

School District of Osceola County, FL

Liberty High School



2021-22 Schoolwide Improvement Plan

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Liberty High School

4250 PLEASANT HILL RD, Kissimmee, FL 34746

www.osceolaschools.net

Demographics

Principal: La Tonia Harris

Start Date for this Principal: 8/8/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (44%) 2017-18: C (49%) 2016-17: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

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

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

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

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Liberty High School

4250 PLEASANT HILL RD, Kissimmee, FL 34746

www.osceolaschools.net

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School PK, 9-12	Yes	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	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.

Liberty High School will ensure that every student is successful in a safe and secure environment, with access to the necessary social and academic skills needed for post-secondary readiness and to be responsible citizens.

Provide the school's vision statement.

Liberty High School strives to be a school of community with pride for inclusion and safety for all students.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Cruz, Misty	Principal	Provides instructional leadership and support to the Math, World Languages, ROTC and Fine Arts Departments, develops, submits and implements the school budget and funds, builds and strengthens community relationships, provides regular updates and communication regarding school performance to all stakeholders, works collaboratively with the School Advisory Council, plans and executes weekly administrative leadership meetings. She also facilitates regular Stocktake meetings throughout the school year and develops and monitors the School Improvement Plan.
Rutkowski, Rebecca	Assistant Principal	Assistant Principal of Curriculum: Provides instructional leadership and support to the Science and CTE Departments, coordinates and oversees Advanced Placement curriculum, acceleration, College & Career and AVID; conducts classroom walkthroughs and evaluations to provide teachers with focused feedback to strengthen instructional practices and ensure that high-probability strategies are embedded in instruction, analyzes formative/summative data and lesson plans to assist teachers with using data to drive instruction. Develops and monitors the School Improvement Plan.
Ramsey, Laurel	Assistant Principal	Assistant Principal of Instruction: Provides instructional leadership and support to the ESE and Guidance Departments, serves as the MTSS lead, creates the master schedule, oversees FTE, conducts classroom walkthroughs and evaluations to provide teachers with focused feedback to strengthen instructional practices and ensures that high-probability strategies are embedded in instruction, analyzes formative/summative data and lesson plans to assist teachers with using data to drive instruction. She also facilitates regular Stocktake meetings throughout the school year and develops and monitors the School Improvement Plan.
Hernandez, Marc	Assistant Principal	Assistant Principal: Provides instructional leadership and support to the English, Reading and Social Studies Departments, oversees Student Services, athletics, PBIS, attendance/truancy, conducts classroom walkthroughs and evaluations to provide teachers with focused feedback to strengthen instructional practices and ensure that high-probability strategies are embedded in instruction, analyzes formative/summative data and lesson plans to assist teachers with using data to drive instruction. He also develops and monitors the School Improvement Plan.
Keeton, Dustin	Dean	The Dean of Student is directly responsible to the principal, with broad responsibilities to supervise school activities and coordinate the attendance policies. This instructional unit serves as a liaison between and amount the principal, teachers, student body, and members of the community

Name	Position Title	Job Duties and Responsibilities
Conyers, Joyce	Dean	The Dean of Student is directly responsible to the principal, with broad responsibilities to supervise school activities and coordinate the attendance policies. This instructional unit serves as a liaison between and amount the principal, teachers, student body, and members of the community
jackson, roddrick	Dean	The Dean of Student is directly responsible to the principal, with broad responsibilities to supervise school activities and coordinate the attendance policies. This instructional unit serves as a liaison between and amount the principal, teachers, student body, and members of the community
Vicens, Jacqueline	Reading Coach	This position focuses on student achievement by working with teachers to ensure high-fidelity implementation of the Florida's Best ELA Standards in all content areas through research-based literacy strategies in addition to providing support for struggling readers by using, scientifically based reading strategies and programs on the secondary level.
	Math Coach	This position focuses on student achievement by working with teachers to ensure high-fidelity implementation of the Common Core State Math Standards in all content areas through research-based literacy strategies in addition to providing support for struggling readers by using, scientifically based reading strategies and programs on the secondary level.
Neuman, Venus	Science Coach	This position focuses on student achievement by working with teachers to ensure high fidelity implementation of the Florida's Best Science Standards in all content areas through research-based literacy strategies in addition to providing support for struggling readers by using, scientifically based reading strategies and programs on the secondary level.
Edwards, David	Other	The Multi-Tiered System of Support (MTSS) Coach will support teachers in the continuous improvement process in reading, mathematics, and social-emotional learning. The MTSS Coach will provide professional development and technical support to Data Teams, PLCs, MTSS Teams and other school staff in implementing MTSS. The coach will assist all staff with selecting and monitoring appropriate interventions for all students (i.e., high achieving, general education, and special education students).
Guthrie, Daniel	Other	The Testing Coordinator works with the school's administration and faculty in developing, understanding and communicating assessment protocols and schedules in order to generate effective responses to the school/students' needs and to ensure the best possible testing environment. Essential components to the position are the possession of substantive organizational skills and the ability to oversee/supervise the effective

