

Marion County Public Schools

Liberty Middle School



2018-19 Schoolwide Improvement Plan

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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	65%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	63%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

This plan is pending approval by the Marion County School Board.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

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.

Provide the school's vision statement.

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

School Leadership Team

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
Lorick, Amanda	School Counselor
Jervis, Bernadette	School Counselor
Heruth, James	Dean
Adams, Teri	Instructional Media
Pittman, Jamie	Assistant Principal
Palacios, Kayla	Assistant Principal
James, Kelley	Dean
Weston, Katie	Instructional Coach

Duties

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

- The leadership team participates in weekly collaborative planning and professional development with faculty. Each team member is responsible for a working with a lead teacher through data, facilitative planning, and learning walks.
- Assistant Principals will facilitate collaborative planning every other Tuesday with our departments
- Our instructional coach will work on classroom management and planning with new teachers two times monthly
- Deans will work individually with teachers in monitoring Behavior Plans with fidelity and developing classroom management plans.
- Counselors will hold small group sessions with intervention groups from data analysis (anger management, confidence building)

Early Warning Systems

Year 2017-18

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	134	55	82	0	0	0	0	271	
One or more suspensions	0	0	0	0	0	0	58	61	71	0	0	0	0	190	
Course failure in ELA or Math	0	0	0	0	0	0	2	54	44	0	0	0	0	100	
Level 1 on statewide assessment	0	0	0	0	0	0	110	130	99	0	0	0	0	339	

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	146	179	192	0	0	0	0	517

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	4	0	0	0	0	4
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	6	0	0	0	0	6

Date this data was collected

Monday 7/30/2018

Year 2016-17 - As Reported

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	

Year 2016-17 - Updated

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	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA proficiency on the FSA dropped by 14 points. in 17-18. This has not been a trend at Liberty over the past three years since 16-17 showed a 4 point gain. The ELA bottom quartile had a 2 point drop in 17-18, after a 4 point gain the year before.

Math proficiency increased overall, since 7th grade dropped -11 points and 8th grade gained 11 points. 6th grade had an 8 point gain after a 9 point drop the year before.

Which data component showed the greatest decline from prior year?

ELA proficiency had the greatest decline by 14 points. Civics also dropped by 5 points, which is a big deal in Civics.

Which data component had the biggest gap when compared to the state average?

ELA learning gains, ELA bottom quartile (12 points), and Social Studies achievement had a 9 point gap.

Which data component showed the most improvement? Is this a trend?

8th grade math had an 11 point gain at LMS, the district stayed the same and the state decreased by 1.

Describe the actions or changes that led to the improvement in this area.

