

Orange County Public Schools

Liberty Middle



2017-18 Schoolwide Improvement Plan

Liberty Middle

3405 S CHICKASAW TRL, Orlando, FL 32829

<https://libertymms.ocps.net/>

School Demographics

| | | |
|--|---|---|
| <p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p> | <p>2016-17 Title I School</p> <p>Yes</p> | <p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p> |
| <p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p> | <p>Charter School</p> <p>No</p> | <p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>86%</p> |

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 Orange County School Board.

SIP Authority and Template

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

| 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.

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

b. Provide the school's vision statement.

Preparing ALL Students to be College and Career Ready

2. School Environment

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

To build relationships between the community and the school, Liberty Middle School hosts several events which include, Digital Curriculum Night, Hispanic Heritage Festival, Parent University, Magnet Night, and Open House. The PTSA coordinates with the school to host family and teacher nights off of school campus and build relationships. The school also keeps the lines of communications open by utilizing a Digital Newsletter, Facebook, Twitter, and ConnectOrange.

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

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

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.

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

Academic and Instructional coaches assist teachers with classroom management and motivation strategies.

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.

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

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.

Our 2016 Best Practices for Inclusive Education survey indicated a need to close the achievement gap. We will focus on the need through the MTSS process. The school is developing a process for MTSS, where all students that have scored a Level 1 on the Florida State Assessment are tracked for progress monitoring to determine if the interventions in place for these students are enough. Attendance and discipline are tracked monthly to identify students who may need mentoring. Course failure is tracked, beginning after the first marking period, to determine how we can help students earn the required credits for promotion to high school. 8th graders needing more than this school year's credits to promote to high school are notified at the beginning of the school year and provided opportunities for course recovery through Ingenuity and Florida Virtual School.

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 | 112 | 117 | 143 | 0 | 0 | 0 | 0 | 372 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 54 | 75 | 65 | 0 | 0 | 0 | 0 | 194 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 51 | 98 | 59 | 0 | 0 | 0 | 0 | 208 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 171 | 160 | 182 | 0 | 0 | 0 | 0 | 513 |

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 | 106 | 130 | 125 | 0 | 0 | 0 | 0 | 361 |

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

- Tutoring in Reading, Math, Civics, Science, Algebra I and Geometry are offered after school from August - April
- Intervention Tutoring is provided during the school day in the areas of Reading and Math.
- Homework help sessions are provided for students that may need help with organization or time management
- Missing work sessions are offered after school from August - April
- Course recovery is offered to students in need August - May
- The school offers Robotics as an Enrichment program.
- The school offers Double Blocks of Math in grades 6, 7, 8, and Algebra.
- ESE students are provided with a Learning Strategies class to assist them with the core classes.
- Students that struggle with organizing for learning are provided an AVID Strategies class.
- Advanced Reading was added to the course schedule to support students identified on the bubble of Levels 2 and 3 on the FSA ELA.
- Culminating projects were added to the curriculum for students taking part in the Cambridge Academy

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/465687>.

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

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 |
|---------------------|---------------------|
| Russo, James | Principal |
| Tinsley, Lovely | Assistant Principal |
| Ruby, Darcy | Instructional Coach |
| Schwartz, Andrew | Assistant Principal |
| Ostheim, Catherine | Instructional Coach |
| Pavlonnis, Kimberly | Instructional Coach |
| Speights, Donnell | Instructional Coach |
| O'Harrow, Alicia | Dean |
| Rosswick, Terry | Dean |
| Woody, Jannan | Dean |

b. Duties

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Assistant Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.

Instructional Deans and Coaches: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

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

The team meets monthly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level

to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

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

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

Title II: District receives supplemental funds for improving basic education programs. Relationships and good instruction are the basis for student improvement. Funds at Liberty Middle are used to fund the incorporation of rigor through higher order questioning as well as evidence-based scales.

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

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

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

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

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

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

STEM Grant Support: Liberty Middle School is identified as part of the TIF STEM Grant. Teachers receive support to plan and implement interdisciplinary lessons from District Coaches.

Project Lead the Way: Grant allows Liberty to offer STEM/Engineering classes.