Name	Position Title	Job Duties and Responsibilities
		implementation of required state and district assessments. This individual must be able to provide training to school staff in using formative assessments to enhance and engage student learning as well as facilitate the administration of state mandated assessments. Additionally, the Testing Coordinator will certify ethical testing practice within the school building. The Testing Coordinator disaggregates data and works with the school's administration and faculty in understanding assessment data in order to generate effective responses to the school/students' needs and to drive instruction.
Figueroa, Martiza	Attendance/ Social Work	Responsible for supporting students and advocating for their emotional, mental and physical wellbeing. Their duties include counseling students, connecting at-risk youth with helpful resources and conducting home visits to provide additional support.
Rivera Herrera, Nancy	ELL Compliance Specialist	Serves as a specialist for students who are learning English as a second language. Provides technical assistance to school instructional staff in the areas of an assignment involving the development, monitoring, and implementation of assigned programs or activity. Supports English Language (EL) students in the EL program.

Demographic Information

Principal start date

Thursday 8/8/2019, La Tonia Harris

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.*

0

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.*

6

Total number of teacher positions allocated to the school

92

Total number of students enrolled at the school

1,873

Identify the number of instructional staff who left the school during the 2020-21 school year.

45

Identify the number of instructional staff who joined the school during the 2021-22 school year.

24

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	403	494	474	471	1842
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	92	214	256	274	836
One or more suspensions	0	0	0	0	0	0	0	0	0	22	18	15	10	65
Course failure in ELA	0	0	0	0	0	0	0	0	0	21	116	142	71	350
Course failure in Math	0	0	0	0	0	0	0	0	0	13	80	107	79	279
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	109	177	161	81	528
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	137	216	180	101	634
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	232	297	312	204	1045

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	47	163	183	125	518

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	5	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	6	13	5	4	28

Date this data was collected or last updated

Wednesday 9/29/2021

2020-21 - 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	0	0	0	0	473	544	455	390	1862
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	53	64	69	52	238
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	8	85	43	26	162
Course failure in Math	0	0	0	0	0	0	0	0	0	0	11	52	62	39	164
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	163	157	90	73	483
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	168	209	12	4	393

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	100	180	121	106	507	

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	5	5	
Students retained two or more times	0	0	0	0	0	0	0	0	0	10	7	6	8	31	

2020-21 - 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	0	0	0	0	473	544	455	390	1862
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	53	64	69	52	238
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	8	85	43	26	162
Course failure in Math	0	0	0	0	0	0	0	0	0	0	11	52	62	39	164
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	163	157	90	73	483
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	168	209	12	4	393

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	100	180	121	106	507	

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	5	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	10	7	6	8	31

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				39%	57%	56%	43%	56%	56%
ELA Learning Gains				43%	48%	51%	53%	54%	53%
ELA Lowest 25th Percentile				37%	43%	42%	46%	47%	44%
Math Achievement				20%	46%	51%	21%	39%	51%
Math Learning Gains				31%	41%	48%	35%	40%	48%
Math Lowest 25th Percentile				39%	46%	45%	49%	46%	45%
Science Achievement				44%	69%	68%	54%	67%	67%
Social Studies Achievement				48%	70%	73%	49%	70%	71%

