Marion County Public Schools

Liberty Middle School

2017-18 Schoolwide Improvement Plan

Liberty Middle School

4773 SW 95TH ST, Ocala, FL 34476

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	74%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

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 Marion 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.

Table of Contents

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 School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

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

There are a variety of ways in which the school learns about students' cultures and fosters relationships. Feedback, student climate surveys, student information sheets, and having staff members volunteer as club and sport sponsors support this process. Teachers and leadership team members have a list of students to mentor who are in the bottom 30th percentile for reading and/or math. These teachers and leadership team members build relationships with the students to learning about their culture, family life, and school experience. Students know they have a staff member mentor they can communicate with when needed. We also currently have close to 200 students in our 21st Century Grant Program which affords additional opportunities for teachers and students to build relationships.

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

School-wide behavioral expectations are taught, modeled, and reinforced throughout the school year. Students and staff are encouraged and reinforced for doing what's right, doing what's best, and treating others the way they want to be treated.

Precise plans for responses to emergency situations that may occur including fire, weather, weapon on campus, dangerous person on campus, bomb threat, etc. Drills are conducted multiple times during the school year. Ensuring adequate supervision at all times also aides in providing students with a safe environment. A full-time school resource officer also assists in providing a respectful and safe environment. Students are aware that they can anonymously report suspicious activity, inappropriate behavior, bullying, or any other concerns to Student Services. Students also are aware that they may ask to see their School Counselor when needed.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Our school wide expectations are based off of the Positive Behavioral Interventions & Support system that all students and staff are trained on throughout the year.
-Do your best.
-Do what's right.
-Treat others the way you would like to be treated.
Students are encouraged to follow these school-wide expectations throughout the school day in any given situation. These expectations are posted throughout campus and modeled by teachers and staff.

A standard, progressive discipline plan is used when behavioral expectations are not met. Teachers differentiate between minor and major offenses in the classroom. They document minor offenses and classroom interventions. Once a student has had three chances to correct their minor classroom misbehavior, the student is referred to student management by the teacher and progressive discipline takes place. School personnel receive training during pre-planning week before school begins, as well as refreshers throughout the year regarding school-wide expectations, positive behavioral interventions and supports, the difference between minor and major misbehaviors, and how to document minor behaviors using the classroom management report.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

3. Early Warning Systems
The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	61	74	73	0	0	0	0	208
One or more suspensions	0	0	0	0	0	0	59	45	42	0	0	0	0	146
Course failure in ELA or Math	0	0	0	0	0	0	38	37	19	0	0	0	0	94
Level 1 on statewide assessment	0	0	0	0	0	0	96	92	91	0	0	0	0	279

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

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

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

Interventions used in the classroom setting include:
Reading: Read 180, Fast Forward, System 44 and 50minute Reading (Escalate)
Math: Algebra Nation, Pearson Digits, iReady
Writing: Document-Based Questioning and Reading Writing Assessments
Behavior: Student Leadership Team, Check in Check out, PBS

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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/467982.

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.

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

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Forsyth, Melissa	Principal
Goolsby, Kimberly	School Counselor
Newbold, Brian	Dean
Rowe, James	Assistant Principal
Elder, Dossella	Instructional Coach
Palacios, Kayla	Dean
Koff, Matthew	Assistant Principal
Lorick, Amanda	School Counselor
Jervis, Bernadette	School Counselor
Roberts, Shelby	Other

b. Duties

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

The members of the school based leadership team are all actively involved in the MTSS process. The principal actively discusses student data from Tier 1 progress monitoring tools with teachers in order to track effectiveness of Tier 1 instruction. Administrators meet monthly with school psychologist, social worker, behavior specialist, guidance counselors, and specific teachers at Problem Solving Meetings (PST) to re-visit data from students struggling at each Tier of instruction. Resources and interventions for struggling students (in both academic and behavior arenas) are assigned and monitored at these PST meetings. When appropriate, direct instruction and computer software are utilized for both remediation and enrichment. Parents are notified of struggling student's progress through weekly tracking sheets and frequent parent conferences. The leadership team monitors student data, including watch lists for reading and math. The leadership team mentors students who are in the lower 30th percentile for reading and/or math and who also have early warning indicators of <90% attendance and more than 2 discipline referrals.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

Title I – Part C – Migrant Program:
District funds are used to purchase:
• School supplies,

• Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families
Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.
Families must meet the federal eligibility to participate in the program.

