2013-2014 SCHOOL IMPROVEMENT PLAN

Liberty Middle School
4773 SW 95TH ST
Ocala, FL 34476
352-291-7930

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	67%

Alternative/ESE Center	Charter School	Minority Rate
No	No	59%

School Grades History

2013-14	2012-13	2011-12	2010-11	2009-10
C	C	B	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Liberty Middle School

Principal
Michelle Lewis

School Advisory Council chair
Petra Schmidt

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Melissa Lindeman	Assistant Principal
Timothy McCarthy	Assistant Principal
Jessica McCleery	Dean
James Heruth	Dean
Alexan Johnson	Counselor
Kimberly Goolsby	Counselor

District-Level Information

District
Marion

Superintendent
Mr. George D Tomyn

Date of school board approval of SIP
11/12/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC is comprised of the school administration, teachers, students, and parents. Sixty six percent is comprised of students and parents and thirty four percent is made of employees with the school district.
Last First Position
Brown Velvea
Creamer Carlye
Creamer Chase Secretary
Diaz Mirasol
Duffy Todd
Gayle Sonia
Gee Charmaine
Gee Jasmine

Goolsby Kimberly
Ishak Maureen
Ishak Issac
Johnson Alexan
Kerman Michelle
Lewis Michelle
Lindeman Melissa
Mahoney Reese
Mahoney Tracie Co-Chair
Maldonado Jesus Alex
Maldonado Dawn
Mannino Liz
Marques Paula
McCarthy Timothy
McCleery Jessica
Schmidt Petra Chair
Watts Lisa

Involvement of the SAC in the development of the SIP

The SAC committee is involved in analyzing school data from the previous year and brainstorming solutions for improvement in particular areas.

Activities of the SAC for the upcoming school year

The Liberty Middle School SAC meets monthly. At each meeting, members receive an update on specific school activities. This year focus will be on making teaching and learning a priority to every person in every clasroom every single day. We will emphasize Car- PD and the Intensive Math plan as part of our efforts to move our lower performing students. Common Core should be a central theme. The SAC also will address current school wide matters and target areas of interest for growth and improvement.

Projected use of school improvement funds, including the amount allocated to each project

No SIP funds have been allocated at this time.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators
3

 # receiving effective rating or higher
(not entered because basis is < 10)

Administrator Information:

Michelle Lewis		
Principal	Years as Administrator: 9	Years at Current School: 2

Credentials	-Bachelors in Finance -Masters in Educational Leadership -Certifications in Business Education (6-12),Principal (K-12)
Performance Record	Served as Principal at Dunnellon High for 6 years, school grade was always a "C" or higher. DHS also had highest graduation rate in the district. Last school year at Liberty Middle School, the school grade was a "C", with an overall VAM score of Effective.

Melissa Lindeman		
Asst Principal	Years as Administrator: 2	Years at Current School: 2

Credentials	-Bachelors in Social Science Education -Masters in Educational Leadership -Certifications in Social Science (6-12), ESOL (6-12), Educational Leadership
Performance Record	Last year at Liberty Middle School, the school grade was a "C", with an overall VAM score of Effective.

Timothy McCarthy		
Asst Principal	Years as Administrator: 4	Years at Current School: 1

Credentials	-Bachelors in English -Masters in Secondary English Education -Masters in Educational Leadership -Certifications in English (6-12), Middle Grades, Educational Leadership
Performance Record	Last year at Dunnellon High School, the school grade was a "C", with an overall VAM score of Needs Improvement. Mr. McCarthy has served as an administrator in the district at two other high schools as well.

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Nakiea Dixon		
Part-time / District-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy, Mathematics, Science, Data
Credentials	Bachelors in Journalism Masters in Business Administration Doctorate in Adult Education (current) Mrs. Dixon holds certifications in Business, Elementary Education, Media Specialist, and Reading.
Performance Record	This is Mrs. Dixon's first year as a Reading Coach.

