

Marion County Public Schools

# Liberty Middle School



## 2019-20 Schoolwide Improvement Plan

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# Liberty Middle School

4773 SW 95TH ST, Ocala, FL 34476

[ no web address on file ]

## Demographics

Principal: Reuben Williams

Start Date for this Principal: 7/1/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	88%
<b>2018-19 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: B (54%) 2017-18: C (52%) 2016-17: C (50%) 2015-16: C (49%) 2014-15: C (52%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### 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 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](http://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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<b>Budget to Support Goals</b>	<b>0</b>

## 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)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	C	C	C

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### SIP Authority

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<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	Job Duties and Responsibilities
Forsyth, Melissa	Principal	The Principal is the driving force and instructional leader of the school. She provides a common vision for the use of data-based decision-making, models the Problem Solving Process; supervises the development of a strong infrastructure; conducts assessment of the skills of school staff; ensures implementation of high yield instructional strategies, collaborative learning, intervention support and documentation; provides adequate professional learning opportunities; develops a culture of expectation with the school staff; ensures resources are assigned to those areas of most need; and communicates with parents as necessary.
Jervis, Bernadette	School Counselor	The Guidance Counselor participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities. She also provides quality services and expertise on issues ranging from IEP development to intervention with individual students. She communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.
Palacios, Kayla	Assistant Principal	The Assistant Principal assists the Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies, further assists the principal in the assessment of school staff, assists with the monitoring of implementation of intervention and necessary documentation, assists with the delivery of professional development for effective instructional delivery. The assistant principal carefully monitors the additional academic support schedule to ensure all personnel are serving in their specified areas.
James, Kelley	Dean	The Student Services Manager provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. Resources, such as behavior contracts, for at-risk students are carefully considered and shared by the SSM. He coordinates efforts to use positive reinforcements to encourage more positive behavior choices by students. He also monitors and shares disciplinary/attendance data, and serves on the PBIS/Safety committee. In addition, the SSM may act as a liaison with outside agencies that offer support to students and families
Weston, Katie	Other	The AVID Coordinator assists teachers with the interpretation and implementation of the Professional Development, delivered through WICOR instructional strategies. She also assists in the design and implementation for progress monitoring, data collection, and data analysis, participates in the design and delivery of professional development.
Carter, Michael	Assistant Principal	The Assistant Principal assists the Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional



Name	Title	Job Duties and Responsibilities
		strategies, further assists the principal in the assessment of school staff, assists with the monitoring of implementation of intervention and necessary documentation, assists with the delivery of professional development for effective instructional delivery. The assistant principal carefully monitors the additional academic support schedule to ensure all personnel are serving in their specified areas.
Hart, Kimberly	School Counselor	The Guidance Counselor participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities. She also provides quality services and expertise on issues ranging from IEP development to intervention with individual students. She communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.
Loria, Sherry	School Counselor	The Guidance Counselor participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation data-based decision making activities. She also provides quality services and expertise on issues ranging from IEP development to intervention with individual students. She communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.
Newbold, Brian	Dean	The Student Services Manager provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. Resources, such as behavior contracts, for at-risk students are carefully considered and shared by the SSM. He coordinates efforts to use positive reinforcements to encourage more positive behavior choices by students. He also monitors and shares disciplinary/attendance data, and serves on the PBIS/Safety committee. In addition, the SSM may act as a liaison with outside agencies that offer support to students and families

## 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	453	445	460	0	0	0	0	1358
Attendance below 90 percent	0	0	0	0	0	0	55	63	87	0	0	0	0	205
One or more suspensions	0	0	0	0	0	0	68	44	56	0	0	0	0	168
Course failure in ELA or Math	0	0	0	0	0	0	33	23	16	0	0	0	0	72
Level 1 on statewide assessment	0	0	0	0	0	0	123	113	123	0	0	0	0	359
	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### 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	27	30	25	0	0	0	0	82

#### 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	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

48

#### Date this data was collected or last updated

Thursday 8/29/2019

#### 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	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 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	146	179	192	0	0	0	0	517

#### 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	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 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	146	179	192	0	0	0	0	517

## 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	48%	49%	54%	48%	45%	52%
ELA Learning Gains	54%	54%	54%	49%	48%	54%
ELA Lowest 25th Percentile	43%	46%	47%	40%	36%	44%
Math Achievement	52%	54%	58%	51%	47%	56%
Math Learning Gains	58%	58%	57%	54%	54%	57%
Math Lowest 25th Percentile	48%	50%	51%	42%	45%	50%
Science Achievement	44%	46%	51%	45%	44%	50%
Social Studies Achievement	75%	70%	72%	68%	64%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	453 (0)	445 (0)	460 (0)	1358 (0)
Attendance below 90 percent	55 (134)	63 (55)	87 (82)	205 (271)
One or more suspensions	68 (58)	44 (61)	56 (71)	168 (190)
Course failure in ELA or Math	33 (2)	23 (54)	16 (44)	72 (100)
Level 1 on statewide assessment	123 (110)	113 (130)	123 (99)	359 (339)
	0 (0)	0 (0)	0 (0)	0 (0)