Grade Level Data Review - State Assessments

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
09	2021					
	2019	33%	47%	-14%	55%	-22%
Cohort Comparison						
10	2021					
	2019	44%	47%	-3%	53%	-9%
Cohort Comparison		-33%				

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

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

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	44%	62%	-18%	67%	-23%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	47%	62%	-15%	70%	-23%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	18%	49%	-31%	61%	-43%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	19%	44%	-25%	57%	-38%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

9th Grade - NWEA ELA, NWEA Math

10th Grade - NWEA ELA, NWEA Math, Biology District created mock exams

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	76/54%	145/34%	162/38%
	Economically Disadvantaged	34/49%	90/33%	98/35%
	Students With Disabilities	3/25%	7/12%	11/18%
	English Language Learners	4/17%	12/11%	21/18%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25/14%	62/16%	45/11%
	Economically Disadvantaged	17/15%	35/14%	24/9%
	Students With Disabilities	1/5%	2/4%	1/2%
	English Language Learners	4/9%	9/9%	4/3%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	11/42%	151/35%	161/39%
	Economically Disadvantaged	6/43%	87/33%	96/37%
	Students With Disabilities	0/0%	8/17%	5/11%
	English Language Learners	0/0%	16/18%	19/21%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12/9%	35/11%	30/9%
	Economically Disadvantaged	8/10%	17/9%	15/7%
	Students With Disabilities	0/0%	1/2%	1/2%
	English Language Learners	1/4%	3/4%	5/6%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	137/44.1%	N/A	296/39.9%
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	13/39.4%	N/A	45/34.4%
	English Language Learners	22/46.4%	N/A	61/36%
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	2/2%	7/5%	4/2%
	Economically Disadvantaged	2/4%	4/4%	2/2%
	Students With Disabilities	0/0%	1/5%	0/0%
	English Language Learners	0/0	3/8%	3/8%
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A	N/A	N/A
	Economically Disadvantaged	N/A	N/A	N/A
	Students With Disabilities	N/A	N/A	N/A
	English Language Learners	N/A	N/A	N/A

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	13	31	38	17	22	30	20	23		88	9
ELL	11	34	34	8	21	36	18	24		94	35
ASN	46	33								80	
BLK	23	32	33	12	16	31	34	43		92	33
HSP	23	34	33	14	19	32	32	40		93	41

2021 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 2019-20	C & C Accel 2019-20
MUL	35	27		23						82	
WHT	47	36		23	26		29	26		89	48
FRL	22	32	31	12	18	33	28	37		92	36
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	42	37	16	32	36	14	19		77	18
ELL	16	33	29	16	23	28	30	27		80	51
ASN	29	47		33	50						
BLK	39	44	40	14	30	46	40	49		93	26
HSP	40	44	36	22	32	35	44	44		89	52
MUL										100	38
WHT	42	38	10	32	38	45	56	63		92	46
FRL	35	38	34	19	30	36	44	46		91	43
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	38	38	21	43	52	26	16		75	36
ELL	11	41	45	12	32	39	45	24		77	67
ASN	73	53		43	50			80		100	64
BLK	40	51	34	18	35	52	51	53		91	47
HSP	43	53	48	21	33	44	54	45		88	56
MUL	67	80									
WHT	46	55	55	30	47	62	64	53		83	60
FRL	40	50	44	21	34	50	50	48		89	54

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	401
Total Components for the Federal Index	11
Percent Tested	90%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	29
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	32
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	53
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	35
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	42
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	41
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	34
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

After reviewing the FSA Reading/Writing, Biology EOC, Algebra EOC, Geometry EOC, and US History EOC, it was apparent that the ESE/ELL subgroups performed the lowest. More specifically, Black and Hispanic subgroups under performed as well. The trends show that a focus in the ESSA subgroups require extra intervention so that the achievement levels can increase.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

