

Liberty Learning Center

12926 NW CR 12, Bristol, FL 32321

[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)
High School 5-12	No	0%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	0%

School Grades History

Year	2016-17	2014-15
Grade	F	I*

**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 Liberty 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 Learning Center

DA Region and RED	DA Category and Turnaround Status
Northwest - Rachel Heide	Comprehensive Support & Improvement - Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

To create an educational organization that functions with professionalism, integrity, and pride under an operational umbrella of transparency. Our main objective is to educate our students to be productive citizens of our community, our nation, and our world.

b. Provide the school's vision statement.

To inspire a love of learning, instill social responsibility and prepare all students for success in the global community through a systems approach of continuous improvement.

2. School Environment

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

At Liberty Learning Center our staff builds relationships and learns about students through daily school activities and after school events.

- Family style meal times daily
- Social skills groups
- Daily routines that promote interactions between teachers and students

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

Our school utilizes character building programs and positive behavior support. We have incorporated them into our classroom instruction, behavior systems, etc. The staff have been trained on implementation and the importance of creating an appropriate learning environment for our students. Our school has an assigned SRO on staff. The SRO makes regular visits, conducts classes on relevant topics and makes home visits.

Staggered student drop off provides opportunities for conversations, interactions, and academic support with school staff.

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.

Clear expectations are posted and taught formally with staff and students. These policies and procedures have been written into the school handbook and are followed school wide. The school has an established protocol for discipline incidents which is also outlined in the school handbook. Progressive discipline protocol is followed.

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.

Baseline data will be collected for internalizing and externalizing behaviors to determine student needs and behavioral supports will be provided as appropriate.

The school has access to a district provided counselor and behavioral staff that can be called upon to handle complex emotional or behavioral issues.

Individual school health aides are utilized for students with more intensive behavioral needs. Social skills training will be provided to teach appropriate social skill norms in the classroom. Students will be taught to advocate for self using the standing up for me curriculum.

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.

The school has in place an early warning system that identifies students based on the following indicators:
 attendance below 90%; 1 or more suspensions; course failure in ELA/Math for any grading period; and level 1 on ELA/Math;

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	3	0	0	1	1	0	0	5
One or more suspensions	0	0	0	0	0	0	2	0	0	0	1	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	1	0	0	1	2	0	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	3	1	0	1	2	0	0	7

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	3	0	0	1	2	0	1	7

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

Counseling services are provided for students who are struggling academically, socially, or behaviorally.
 Bi-monthly mtg with students to review indicators impacting student achievement to include attendance, behavior, and grades.

B. Family and Community Engagement

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

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

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

No

1. PFEP Link

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

2. Description

- Parent contact in event of student absence
- Frequent academic updates
- Face to face intake meetings with students and their parents when entering the program
- Parents are made aware of school wide expectations and procedures
- Frequent parent phone calls and parent meetings
- Use of Parent Square to help keep parents informed of school events, etc.

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.

Local community partners participate in the district advisory committee in an effort to build and sustain school/community partnerships.

Work with county extension office and other local agencies to provide informational classes during the school day.

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
Hill, Jon	Principal
Davis, Mary	Instructional Technology
Deason, Lara	Other
Eikeland, Chaille	Teacher, ESE

b. Duties

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

The leadership team for Liberty Learning Center consist of district personnel, school principal, technology coordinator, ESE staffing specialist, and community members. In quarterly meetings this team presents data, issues, etc that they have. Discussions related to effectiveness of interventions, planning strategies, looking at data, and determining policies and procedures are held during these meetings.

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.

Funding Sources:
Instructional materials funds
Media center funds

Title I N&D funds
State and Local funds

Process for identifying and aligning available resources: The school leadership team reviews available personnel (teacher, paraprofessional, school health aides, school counseling services, and behavior therapy services) assigned to the school to ensure student needs are met. An inventory of current curriculum is generated and compared with student population to identify additional instructional curriculum needs. Resources are provided from sources to included instructional materials allocations, technology, library/media and general fund to purchase the needed materials.

Methodology for coordinating for supplementing state, federal and local funds; Federal and local funds are coordinated to supplement instructional personnel salaries.

The leadership team meets periodically to determine if the resources allocated are effectively meeting the needs of the school.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Rusty Hill	Principal
Maria Crump	Parent
Gracy Jacobs	Business/Community
	Student

b. Duties

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

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

a. Evaluation of last year's school improvement plan

The members of the DAC meet quarterly to advise, plan, set goals and develop strategies for our school and to help develop the SIP. Feedback and advice are given to help us make our goals and strategies. Adjustments are made to the plan as needed.

b. Development of this school improvement plan

The members of the DAC meet quarterly to advise, plan, set goals and develop strategies for our school and to help develop the SIP. Feedback and advice are given to help us make our goals and strategies. Adjustments are made to the plan as needed.