**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
06	2019	40%	45%	-5%	54%	-14%
	2018	42%	44%	-2%	52%	-10%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2019	48%	46%	2%	52%	-4%
	2018	41%	43%	-2%	51%	-10%
Same Grade Comparison		7%				
Cohort Comparison		6%				
08	2019	47%	50%	-3%	56%	-9%
	2018	48%	49%	-1%	58%	-10%
Same Grade Comparison		-1%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	40%	46%	-6%	55%	-15%
	2018	42%	42%	0%	52%	-10%
Same Grade Comparison		-2%				
Cohort Comparison						
07	2019	48%	49%	-1%	54%	-6%
	2018	41%	49%	-8%	54%	-13%
Same Grade Comparison		7%				
Cohort Comparison		6%				
08	2019	46%	41%	5%	46%	0%
	2018	59%	43%	16%	45%	14%
Same Grade Comparison		-13%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	42%	44%	-2%	48%	-6%
	2018	48%	46%	2%	50%	-2%
Same Grade Comparison		-6%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	71%	65%	6%	71%	0%
2018	60%	64%	-4%	71%	-11%
Compare		11%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	94%	54%	40%	61%	33%
2018	100%	57%	43%	62%	38%
Compare		-6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	51%	49%	57%	43%
2018	94%	54%	40%	56%	38%
Compare		6%			

### 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	23	42	32	30	50	44	23	51			
ELL	24	46	42	34	50	44	14	55	38		
ASN	77	64		86	85			68	94		
BLK	35	47	46	34	48	43	27	66	56		
HSP	42	52	41	47	53	42	36	73	57		
MUL	58	58	25	55	66	54	53	75	58		
WHT	56	59	46	62	63	56	54	81	63		
FRL	40	50	40	44	54	44	36	69	54		

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		

### 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	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	546
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
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	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	45
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	50
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	56
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	60
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	50
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.

8th Grade Science performed at only 44% proficiency. We've seen a bit of a downward trend in Science for the past couple of years and we've identified deficiencies in specific standards as the main focus moving forward.

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

8th Grade Science performed at only 44% proficiency. We've seen a bit of a downward trend in Science for the past couple of years and we've identified deficiencies in specific standards as the main focus moving forward.

#### 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.

8th Grade Science had the biggest gap when compared to the state average. The state was at 51% proficiency and we were at 44% proficiency. We've identified several specific standards to use as our focus when looking at the 8th grade science curriculum.

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

Civics data showed the most improvement, increasing from 65% proficiency to 75% proficiency, above the state gains as well. LMS had collaborative, strategic planning in Civics this year and very focused standards-based instruction.

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

Attendance still needs to improve. In order for us to change our number of students who score a level 1 on the statewide assessment, we need students present. We have a new attendance plan in place for 2019-2020 that will address this concern.

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

1. 8th Grade Science
2. ELA Proficiency
3. Math Proficiency



4.

5.

### Part III: Planning for Improvement

#### Areas of Focus:

#1	
<b>Title</b>	Focus on the critical reading process by immersing students in authentic literacy in every classroom, every day.
<b>Rationale</b>	The vision of quality instruction at LMS includes knowing our standards, teaching them to the depth they will be assessed, and focusing on the critical reading process by immersing students in authentic literacy using WICOR instructional strategies, then we will see an increase in all content areas. Students will document their thinking and learning through the Focused Note Taking Process.
<b>State the measurable outcome the school plans to achieve</b>	<p>If we focus on the critical reading process by immersing students in authentic literacy using WICOR instructional strategies, then we will see an increase in proficiency in all content areas.</p> <p>ELA Baseline Target 47 50</p> <p>MATH Baseline Target 45 48</p> <p>SCI Baseline Target 41 44</p> <p>CIV Baseline Target 75 78</p>
<b>Person responsible for monitoring outcome</b>	Melissa Forsyth (melissa.forsyth@marion.k12.fl.us)
<b>Evidence-based Strategy</b>	The AVID system of work provides professional development in WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) instructional strategies.
<b>Rationale for Evidence-based Strategy</b>	Proficiency in all content areas are below state averages, indicating a need for research based instructional strategies. WICOR instructional strategies include the Focused Note Taking Process, which will lead to students documenting their thinking and learning throughout the critical reading process.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Teachers will be provided professional development through the AVID framework and WICOR 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.</li> <li>3. 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 too and WICOR tracker.</li> </ol>
<b>Person Responsible</b>	Kayla Palacios (kayla.palacios@marion.k12.fl.us)