Digital Curriculum Teacher Leaders (DCTL): DCTL provide support to teachers of increasing the level of use of technology integrated lessons.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|--------------------|----------------------------|
| Daniel Bynum | Business/Community |
| James Russo | Principal |
| Raquel Vasquez | Teacher |
| Madelynn Torres | Education Support Employee |
| Jose Luna | Parent |
| Yahaira Villanueva | Student |
| Vilam Tejada | Parent |

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 goals of last year's school improvement plan were reviewed before creating goals for this year's school improvement plan. Liberty analyzed State Assessment scores and goals were established to increase students' achievement this school year. At the first SAC meeting it was determined that high achieving students at Liberty were excelling and goals were created to close the achievement gap.

b. Development of this school improvement plan

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

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

The school improvement budget was presented to the SAC along with the needs of the school and the overall school budget. The school improvement budget was voted on and approved at the first meeting of the school year.

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

Last school year 100% of school improvements funds were used for student reward activities such as Renaissance.

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 |
|---------------------|--------------------------|
| Faber, Jenna | Instructional Coach |
| Russo, James | Principal |
| Schwartz, Andrew | Assistant Principal |
| Tinsley, Lovely | Assistant Principal |
| Roberts, Daisy | Teacher, K-12 |
| Lineberry, Amber | Instructional Media |
| Pavlonnis, Kimberly | Instructional Coach |
| Speights, Donnell | Instructional Coach |
| Ostheim, Catherine | Instructional Technology |
| Dukes, Krista | Teacher, K-12 |

b. Duties

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

The focus for the LLT this year will be to review the school-wide exemplars and develop an action plan to ensure that these are evident in each discipline. The exemplars are as follows:

LANGUAGE ARTS

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

MATHEMATICS

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

SCIENCE

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

SOCIAL STUDIES

- WebQuests
- Document Based Questions (DBQs)
- Collaborative Work

- Alternative Assessments
- Field Trips/Experiential Education
- Reenactments

ELECTIVES

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

MEDIA CENTER

- Use morning announcements to promote books.
- Sunshine State Reader Reward Program
- Million Word Challenge
- Deliver teacher requested books directly to classrooms.
- Post student-created book reviews in highly visible areas.
- Expand media center access to students.
- Display quality literature prominently throughout the media center.
- Invite the Orange County Public Library to teach students about OverDrive and digital reading.
- Provide students access to digital reading/content available through the Public Library System.

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.

Teachers that teach the same course are provided common planning to support collaboration. Teachers meet in PLCs a minimum of once a week with instructional coaches to utilize data and plan instruction. Minutes from the collaboration time are kept by the coaches and provided to school administration. A minimum of three common assessments are utilized each marking period to drive planning and instruction. Professional development from the DCTL is provided to teachers to increase the level of technology integration using the Technology Integration Matrix (TIM).

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

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

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

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

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.

Instructors use the Florida Standards to design their lesson plans and common assessments. Programs and materials are chosen to be utilized as they match to the Florida Standard. Liberty Middle School also utilizes the CRMs and adopted texts from the District. Alongside the selection of activities that are chosen to best help students meet the Florida Standards, teachers utilize the Technology Integration Matrix (TIMS). Cambridge teachers utilize the Cambridge Standards crosswalk to correlate the Cambridge standards with the Florida 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.

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

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

Strategy: After School Program

Minutes added to school year: 4,140

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Harper, Sarah, sarah.harper@ocps.net

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

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

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.

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

As part of being a Magnet School for the District, Liberty holds two open house experiences where students entering grade 6-8 from across the District may come and preview Cambridge, preview the electives of STEM and the Arts offered at Liberty, as well as tour the school and ask questions.

Outgoing 8th graders are visited by several of the surrounding high schools and have the opportunity to ask questions of their counselors and submit requests for electives as they transition to the high

school. Cambridge students are invited to a Cambridge Open House at Colonial High School to view the Magnet program that they have a guaranteed seat in, if they so choose.

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.

Counselors meet with each student individually to discuss career/educational goals and interests when setting a course of study and scheduling individual courses that meet students' needs and promotion requirements. Elective requests are collected through a digital survey where students can prioritize their interests and that data is used to create students schedules.