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

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

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

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

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

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Melissa Forsyth	Principal
Kimberly Goolsby	Education Support Employee
Maria Devilbiss	Parent
Kim Lohmann	Student
Kayla Palacios	Teacher
Christine Cortes	Parent
Gail Galinas	Parent
Tamiko Baker	Parent
Cuong Kim	Parent
Roxanne Simpson	Parent
Carlos Cid	Parent
Deborah Barckhausen	Business/Community

b. Duties

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

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

a. Evaluation of last year's school improvement plan

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

b. Development of this school improvement plan

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

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

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

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

No SIP funds have been allocated at this time.

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

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

3. Literacy Leadership Team (LLT)

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

Name	Title
Forsyth, Melissa	Principal
Newbold, Brian	Dean
Rowe, James	Assistant Principal
Elder, Dossella	Instructional Coach
Palacios, Kayla	Dean
Goolsby, Kimberly	School Counselor
Koff, Matthew	Assistant Principal
Lorick, Amanda	School Counselor
Jervis, Bernadette	School Counselor

b. Duties

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

Following the Florida State Standards of rigor, Liberty Middle School will focus greatly on non-fiction, complex texts across the curriculum. Incorporating student choice into

D. Public and Collaborative Teaching

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

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

Collaborative planning is scheduled so that there is a school-wide commitment to teacher planning. Planning time is set aside for teachers by team, grade, and department. In the event that there is a need for training or collaboration that involves an entire grade level or subject area this time will be used so that
individual planning time will not be encroached. Tuesdays are planning days. Every other Tuesday is collaboration and the opposite Tuesdays are professional development with the faculty.
• Grade Level Collaboration – All grade level teachers will work together in identifying students to bring to Synergy, as well as interdisciplinary projects.
• Departmental Collaboration (vertical) – Subject areas will work together in order to share best practices, work on incorporating effective reading strategies in the subject areas, and ensure that there are common expectations from 6th-8th grades. Teachers will be grouped according to subjects and Lead Teachers will conduct district required training during this time.

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

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

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

1. Plan meetings with mentors and mentees.
2. Professional development opportunities monthly throughout the 2017-2018 school year.
3. Collaborate to discuss Common Board and focus on standards
4. District support through our Instructional Talent Developer Program.

Focus areas include: Students with special needs and accommodations, student engagement, collaborative planning, common board, and teaching standards

When pairing new teachers with mentor teachers, we pair according to subject taught. Each new teacher will be assigned a mentor teacher to help transition during the first year of teaching.
Presentations about MCIES and continued coaching by our Content-Area Specialist

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

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

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

Instructional software programs, along with internet based instructional web sites such as Pearson Online, are also utilized. In a PLC, teachers discuss best practices and research different methods of providing instruction to students on non-mastered skills.

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

Strategy: After School Program

Minutes added to school year: 8,625

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Lindeman, Melissa, melissa.lindeman@marion.k12.fl.us

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

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

Strategy: Extended School Day

Minutes added to school year: 3,000

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Lindeman, Melissa, melissa.lindeman@marion.k12.fl.us

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

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

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may 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.

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

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

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this 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"Â? 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.   If we make teaching and learning a priority for every person in every classroom, every day, then student achievement will increase.

G2.   If Liberty Middle School implements both new parent engagement activities and The Big 3 expectations to support our students' academic and social successes, then parents will become involved and student discipline referrals will decrease.

