

School District of Osceola County, FL

Liberty High School



2019-20 Schoolwide Improvement Plan

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Liberty High School

4250 PLEASANT HILL RD, Kissimmee, FL 34746

www.osceolaschools.net

Demographics

Principal: La Tonia Harris

Start Date for this Principal: 7/16/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (44%) 2017-18: C (49%) 2016-17: C (43%) 2015-16: C (45%) 2014-15: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	Yes	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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<https://www.floridacims.org>.

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Cruz, Misty	Principal	Ms. Misty Cruz, Principal: Provides instructional leadership and support to the Science and World Language Departments, develops, submits and implements the school budget and funds, builds and strengthens community relationships, provides regular updates and communication regarding school performance to all stakeholders, works collaboratively with the School Advisory Council, plans and executes weekly administrative leadership meetings. She also facilitates regular Stocktake meetings throughout the school year and develops and monitors the School Improvement Plan.
McCall, Juanita	Assistant Principal	Dr. Juanita Morrow, Assistant Principal of Curriculum: Provides instructional leadership and support to the Math and CTE Departments, coordinates and oversees Advanced Placement curriculum, acceleration, College & Career and AVID; serves as the MTSS Leader, conducts classroom walkthroughs and evaluations to provide teachers with focused feedback to strengthen instructional practices and ensure that high-probability strategies are embedded in instruction, analyzes formative/summative data and lesson plans to assist teachers with using data to drive instruction. Develops and monitors the School Improvement Plan.
Ramsey, Laurel	Assistant Principal	Mrs. Laurel Ramsey, Assistant Principal of Instruction: Provides instructional leadership and support to the English and Reading Departments and oversees the Guidance Department, creates the master schedule, oversees FTE, conducts classroom walkthroughs and evaluations to provide teachers with focused feedback to strengthen instructional practices and ensures that high-probability strategies are embedded in instruction, analyzes formative/summative data and lesson plans to assist teachers with using data to drive instruction. She also facilitates regular Stocktake meetings throughout the school year and develops and monitors the School Improvement Plan.
Carr, Jack	Assistant Principal	Mr. Jack Carr, Assistant Principal: Provides instructional leadership and support to the Social Studies and ESE Departments, oversees Student Services, athletics, PBIS, attendance/truancy, conducts classroom walkthroughs and evaluations to provide teachers with focused feedback to strengthen instructional practices and ensure that high-probability strategies are embedded in instruction, analyzes formative/summative data and lesson plans to assist teachers with using data to drive instruction. He also develops and monitors the School Improvement Plan.

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	472	500	449	519	1940
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	1	1	1	3
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	169	107	123	71	470

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	6	6
Students retained two or more times	0	0	0	0	0	0	0	0	0	64	68	49	79	260

FTE units allocated to school (total number of teacher units)

127

Date this data was collected or last updated

Monday 8/26/2019

Prior Year - 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	0	0	0	69	105	91	126	391	
One or more suspensions	0	0	0	0	0	0	0	0	0	115	63	82	59	319	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	20	2	1	0	23	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	139	155	119	80	493	

The number of students with two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	86	76	73	55	290	

Prior Year - 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	0	0	0	69	105	91	126	391
One or more suspensions	0	0	0	0	0	0	0	0	0	115	63	82	59	319
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	20	2	1	0	23
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	139	155	119	80	493