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

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

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

- Growth in participation in AVID classes to increase the college readiness of our underachieving but motivated students.
- Growth of Cambridge program to increase the preparedness of students for the demands and expectations of specialized, advanced academic programs in high school. Liberty Middle School was granted Magnet School Status and will continue the growth of this program.
- Implementation of a Project Lead the Way program where students have the opportunity to participate in Engineering and other problem-solving career fields while progressing through the curriculum.

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.

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

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Liberty Middle will decrease the gap in achievement groups through District Professional Learning Communities (DPLCs), School-based Professional Learning Communities (PLCs), common planning, positive-behavior support and formative assessments guiding differentiation. (Division Priority #1: Narrow achievement gaps AND Division Priority #2: Invest in human capital)

- G2.** Liberty Middle School Student Achievement will increase as a result of teacher activities aligning to grade level standards, test item specifications, and the use of the Technology Integration Matrix (TIM). (Division Priority #1: Ensure career and college readiness)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), 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. Liberty Middle will decrease the gap in achievement groups through District Professional Learning Communities (DPLCs), School-based Professional Learning Communities (PLCs), common planning, positive-behavior support and formative assessments guiding differentiation. (Division Priority #1: Narrow achievement gaps AND Division Priority #2: Invest in human capital) **1a**

G095639

Targets Supported **1b**

| Indicator | Annual Target |
|---------------------------------|---------------|
| FSA ELA Achievement - Hispanic | 40.0 |
| FSA ELA Achievement - SWD | 20.0 |
| FSA ELA Achievement - ELL | 20.0 |
| Algebra I EOC Pass Rate | 80.0 |
| FSA Math Achievement - Hispanic | 40.0 |
| FSA Math Achievement - SWD | 20.0 |
| FSA Math Achievement - ELL | 20.0 |

Targeted Barriers to Achieving the Goal **3**

- Teachers are reluctant to use the collaborative planning process.
- Attendance of our achievement groups differs

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

- Coaches attended PD on the Instructional Framework and Lesson Planning
- The master schedule has been adjusted to increase time for teachers to collaborate
- Increase attendance by decreasing behavior infractions
- Coaches complete Facilitative Coaching Series to develop proficiency in supporting lesson planning.

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

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

Person Responsible

Kimberly Pavlonnis

Schedule

Quarterly, from 8/28/2017 to 5/25/2018

Evidence of Completion

I-Ready data and Conduct Grades

Plan to Monitor Progress Toward G1. 8

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

Person Responsible

Donnell Speights

Schedule

Quarterly, from 8/28/2017 to 5/25/2018

Evidence of Completion

I-Ready data and Conduct Grades

Plan to Monitor Progress Toward G1. 8

Tracking discipline data, tardy data, and attendance data to determine if students are more present in school.

Person Responsible

Andrew Schwartz

Schedule

Monthly, from 8/28/2017 to 5/25/2018

Evidence of Completion

Discipline Data, Tardy Data, Attendance Data

G2. Liberty Middle School Student Achievement will increase as a result of teacher activities aligning to grade level standards, test item specifications, and the use of the Technology Integration Matrix (TIM). (Division Priority #1: Ensure career and college readiness) 1a

G095640

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| FSA ELA Achievement | 50.0 |
| ELA/Reading Gains | 55.0 |
| Algebra I EOC Pass Rate | 80.0 |
| ELA/Reading Lowest 25% Gains | 45.0 |
| Geometry EOC Pass Rate | 45.0 |
| FSA Mathematics Achievement | 48.0 |
| FCAT 2.0 Science Proficiency | 45.0 |
| Math Gains | 55.0 |
| Civics EOC Pass | 65.0 |
| Math Lowest 25% Gains | 45.0 |

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- I-Ready
- Math XL for Algebra and Geometry
- Digital Curriculum Teacher Leader Professional Development
- Flipped Classroom Professional Development

Plan to Monitor Progress Toward G2. 8

Common Assessment Data and Lesson Plans will be reviewed during PLCs

Person Responsible

Darcy Ruby

Schedule

Biweekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Common Assessment Data and Lesson Plans

Action Plan for Improvement

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

Problem Solving Key

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

 = Problem Solving Step  S123456 = Quick Key

G1. Liberty Middle will decrease the gap in achievement groups through District Professional Learning Communities (DPLCs), School-based Professional Learning Communities (PLCs), common planning, positive-behavior support and formative assessments guiding differentiation. (Division Priority #1: Narrow achievement gaps AND Division Priority #2: Invest in human capital) **1**

G095639

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

B257525

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

S272486

Strategy Rationale

Teachers will experience success with the support of the coaches.