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

State, federal, and local funds are coordinated to support school improvement efforts. These funds include FEFP, Title I N& D; Title VI and IDEA. The amount of funds allocated for each activity is reflected in the budget based on input from the DAC and school advisory team.

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

No funds allocated

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
Deason, Lara	Other
Eikeland, Chaille	Teacher, ESE
Davis, Mary	Instructional Technology
Hill, Jon	Principal

b. Duties

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

Regularly scheduled meetings are held to discuss literacy issues and to brainstorm ideas and solutions. Team member support others with implementation of school and district wide literacy initiatives utilizing high yield, research based strategies.

The leadership team members help implement and monitor the use of reading assessments such as STAR Reading and iReady and provide support to teachers who need assistance.

D. Public and Collaborative Teaching

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

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

Liberty Learning Center consist of one teacher which does not allow for collaborative planning and instruction with other teachers.

The teacher collaborates with paraprofessional and other support staff to plan and implement daily instruction.

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

When positions are available they are advertised via the local media, as well as through PAEC. All applicants progress through a committee based screening program to identify the most highly qualified possible for the available position.

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

Mrs. Jill Davis, a former teacher and administrator, conducts a beginning teacher program running from 1 to 3 years depending upon the teacher's personal background/education. Formal observations,

informal walkthroughs, and meetings are held on regular basis to address areas of strengths and areas of concern.

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.

Researched based programs are purchased that align to the Florida Standards, Administration and evaluation specialist conduct walk throughs and observations to monitor programs and instructional delivery.

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.

The use of i-Ready reading and math diagnostic assessments is used to determine the learning path of individual students. Small group instruction is based on individual student learning needs that is supported with supplemental curriculum materials.

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: Summer Program

Minutes added to school year:

Students have the opportunity to earn initial or recover credits/courses during summer school to progress towards re-entry into appropriate cohort group.

Strategy Rationale

To promote on time graduation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hill, Jon, rusty.hill@lcsb.org

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

Credits and courses earned

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.

Appropriate school personnel participate in intake of students entering the Liberty Learning Center. Care is taken to create a welcoming, small, secure, safe, and structured atmosphere for students. Appropriate information is exchanged with the sending school to ensure that staff are aware of educational needs including, accommodations, health, and behavioral issues, etc.

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.

My Career Shines program is used to develop career awareness and goals.

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

There are no industry certifications to available to students in Liberty Learning Center. Goal is to help students to become aware of career opportunities and industry certifications available upon re-entry into the regular school setting.

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

See above response.

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.

We use i-Ready curriculum to supplement instruction and remediate learning deficits so that students are able to complete graduation requirements.

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.** 90% of students will demonstrate growth in math as measured by STAR
- G2.** 90% of students will demonstrate one year of growth in reading as measured by STAR
- G3.** 70% of students will have passing grades of 70% or higher in each subject area.
- G4.** 90% of enrolled students will maintain an average daily attendance of 95%.

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. 90% of students will demonstrate growth in math as measured by STAR 1a

G098621

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	50.0

Targeted Barriers to Achieving the Goal 3

- Poor student engagement and work habits.

Resources Available to Help Reduce or Eliminate the Barriers 2

- social/emotional curriculum; i-Ready; Ready, STAR math;

Plan to Monitor Progress Toward G1. 8

Progress monitoring data utilizing STAR; student grades

Person Responsible

Jon Hill

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data review meeting notes and reports.

G2. 90% of students will demonstrate one year of growth in reading as measured by STAR 1a

G098622

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	1.0

Targeted Barriers to Achieving the Goal 3

- Poor student engagement and work habits.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Social/emotional curriculum; structured learning environment; differentiated instruction.

Plan to Monitor Progress Toward G2. 8

Data chats to review individual student progress.

Person Responsible

Jon Hill

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Data chat forms and progress monitoring data

G3. 70% of students will have passing grades of 70% or higher in each subject area. 1a

G098623

Targets Supported 1b

Indicator	Annual Target
GPA above 2.0 - H.S.	70.0

Targeted Barriers to Achieving the Goal 3

- Student attendance; number of grade retention

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher; paraprofessional; resource officer and district support staff

Plan to Monitor Progress Toward G3. 8

Parent contact logs; students grades; data reports

Person Responsible

Jon Hill

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

FOCUS for grades and attendance; leadership team meeting notes;

G4. 90% of enrolled students will maintain an average daily attendance of 95%. 1a

G098624

Targets Supported 1b

Indicator	Annual Target
Attendance rate	90.0

Targeted Barriers to Achieving the Goal 3

- Lack of parental support and student motivation

Resources Available to Help Reduce or Eliminate the Barriers 2

- Designated staff person to make daily calls and visits to students who are not in attendance.