Classroom Teachers

# of classroom teachers
64

 # receiving effective rating or higher
63, 98%

 # Highly Qualified Teachers
88%

 # certified in-field
56, 88%

 # ESOL endorsed
27, 42%

 # reading endorsed
27, 42%

 # with advanced degrees
20, 31%

 # National Board Certified
1, 2%

 # first-year teachers
2, 3%

 # with 1-5 years of experience
16, 25%

 # with 6-14 years of experience
36, 56%

 # with 15 or more years of experience
10, 16%

Education Paraprofessionals

# of paraprofessionals
12

 # Highly Qualified

12, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above

0

 # receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

1. Plan meetings with mentors and mentees.
2. Professional development opportunities monthly throughout the 2013-2014 school year.
3. Collaborate to discuss upcoming lessons and common assessments.
Focus areas include: Students with special needs and accommodations, student engagement, and collaborative planning.
Blake Hyden and Eugene Anderson are first year teachers currently teaching Gifted and Technology, respectively, at Liberty Middle School. They will each be assigned a mentor teacher to help transition during the first year of teaching.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The members of the school based leadership team are all actively involved in the MTSS process. The principal actively discusses student data from Tier 1 progress monitoring tools with teachers in order to track effectiveness of Tier 1 instruction. Administrators meet monthly with school psychologist, social worker, behavior specialist, guidance counselors, and specific teachers at Problem Solving Meetings (PST) to re-visit data from students struggling at each Tier of instruction. Resources and interventions for struggling students (in both academic and behavior arenas) are assigned and monitored at these PST meetings. When appropriate, direct instruction and computer software are utilized for both remediation and enrichment. Parents are notified of struggling student's progress through weekly tracking sheets and frequent parent conferences.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

School leadership teams monitors effectiveness of instruction at all Tiers using the Marion County Instructional Evaluation System (MCIES). Instructors receive a minimum of 4 formal walkthroughs, 1 twenty minute informal observation, and 1 forty-five minute formal observation. In addition to MCIES, the administrative team conducts informal walkthroughs to monitor instructional practices, fidelity to CAR-pD strategies, and fidelity within each reading program. Leadership team and instructional staff receive instructional staff development on the MTSS process. Feedback and discussion from the MTSS process are a standing topic at each monthly small group department meeting.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Marion County uses a variety of source data to progress monitor students. All data is warehoused in Performance Matters which allows for easy disaggregation by ethnicity, socioeconomics, ELL, ESE, teacher and course. This data includes State Assessments (FCAT AIMS Web) as well as local assessments (Focus Calendar Assessments, Quarterly Writing Assessments, Demand Writings, Reading Writing Assessments, Document Based Questions, etc.) Performance Matters also allows for teacher comparison by student, standard, and demographics. School and district are able to compare data as well as similar schools across the State. Discipline data is housed in the Student Management System (SMS) and can be disaggregated using internal software (Custom Reports). Tiered data can be found in Performance Matters where the intervention tier is identified and process monitoring notes are documented. Additional information can be found in course selection for Reading Intervention at the Secondary level in SMS. Teachers also keep data notebooks with individualized student information relative to the progress within the relative tier of instruction.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Marion County will continue to provide professional development to school leadership and support schools with bi-annual progress monitoring meetings with administration. Monthly meetings with school leadership provide opportunities for ongoing professional development as well as small group breakout sessions specific to MTSS. School level professional development is delivered during preschool, early release, during breakout sessions at collaborative planning meetings, and during faculty meetings. The MTSS PST meets regularly to examine data and develop on-going progress monitoring systems regarding implementation at the school site. Professional development is based on the needs of individuals at the school site and includes opportunities in technology, intervention strategy, and implementation of Common Core. Parents are encouraged to track their student's progress through the Parent Portal and teachers have many ways to communicate with parents as well.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)
""

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Lewis, Michelle	Principal
Adams, Terri	Media Specialist
Boemio, Louann	ELA Teacher
Crusher, Sandra	Sci Teacher
Ingram, Bonnie	ELA Teacher
Ingram, Candace	ELA Teacher
Kennison, Kathryn	Support Facilitator
Kepner, Barbara	ELA Teacher
Kragh, Amy	ELA Teacher
McCleery, Patrick	Reading Teacher
Moore, Staci	Art Teacher
Rutner, Lisa	ESE Teacher
West, Curtis	Social Studies Teacher
Whalen, Beth	ELA Teacher

How the school-based LLT functions

The team will meet monthly to review data presented by the Principal. Interventions to specific areas will be suggested by team members. Plans are being created on making the LMS Media Center a true "Knowledge Center" that will be used in many capacities. The Media Specialist is developing staff development opportunities for teachers to integrate all available resources into instruction. Active, ongoing projects include the Learn It, Own It, Rock It school-wide vocabulary lists developed by the author of "Wow, I'm a Writer."