Action Step 1 **5**

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

Person Responsible

Darcy Ruby

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

PLC Schedule

Action Step 2 **5**

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

Person Responsible

Darcy Ruby

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

PD calendar

Action Step 3 5

Provide release time for instructional rounds with coaches.

Person Responsible

Darcy Ruby

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Reflections from post-rounds discussion

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

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

Person Responsible

James Russo

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

PLC schedule, Coaches Meeting PLC notes, and Rigor walks.

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

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

Person Responsible

James Russo

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

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

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

Rigor Walks will be conducted weekly to determine effectiveness and next steps of PLCs.

Person Responsible

James Russo

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

The rigor walk form will be used by administration and the instructional coaches to gather points of evidence for feedback and coaching to be used in the PLCs.

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

Monitor lesson plans and provide feedback.

Person Responsible

Darcy Ruby

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

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

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

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

Person Responsible

James Russo

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Google form and PLC Agendas

G1.B4 Attendance of our achievement groups differs 2

 B257528

G1.B4.S1 Positive Behavior Support will provide P.R.I.D.E. lessons for teachers to use with students. Classroom teachers will implement these lessons and monitoring for implementation will occur. 4

 S272487

Strategy Rationale

Providing students with the tools to be successful students, will decrease the negative behaviors while reinforcing the desirable one. This will also increase attendance.

Action Step 1 5

Positive Behavior Support Team will provide classroom teachers lessons to implement that will teach the students the characteristics of P.R.I.D.E and how to be successful at Liberty Middle School. Classroom teachers will implement these lessons and monitoring for implementation will occur.

Person Responsible

Andrew Schwartz

Schedule

Monthly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Discipline Data, Tardy Data, Attendance Data, Lesson Plans

Action Step 2 5

Increase the visibility of staff before, during, and after school.

Person Responsible

Andrew Schwartz

Schedule

Daily, from 8/14/2017 to 5/30/2018

Evidence of Completion

Discipline Data, Tardy Data, Attendance Data

Action Step 3 5

Provide student recognition in conjunction with students exhibiting P.R.I.D.E.

Person Responsible

Alicia O'Harrow

Schedule

Weekly, from 8/22/2017 to 5/30/2018

Evidence of Completion

Renaissance, Student Weekly Awards, Student Achievement Awards

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Recognition Dates and Teacher Lesson Plans will be monitored

Person Responsible

Andrew Schwartz

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Discipline Data, Tardy Data, Attendance Data, GPA Data, Lesson Plans Check Spreadsheet

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Discipline Data will be tracked and discussed at weekly discipline team meetings

Person Responsible

Andrew Schwartz

Schedule

Weekly, from 8/21/2017 to 5/30/2018

Evidence of Completion

Discipline Data, Tardy Data, Attendance Data

G2. Liberty Middle School Student Achievement will increase as a result of teacher activities aligning to grade level standards, test item specifications, and the use of the Technology Integration Matrix (TIM). (Division Priority #1: Ensure career and college readiness) 1

G095640

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

2

B257530

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

S272489

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

James Russo

Schedule

Weekly, from 8/1/2017 to 5/25/2018

Evidence of Completion

Instructional Focus Calendars, Lesson Plans, Common Assessments

Action Step 2 5

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

Person Responsible

Darcy Ruby

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Lesson Plans, Classroom Observations, PD Sign-In Sheets,

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

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

Person Responsible

James Russo

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

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

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

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

Person Responsible

Darcy Ruby

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Lesson Plans Check Spreadsheet, Common Assessment Data, FSA, and EOCs

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

S272491

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Catherine Ostheim

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Agendas, Sign-in Sheets, Edmodo Posts

Action Step 2 5

Technology Integration Matrix will be integrated into School-wide Lesson Planning.

Person Responsible

James Russo

Schedule

Weekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Lesson Plans

Action Step 3 5

Flipped Classroom Professional Development will be provided for DCTL team.