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	86	76	73	55	290

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	39%	57%	56%	37%	57%	53%
ELA Learning Gains	43%	48%	51%	37%	47%	49%
ELA Lowest 25th Percentile	37%	43%	42%	31%	41%	41%
Math Achievement	20%	46%	51%	19%	44%	49%
Math Learning Gains	31%	41%	48%	26%	42%	44%
Math Lowest 25th Percentile	39%	46%	45%	33%	38%	39%
Science Achievement	44%	69%	68%	59%	71%	65%
Social Studies Achievement	48%	70%	73%	61%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	472 (0)	500 (0)	449 (0)	519 (0)	1940 (0)
Attendance below 90 percent	0 (69)	0 (105)	0 (91)	0 (126)	0 (391)
One or more suspensions	0 (115)	1 (63)	1 (82)	1 (59)	3 (319)
Course failure in ELA or Math	0 (20)	0 (2)	0 (1)	0 (0)	0 (23)
Level 1 on statewide assessment	169 (139)	107 (155)	123 (119)	71 (80)	470 (493)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	33%	47%	-14%	55%	-22%
	2018	40%	47%	-7%	53%	-13%
Same Grade Comparison		-7%				
Cohort Comparison						
10	2019	44%	47%	-3%	53%	-9%
	2018	39%	49%	-10%	53%	-14%
Same Grade Comparison		5%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	44%	62%	-18%	67%	-23%
2018	54%	68%	-14%	65%	-11%
Compare		-10%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	47%	62%	-15%	70%	-23%
2018	48%	61%	-13%	68%	-20%
Compare		-1%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	18%	49%	-31%	61%	-43%
2018	17%	52%	-35%	62%	-45%
Compare		1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	19%	44%	-25%	57%	-38%
2018	20%	39%	-19%	56%	-36%
Compare		-1%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	19	42	37	16	32	36	14	19		77	18
ELL	16	33	29	16	23	28	30	27		80	51
ASN	29	47		33	50						
BLK	39	44	40	14	30	46	40	49		93	26
HSP	40	44	36	22	32	35	44	44		89	52
MUL										100	38
WHT	42	38	10	32	38	45	56	63		92	46
FRL	35	38	34	19	30	36	44	46		91	43
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	22	38	38	21	43	52	26	16		75	36
ELL	11	41	45	12	32	39	45	24		77	67
ASN	73	53		43	50			80		100	64
BLK	40	51	34	18	35	52	51	53		91	47
HSP	43	53	48	21	33	44	54	45		88	56
MUL	67	80									
WHT	46	55	55	30	47	62	64	53		83	60
FRL	40	50	44	21	34	50	50	48		89	54
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	4	25	22	2	24	35	45	20		58	16
ELL	7	23	20	6	31	38	24	34		70	47
ASN	61	50		48	47						
BLK	38	37	36	17	18	23	55	64		86	52
HSP	33	35	27	18	28	37	59	56		81	51
MUL	70	40		14	22	33	38	69			
WHT	45	55	36	29	34		80			69	22
FRL	32	36	30	17	27	35	57	61		84	48

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	45
Total Points Earned for the Federal Index	481
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	40
Asian Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	44

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	46
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance is Algebra I EOC pass rate which was 17%. This is substantially less than the District and State average. The factors that contributed to this performance was a lack of focus on all subgroups, such as ESE and ELL, a lack of continued instructional support, decreased student and classroom management issues as a result of double block Math classes, a lack of exposure to assessment items and a lack of rigorous instruction in which teachers continuously teach to the depth of the standards. The trends that are present in the data include non-ESE and non-ELL students outperforming students in the ELL and ESE subgroups.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline from the prior year is Biology with a pass rate of 44% (-10). The factors that contributed to the decrease in performance in these areas was a lack of focus on various subgroups, such as ESE and a lack of continued instructional support. When analyzing data a trend that is present is the under performance of the ESE subgroup.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average is Algebra I (School=17%, State=45%). The factors that contributed to this performance was a lack of focus on all subgroups, such as ESE and ELL, a lack of continued instructional support, decreased student and classroom management issues as a result of double block Math classes, a lack of exposure to assessment items and a lack of rigorous instruction in which teachers continuously teach to the depth of the standards.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was ESE ELA achievement. The actions that took place to improve the performance of this component, was the performance data being analyzed and these students were properly identified through the MTSS process, assigning additional classroom support and support through a school day intervention period.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Based on the data provided one potential area of concern is attendance.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. English
2. Math
3. Acceleration/Graduation
4. Science
5. PLCs