Major initiatives of the LLT

Following the Common Core standards of text complexity, Liberty Middle School will focus greatly on non-fiction, complex texts across the curriculum. In addtion to Common Core, a school-wide initiative for Learn It, Own It, Rock It (both grade level specific and school wide) vocabulary emphasis.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Teachers are given instruction on using before, during and after reading strategies. It is the expectation that they will use these strategies with our reading they do. Teachers will use writing summaries to reinforce the reading that is done is their classes. The cycle of Read It, Talk About It, Write It will be used across the curriculum. Teams will meet monthly to discuss curriculum issues and each teacher will support the standards assessed with each Reading Focus Calendar Assessment. Through Common Core initiatives, all teachers will be trained to teach and use complex texts and close reads with their students.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

LMS offers a variety of Agriculture, Technology, and Health Occupations classes for students. Each of these classes is designed to expose students to career opportunities in the specific field of the class. Each class also has an after-school club (FFA, FBLA, LEGO, HOSA) to help students delve more deeply into the course and real life experiences associated with the course.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Guidance Counselors visit classes in 8th grade to have in depth conversations with students about career planning and relationship to course selection in high school. Agiriculture, Technology, and Health Occupations teachers also bring professionals from their fields into the classroom to speak to students about careers.

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%	55%	No	69%
American Indian	73%	56%	No	76%
Asian	82%	54%	No	84%
Black/African American	51%	38%	No	56%
Hispanic	63%	50%	No	66%
White	71%	63%	No	74%
English language learners	41%	23%	No	47%
Students with disabilities	40%	24%	No	46%
Economically disadvantaged	59%	47%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	548	55%	60%
Students scoring at or above Achievement Level 4	254	22%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	584	62%	66%
Students in lowest 25% making learning gains (FCAT 2.0)	241	61%	65%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	28	52%	56%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	11	20%	24%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	12	22%	26%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	113	31%	50%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	66%	52%	No	69%
American Indian	70%	61%	No	73%
Asian	89%	69%	No	90%
Black/African American	48%	34%	No	54%
Hispanic	67%	50%	No	70%
White	70%	61%	No	73%
English language learners	54%	29%	No	59%
Students with disabilities	41%	18%	No	47%
Economically disadvantaged	59%	46%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	532	53%	57%
Students scoring at or above Achievement Level 4	256	23%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		100%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	552	59%	64%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	123	51%	55%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	108	30%	35%
Middle school performance on high school EOC and industry certifications	105	98%	100%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	51	49%	40%
Students scoring at or above Achievement Level 4	54	51%	75%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	151	39%	43%
Students scoring at or above Achievement Level 4	65	18%	22%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		0%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	3		5
Participation in STEM-related experiences provided for students	100	10%	20%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	600	54%	75%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	100	17%	25%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	0	0%	0%
Passing rate (%) for students who take CTE industry certification exams		0%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	0	0%	0%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	165	15%	5%
Students who fail a mathematics course	13	1%	0%
Students who fail an English Language Arts course	9	1%	0%
Students who fail two or more courses in any subject	9	1%	0%
Students who receive two or more behavior referrals	204	18%	10%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	126	11%	5%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

We are focusing on increasing parent involvement this year by empowering parents to become involved in their children's education. We have hosting or will be hosting multiple opportunities for parents to sign up for Parent Portal including: 6th grade Orientation, 7/8 grade Orientation, Open House, and receptionists being able to register parents on Parent Portal (rather than just the counselors and guidance clerk).

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Parents registered on Parent Portal	250	22%	35%

Goals Summary

G1. To make teaching and learning a priority for every person in every classroom, every day.

G2. Increase the percent of 8th Grade students scoring level 3.5 or higher on FCAT by 4 percent.

G3. Increase the percent of students scoring level 3 and above in Reading, Math, and Science FCAT 2.0 by 14 percentage points in reading and 17% in Math from the previous year.

Goals Detail

G1. To make teaching and learning a priority for every person in every classroom, every day.

Targets Supported

- All Areas

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

- Writing

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)

- Algebra 1 EOC

- Science

- Science - Middle School

- STEM

- STEM - All Levels

- CTE

- Parental Involvement

- EWS

- EWS - Elementary School

- EWS - Middle School

Resources Available to Support the Goal

- Incorporation of Roar Store, Positive Behavior Support system, and Pride Paws to encourage responsible and productive behavior among students. Implementation of school based synergy team (problem solving teams).