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 we make teaching and learning a priority for every person in every classroom, every day, then student achievement will increase. 1a

🔑 G095862

Targets Supported 1b

Indicator	Annual Target
Attendance rate	95.0
One or More Suspensions	10.0
ELA/Reading Gains	55.0
FSA ELA Achievement	65.0
ELA/Reading Lowest 25% Gains	55.0
Math Lowest 25% Gains	57.0
Math Gains	57.0
FSA Mathematics Achievement	64.0

Targeted Barriers to Achieving the Goal 3

- Limited resources to pursue research-based methods to improve instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administration
- Bell schedule with time for teachers to plan and complete professional development.
- District support staff
- District curriculum maps
- CPALMS
- Leadership team members
- Instructional materials
- Technology
- Content Area Specialist
- Consumable instructional materials
- Stipends for Professional Development

Plan to Monitor Progress Toward G1. 8

Discipline and attendance data.

Person Responsible
James Rowe

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

Evidence of Completion
Leadership Team Meeting agendas.

Plan to Monitor Progress Toward G1. 8

Grades and student achievement data.

> **Person Responsible**
> Matt Koff
>
> **Schedule**
> Quarterly, from 8/10/2017 to 5/24/2018
>
> *Evidence of Completion*
> Leadership Team Meeting agendas.

Plan to Monitor Progress Toward G1. 8

Time spent participating in Professional Development.

> **Person Responsible**
> Dossella Elder
>
> **Schedule**
> Quarterly, from 8/10/2017 to 5/24/2018
>
> *Evidence of Completion*
> Course descriptions, Truenorthlogic rosters.

Plan to Monitor Progress Toward G1. 8

Teacher observations and evaluations.

> **Person Responsible**
> Melissa Forsyth
>
> **Schedule**
> Biweekly, from 8/10/2017 to 5/24/2018
>
> *Evidence of Completion*
> Completed evaluation data.

G2. If Liberty Middle School implements both new parent engagement activities and The Big 3 expectations to support our students' academic and social successes, then parents will become involved and student discipline referrals will decrease. 1a

🔑 G095863

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	120.0
District Parent Survey	50.0

Targeted Barriers to Achieving the Goal 3

- Limited communication between school and family regarding expectations at school.

- Lost class time due to misbehaviors and consequences that remove students from the classroom.

Resources Available to Help Reduce or Eliminate the Barriers 2

- parent liaison for important student information, student planners, parent newsletters, curriculum information nights, FSA/technology information nights

Plan to Monitor Progress Toward G2. 8

iReady testing to monitor progress.

Person Responsible
Matt Koff

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

Evidence of Completion
iReady testing to monitor student progression in increase of reading and math skills

Plan to Monitor Progress Toward G2. 8

Discipline and attendance data.

Person Responsible
Chris Rowe

Schedule
Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion
Weekly leadership team agendas presenting discipline and attendance data.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. If we make teaching and learning a priority for every person in every classroom, every day, then student achievement will increase. 1

🔑 G095862

G1.B1 Limited resources to pursue research-based methods to improve instruction. 2

🔑 B258042

G1.B1.S1 Acquire engaging technology for classroom use and provide professional development related to Component 3c and 3d of the MCIES rubric in order to ensure the technology is used to appropriately assess learning, engage students in the content, enhance their learning, and allow students to take ownership of their learning. 4

🔑 S273143

Strategy Rationale

By authentically engaging students using technology, we are preparing them to use technology to problem-solve, hypothesize, work collaboratively, and engage in higher-order thinking skills.

Action Step 1 5

Acquire technology resources.

Person Responsible

Melissa Forsyth

Schedule

On 7/30/2017

Evidence of Completion

Purchase order.

Action Step 2 5

Provide professional development to teachers regarding effective technology use and i-Ready instructional programming.

Person Responsible

Dossella Elder

Schedule

Semiannually, from 8/10/2017 to 5/24/2018

Evidence of Completion

Truenorthlogic rosters.

Action Step 3 `5`

Acquire i-Ready instructional programming.

Person Responsible

Melissa Forsyth

Schedule

On 7/30/2017

Evidence of Completion

Purchase order. Teacher access to program.

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

Leadership meetings.

Person Responsible

Melissa Forsyth

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Purchase orders, Trunorthlogic rosters, and professional development instructional materials.