A laser like focus on standards and learning walks contributed to teacher collaboration and student proficiency.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	45%	47%	53%	48%	44%	52%
ELA Learning Gains	45%	50%	54%	49%	46%	53%
ELA Lowest 25th Percentile	38%	45%	47%	42%	39%	45%
Math Achievement	55%	52%	58%	49%	47%	55%
Math Learning Gains	61%	61%	57%	52%	50%	55%
Math Lowest 25th Percentile	52%	52%	51%	38%	38%	47%
Science Achievement	50%	46%	52%	44%	45%	50%
Social Studies Achievement	63%	66%	72%	63%	58%	67%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Attendance below 90 percent	134 (61)	55 (74)	82 (73)	271 (208)
One or more suspensions	58 (59)	61 (45)	71 (42)	190 (146)
Course failure in ELA or Math	2 (38)	54 (37)	44 (19)	100 (94)
Level 1 on statewide assessment	110 (96)	130 (92)	99 (91)	339 (279)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	42%	44%	-2%	52%	-10%
	2017	46%	44%	2%	52%	-6%
Same Grade Comparison		-4%				
Cohort Comparison						
07	2018	41%	43%	-2%	51%	-10%
	2017	47%	42%	5%	52%	-5%
Same Grade Comparison		-6%				
Cohort Comparison		-5%				
08	2018	48%	49%	-1%	58%	-10%
	2017	52%	48%	4%	55%	-3%
Same Grade Comparison		-4%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	42%	42%	0%	52%	-10%
	2017	34%	37%	-3%	51%	-17%
Same Grade Comparison		8%				
Cohort Comparison						
07	2018	41%	49%	-8%	54%	-13%
	2017	52%	47%	5%	53%	-1%
Same Grade Comparison		-11%				
Cohort Comparison		7%				
08	2018	59%	43%	16%	45%	14%
	2017	48%	43%	5%	46%	2%
Same Grade Comparison		11%				
Cohort Comparison		7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	48%	46%	2%	50%	-2%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	0%	61%	-61%	63%	-63%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	60%	64%	-4%	71%	-11%
2017	65%	64%	1%	69%	-4%
Compare		-5%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	57%	43%	62%	38%
2017	97%	53%	44%	60%	37%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		3%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	94%	54%	40%	56%	38%
2017	100%	48%	52%	53%	47%
Compare		-6%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	23	40	32	31	52	44	19	42			
ELL	17	44	41	33	58	56	29	26	42		
ASN	56	69		81	57			90	80		
BLK	30	36	32	38	53	46	30	53	54		
HSP	45	47	40	56	64	57	53	54	46		
MUL	45	36	46	55	57	54	46	72	67		
WHT	51	47	36	60	62	53	56	68	63		
FRL	40	43	37	51	59	51	44	58	48		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	22	44	42	24	44	35	25	38			
ELL	18	40	41	24	52	41	5	42			
ASN	62	62		73	68						
BLK	31	37	31	36	51	40	33	62	38		
HSP	47	47	38	50	55	41	39	72	59		
MUL	49	55	48	49	54	36	44	61	50		
WHT	55	53	47	58	55	46	53	68	57		
FRL	42	46	40	43	52	41	40	60	51		

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Focus on standards-based curriculum: If teachers implement purposeful, standards based instruction in all content areas, as well as engage families in support of the classroom, then student proficiency and learning gains will increase.
Rationale	A downward trend in student achievement and growth in ELA, as well as a drop in learning gains in ELA and Math as measured by FSA data over two years, demonstrates a weakness in standards-based instructional practices.
Intended Outcome	<p>If teachers engage in purposeful, rigorous, standards-based instruction, as well as engage families in support of the classroom, then student proficiency and learning gains will increase in the following grade levels as measured by FSA data:</p> <p>ELA Baseline Target Gr6 42% 45% Gr7 41% 44% Gr8 48% 51%</p> <p>Math Baseline Target Gr6 42% 49% Gr7 41% 48% Gr8 59% 66% Alg 100% 100% Geom 94% 100%</p>
Point Person	Melissa Forsyth (melissa.forsyth@marion.k12.fl.us)
Action Step	
Description	Implement weekly common collaborative planning times to support teachers in developing, standards-focus boards, standards-based lesson plans and standards-based learning activities for all content areas. Principal and assistant principals will oversee the scheduling and implementation of these meetings. Teachers will be provided professional development through the ICLE framework in rigor through instructional strategies. Staff will create lessons that are not only relevant to our learners, but standards-based and taught to the same rigor in which they will be assessed. Teachers' lesson plans will be reviewed at quarterly walk throughs and data chats with teachers. Administrators and content area specialist will support teachers by modeling lessons and providing coaching feedback through use of the walk through tool.
Person Responsible	Jamie Pittman (jamie.pittman@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	<p>A leadership team member will facilitate and/or attend collaborative planning meetings and monitor staff attendance and participation weekly. Regular classroom visits by the administrative team with follow-up will allow administrators to monitor observable differences in Tier I instruction. Quarterly assessments (each nine weeks) will allow stakeholders to measure academic achievement.</p> <p>Data points include: iReady data for ELA and Math, QSMA data, student grades, classroom observations as monitored through TNL, learning walks and follow-up coaching. Each of these will be monitored every nine weeks. Teachers' lesson plans will be reviewed at quarterly walk throughs and data chats with teachers. Administrators and content area specialist will support teachers by modeling lessons and providing coaching feedback through use of the walk through tool. Teachers will use data from iReady diagnostic and</p>

teacher toolkits, weekly lessons, and those standards mastery assessments to guide their instruction for small group lessons and re-teaching opportunities.

