigorous instruction aligned to state standards for all students, then student achievement will increase.

## 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.** If all teachers function in highly collaborative teams, provide rigorous instruction aligned to state standards for all students, then student achievement will increase. 1a

G095457

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement - SWD	20.0
FSA ELA Achievement - ELL	20.0
ELA/Reading Lowest 25% Gains	40.0
Math Lowest 25% Gains	40.0
Algebra I EOC Pass Rate	30.0
Geometry EOC Pass Rate	35.0
FSA ELA Achievement	40.0
Math Gains	35.0
Bio I EOC Pass	65.0
U.S. History EOC Pass	70.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of academic effective collaboration within content area meetings to drive instruction.
- Lack of differentiation in all contents within all sub-groups
- Lack of positive culture within the classroom

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Utilize instructional coaches, professional development.
- Utilize Resource Compliance Specialist, ESOL Compliance Specialist, and Instructional Coaches
- PBIS

**Plan to Monitor Progress Toward G1.** 8

Quarterly calibration meetings with the leadership team.

**Person Responsible**

Gary Preisser

**Schedule**

Quarterly, from 8/1/2017 to 8/1/2017

**Evidence of Completion**

Grade reports, MTSS reports, lesson plans



## Action Plan for Improvement

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

### Problem Solving Key


**G** = Goal

**B** =  
Barrier

**S** = Strategy

 = Problem Solving Step     S123456 = Quick Key

**G1.** If all teachers function in highly collaborative teams, provide rigorous instruction aligned to state standards for all students, then student achievement will increase. **1**

 G095457

**G1.B1** Lack of academic effective collaboration within content area meetings to drive instruction. **2**

 B257028

**G1.B1.S1** PLC professional development opportunities **4**

 S271922

### Strategy Rationale

It has been shown that with effective professional development in the positives of a PLC, will improve instruction that is data driven.

### Action Step 1 **5**

Implementing effective departmental PLC training for teachers.

#### Person Responsible

Chrissy Brouwer

#### Schedule

Weekly, from 8/1/2017 to 5/24/2018

#### Evidence of Completion

Coach's logs, PLC minutes

### Action Step 2 **5**

Additional PLC time allotted for teachers.

#### Person Responsible

Chrissy Brouwer

#### Schedule

Weekly, from 8/1/2017 to 5/24/2018

#### Evidence of Completion

PLC minutes, artifacts, common assessments, data analysis, notes, coache's logs

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

Monitor the implementation of training and participation by staff.

**Person Responsible**

Misty Cruz

**Schedule**

Monthly, from 8/1/2017 to 5/24/2018

***Evidence of Completion***

Sign-in logs, PGS, power points used in training, training notes

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

Monitor the utilization of District time allotted for PLCs, and the recommended additional 2 common planning PLCs per month.

**Person Responsible**

Rolando Casado

**Schedule**

Weekly, from 8/1/2017 to 5/24/2018

***Evidence of Completion***

Walk-throughs, artifacts, meeting notes, copies of common assessments, lesson plans

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

Monitor implementation of PLC strategies in the classroom for effectiveness.

**Person Responsible**

David Holder

**Schedule**

Monthly, from 8/1/2017 to 5/24/2018

***Evidence of Completion***

Formative and summative assessments, grade reports.

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

Monitor the additional PLC opportunities for correct utilization of time.

**Person Responsible**


Rolando Casado

**Schedule**

Monthly, from 8/1/2017 to 8/1/2017

**Evidence of Completion**

**G1.B2** Lack of differentiation in all contents within all sub-groups 2

 B257029

**G1.B2.S1** Additional PLC opportunities 4

 S271923

**Strategy Rationale**

Research has shown that when staff work together more often in an effective PLC, student achievement increases.

**Action Step 1** 5

Implementing effective collaborative strategies through teacher training.

**Person Responsible**

Dania Perlaza

**Schedule**

Weekly, from 8/1/2017 to 9/29/2017

**Evidence of Completion**

PLC minutes, notes, grade reports

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

Monitor collaboration and participation in PLCs

**Person Responsible**

Rolando Casado

**Schedule**

Monthly, from 8/1/2017 to 8/1/2017

***Evidence of Completion***

Walk-throughs, artifacts, meeting notes, lesson plans

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

Monitoring of PLC meetings, classroom strategies

**Person Responsible**

David Holder

**Schedule**

Weekly, from 8/1/2017 to 8/1/2017

***Evidence of Completion***

Common formative/summative assessments, grade reports

**G1.B3** Lack of positive culture within the classroom **2**

 B257030

**G1.B3.S1** PBIS, classroom management professional development **4**

 S271924

**Strategy Rationale**

Research shows that positive culture in the learning environment increases student achievement.

**Action Step 1** **5**

Implement effective relationship training for teachers.