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

Teacher observations and evaluations.

Person Responsible

Melissa Forsyth

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Teacher evaluation ratings. Observation of students using technology during ambitious instruction.

G1.B1.S2 Increase professional development opportunities for teachers that focus on mastery of literacy and math standards as well as implementing a common, school-wide system for communicating the standard being taught, learning goal, essential question, and method for checking understanding to the students. 4

S273144

Strategy Rationale

Increasing teacher capacity is essential for increasing student achievement.

Action Step 1 5

Common Board professional development

Person Responsible

Melissa Forsyth

Schedule

On 7/24/2017

Evidence of Completion

Teacher observations and evaluations.

Action Step 2 5

Implementation of Common Board use in every class, every day.

Person Responsible

Melissa Forsyth

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Display and use of Common Boards in all classes, every day.

Action Step 3 5

Professional development relating to teaching literacy and math standards.

Person Responsible

Dossella Elder

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Course descriptions, Truenorthlogic rosters, professional development materials.

Action Step 4 5

Common Board professional development

Person Responsible

Dossella Elder

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Teacher training rosters. Display and use of Common Boards in all classes, every day.

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

Frequent teacher observations.

Person Responsible

Melissa Forsyth

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Teacher observations and evaluations.

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

Review and observe professional development courses and materials.

Person Responsible

Melissa Forsyth

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Observation and evaluation data for Content Area Specialist Dosella Elder's professional development opportunities, dates and times of professional development opportunities, and teacher survey responses.

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

Leadership meetings

Person Responsible

Melissa Forsyth

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Teacher evaluation data. Leadership team agendas.

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

Administer staff surveys.

Person Responsible

Dossella Elder

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Staff surveys relating to the professional development provided.

G1.B1.S3 Increase teacher access to paraprofessional support, instructional materials, and consumable resources. 4

🔑 S273145

Strategy Rationale

Increased access to standards-based resources assists teachers in effective lesson planning. Additional teacher support with increase student achievement.

Action Step 1 5

Provide additional paraprofessional support to assist in monitoring student progress, assist in the implementation of interventions, and work with students in classes.

Person Responsible

Melissa Forsyth

Schedule

On 7/30/2017

Evidence of Completion

Additional staff member.

Action Step 2 5

Purchase consumable instructional materials.

Person Responsible

Melissa Forsyth

Schedule

On 7/30/2017

Evidence of Completion

Purchase orders.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Track daily activities of paraprofessional staff.

Person Responsible

Melissa Forsyth

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Paraprofessional log of activities.

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Track teacher use of instructional materials.

Person Responsible

Matt Koff

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Teacher check-out of instructional materials. Observation of use in the classroom.

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Leadership team meetings.

Person Responsible

Melissa Forsyth

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Leadership team agendas.

G2. If Liberty Middle School implements both new parent engagement activities and The Big 3 expectations to support our students' academic and social successes, then parents will become involved and student discipline referrals will decrease. 1

🔍 G095863

G2.B1 Limited communication between school and family regarding expectations at school. 2

🔍 B258043

G2.B1.S1 Provide opportunities for parents to come to campus and communicate with the school to positively engage them in the educational experience. 4

🔍 S273146

Strategy Rationale

When we engage our parents in direct lines of communication and bring them on to campus, then they will be more apt to support our common goals for student success.

Action Step 1 5

Provide family nights to bring parents on campus so they may better understand our curriculum, goals, and support we have available for them.

Person Responsible

James Rowe

Schedule

Triannually, from 8/29/2017 to 5/25/2018

Evidence of Completion

Parent sign in sheets, parent surveys

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

Classroom walk throughs to see teachers using high level, non-fiction text to engage students.

Person Responsible

Melissa Forsyth

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Walk-throughs to give feedback to teachers.

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

i-Ready testing to monitor progress.

Person Responsible

Matthew Koff

Schedule

Quarterly, from 8/10/2017 to 5/24/2018

Evidence of Completion

i-Ready testing to monitor student progression in increase of reading skills.

G2.B2 Lost class time due to misbehaviors and consequences that remove students from the classroom.

