

Marion County Public Schools

# Liberty Middle School



## 2020-21 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: 7/16/2020

<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>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	88%
<b>2019-20 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%)
<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>	
<b>ESSA Status</b>	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 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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## 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)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	62%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	C	C

### School Board Approval

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### SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

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

### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

The administration, faculty, and staff of Liberty Middle School are committed to a higher standard of excellence. We invite our students, parents, and community members to become a part of our greater learning community and share our PRIDE. We are committed to educating the whole student and fostering a safe school environment where our students can learn.

#### **Provide the school's vision statement.**

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

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Forsyth, Melissa	Principal	<p>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.</p>
Palacios, Kayla	Assistant Principal	<p>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.</p>
James, Kelley	Dean	<p>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</p>
Weston, Katie	Other	<p>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.</p>
Carter, Michael	Assistant Principal	<p>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.</p>
Wiseman, Lisa	School Counselor	<p>The Guidance Counselor participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides</p>

Name	Title	Job Duties and Responsibilities
		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
Williams, Crystal	Instructional Coach	The instructional coach will assist training teachers on WICOR strategies in the classroom, implementing best practices in the classroom, and the Professional Development on campus. The instructional coach will also assist with the ITD and New to Liberty Teachers.
Barrios, Elizabeth	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.

## Demographic Information

### Principal start date

Thursday 7/16/2020, Reuben Williams

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

22

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

38

**Total number of teacher positions allocated to the school**

76

### Demographic Data

<b>2020-21 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>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	88%
<b>2019-20 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%)
<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>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## 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	405	451	445	0	0	0	0	1301
Attendance below 90 percent	0	0	0	0	0	0	139	72	91	0	0	0	0	302
One or more suspensions	0	0	0	0	0	0	19	76	75	0	0	0	0	170
Course failure in ELA	0	0	0	0	0	0	0	1	6	0	0	0	0	7
Course failure in Math	0	0	0	0	0	0	0	3	6	0	0	0	0	9
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	72	119	111	0	0	0	0	302
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	83	118	121	0	0	0	0	322
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	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	63	156	167	0	0	0	0	386

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	15	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	11	0	0	0	0	11

Date this data was collected or last updated

Monday 8/10/2020

### 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		
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	

**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	

**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		
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	

**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	

## 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	
	(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.**

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%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
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		

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
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%	0
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%	0
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%	0
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%	0

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%	0
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%	0
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%	0
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%	0
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%	0
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%	0

## 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?**

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. Attendance
5. Decrease the amount of referrals from the classroom resulting in loss of instructional time.

## Part III: Planning for Improvement

**Areas of Focus:**

**#1. Instructional Practice specifically relating to Student Engagement****Area of Focus Description and Rationale:**

Focus on the critical reading process by immersing students in authentic literacy in every classroom (traditional and online), every day. 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 in both a traditional and online setting will document their thinking and learning through the Focused Note Taking Process and utilizing the WICOR Tracker in their binder to understand the purpose of the strategy that they are using in order to utilize the strategy on their own.

**Measurable Outcome:**

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.

ELA Baseline Target Indicator: from 47% to 50%  
 MATH Baseline Target Indicator: from 45% to 48%  
 SCIENCE Baseline Target Indicator: from 41% to 44%  
 CIVICS Baseline Target Indicator: from 75% to 78%

**Person responsible for monitoring outcome:**

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

**Evidence-based Strategy:**

The AVID system of work provides professional development in WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) instructional strategies for both traditional and online settings.

**Rationale for Evidence-based Strategy:**

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 Steps to Implement**

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 across both instructional settings-traditional and online. Principal and assistant principals will oversee the scheduling and implementation of these meetings.

**Person Responsible**

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

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. The strategies and lessons will focus on both instructional setting types-traditional and online.

**Person Responsible**

Crystal Williams (crystal.williams@marion.k12.fl.us)

Teachers' lesson plans will be reviewed at quarterly walk throughs and data chats with teachers. Administrators and content area specialist will support teachers by modeling lessons and providing coaching feedback through use of the walk through tool and WICOR tracker.