Person Responsible Melissa Forsyth (melissa.forsyth@marion.k12.fl.us)

Activity #2	
Title	If LMS will focus on implementation of WICOR strategies to teach standards based curriculum, then student proficiency and learning gains will increase.
Rationale	Learning gains and proficiency have declined or become stagnant in ELA, schoolwide, indicating a need for research-based instructional strategies to be implemented across content areas.
Intended Outcome	<p>If teachers focus on research-based instructional strategies of WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) then student proficiency and learning gains will increase in the following grade levels through the measure of FSA data:</p> <p>ELA Baseline Target Gr6 42% 45% Gr7 41% 44% Gr8 48% 51%</p> <p>Math Baseline Target Gr6 42% 49% Gr7 41% 48% Gr8 59% 66% Alg 100% 100% Geom 94% 100%</p>
Point Person	Melissa Forsyth (melissa.forsyth@marion.k12.fl.us)
Action Step	
Description	Teachers and administrators who went to the AVID conference (Advancement Via Individual Determination) will model WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies to their content departments, and open their classrooms to visiting teachers during learning walks to collaboratively implement the instructional strategies containing WICOR.
Person Responsible	Kayla Palacios (kayla.palacios@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	<p>Regular classroom visits by the administrative team and academic coach with follow-up will allow administrators to monitor observable instructional practices. Learning walks will be utilized to get all teachers into classrooms using those strategies. Data points include: QSMA data, student grades, classroom observations as monitored through TNL, learning walks and follow-up coaching. Each of these will be monitored every nine weeks.</p> <p>Administrators and CAS will monitor the progress of the coaching through classroom observations. The entire leadership team will participate weekly in collaborative planning and PD through FOCUS book study. The teachers will track learner progress through ongoing formative assessments, iReady diagnostics, standards mastery assessments, and district assessments. The three administrators and content area specialist will work together to plan for specific areas of need based on data, adjust plans, and provide needed professional development to staff.</p> <p>The admin team will review lesson plans monthly and provide teachers with specific feedback. They will also identify focus areas for teachers to provide specific and purposeful feedback to staff.</p>

Person Responsible Katie Weston (katie.weston@marion.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

We are focusing on increasing parent involvement this year by empowering parents to become involved in their children's education. We have hosted or will be hosting multiple opportunities for parents to sign up for Parent Portal including: 6th grade Orientation, Open House, and receptionists being able to register parents on Parent Portal (rather than just the counselors and guidance clerk). We have personally invited parents to our SAC meetings. Skylerts are also being used to communicate with parents.

PFEP Link

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

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.

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 curriculum, 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.

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 focus on purposeful, standards-based instruction that will engage families in the classroom. The school based leadership team should consistently monitor student achievement data and provide intervention opportunities to students as needed. 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. Data is consistently leveraged to adjust the action plan and to address new areas of need.

Title I – Part C – Migrant Program:

- School supplies,
- Fund Migrant Liaison that works with families to identify students and provide need referrals

Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.

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 provided through the District, for education materials and ELL 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 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, enhancing selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.

Non-consumable Title I resources, will be bar coded and inventoried annually. Consumables will be maintained in a central location, where administrators and the school secretary will be responsible for distribution of resources.

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

MCPS implements standards provided by the state which prepare students for success and make them competitive in the global workplace. Each Florida standard provides clear expectations for the knowledge and skills students need to master in each grade, K-12, and subject so they will be prepared to succeed in college, careers, and life. Sixty 8th graders will receive an opportunity to go to local college for the College and Career Expo.

Career and Technical Education classes are available through the following courses:
Digital Information Technology and Business Education
TV Productions

Criminal Justice
Health Occupations
Engineering and Robotics Technology
Agriculture Science Education

Accelerated courses are offered through High-School level classes:

Algebra 1 Honors
Geometry Honors
English 1 Honors
Physical Science Honors
Digital Information Technology
AgScience Foundations
Premier Pro through TV Productions

Part V: Budget

Total:

\$238,160.00