`2`

🔍 B258044

G2.B2.S1 Implement a full-scale Positive Behavioral Interventions & Support system to encourage students to do their best, do what's right, and treat others the way they would like to be treated. [copy]

`4`

🔍 S273147

Strategy Rationale

When students understand what is expected of them, are reinforced for meeting and exceeding those expectations, and have the expectations modeled by school staff, students are more likely to display positive behaviors. Increased positive behaviors from staff and students decreases the likelihood that instructional interruptions and consequences that take away from instructional and learning time will occur.

Action Step 1 `5`

Emphasize the Big 3 among staff: Do your best; Do what's right; Treat others the way you want to be treated.

Person Responsible

Melissa Lindeman

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Perceived increase in positive interactions between staff members and other staff members, staff members and students, and students with other students. Staff participation in faculty meetings, common planning sessions, and professional development. Perceived improved staff morale and positive school culture.

Action Step 2 5

Teach and reinforce Tier 1 expectations campus-wide. Emphasize the Big 3 among students: Do your best; Do what's right; Treat others the way you want to be treated.

Person Responsible

James Rowe

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Distribution of Lion Loot throughout the student body that can be used for PBIS field days and activities. Reduction in the number of Classroom Management Reports and office discipline referrals. Increase in student grades and achievement due to fewer class interruptions. Reduction in lost instructional time.

Action Step 3 5

Implement Tier 2 and Tier 3 behavioral interventions for students who need more behavioral support.

Person Responsible

Chris Rowe

Schedule

Daily, from 8/10/2017 to 5/24/2018

Evidence of Completion

Behavioral interventions implemented with fidelity across time. Collection of data for students who are receiving Tier 2 or Tier 3 behavioral interventions. Synergy and MTSS meeting agendas addressing specific student needs. Behavioral and psychological assistance as required by specific student need.

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

PBIS Meetings

Person Responsible

James Rowe

Schedule

Monthly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Discipline data, collection of Lion Loot, staff & student surveys.

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

Synergy Meetings

Person Responsible

Matt Koff

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Meeting agendas, discipline data, individual student progress monitoring data, MTSS fidelity checks.

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

MTSS Meetings

Person Responsible

Matt Koff

Schedule

Biweekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Meeting agendas, individual student progress monitoring data, MTSS fidelity checks.

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

Analyze discipline data. Administer staff and student surveys. Include teachers on the PBIS leadership team.