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

## #2. ESSA Subgroup specifically relating to Students with Disabilities

**Area of Focus Description and Rationale:** Provide appropriate services and reading interventions based on student learning needs in both academic settings-traditional and online. Our Students with Disabilities populations (SWD) are below the federal index of 41%.

**Measurable Outcome:** 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%.

**Person responsible for monitoring outcome:** Kayla Palacios (kayla.palacios@marion.k12.fl.us)

**Evidence-based Strategy:** Through re-examining IEPs and re-evaluating reading intervention steps, students will receive appropriate services in their chosen instructional setting.

**Rationale for Evidence-based Strategy:** 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.

### Action Steps to Implement

Re-examining Individualized Education Plans (IEPs) and make sure that they are being implemented to students who are attending both instructional settings-traditional and online.

**Person Responsible** Kayla Palacios (kayla.palacios@marion.k12.fl.us)

Re-evaluating reading intervention services to SWD and that they are receiving the appropriate remediation in the students chosen academic setting.

**Person Responsible** Kayla Palacios (kayla.palacios@marion.k12.fl.us)

**#3. Culture & Environment specifically relating to Positive Behavior Intervention and Supports**

<b>Area of Focus Description and Rationale:</b>	Increased parent engagement to improve academic, discipline, and social skills for students. Attendance issues and discipline referrals increased slightly from the previous school 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>Measurable Outcome:</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, and Parent and Family Engagement Plan (PFEP) events. Getting families engaged in student learning both at school and virtually is a step toward understanding the importance of student attendance.
<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 Steps to Implement**

Facilitate school wide attendance initiatives with class competitions to increase student attendance school wide. Competition will be focused on both instructional settings-traditional and online.

**Person Responsible** Sherry Loria (sherry.loria@marion.k12.fl.us)

Facilitate "nudge" postcard reminders and "wake-up" calls regarding missing students on campus and attendance laws.

**Person Responsible** Sherry Loria (sherry.loria@marion.k12.fl.us)

Monitor attendance daily to add/drop students from postcard/morning call lists and facilitate small group mentoring for chronically absent students. This will be done in person for the traditional setting students and virtually through Microsoft Teams for the online students. The School Social worker will be conducting the meetings with the different students.

**Person Responsible** Michael Carter (michael.carter@marion.k12.fl.us)

**Additional Schoolwide Improvement Priorities**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**The school leadership team is first going to work with the teachers on developing their ability to navigate between the two different instructional settings-traditional and online. The school leadership team is also going to be merging PBIS Strategies with the already in place AVID Culture to assist on the decreasing of student referrals. This will be done with teacher buy in and support for ALL students at Liberty Middle School to assist them with their success at Liberty Middle School. By doing this, the school leadership team is insuring that ALL students at Liberty Middle School (traditional and online) receive a high quality education by being in the classroom setting and not missing key instruction due to attendance and behavioral concerns.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

We continuously consult with our teachers, students, families, volunteers and School Advisory Council (SAC) throughout the year. We understand that our stakeholders play a key role in school performance and addressing equity. As such, we start each school year with a meeting (notifications and invitations in English and Spanish) to address the following:

- A description and explanation of the school's curriculum,
- Information on the forms of academic assessment used to measure student progress, and
- Information on the proficiency levels students are expected to meet;
- Explain the school parental Parent and Family Engagement Plan, and school-parent compact;
- Explain the right of parents to become involved in the school's programs and ways to do so;
- Explain that parents have the right to request opportunities for regular meetings for parents to formulate suggestions and to participate in decisions about the education of their children.
- Allow for feedback and open discussion.

In order to increase stakeholder engagement and promote a welcoming environment we will offer different modalities (online and paper based) of communication with to our families such as phone, email, Dojo and/or Remind App, Twitter, school website, teacher webpage, Skyward Parent Portal and school marquee.

Family and community feedback is requested/collected during quarterly SAC meetings, the Annual Parent Survey, Parent and Family Engagement Plan event surveys and Schoolwide Improvement Plan surveys.

### **Parent Family and Engagement Plan (PFEP) Link**

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

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Student Engagement	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	\$0.00
Total:			\$0.00