Targeted Barriers to Achieving the Goal

- Too many behavior issues for teachers to focus on instruction rather than classroom management.

- Not enough time for collaboration.

Plan to Monitor Progress Toward the Goal

The student body at Liberty making positive choices demonstrating good behavior and engaged instructional time.

Person or Persons Responsible
Teachers/Admin

Target Dates or Schedule:
Weekly

Evidence of Completion:
Number of discipline referrals, distribution of Pride paws, lesson plans, student grades/achievement

G2. Increase the percent of 8th Grade students scoring level 3.5 or higher on FCAT by 4 percent.

Targets Supported
- Reading (FCAT2.0)
- Writing

Resources Available to Support the Goal
- Hiring the co-author of Wow, I'm a Writer as a teacher on campus to integrate writing into content areas, teachers trained in implementation of Document Based Questioning (DBQs), school wide vocabulary lists, grade level vocabulary lists

Targeted Barriers to Achieving the Goal
- Not enough FCAT writing training this past year.
- Other content areas (Social Studies) not trained on quality writing

Plan to Monitor Progress Toward the Goal

Student progress on Demand Writings in Language Arts classes

Person or Persons Responsible
Admin team and teachers

Target Dates or Schedule:
Quarterly

Evidence of Completion:
Demand Writing and DBQ data in Performance Matters

G3. Increase the percent of students scoring level 3 and above in Reading, Math, and Science FCAT 2.0 by 14 percentage points in reading and 17% in Math from the previous year.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, Postsecondary Readiness)

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)

- Algebra 1 EOC

- Science

- Science - Middle School

Resources Available to Support the Goal

- Students have access to eBooks online to give students experience with reading non-fiction text. This, paired with access to student desktop and teacher webpages, help to incorporate important non-fiction text into student's education. Students are also encouraged to use the Khan Academy website to enhance their Math experience. Our Algebra teacher offers free tutoring in the morning before school and our Beta Club members tutor in the mornings before school as well. FCAT explorer is offered to students.

Targeted Barriers to Achieving the Goal

- Limited student experience with non-fiction text.

- Lack of time for teachers to collaboratively plan high effect strategies within classroom lessons.

- Students entering middle school with a deficiency in decoding, vocabulary, and/or fluency.

- Students entering middle school with deficiency in foundational math skills.

Plan to Monitor Progress Toward the Goal

AIMSweb testing to monitor progress.

Person or Persons Responsible
School based administrators

Target Dates or Schedule:
During prescribed testing windows during the school year.

Evidence of Completion:
AIMSweb testing to monitor student progression in increase of reading skills.

Action Plan for Improvement

Problem Solving Key

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

G1. To make teaching and learning a priority for every person in every classroom, every day.

G1.B1 Too many behavior issues for teachers to focus on instruction rather than classroom management.

G1.B1.S1 Implement a full-scale Positive Behavior Support system to encourage students to make good choices and to be productive and responsible members of Liberty Middle School.

Action Step 1

Encourage students to make positive choices to be responsible and productive by rewarding positive behavior.

Person or Persons Responsible

Teachers, staff

Target Dates or Schedule

Daily

Evidence of Completion

Distribution of Pride Paws throughout the student body that can be used in the Roar Store and year-long activities, number of discipline referrals, student grades/achievement

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

Encourage students to make good choices that demonstrate positive behavior and productive instructional time.

Person or Persons Responsible

Teachers, staff

Target Dates or Schedule

daily

Evidence of Completion

Pride paws distribution, number of discipline referrals, student grades/achievement

Plan to Monitor Effectiveness of G1.B1.S1

Encouraging students to make positive choices demonstrating good behavior and engaged instructional time.

Person or Persons Responsible

Teachers, staff

Target Dates or Schedule

daily

Evidence of Completion

Pride Paws distribution, number of discipline referrals, student grades/achievement

G1.B2 Not enough time for collaboration.

G1.B2.S1 Design a schedule in which teachers are scheduled on to teams and have common planning time during the school day.

Action Step 1

Design a master schedule that allows teachers to have common planning time during the school day.

Person or Persons Responsible

Assistant principal of curriculum

Target Dates or Schedule

Pre school

Evidence of Completion

Master Schedule, student schedules

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Planning time for teachers during instructional day to allow for collaboration

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Meet with teachers durign planning time to lead collaboration FDOE efforts by having curriculum based and student based meetings.