Person Responsible

James Rowe

Schedule

Weekly, from 8/10/2017 to 5/24/2018

Evidence of Completion

Discipline data including office discipline referrals, in school and out of school suspensions, and Classroom Monitoring Reports. Lion Loot distribution. Student grades/achievement. Staff and student survey results.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.MA1 M393015	iReady testing to monitor progress.	Koff, Matt	8/10/2016	iReady testing to monitor student progression in increase of reading and math skills	5/31/2017 monthly
G1.B1.S2.A1 A366608	Common Board professional development	Forsyth, Melissa	7/24/2017	Teacher observations and evaluations.	7/24/2017 one-time
G1.B1.S1.A1 A366605	Acquire technology resources.	Forsyth, Melissa	7/30/2017	Purchase order.	7/30/2017 one-time
G1.B1.S1.A3 A366607	Acquire i-Ready instructional programming.	Forsyth, Melissa	7/30/2017	Purchase order. Teacher access to program.	7/30/2017 one-time
G1.B1.S3.A1 A366612	Provide additional paraprofessional support to assist in monitoring student progress, assist in the...	Forsyth, Melissa	7/30/2017	Additional staff member.	7/30/2017 one-time
G1.B1.S3.A2 A366613	Purchase consumable instructional materials.	Forsyth, Melissa	7/30/2017	Purchase orders.	7/30/2017 one-time
G1.MA1 M393005	Discipline and attendance data.	Rowe, James	8/24/2017	Leadership Team Meeting agendas.	5/24/2018 weekly
G1.MA2 M393006	Grades and student achievement data.	Koff, Matt	8/10/2017	Leadership Team Meeting agendas.	5/24/2018 quarterly
G1.MA3 M393007	Time spent participating in Professional Development.	Elder, Dossella	8/10/2017	Course descriptions, Truenorthlogic rosters.	5/24/2018 quarterly
G1.MA4 M393008	Teacher observations and evaluations.	Forsyth, Melissa	8/10/2017	Completed evaluation data.	5/24/2018 biweekly
G2.MA2 M393016	Discipline and attendance data.	Rowe, Chris	8/10/2017	Weekly leadership team agendas presenting discipline and attendance data.	5/24/2018 weekly
G1.B1.S1.MA1 M392996	Teacher observations and evaluations.	Forsyth, Melissa	8/10/2017	Teacher evaluation ratings. Observation of students using technology during ambitious instruction.	5/24/2018 biweekly
G1.B1.S1.MA1 M392997	Leadership meetings.	Forsyth, Melissa	8/10/2017	Purchase orders, Trunorthlogic rosters, and professional development instructional materials.	5/24/2018 weekly
G1.B1.S1.A2 A366606	Provide professional development to teachers regarding effective technology use and i-Ready...	Elder, Dossella	8/10/2017	Truenorthlogic rosters.	5/24/2018 semiannually
G2.B1.S1.MA1 M393009	i-Ready testing to monitor progress.	Koff, Matthew	8/10/2017	i-Ready testing to monitor student progression in increase of reading skills.	5/24/2018 quarterly
G2.B1.S1.MA1 M393010	Classroom walk throughs to see teachers using high level, non-fiction text to engage students.	Forsyth, Melissa	8/10/2017	Walk-throughs to give feedback to teachers.	5/24/2018 weekly
G2.B2.S1.MA1 M393011	Analyze discipline data. Administer staff and student surveys. Include teachers on the PBIS...	Rowe, James	8/10/2017	Discipline data including office discipline referrals, in school and out of school suspensions, and Classroom Monitoring Reports. Lion Loot distribution. Student grades/achievement. Staff and student survey results.	5/24/2018 weekly
G2.B2.S1.MA1 M393012	PBIS Meetings	Rowe, James	8/10/2017	Discipline data, collection of Lion Loot, staff & student surveys.	5/24/2018 monthly
G2.B2.S1.MA3 M393013	Synergy Meetings	Koff, Matt	8/10/2017	Meeting agendas, discipline data, individual student progress monitoring data, MTSS fidelity checks.	5/24/2018 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA4 M393014	MTSS Meetings	Koff, Matt	8/10/2017	Meeting agendas, individual student progress monitoring data, MTSS fidelity checks.	5/24/2018 biweekly