Person Responsible

Kimberly Pavlonnis

Schedule

Quarterly, from 8/1/2017 to 5/25/2018

Evidence of Completion

PD Sign-in Sheets, Common Assessment Data, Lesson Plans, & Classroom Observations

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

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

Person Responsible

James Russo

Schedule

Quarterly, from 8/1/2017 to 5/25/2018

Evidence of Completion

Sign-In Sheets

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

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

Person Responsible

James Russo

Schedule

Monthly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Technology Integration Matrix Observation data and professional development survey 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 | | | | | |
| G1.MA1 M391520 | Tracking the number of students achieving Reading Program Data goals to attend Renaissance | Pavlonnis, Kimberly | 8/28/2017 | I-Ready data and Conduct Grades | 5/25/2018 quarterly |
| G1.MA2 M391521 | Tracking the number of students achieving Math Program Data goals to attend Renaissance | Speights, Donnell | 8/28/2017 | I-Ready data and Conduct Grades | 5/25/2018 quarterly |
| G1.MA3 M391522 | Tracking discipline data, tardy data, and attendance data to determine if students are more present... | Schwartz, Andrew | 8/28/2017 | Discipline Data, Tardy Data, Attendance Data | 5/25/2018 monthly |
| G2.MA1 M391529 | Common Assessment Data and Lesson Plans will be reviewed during PLCs | Ruby, Darcy | 8/21/2017 | Common Assessment Data and Lesson Plans | 5/25/2018 biweekly |
| G1.B4.S1.MA1 M391519 | Recognition Dates and Teacher Lesson Plans will be monitored | Schwartz, Andrew | 8/21/2017 | Discipline Data, Tardy Data, Attendance Data, GPA Data, Lesson Plans Check Spreadsheet | 5/25/2018 weekly |
| G1.B4.S1.A1 A365669 | Positive Behavior Support Team will provide classroom teachers lessons to implement that will teach... | Schwartz, Andrew | 8/14/2017 | Discipline Data, Tardy Data, Attendance Data, Lesson Plans | 5/25/2018 monthly |
| G2.B1.S1.MA1 M391523 | Learning Scales, Lesson Plans, Common Assessment Data will be reviewed during PLCs | Ruby, Darcy | 8/14/2017 | Lesson Plans Check Spreadsheet, Common Assessment Data, FSA, and EOCs | 5/25/2018 weekly |
| G2.B1.S1.MA1 M391524 | Learning Scales, Lesson Plans, and Common Assessments will be reviewed and feedback will be... | Russo, James | 8/14/2017 | Learning Scales will include rigor words from the Florida Standards. Common Assessments will match up with the evidences required of the students in the learning scales and match the FSA item specifications. Lesson Plans will include the Learning Scales with Evidence and will also note targeted elements from the Instructional Framework that were specifically chosen and planned for. Lesson Plans will incorporate the levels of the Technology Integration Matrix (TIMS) and will be posted the Monday previous to instruction. Lesson plans will be reviewed by the Admin and Instructional Coaches and feedback will be provided at the end of our weekly PLCs. | 5/25/2018 weekly |
| G2.B1.S1.A1 A365672 | Provide teachers with common planning where teachers will meet with instructional coaches to create... | Russo, James | 8/1/2017 | Instructional Focus Calendars, Lesson Plans, Common Assessments | 5/25/2018 weekly |
| G2.B1.S1.A2 A365673 | Provide PD on strategies from the Instructional Framework focused on increasing student... | Ruby, Darcy | 8/21/2017 | Lesson Plans, Classroom Observations, PD Sign-In Sheets, | 5/25/2018 monthly |
| G1.B1.S2.MA1 M391513 | Monitor lesson plans and provide feedback. | Ruby, Darcy | 8/14/2017 | Lesson plans will be reviewed weekly in a coaches PLC where trends will be identified and feedback prepared to be provided to teachers. | 5/25/2018 weekly |
| G1.B1.S2.MA5 M391514 | Liberty Coaches Google form will be reviewed and discussed at weekly coaches meeting. | Russo, James | 8/21/2017 | Google form and PLC Agendas | 5/25/2018 weekly |
| G1.B1.S2.MA1 M391515 | Principal will review and update the PLC schedule to meet the needs of the common planning. | Russo, James | 8/14/2017 | PLC schedule, Coaches Meeting PLC notes, and Rigor walks. | 5/25/2018 weekly |
| G1.B1.S2.MA2 M391516 | Coaches Meeting will be held weekly and team progress will be reviewed. | Russo, James | 8/14/2017 | Coaches' feedback/reflection in Liberty Coaches Planning and Reflection Log. | 5/25/2018 weekly |