Plan to Monitor Effectiveness of G1.B2.S1

Teacher collaboration and strategic conversations regarding curriculum and student data.

Person or Persons Responsible

Administration

Target Dates or Schedule

Bi-Weekly

Evidence of Completion

Coordinating planning period meetings to discuss and collaborate curriculum and student data.

G2. Increase the percent of 8th Grade students scoring level 3.5 or higher on FCAT by 4 percent.

G2.B1 Not enough FCAT writing training this past year.

G2.B1.S1 Train teachers in FCAT rubric and way of scoring.

Action Step 1

Focus on what quality writing looks like

Person or Persons Responsible

Language Arts Teachers, Writing Resource teacher

Target Dates or Schedule

During course of writing instruction throughout 8 grade ELA classes

Evidence of Completion

Documentation in lesson plans

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

Focus on quality writing in Language Arts classes and across the curriculum

Person or Persons Responsible

Administration team

Target Dates or Schedule

During formal and informal walkthroughs

Evidence of Completion

Student product, teacher feedback, teacher lesson plans.

Plan to Monitor Effectiveness of G2.B1.S1

Quality student writing on Demand Writings in Language Arts classes

Person or Persons Responsible

ELA teachers

Target Dates or Schedule

Implementing and scoring writing

Evidence of Completion

Student scores on Demand Writings

G2.B2 Other content areas (Social Studies) not trained on quality writing

G2.B2.S1 Train teachers to use DBQ as instructional tool to better prepare students for writing

Action Step 1

Focus on what quality writing looks like in content areas.

Person or Persons Responsible

Teachers

Target Dates or Schedule

During course of DBQ instruction in the content area.

Evidence of Completion

Documentation in lesson plans

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

Use and implementation of DBQ

Person or Persons Responsible

Admin team

Target Dates or Schedule

Formal and informal walk-throughs and observations.

Evidence of Completion

Student product and teacher feedback.

Plan to Monitor Effectiveness of G2.B2.S1

Students producing quality writing on DBQ

Person or Persons Responsible

Teachers

Target Dates or Schedule

Implementing and grading DBQs

Evidence of Completion

Student grades on DBQs

G3. Increase the percent of students scoring level 3 and above in Reading, Math, and Science FCAT 2.0 by 14 percentage points in reading and 17% in Math from the previous year.

G3.B1 Limited student experience with non-fiction text.

G3.B1.S1 Implement critical reading skills in all courses. Teachers will participate in on-going Common Core trainings to help students bridge the gap into more non fiction text.

Action Step 1

Professional development trainings to help teachers incorporate high level non fiction text into curriculum.

Person or Persons Responsible

School based administrators (principal and assistant principals)

Target Dates or Schedule

Every early release in-service during the school year.

Evidence of Completion

Observations and evaluations by administrators.

Facilitator:

Administrators

Participants:

School based administrators (principal and assistant principals)

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

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

Person or Persons Responsible

School based administrators (principal and assistant principals)

Target Dates or Schedule

2-3 times each quarter

Evidence of Completion

Walk-throughs to give feedback to teachers.

Plan to Monitor Effectiveness of G3.B1.S1

AIMSweb testing to monitor progress.

Person or Persons Responsible

School based administrators

Target Dates or Schedule

During prescribed testing windows during the school year.

Evidence of Completion

AIMSweb testing to monitor student progression in increase of reading skills.

G3.B2 Lack of time for teachers to collaboratively plan high effect strategies within classroom lessons.

G3.B2.S1 Set up master schedule for teachers to have planning outside of the instructional day in order to allow for collaboration among "teams" of teachers.

Action Step 1

Design master schedule to put teachers into "teams" and to provide a common planning period for groups of teachers.

Person or Persons Responsible

Assistant Principal for Curriculum, Principal

Target Dates or Schedule

pre-school 2013

Evidence of Completion

7 period day in which teachers plan collaboratively during the day.

Plan to Monitor Fidelity of Implementation of G3.B2.S1

Teacher-led meetings and collaboration efforts.

Person or Persons Responsible

Teams of teachers/administrators

Target Dates or Schedule

Every other Wednesday (twice monthly)

Evidence of Completion

Planning period meetings twice monthly with administrators to discuss common curriculum and student needs.

Plan to Monitor Effectiveness of G3.B2.S1

Discussion of students to monitor and facilitate intervention strategies when needed.