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Ensure high levels of learning for all students in literacy.
Rationale	Content across all subject areas includes a component of ELA and the foundation of content across all subject areas is reading and writing comprehension. In order to succeed academically and progress, students must be proficient in ELA. Instructional strategies will be research based and best practices will be developed to improve ELA proficiency.
State the measurable outcome the school plans to achieve	<ol style="list-style-type: none"> 1. ELA/Reading achievement will increase by 4%. 2. The achievement gap between non-subgroups students, ELL and ESE populations will decrease. 3. The achievement gap between subgroups and non-subgroup students will decrease, while overall achievement levels of all students will increase.
Person responsible for monitoring outcome	Laurel Ramsey (jennifer.ramsey@osceolaschools.net)
Evidence-based Strategy	To strengthen the instructional practice of teachers through professional development and on-going coaching to improve student performance in ELA and improve student's ELA skills across all content areas. The Principal and leadership team will conduct weekly walkthroughs of PLC teams to ensure processes are being used in the analysis and planning for student achievement.
Rationale for Evidence-based Strategy	Historical achievement data indicates that ELA scores at Liberty High School have been below the district and state average the past few years. This decrease in achievement is due to teacher retention in the department and a lack of effective support for various subgroups.
Action Step	
Description	<ol style="list-style-type: none"> 1. The MTSS Team and ELL Task Force will monitor the process and achievement of students in the ELL/ESE subgroups and the lowest 25% of ELA. Based on this data the MTSS Team and ELL Task Force will provide targeted intervention for these identified students. 2. School administration, Literacy Coach and ELL Task Force will participate in monthly Stocktake meetings to monitor data, identify best practices and make data-driven decisions. Additionally, school administration will conduct walkthroughs, observations and calibrate details to provide targeted feedback to teachers. 3. School PLCs will meet 4 times each month to review student assessment data to drive instruction and ensure target alignment and overall standards-based instruction. ELL paraprofessionals support will be specific based on data reviewed in the monthly PLCs. The ELL paraprofessionals will work collaboratively with teachers to provide structured on-going support. 4. An intervention period throughout the school day known as "Charge Up" is included in the bell schedule to support the efforts of the MTSS Team and to provide supplemental opportunities for teachers to meet the learning targets with individual students. Teachers will review data from formative assessments and SchoolCity to determine which standards need to be re-taught. 5. The Literacy Coach, Mrs. Blacina Jabel will provide on-going support, resources and professional development on standards based instruction, rigor and differentiation for the ELA department. New teachers will be paired with a teacher mentor through the TSL Grant for additional support and to build teacher capacity. 6. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.

7. Principal will share and update the Chief of Staff and Assistant Superintendent during the half way point to check in on the progress of the Area of Focus through the School Stocktake Model.

Person Responsible	Blacina Jabel (blacina.jabel@osceolaschools.net)
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#2	
Title	Ensure high levels of mathematics achievement for all students.
Rationale	Strengthen teacher instructional practice to improve student's performance in all subgroups on mathematics assessments.
State the measurable outcome the school plans to achieve	<ol style="list-style-type: none"> 1. Algebra I proficiency will increase by 3%. 2. Geometry proficiency will increase by 4%. 3. The achievement gap between non-subgroups students, ELL and ESE populations will decrease. 4. The achievement gap between subgroups and non-subgroup students will decrease, while overall achievement levels of all students will increase.
Person responsible for monitoring outcome	Juanita McCall (juanita.mccall@osceolaschools.net)
Evidence-based Strategy	Math is a core life skill that students need to thrive as productive citizens in today's society and workforce. Principal and leadership team will conduct daily walkthroughs of PLC teams to ensure processes are being used in the analysis and planning for student achievement.
Rationale for Evidence-based Strategy	Math scores at Liberty High School have been below the State and District average for a few consecutive years. Through the use of targeted interventions, support and on-going professional development, teacher's instructional practice will strengthen which will ultimately impact student performance and increase math achievement scores.
Action Step	
Description	<ol style="list-style-type: none"> 1. The MTSS Team and the ESE Resource Compliance Specialist, Mrs. Nixon-Rice, will monitor the process and achievement of students in the ELL/ESE subgroups and the lowest 25% of Math. Based on this data the MTSS Team will provide targeted interventions for these identified students. 2. School administration, Math Coach and Math Interventionist will participate in monthly Stocktake meetings to monitor data, identify best practices and make data-driven decisions. Additionally, school administration will conduct walkthroughs, observations and calibrate details to provided targeted feedback to teachers. 3. School PLCs will meet 4 times each month to review student assessment data to drive instruction and ensure target alignment and overall standards-based instruction. Math support facilitators instructional support will be specific based on data reviewed in the monthly PLCs. The Math support facilitators will work collaboratively with teachers to provide structured on-going support. 4. An intervention period throughout the school day known as "Charge Up" is included in the bell schedule to support the efforts of the MTSS Team and to provide supplemental opportunities for teachers to meet the learning targets with individual students. Mr. Lomax, Math Interventionist will provide Tier 3 interventions for students during this time. Teachers will review data from formative assessments and SchoolCity to determine which standards need to be re-taught. 5. The Math Coach, Mrs. Alana Dvornik will provide on-going support, resources and professional development on standards based instruction, rigor and differentiation for the Math department. New teachers will be paired with a teacher mentor through the TSL Grant for additional support and to build teach capacity. Representatives from Carnegie Math and District Math Resource Teachers will visit campus monthly to provide teachers with structured instructional coaching and best practices. Additionally, teachers will participate in monthly district facilitated professional development.

6. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.
7. Principal will share and update the Chief of Staff and Assistant Superintendent during the half way point to check in on the progress of the Area of Focus through the School Stocktake Model.

Person Responsible	Alana Dvornik (alana.dvornik@osceolaschools.net)
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#3	
Title	Ensure high levels of science achievement for all students.
Rationale	Throughout education there has been a big push to prepare students more in Science, Technology, Engineering and Mathematics (STEM) programs and to overall strengthen the curriculum in this area. Today's society is becoming more technology-based and by strengthening the focus on STEM students will be critical thinkers prepared for careers in this rapidly growing industry.
State the measurable outcome the school plans to achieve	1. Increase the overall achievement on the Biology EOC by 4%.
Person responsible for monitoring outcome	Misty Cruz (misty.cruz@osceolaschools.net)
Evidence-based Strategy	To improve the overall academic performance of students in Science curriculum, improving critical thinking skills and strengthen the instructional capacity of teachers through professional development and on-going coaching. Principal and leadership team will conduct weekly walkthroughs of PLC teams to ensure processes are being used in the analysis and planning for student achievement.
Rationale for Evidence-based Strategy	Historical achievement data indicates that Science scores at Liberty High School have been decreasing over the past few years. This decrease in achievement is due to teacher retention in the department, unfilled vacancies and a lack of continued support.
Action Step	
Description	<p>1. School administration, Science Coach and ELL Task Force will participate in monthly Stocktake meetings to monitor data, identify best practices and make data-driven decisions. Additionally, school administration will conduct walkthroughs, observations and calibrate details to provided targeted feedback to teachers.</p> <p>2. School PLCs will meet 4 times each month to review student assessment data to drive instruction and ensure target alignment and overall standards-based instruction. ELL paraprofessionals support will be specific based on data reviewed in the monthly PLCs. The ELL paraprofessionals will work collaboratively with teachers to provide structured on-going support.</p> <p>3. An intervention period throughout the school day known as "Charge Up" is included in the bell schedule to support the efforts of the MTSS Team and to provide supplemental opportunities for teachers to meet the learning targets with individual students. Teachers will review data from formative assessments and SchoolCity to determine which standards need to be re-taught.</p> <p>4. The Science Coach, Mrs. Omaira Perez will provide on-going support, resources and professional development on standards based instruction, rigor and differentiation for the Science department. New teachers will be paired with a teacher mentor through the TSL Grant for additional support and to build teacher capacity.</p> <p>5. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.</p>

6. Principal will share and update the Chief of Staff and Assistant Superintendent during the half way point to check in on the progress of the Area of Focus through the School Stocktake Model.

Person Responsible Omaira Perez (omaira.perez@osceolascholls.net)