G2.B2.S1.A1 A366615	Emphasize the Big 3 among staff: Do your best; Do what's right; Treat others the way you want to be...	Lindeman, Melissa	8/10/2017	Perceived increase in positive interactions between staff members and other staff members, staff members and students, and students with other students. Staff participation in faculty meetings, common planning sessions, and professional development. Perceived improved staff morale and positive school culture.	5/24/2018 daily
G2.B2.S1.A2 A366616	Teach and reinforce Tier 1 expectations campus-wide. Emphasize the Big 3 among students: Do your...	Rowe, James	8/10/2017	Distribution of Lion Loot throughout the student body that can be used for PBIS field days and activities. Reduction in the number of Classroom Management Reports and office discipline referrals. Increase in student grades and achievement due to fewer class interruptions. Reduction in lost instructional time.	5/24/2018 daily
G2.B2.S1.A3 A366617	Implement Tier 2 and Tier 3 behavioral interventions for students who need more behavioral support.	Rowe, Chris	8/10/2017	Behavioral interventions implemented with fidelity across time. Collection of data for students who are receiving Tier 2 or Tier 3 behavioral interventions. Synergy and MTSS meeting agendas addressing specific student needs. Behavioral and psychological assistance as required by specific student need.	5/24/2018 daily
G1.B1.S2.MA1 M392998	Leadership meetings	Forsyth, Melissa	8/10/2017	Teacher evaluation data. Leadership team agendas.	5/24/2018 weekly
G1.B1.S2.MA4 M392999	Administer staff surveys.	Elder, Dossella	8/10/2017	Staff surveys relating to the professional development provided.	5/24/2018 monthly
G1.B1.S2.MA1 M393000	Frequent teacher observations.	Forsyth, Melissa	8/10/2017	Teacher observations and evaluations.	5/24/2018 biweekly
G1.B1.S2.MA2 M393001	Review and observe professional development courses and materials.	Forsyth, Melissa	8/10/2017	Observation and evaluation data for Content Area Specialist Dosella Elder's professional development opportunities, dates and times of professional development opportunities, and teacher survey responses.	5/24/2018 monthly
G1.B1.S2.A2 A366609	Implementation of Common Board use in every class, every day.	Forsyth, Melissa	8/10/2017	Display and use of Common Boards in all classes, every day.	5/24/2018 daily
G1.B1.S2.A3 A366610	Professional development relating to teaching literacy and math standards.	Elder, Dossella	8/10/2017	Course descriptions, Truenorthlogic rosters, professional development materials.	5/24/2018 monthly
G1.B1.S2.A4 A366611	Common Board professional development	Elder, Dossella	8/10/2017	Teacher training rosters. Display and use of Common Boards in all classes, every day.	5/24/2018 quarterly
G1.B1.S3.MA1 M393002	Leadership team meetings.	Forsyth, Melissa	8/10/2017	Leadership team agendas.	5/24/2018 weekly
G1.B1.S3.MA1 M393003	Track daily activities of paraprofessional staff.	Forsyth, Melissa	8/10/2017	Paraprofessional log of activities.	5/24/2018 weekly
G1.B1.S3.MA2 M393004	Track teacher use of instructional materials.	Koff, Matt	8/10/2017	Teacher check-out of instructional materials. Observation of use in the classroom.	5/24/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1 🔍 A366614	Provide family nights to bring parents on campus so they may better understand our curriculum,...	Rowe, James	8/29/2017	Parent sign in sheets, parent surveys	5/25/2018 triannually