Plan to Monitor Progress Toward G4. 8

Reports from FOCUS will be reviewed by district administration

Person Responsible

Lara Deason

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Daily attendance sheets and parent call logs. FOCUS reports; meeting notes

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. 90% of students will demonstrate growth in math as measured by STAR **1**

 G098621

G1.B1 Poor student engagement and work habits. **2**

 B265427

G1.B1.S1 Teach students self regulation skills and study habit skills. Instruction will be differentiated based on student performance. **4**

 S281339

Strategy Rationale

To increase student achievement in Math.

Action Step 1 **5**

Students will take diagnostic assessments quarterly that will be used to individualize/differentiate student instruction.

Person Responsible

Jon Hill

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student assessment scores and course grades will be used as evidence.

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

Quarterly reports will be reviewed by leadership team; lesson plans; and student goal sheets

Person Responsible

Jon Hill

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Reports from district assessments; student course grades; team mtg notes

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

Data will be reviewed bi-monthly to ensure students growth towards their learning goals.

Person Responsible

Jon Hill


Schedule

Every 3 Weeks, from 8/10/2017 to 5/25/2018


Evidence of Completion

Data review meeting notes

G2. 90% of students will demonstrate one year of growth in reading as measured by STAR **1**

 G098622

G2.B1 Poor student engagement and work habits. **2**

 B265428

G2.B1.S1 Provide students with structured learning environment with instructional that is differentiated based on individual needs. **4**

 S281340

Strategy Rationale

To improve student work engagement and habits therefore increasing student learning gains.

Action Step 1 **5**

Provide professional development for differentiated instruction utilizing the new i-Ready and Ready curriculum.

Person Responsible

Mary Davis

Schedule

On 8/2/2017

Evidence of Completion

Teacher lesson plans and student performance reports

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

Review of weekly lesson plans, classroom walkthroughs, student performance reports

Person Responsible

Lara Deason

Schedule

Every 3 Weeks, from 8/10/2017 to 5/25/2018

Evidence of Completion

Teacher lesson plans, Walkthrough data, and program reports

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

Progress monitoring data will be reviewed by leadership team

Person Responsible

Lara Deason

Schedule

Every 3 Weeks, from 8/10/2017 to 5/25/2018

Evidence of Completion

Leadership team meeting notes and data reports.

G3. 70% of students will have passing grades of 70% or higher in each subject area. 1

G098623

G3.B1 Student attendance; number of grade retention 2

B265429

G3.B1.S1 Daily attendance calls for any student that is not present; home visits; differentiated instruction

4

S281341

Strategy Rationale

Students must be present and engaged to make academic gains.

Action Step 1 5

Daily phone calls and/or home visits for students not in attendance.

Person Responsible

Jon Hill

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Phone logs; parent contact log; FOCUS reports

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Leadership team will review contact logs and FOCUS reports

Person Responsible

Lara Deason

Schedule

Every 3 Weeks, from 8/10/2017 to 5/25/2018

Evidence of Completion

Leadership team meeting notes and reports.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

The leadership team will review and monitor parent contact logs and FOCUS reports.

Person Responsible

Lara Deason

Schedule

Every 3 Weeks, from 8/10/2017 to 5/25/2018

Evidence of Completion

Leadership team meeting notes and reports

G4. 90% of enrolled students will maintain an average daily attendance of 95%. 1

G098624

G4.B1 Lack of parental support and student motivation 2

B265430

G4.B1.S1 Daily calls and/or visits to parents of students not in attendance 4

S281342

Strategy Rationale

Parent communication will increase student attendance.

Action Step 1 5

Daily contact with parents of students who are not in attendance.

Person Responsible

Jon Hill

Schedule

Daily, from 8/10/2017 to 5/25/2018

Evidence of Completion

Parent contact logs; FOCUS attendance reports

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Leadership team will meet to review parent contact logs and FOCUS reports.

Person Responsible

Lara Deason

Schedule

Every 3 Weeks, from 8/10/2017 to 5/25/2018

Evidence of Completion

Leadership team meeting notes; contact logs and FOCUS reports.