#4	
Title	Ensure a schoolwide post-secondary culture for all students.
Rationale	Creating a post-secondary plan for high school students provides students exposure to various career fields and increases the possibility for success in the transition between high school and higher education, the work force and/or military. It is important for students to begin creating their post-secondary plan as early as middle school to ensure success and exposure to support such as scholarships and bridge programs.
State the measurable outcome the school plans to achieve	<ol style="list-style-type: none"> 1. 80% or more of graduating seniors will have a confirmed post-secondary plan prior to graduating. 2. 100% of graduating seniors will complete a senior survey indicating their post-secondary plan. 3. 80% or more of the student body will access and utilize Naviance. 4. 80% or more of all Juniors will have taken the SAT by the end of their Junior year.
Person responsible for monitoring outcome	Juanita McCall (juanita.mccall@osceolaschools.net)
Evidence-based Strategy	Research indicates that students who participate in career exploration activities early in their academic career are more likely to successfully transition after high school. The Principal and leadership team will conduct weekly walkthroughs of PLC teams to ensure Naviance is being used and planning for student achievement.
Rationale for Evidence-based Strategy	Graduation rates for Liberty High School has been gradually increasing over the past few years. However, confirmed post-secondary plans are not consistent with the graduation rates. There is a strong push to ensure that graduating seniors and underclassmen are knowledgeable of different paths and prepared to make the decision that fits their interests and will allow them to be productive citizens in today's society.
Action Step	
Description	<ol style="list-style-type: none"> 1. Guidance counselors will meet with all students at least twice a year to discuss graduation status and post-secondary plan. 2. Guidance counselors will work collaboratively with the API, Mrs. Jennifer Ramsey, to ensure that students are properly placed in the correct academic/career pathways and the master schedule provides adequate amount of courses for various pathways. 3. The College & Career Counselor, Mrs. Devin Watson, will push into classes in all content areas to present college and career exploration lessons using the Naviance platform. 4. Naviance will be implemented schoolwide as a tool for students to explore various college & career opportunities. 5. The AVID coordinator, Mr. Bruce Mulford and the College & Career Counselor will work collaboratively to arrange both college and technical focused field trips for all students. 6. AVID strategies will be implemented schoolwide. 7. Representatives from all branches of the military, various trade fields and colleges will frequently visit the campus to meet with students to discuss military and workforce options. 8. Informational events such as FAFSA Night, College Fair and Scholarship Night will be held to assist students with post-secondary transitional activities. 9. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus. 10. Principal will share and update the Chief of Staff and Assistant Superintendent during the half way point to check in on the progress of the Area of Focus through the School Stocktake Model.

Person Responsible Devin Watson (devin.watson@osceolaschools.net)

#5	
Title	Strengthen collaborative processes, through PLCs, to ensure that the learning needs of all students are met.
Rationale	Participation in high-quality collaboration among teachers results in better instruction, expansion of teaching resources, lesson consistency, timely progress monitoring and increased student achievement.
State the measurable outcome the school plans to achieve	<ol style="list-style-type: none"> 1. 100% of staff will participate in high-quality collaboration on a monthly basis. 2. Teachers will develop greater competence in rigorous, standards-based instruction and the use of the instructional framework to increase achievement in literacy across all content areas and all student subgroups. 3. Based on pre-planning self-assessment, each PLC will grow by 1 stage according to the stages outlined in The Seven Stages of Professional Learning Teams. 4. The achievement gap between non-subgroups students and our ELL and ESE populations will decrease. 5. The achievement gap between subgroups and non-subgroup students will decrease, while overall achievement levels of all students will increase.
Person responsible for monitoring outcome	Jack Carr (jack.carr@osceolaschools.net)
Evidence-based Strategy	To strengthen the schoolwide collaboration structure in an effort to meet the needs of all learners, improve teacher instructional practices, foster congeniality, warrant school improvement and remove barriers of learning. Principal and leadership team will conduct weekly walkthroughs of PLC teams to ensure processes are being used in the analysis and planning for student achievement.
Rationale for Evidence-based Strategy	Research indicates that when teachers participate in professional learning that overall student achievement increases. Additionally, participation in professional learning communities emphasizes the importance of collaboration among peers and allows teachers to focus on learning for all students and a commitment to continuous improvement.
Action Step	
Description	<ol style="list-style-type: none"> 1. School PLCs will meet 4 times each month to review student assessment data to drive instruction and ensure target alignment and overall standards-based instruction. Each Assistant Principal is responsible for monitoring the structure and planning for the schoolwide PLCs. This step will be ongoing throughout the school year until May 2020. 2. Each department PLC will utilize SchoolCity to analyze student performance and adjust lesson plans and activities to improve student performance. Lesson plans are to be submitted weekly to each Assistant Principal which will be checked for standards alignment and taxonomy level. Teachers are provided with common planning in an effort to develop lesson plans and common assessments. This step will be ongoing throughout the school year until May 2020. 3. Teachers will participate in focused professional development to strengthen collaborative teaming and increase knowledge of best practices. Beginning teachers will attend SchoolCity training throughout the school year. 4. Formative assessments, Khan Academy, Naviance, Achieve 3000 and SchoolCity will be used to identify the individual support and instructional coaching for teachers in each department. 5. A Guiding Coalition will be formed to monitor the process and provide struggling teams with additional support and coaching to become a more effective team.