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| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------------------|--|---------------------|-------------------------------|---|------------------------|
| G1.B1.S2.MA5 M391517 | Rigor Walks will be conducted weekly to determine effectiveness and next steps of PLCs. | Russo, James | 8/21/2017 | The rigor walk form will be used by administration and the instructional coaches to gather points of evidence for feedback and coaching to be used in the PLCs. | 5/25/2018 weekly |
| G1.B1.S2.A1 A365666 | A schedule for common planning will be developed and all PLCs will meet in a common location. | Ruby, Darcy | 8/14/2017 | PLC Schedule | 5/25/2018 weekly |
| G1.B1.S2.A2 A365667 | PD on the Instructional Framework, Lesson Planning, and Rotational Model will be provided during... | Ruby, Darcy | 8/14/2017 | PD calendar | 5/25/2018 monthly |
| G1.B1.S2.A3 A365668 | Provide release time for instructional rounds with coaches. | Ruby, Darcy | 8/14/2017 | Reflections from post-rounds discussion | 5/25/2018 quarterly |
| G2.B1.S3.MA1 M391526 | School will monitor attendance of digital curriculum leaders at district provided events and... | Russo, James | 8/1/2017 | Sign-In Sheets | 5/25/2018 quarterly |
| G2.B1.S3.A1 A365674 | School will incorporate digital professional development into the monthly Professional Development... | Ostheim, Catherine | 8/21/2017 | Agendas, Sign-in Sheets, Edmodo Posts | 5/25/2018 monthly |
| G2.B1.S3.A2 A365675 | Technology Integration Matrix will be integrated into School-wide Lesson Planning. | Russo, James | 8/14/2017 | Lesson Plans | 5/25/2018 weekly |
| G2.B1.S3.A3 A365676 | Flipped Classroom Professional Development will be provided for DCTL team. | Pavlonnis, Kimberly | 8/1/2017 | PD Sign-in Sheets, Common Assessment Data, Lesson Plans, & Classroom Observations | 5/25/2018 quarterly |
| G1.B4.S1.MA1 M391518 | Discipline Data will be tracked and discussed at weekly discipline team meetings | Schwartz, Andrew | 8/21/2017 | Discipline Data, Tardy Data, Attendance Data | 5/30/2018 weekly |
| G1.B4.S1.A2 A365670 | Increase the visibility of staff before, during, and after school. | Schwartz, Andrew | 8/14/2017 | Discipline Data, Tardy Data, Attendance Data | 5/30/2018 daily |
| G1.B4.S1.A3 A365671 | Provide student recognition in conjunction with students exhibiting P.R.I.D.E. | O'Harrow, Alicia | 8/22/2017 | Renaissance, Student Weekly Awards, Student Achievement Awards | 5/30/2018 weekly |
| G2.B1.S3.MA1 M391525 | School will monitor effectiveness of digital professional development through classroom observation... | Russo, James | 8/14/2017 | Technology Integration Matrix Observation data and professional development survey data. | 5/30/2018 monthly |

V. Professional Development Opportunities

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

G1. Liberty Middle will decrease the gap in achievement groups through District Professional Learning Communities (DPLCs), School-based Professional Learning Communities (PLCs), common planning, positive-behavior support and formative assessments guiding differentiation. (Division Priority #1: Narrow achievement gaps AND Division Priority #2: Invest in human capital)

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

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

PD Opportunity 1

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

Facilitator

Instructional Coaches

Participants

Instructional Personnel

Schedule

Monthly, from 8/14/2017 to 5/25/2018

PD Opportunity 2

Provide release time for instructional rounds with coaches.