Person or Persons Responsible

Teams of teachers/administrators

Target Dates or Schedule

Quarterly

Evidence of Completion

Creating a group of targeted students for teachers to mentor and monitor for progress.

G3.B3 Students entering middle school with a deficiency in decoding, vocabulary, and/or fluency.

G3.B3.S1 Find and implement the best reading programs available for use by our students.

Action Step 1

Incorporate B2, C1, Rewards, and Read 180 Reading programs for our most struggling readers.

Person or Persons Responsible

Incorporate reading programs that best fit the diverse needs of leaders.

Target Dates or Schedule

Pre school 2013

Evidence of Completion

Students properly placed from reading placements.

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Make sure students are properly placed into Intensive Reading classes

Person or Persons Responsible

School based administrators

Target Dates or Schedule

First 3 weeks of school 2013

Evidence of Completion

Class rosters

Plan to Monitor Effectiveness of G3.B3.S1

Properly placing students into Reading based on reading fluency scores, reading decision-tree from district

Person or Persons Responsible

School based administrators

Target Dates or Schedule

The first 3 weeks of school

Evidence of Completion

Class rosters of properly placed students.

G3.B4 Students entering middle school with deficiency in foundational math skills.

G3.B4.S1 Set up an intensive math screening in which all 6th grade students will rotate through the 1st nine weeks of school. All students will be pulled out of PE to assess mastery in foundational math skills. When students show mastery, they will go back in to PE. For some students this will take 2 days, for others it may take 2 weeks or more. In addition, at the end of the 9 weeks, the intensive math teacher will have two sections of each grade level for intensive math. These students in our bottom quartile for math have been strategically placed into a PE class to easily be pulled from for math instruction.

Action Step 1

Set up master schedule and scheduling of students to implement the intensive math plan.

Person or Persons Responsible

Assistant Principal of Curriculum

Target Dates or Schedule

Pre school and first 9 weeks of school.

Evidence of Completion

PE/Intensive math rosters in which all 6th grade students will be served, as well as bottom quartile of math students.

Plan to Monitor Fidelity of Implementation of G3.B4.S1

Monitor math assessments in Intensive Math

Person or Persons Responsible

School based administrators

Target Dates or Schedule

Weekly

Evidence of Completion

Walk-throughs to monitor progress and data points for data meetings.

Plan to Monitor Effectiveness of G3.B4.S1

Strategically placed students (bottom quartile) receiving intensive math instruction.

Person or Persons Responsible

School-based administrators

Target Dates or Schedule

weekly

Evidence of Completion

Data for data meetings, student schedules, walkthroughs.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I – Part C – Migrant Program:
District funds are used to purchase:
• School supplies,
• Fund a Migrant Liaison that works with schools and families to identify students and provide need referrals for families
Referrals to After School Tutorial Program to improve grades, increase promotion, improve attendance and reduce the dropout rate.
Families must meet the federal eligibility to participate in the program.
Title II – Part A: - District provides staff development activities to improve basic educational programs and to assist administrators and teachers in meeting highly qualified status.
Title X: District Homeless Social Worker provides resources (Clothing, school supplies, social services referrals….) for students identified homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.
Title III – Part A: Services are provided through the District, for education materials and ELL district support services on an as needed basis to improve the education of immigrant and English Language Learners.
Exceptional Student Education: The Florida Diagnostic Learning Resource System is funded through EHA-Part B as amended by PL94-142, to provide Support Services to Exceptional Student Education Programs.
Vocations Education: Proposals are submitted annually to enhance selected Vocational Programs for regular, disadvantaged and handicapped students in grades 7-12.
Health Department: District and schools coordinate with the Health Department for Absences Programs, Asthma Programs and Nurses that oversee school health clinics.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G3. Increase the percent of students scoring level 3 and above in Reading, Math, and Science FCAT 2.0 by 14 percentage points in reading and 17% in Math from the previous year.

G3.B1 Limited student experience with non-fiction text.

G3.B1.S1 Implement critical reading skills in all courses. Teachers will participate in on-going Common Core trainings to help students bridge the gap into more non fiction text.

PD Opportunity 1

Professional development trainings to help teachers incorporate high level non fiction text into curriculum.

Facilitator

Administrators

Participants

School based administrators (principal and assistant principals)

Target Dates or Schedule

Every early release in-service during the school year.

Evidence of Completion

Observations and evaluations by administrators.

Appendix 2: Budget to Support School Improvement Goals