6. A PLC calendar with set dates and outlined deliverables is developed and provided to all PLC teams.
7. The performance of all subgroups will be closely monitored to identify targeted students and provide the supplemental multi-tiered support when needed.
8. The Principal's Leadership Team which consists of all administration, instructional coaches, department heads and Math Interventionist will meet monthly to determine the needs of the school.

Person Responsible Omaira Perez (omaira.perez@osceolascholls.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and out Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and training provided by the school. The school uses the notes from the group discussion to guide writing the plan.

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.

To support the transition of Pre-K students to elementary, the school district scheduled a one-hour open house prior to the K-5 elementary students specifically for the welcome and transition of Pre-K students to their elementary school.

To support the transition of elementary to middle, middle school counselors are scheduled prior to the end of the school year to visit the elementary feeder schools. During the visit, the guidance counselor(s) share information about course offerings, school clubs/organizations, and expectations for the students as they transition from elementary to middle school.

To support the transition of middle to high school, each comprehensive high school has a College/ Career Specialist paid through a grant with Valencia College to support students in their pursuit of opportunities post-high school. Naviance software is used at the high schools to give students the opportunity to explore career options and interests.

A DJJ Commitment Specialist is employed to support students entering/leaving the juvenile justice program and a transition plan is created to help any students leaving DJJ and returning to their home-zoned school.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Title I, Part A

Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

Title I, Part C-Migrant

When Migrant children enroll, the Title I Migrant staff ensures that students receive a fair and equitable opportunity to achieve a high quality education and assistance transitioning to post-secondary education or employment.

Title I, Part D

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

Title II

Focused professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, and Professional Learning Communities (PLC).

Title III

The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through gifted screening of all second grade Title I students.

Title IV

The Student Support and Academic Enrichment (SSAE) program is intended to help to:

1. Provide a well-rounded education,
2. Improve safe and healthy school conditions and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

Title IX

To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

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.

Supplemental district guidance counselors, paid through Title IV funds, to support elementary implementation of Project Lead the Way, and course acceleration and college and career achievement at the secondary levels. Naviance software is used at the high schools to give students the opportunity to explore career options and interests. Campus tours of Valencia College and Osceola Technical College (oTech) are offered for students in seventh and eleventh grades to learn about career options and potential areas of study.

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

Supplemental district guidance counselors, paid through Title IV funds, to support elementary implementation of Project Lead the Way, and course acceleration and college and career achievement at the secondary levels. Naviance software is used at the high schools to give students the opportunity to explore career options and interests. Campus tours of Valencia College and Osceola Technical College (oTech) are offered for students in seventh and eleventh grades to learn about career options and potential areas of study.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Ensure high levels of learning for all students in literacy.				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0842 - Liberty High School			\$4,500.00
<i>Notes: Teacher registration for AVID conference</i>						
2	III.A.	Areas of Focus: Ensure high levels of mathematics achievement for all students.				\$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0842 - Liberty High School			\$1,200.00
<i>Notes: Teacher registration for Math conference</i>						
3	III.A.	Areas of Focus: Ensure high levels of science achievement for all students.				\$0.00
4	III.A.	Areas of Focus: Ensure a schoolwide post-secondary culture for all students.				\$13,851.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0842 - Liberty High School			\$13,851.00
<i>Notes: License for Naviance software usage</i>						
5	III.A.	Areas of Focus: Strengthen collaborative processes, through PLCs, to ensure that the learning needs of all students are met.				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0842 - Liberty High School			\$4,500.00
<i>Notes: Teacher registration for PLC conference</i>						
Total:						\$24,051.00