Facilitator

Instructional Coaches

Participants

Instructional Personnel

Schedule

Quarterly, from 8/14/2017 to 5/25/2018

G2. Liberty Middle School Student Achievement will increase as a result of teacher activities aligning to grade level standards, test item specifications, and the use of the Technology Integration Matrix (TIM). (Division Priority #1: Ensure career and college readiness)

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

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

PD Opportunity 1

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

Facilitator

Instructional Coaches

Participants

Instructional Staff, Cambridge Teachers

Schedule

Monthly, from 8/21/2017 to 5/25/2018

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

PD Opportunity 1

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

Facilitator

Digital Curriculum Leaders

Participants

Classroom Teachers

Schedule

Monthly, from 8/21/2017 to 5/25/2018

PD Opportunity 2

Flipped Classroom Professional Development will be provided for DCTL team.

Facilitator

Flipped Classroom Creator

Participants

Digital Curriculum Teacher Leaders

Schedule

Quarterly, from 8/1/2017 to 5/25/2018

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.S2.A1 | A schedule for common planning will be developed and all PLCs will meet in a common location. | | | | \$100,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 2110 | 100-Salaries | 1551 - Liberty Middle | General Fund | | \$100,000.00 |
| | | | <i>Notes: Classroom Teachers will meet for common planning twice a week during the contracted day. The Master schedule will be constructed to allow this common planning time.</i> | | | |
| 2 | G1.B1.S2.A2 | PD on the Instructional Framework, Lesson Planning, and Rotational Model will be provided during scheduled school-based professional development days. | | | | \$1,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 1551 - Liberty Middle | Title I, Part A | | \$1,000.00 |
| | | | <i>Notes: For the purchase of materials to support professional learning activities.</i> | | | |
| 3 | G1.B1.S2.A3 | Provide release time for instructional rounds with coaches. | | | | \$5,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 1551 - Liberty Middle | General Fund | | \$5,000.00 |
| | | | <i>Notes: Substitutes will be provided to allow release time for instructional rounds.</i> | | | |
| 4 | G1.B4.S1.A1 | Positive Behavior Support Team will provide classroom teachers lessons to implement that will teach the students the characteristics of P.R.I.D.E and how to be successful at Liberty Middle School. Classroom teachers will implement these lessons and monitoring for implementation will occur. | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 1142 | | 1551 - Liberty Middle | School Improvement Funds | | \$0.00 |
| 5 | G1.B4.S1.A2 | Increase the visibility of staff before, during, and after school. | | | | \$2,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 1551 - Liberty Middle | School Improvement Funds | | \$2,000.00 |
| 6 | G1.B4.S1.A3 | Provide student recognition in conjunction with students exhibiting P.R.I.D.E. | | | | \$2,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |

Orange - 1551 - Liberty Middle - 2017-18 SIP
Liberty Middle

| | | | | | | |
|----|-------------|--|--|--------------------------|---------------|---------------------|
| | | | 1551 - Liberty Middle | School Improvement Funds | | \$2,000.00 |
| 7 | G2.B1.S1.A1 | Provide teachers with common planning where teachers will meet with instructional coaches to create Instructional Focus Calendars, Deconstruct Standards, Create Scales with Evidence, Create Lesson Plans, and Analyze data while utilizing the Instructional Framework. | | | | \$0.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | 2110 | 100-Salaries | 1551 - Liberty Middle | General Fund | | \$0.00 |
| | | | <i>Notes: Classroom Teachers will meet for common planning twice a week during the contracted day. The Master schedule will be constructed to allow this common planning time.</i> | | | |
| 8 | G2.B1.S1.A2 | Provide PD on strategies from the Instructional Framework focused on increasing student participation | | | | \$5,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 1551 - Liberty Middle | Title I, Part A | | \$5,000.00 |
| | | | <i>Notes: For the purchase of materials to support professional learning activities.</i> | | | |
| 9 | G2.B1.S3.A1 | School will incorporate digital professional development into the monthly Professional Development Calendar using designated topics from staff survey of needs. | | | | \$5,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 1551 - Liberty Middle | Title I, Part A | | \$5,000.00 |
| | | | <i>Notes: For the purchase of materials to support professional learning activities.</i> | | | |
| 10 | G2.B1.S3.A2 | Technology Integration Matrix will be integrated into School-wide Lesson Planning. | | | | \$0.00 |
| 11 | G2.B1.S3.A3 | Flipped Classroom Professional Development will be provided for DCTL team. | | | | \$10,000.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2017-18 |
| | | | 1551 - Liberty Middle | Title, I Part A | | \$10,000.00 |
| | | | | | Total: | \$130,000.00 |