**Person Responsible**

David Holder

**Schedule**

Quarterly, from 8/1/2017 to 5/24/2018

***Evidence of Completion***

Walk-throughs, monitoring of discipline data

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** **6**

Monitor implementation of training for staff participation

**Person Responsible**

Rolando Casado

**Schedule**

On 5/24/2018

***Evidence of Completion***

Increased positive culture and relationships, fewer discipline incidents

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Monitor utilization of school-wide PBIS program

**Person Responsible**

Rolando Casado

**Schedule**

Weekly, from 8/1/2017 to 5/24/2018

***Evidence of Completion***

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

Monitor discipline data, PBIS reports

**Person Responsible**

Misty Cruz

**Schedule**

Weekly, from 8/1/2017 to 5/24/2018

***Evidence of Completion***

Referral reports, PBIS implementation evidence



## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1 M390286	Quarterly calibration meetings with the leadership team.	Preisser, Gary	8/1/2017	Grade reports, MTSS reports, lesson plans	8/1/2017 quarterly
G1.B1.S1.MA4 M390278	Monitor the additional PLC opportunities for correct utilization of time.	Casado, Rolando	8/1/2017		8/1/2017 monthly
G1.B2.S1.MA1 M390281	Monitoring of PLC meetings, classroom strategies	Holder, David	8/1/2017	Common formative/summative assessments, grade reports	8/1/2017 weekly
G1.B2.S1.MA1 M390282	Monitor collaboration and participation in PLCs	Casado, Rolando	8/1/2017	Walk-throughs, artifacts, meeting notes, lesson plans	8/1/2017 monthly
G1.B2.S1.A1 A364645	Implementing effective collaborative strategies through teacher training.	Perlaza, Dania	8/1/2017	PLC minutes, notes, grade reports	9/29/2017 weekly
G1.B1.S1.MA1 M390277	Monitor implementation of PLC strategies in the classroom for effectiveness.	Holder, David	8/1/2017	Formative and summative assessments, grade reports.	5/24/2018 monthly
G1.B1.S1.MA1 M390279	Monitor the implementation of training and participation by staff.	Cruz, Misty	8/1/2017	Sign-in logs, PGS, power points used in training, training notes	5/24/2018 monthly
G1.B1.S1.MA2 M390280	Monitor the utilization of District time allotted for PLCs, and the recommended additional 2 common...	Casado, Rolando	8/1/2017	Walk-throughs, artifacts, meeting notes, copies of common assessments, lesson plans	5/24/2018 weekly
G1.B1.S1.A1 A364643	Implementing effective departmental PLC training for teachers.	Brouwer, Chrissy	8/1/2017	Coach's logs, PLC minutes	5/24/2018 weekly
G1.B1.S1.A2 A364644	Additional PLC time allotted for teachers.	Brouwer, Chrissy	8/1/2017	PLC minutes, artifacts, common assessments, data analysis, notes, coache's logs	5/24/2018 weekly
G1.B3.S1.MA1 M390283	Monitor discipline data, PBIS reports	Cruz, Misty	8/1/2017	Referral reports, PBIS implementation evidence	5/24/2018 weekly
G1.B3.S1.MA1 M390284	Monitor implementation of training for staff participation	Casado, Rolando	8/1/2017	Increased positive culture and relationships, fewer discipline incidents	5/24/2018 one-time
G1.B3.S1.MA2 M390285	Monitor utilization of school-wide PBIS program	Casado, Rolando	8/1/2017		5/24/2018 weekly
G1.B3.S1.A1 A364646	Implement effective relationship training for teachers.	Holder, David	8/1/2017	Walk-throughs, monitoring of discipline data	5/24/2018 quarterly

## V. Professional Development Opportunities

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

**G1.** If all teachers function in highly collaborative teams, provide rigorous instruction aligned to state standards for all students, then student achievement will increase.

**G1.B1** Lack of academic effective collaboration within content area meetings to drive instruction.

**G1.B1.S1** PLC professional development opportunities

### PD Opportunity 1

Implementing effective departmental PLC training for teachers.

#### Facilitator

Brouwer, Perlaza, Jabel

#### Participants

All staff

#### Schedule

Weekly, from 8/1/2017 to 5/24/2018

### PD Opportunity 2

Additional PLC time allotted for teachers.

#### Facilitator

Brouwer, Perlaza, Jabel, Administration

#### Participants

All staff

#### Schedule

Weekly, from 8/1/2017 to 5/24/2018

**G1.B2** Lack of differentiation in all contents within all sub-groups

**G1.B2.S1** Additional PLC opportunities

**PD Opportunity 1**

Implementing effective collaborative strategies through teacher training.

**Facilitator**

Perlaza, Brouwer, Jabel

**Participants**

all staff

**Schedule**

Weekly, from 8/1/2017 to 9/29/2017

**G1.B3** Lack of positive culture within the classroom

**G1.B3.S1** PBIS, classroom management professional development

**PD Opportunity 1**

Implement effective relationship training for teachers.

**Facilitator**

Administration, instructional coaches

**Participants**

All staff

**Schedule**

Quarterly, from 8/1/2017 to 5/24/2018

## 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	Implementing effective departmental PLC training for teachers.	\$0.00
2	G1.B1.S1.A2	Additional PLC time allotted for teachers.	\$0.00
3	G1.B2.S1.A1	Implementing effective collaborative strategies through teacher training.	\$0.00
4	G1.B3.S1.A1	Implement effective relationship training for teachers.	\$0.00
Total:			\$0.00