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Data review; walkthroughs; and problem solving meetings

Person Responsible

Lara Deason

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Leadership/problem solving team meeting notes and reports

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B1.S1.A1 A379354	Provide professional development for differentiated instruction utilizing the new i-Ready and Ready...	Davis, Mary	8/2/2017	Teacher lesson plans and student performance reports	8/2/2017 one-time
G1.MA1 M411408	Progress monitoring data utilizing STAR; student grades	Hill, Jon	8/10/2017	Data review meeting notes and reports.	5/25/2018 quarterly
G2.MA1 M411411	Data chats to review individual student progress.	Hill, Jon	8/10/2017	Data chat forms and progress monitoring data	5/25/2018 quarterly
G3.MA1 M411414	Parent contact logs; students grades; data reports	Hill, Jon	8/10/2017	FOCUS for grades and attendance; leadership team meeting notes;	5/25/2018 quarterly
G4.MA1 M411417	Reports from FOCUS will be reviewed by district administration	Deason, Lara	8/10/2017	Daily attendance sheets and parent call logs. FOCUS reports; meeting notes	5/25/2018 quarterly
G1.B1.S1.MA1 M411406	Data will be reviewed bi-monthly to ensure students growth towards their learning goals.	Hill, Jon	8/10/2017	Data review meeting notes	5/25/2018 every-3-weeks
G1.B1.S1.MA1 M411407	Quarterly reports will be reviewed by leadership team; lesson plans; and student goal sheets	Hill, Jon	8/10/2017	Reports from district assessments; student course grades; team mtg notes	5/25/2018 quarterly
G1.B1.S1.A1 A379353	Students will take diagnostic assessments quarterly that will be used to...	Hill, Jon	8/10/2017	Student assessment scores and course grades will be used as evidence.	5/25/2018 quarterly
G2.B1.S1.MA1 M411409	Progress monitoring data will be reviewed by leadership team	Deason, Lara	8/10/2017	Leadership team meeting notes and data reports.	5/25/2018 every-3-weeks
G2.B1.S1.MA1 M411410	Review of weekly lesson plans, classroom walkthroughs, student performance reports	Deason, Lara	8/10/2017	Teacher lesson plans, Walkthrough data, and program reports	5/25/2018 every-3-weeks
G3.B1.S1.MA1 M411412	The leadership team will review and monitor parent contact logs and FOCUS reports.	Deason, Lara	8/10/2017	Leadership team meeting notes and reports	5/25/2018 every-3-weeks
G3.B1.S1.MA1 M411413	Leadership team will review contact logs and FOCUS reports	Deason, Lara	8/10/2017	Leadership team meeting notes and reports.	5/25/2018 every-3-weeks
G3.B1.S1.A1 A379355	Daily phone calls and/or home visits for students not in attendance.	Hill, Jon	8/10/2017	Phone logs; parent contact log; FOCUS reports	5/25/2018 daily
G4.B1.S1.MA1 M411415	Data review; walkthroughs; and problem solving meetings	Deason, Lara	8/10/2017	Leadership/problem solving team meeting notes and reports	5/25/2018 quarterly
G4.B1.S1.MA1 M411416	Leadership team will meet to review parent contact logs and FOCUS reports.	Deason, Lara	8/10/2017	Leadership team meeting notes; contact logs and FOCUS reports.	5/25/2018 every-3-weeks
G4.B1.S1.A1 A379356	Daily contact with parents of students who are not in attendance.	Hill, Jon	8/10/2017	Parent contact logs; FOCUS attendance reports	5/25/2018 daily

V. Professional Development Opportunities

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

G1. 90% of students will demonstrate growth in math as measured by STAR

G1.B1 Poor student engagement and work habits.

G1.B1.S1 Teach students self regulation skills and study habit skills. Instruction will be differentiated based on student performance.

PD Opportunity 1

Students will take diagnostic assessments quarterly that will be used to individualize/differentiate student instruction.

Facilitator

Curriculum Associates

Participants

Teachers

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

G2. 90% of students will demonstrate one year of growth in reading as measured by STAR

G2.B1 Poor student engagement and work habits.

G2.B1.S1 Provide students with structured learning environment with instructional that is differentiated based on individual needs.

PD Opportunity 1

Provide professional development for differentiated instruction utilizing the new i-Ready and Ready curriculum.

Facilitator

Curriculum Associates

Participants

Teachers

Schedule

On 8/2/2017

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	Students will take diagnostic assessments quarterly that will be used to individualize/differentiate student instruction.				\$67,459.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	520-Textbooks	0071 - Liberty Learning Center	General Fund		\$3,000.00
	5100	120-Classroom Teachers	0071 - Liberty Learning Center	Other	1.0	\$64,459.00
2	G2.B1.S1.A1	Provide professional development for differentiated instruction utilizing the new i-Ready and Ready curriculum.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0071 - Liberty Learning Center	Other	0.1	\$5,000.00
			<i>Notes: Instructional coach will provide support for the integration of instructional software and differentiated instruction.</i>			
3	G3.B1.S1.A1	Daily phone calls and/or home visits for students not in attendance.				\$0.00
4	G4.B1.S1.A1	Daily contact with parents of students who are not in attendance.				\$0.00
					Total:	\$72,459.00