V. Professional Development Opportunities

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

G1. If we make teaching and learning a priority for every person in every classroom, every day, then student achievement will increase.

G1.B1 Limited resources to pursue research-based methods to improve instruction.

G1.B1.S1 Acquire engaging technology for classroom use and provide professional development related to Component 3c and 3d of the MCIES rubric in order to ensure the technology is used to appropriately assess learning, engage students in the content, enhance their learning, and allow students to take ownership of their learning.

PD Opportunity 1

Provide professional development to teachers regarding effective technology use and i-Ready instructional programming.

Facilitator

Dosella Elder, District staff

Participants

Teachers

Schedule

Semiannually, from 8/10/2017 to 5/24/2018

G1.B1.S2 Increase professional development opportunities for teachers that focus on mastery of literacy and math standards as well as implementing a common, school-wide system for communicating the standard being taught, learning goal, essential question, and method for checking understanding to the students.

PD Opportunity 1

Common Board professional development

Facilitator

FLDOE

Participants

Teachers and leadership team

Schedule

On 7/24/2017

PD Opportunity 2

Professional development relating to teaching literacy and math standards.

Facilitator

Dosella Elder

Participants

Teachers

Schedule

Monthly, from 8/10/2017 to 5/24/2018

PD Opportunity 3

Common Board professional development

Facilitator

Dosella Elder/Melissa Forsyth

Participants

Teachers

Schedule

Quarterly, from 8/10/2017 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	Acquire technology resources.				$38,723.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	620-Audio Visual Materials (Non-consumable)	0691 - Liberty Middle School	Title, I Part A		$20,066.00
			Notes: 5100-6430 65" Clear Touch IFP 5100-6440 Hovercam Solo Doc Camera			
	5100	644-Computer Hardware Non-Capitalized	0691 - Liberty Middle School	Title, I Part A		$18,657.00
			Notes: 5100-6440 Chromebooks and 36 bay charging cart			
2	G1.B1.S1.A2	**Provide professional development to teachers regarding effective technology use and i-Ready instructional programming.**				$1,099.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	643-Capitalized Hardware and Technology-Related Infrastructure	0691 - Liberty Middle School	Title, I Part A		$1,099.00
			Notes: 6400-6430 Dell latitude for content area specialist			
3	G1.B1.S1.A3	Acquire i-Ready instructional programming.				$5,402.43
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	590-Other Materials and Supplies	0691 - Liberty Middle School	Title, I Part A		$5,402.43
4	G1.B1.S2.A1	Common Board professional development				$8,370.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0691 - Liberty Middle School	Title, I Part A		$8,370.00
			Notes: 6400-7500 DOE Common Board Training for 51 teachers			
5	G1.B1.S2.A2	Implementation of Common Board use in every class, every day.				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	590-Other Materials and Supplies	0691 - Liberty Middle School	Title, I Part A		$1,000.00
6	G1.B1.S2.A3	Professional development relating to teaching literacy and math standards.				$62,535.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	100-Salaries	0691 - Liberty Middle School	Title, I Part A		$46,883.00

	6400	210-Retirement	0691 - Liberty Middle School	Title, I Part A		$4,220.00
	6400	220-Social Security	0691 - Liberty Middle School	Title, I Part A		$3,382.00
	6400	230-Group Insurance	0691 - Liberty Middle School	Title, I Part A		$6,162.00
	6400	232-Life Insurance	0691 - Liberty Middle School	Title, I Part A		$142.00
	6400	240-Workers Compensation	0691 - Liberty Middle School	Title, I Part A		$955.00
	6400	230-Group Insurance	0691 - Liberty Middle School	Title, I Part A		$791.00
		Notes: Medicare				
7	**G1.B1.S2.A4**	**Common Board professional development**				**$2,175.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	590-Other Materials and Supplies	0691 - Liberty Middle School	Title, I Part A		$2,175.00
8	**G1.B1.S3.A1**	**Provide additional paraprofessional support to assist in monitoring student progress, assist in the implementation of interventions, and work with students in classes.**				**$29,655.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	150-Aides	0691 - Liberty Middle School	Title, I Part A		$19,739.00
	5100	210-Retirement	0691 - Liberty Middle School	Title, I Part A		$1,777.00
	5100	220-Social Security	0691 - Liberty Middle School	Title, I Part A		$1,224.00
	5100	230-Group Insurance	0691 - Liberty Middle School	Title, I Part A		$6,162.00
	5100	232-Life Insurance	0691 - Liberty Middle School	Title, I Part A		$120.00
	5100	240-Workers Compensation	0691 - Liberty Middle School	Title, I Part A		$346.00
	5100	231-Health and Hospitalization	0691 - Liberty Middle School	Title, I Part A		$287.00
9	**G1.B1.S3.A2**	**Purchase consumable instructional materials.**				**$1,418.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0691 - Liberty Middle School	Title, I Part A		$1,418.00
10	**G2.B1.S1.A1**	**Provide family nights to bring parents on campus so they may better understand our curriculum, goals, and support we have available for them.**				**$2,710.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6150	510-Supplies	0691 - Liberty Middle School	Title, I Part A		$910.00
		Notes: paper for parent communications				
	6150	570-Food	0691 - Liberty Middle School	Title, I Part A		$800.00
		Notes: Food for curriculum nights (2@400 each)				
	6150	590-Other Materials and Supplies	0691 - Liberty Middle School	Title, I Part A		$1,000.00
		Notes: take-home readers				

11	G2.B2.S1.A1	Emphasize the Big 3 among staff: Do your best; Do what's right; Treat others the way you want to be treated.	$0.00
12	G2.B2.S1.A2	Teach and reinforce Tier 1 expectations campus-wide. Emphasize the Big 3 among students: Do your best; Do what's right; Treat others the way you want to be treated.	$0.00
13	G2.B2.S1.A3	Implement Tier 2 and Tier 3 behavioral interventions for students who need more behavioral support.	$0.00
		Total:	$153,087.43