#2	
<b>Title</b>	Provide appropriate services and reading interventions based on student learning needs.
<b>Rationale</b>	Our Students with Disabilities populations are below the federal index of 41%.
<b>State the measurable outcome the school plans to achieve</b>	If we provide our SWD population with appropriate services and appropriate reading interventions based on student learning needs, we will raise our proficiency from 37%-41%.
<b>Person responsible for monitoring outcome</b>	Michael Carter (michael.carter@marion.k12.fl.us)
<b>Evidence-based Strategy</b>	Through re-examining IEPs and re-evaluating reading intervention steps, students will receive appropriate services.
<b>Rationale for Evidence-based Strategy</b>	Research shows that SWD are best served when their services are aligned to their specific needs. By working with our ESE Specialist to determine appropriate levels of service, and working with our Assistant Principal for Curriculum to appropriately schedule students, we will be able to raise proficiency for this sub-group.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Re-examining IEPs</li> <li>2. Re-evaluating reading intervention services to SWD</li> <li>3.</li> <li>4.</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Michael Carter (michael.carter@marion.k12.fl.us)

#3	
<b>Title</b>	Increased parent engagement to improve academic, discipline, and social skills for students.
<b>Rationale</b>	Attendance issues and discipline referrals increased slightly from previous year. That, coupled with statutory requirements for Mental Health Training, led us to this goal. 87% of our students were at <90% attendance last year and 81% of our students had <2 referrals.
<b>State the measurable outcome the school plans to achieve</b>	If we increase parent engagement by 10% at family activities, 90% of students will be at <90% attendance 85% of students will be at <2 referral.
<b>Person responsible for monitoring outcome</b>	Michael Carter (michael.carter@marion.k12.fl.us)
<b>Evidence-based Strategy</b>	Attendance awareness campaign, recognition competitions, "Nudge" postcard reminders, school site absence notification letters, small group attendance booster sessions, Law Enforcement Information night, Spaghetti and Science (to get parents on to campus)
<b>Rationale for Evidence-based Strategy</b>	The above strategies have been shown to improve attendance rates, which tend to go hand-in-hand with discipline occurrences.
Action Step	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Begin school-wide attendance initiative with class competitions</li> <li>2. Begin "nudge" postcard reminders regarding missing students on campus and attendance laws</li> <li>3. Small group mentoring for chronically absent--incentives</li> <li>4. Monitor all steps</li> <li>5.</li> </ol>
<b>Person Responsible</b>	Sherry Loria (sherry.loria@marion.k12.fl.us)

#### 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 site-based Parent & Family Engagement Plan (PFEP) will describe our commitment to engage parents and families in the education of their children and to build the capacity to implement family engagement strategies and activities designed to achieve the school and student academic achievement goals. Through the following capacity building events; we will build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

#### Title I Annual Meeting

To provide an explanation of Title I and begin the ongoing discussion of schoolwide participation and of its link to student achievement.

August 29, 2019

#### Science, Math, and Spaghetti

To provide families with skills, strategies, materials/resources aligned with WICOR instructional strategies to promote a positive home learning environment.

December 2, 2019

Literacy with Love Night To provide families with skills, strategies, materials/resources aligned with WICOR instructional strategies to promote a positive home learning environment.

February 12, 2020

PFEP Goal: If we offer families skills, strategies and needed materials/resources aligned with WICOR instructional strategies to promote a positive home learning environment, then students proficiency will increase as measured by local assessment data.

#### 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.**

MCPS Psychological Services supports the united efforts of parents, educators, and the community to raise student performance. Psychological Services provides assessment, consultation, progress monitoring, and mental health services to improve the academic and emotional well-being of all students.

#### Crisis Response Resources:

Information and resources to assist parents and educators help students through a time of crisis:

Talking to Children About Violence: Tips for Parents and Teachers

Bullies and Victims: A Primer for Parents

When Grief/Loss Hits Close to Home: Tips for Caregivers

Care for the Caregiver: Tips for Families and Educators

What You CAN Do - Meaningful Action Matters in the Face of Violence

Helping Children Cope With Traumatic Events

Trauma Informed Care Resources

Suicide Prevention - 13 Reasons Why: Information Sheet and Resource Guide

Prevención del Suicidio Juvenil: Consejos para Padres y Educadores?

#### **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.

Early learning, elementary, middle and high school curriculum maps are shared and utilized throughout all levels of education to ensure an alignment of standards and expectations to support incoming and outgoing cohorts of student in transition from one school level to another.

**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.

Each site Principal is responsible for site-based inventory of resources/services as well as necessary problem solving and application.

**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