After looking at the recent state assessments, mathematics is the lowest performing area. The Algebra EOC had an achievement level of 3 or higher at 9%. In addition, the Geometry scores ended at 17% of a Level 3 or higher. Though the other areas under performed, a focus a mathematics is a priority.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factors for this need for improvement is on percentage score of Level 1 Achievement Scores. 78% of the student population scored a Level 1 at Liberty High School in Algebra I. A Math Action Plan is needed to see improvement in this area. The Math Action Plan should address Tier 1 instruction review, common assessment review, progress monitoring review, and ESSA subgroup data review.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Using the state assessments as a baseline, Liberty High School did not show improvement in 2021. The most recent scores were from 2019 since the pandemic occurred in 2020. The state assessment scores are as follows: 9th ELA- 25%, 10th ELA- 26%, Algebra I- 9%, Geometry- 17%, Biology- 31%, and US History- 42%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

During the 2020-2021 school year the MTSS Team focused on providing small group instruction to tier 3 students. The interventions were based on data collected during the pre-assessments, and the student were monitored for understanding throughout the mini-lessons that we provided based on the data that was collected during the pre-assessments. At the end of an intervention rotation, students were given a post assessment and student growth was document.

What strategies will need to be implemented in order to accelerate learning?

With the support of the Leadership Team, teachers will allow the data to drive their planning during their PLCs. Teachers will include learning strategies such as differentiated instruction, scaffolding, gradual release as well as monthly AVID strategies to support student learning. Teachers will also plan of remediation of basic skills during ReCharge, so as not to interfere with tier I instruction and the progression of the curriculum calendars.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

There will be two areas of professional development (PD) for instructors which are considered a schoolwide focus; AVID and Cognitively Complex Task as defined by Marzano. Both areas have multiple PDs planned throughout the year. These PD opportunities will be provided during the school day and on site so to include the maximum amount of participation. Each PD is part of a broader series that can be viewed in individual sessions or taken congruently to have a deeper understanding of the areas. However the instructor chooses to participate they will be able to immediately implement those strategies into their instructional plan.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

In addition to this years planning strategies, the District and the District resource personnel are visiting the campus on a weekly basis to support instruction. This includes a weekly discussion with the leadership team after classroom walkthroughs. These discussion include identifying positive trends that were observed, areas in need of improvement, necessary personnel to oversee changes from week to week, and any next steps that need to occur. This is a fluid plan that will adjust as the needs of the students and teachers change throughout the year.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	Ensure high levels of mathematics achievement for all students. Strengthen Tier 1 teacher instruction to improve students performance in all subgroups on mathematical assessments. NWEA data shows Operations and Real and Complex numbers are the lowest skills, and will be a focus to improve Algebra 1 and Geometry.
Measurable Outcome:	Algebra 1 proficiency will increase by 11%. Geometry proficiency will increase by 8%. Through monthly Stocktake meetings, leadership team will monitor data and work through action steps to improve instruction. PLC's will be monitored by the math coach and administrator, which will meet during planning, every Wednesday and an additional hour outside of the teacher's schedule on Wednesdays.
Monitoring:	NWEA will be administered and data will be used to drive the Wednesday PLC's led by the math coach and administrator. District common assessments will be used in Algebra 1 and Geometry and data used in PLCs. Math Coach and administration will conduct walk-throughs (administration will use the NEST tool), ensuring fidelity of instruction.
Person responsible for monitoring outcome:	Dustin Keeton (dustin.keeton@osceolaschools.net)
Evidence-based Strategy:	To increase student achievement, The Florida Network for School Improvement (FNSI) will be working with our math teachers and math coach. "FNSI focuses on improving math proficiency for minority students and students experiencing poverty. Participating schools work together to address challenges related to student outcomes by employing continuous improvement cycles that aim to identify, test, and refine instructional strategies" (AIR, 2021). "Algebra I is the gatekeeper to advanced math and science coursework, and far too many students lack the problem-solving and analytical skills they need to fundamentally understand algebra content. This has broad implications since the STEM workforce is growing fast—much faster than other job sectors" (Better Math Teaching Network, AIR, 2021).
Rationale for Evidence-based Strategy:	To ensure that our students will be successful in their course and prepare them for beyond, Math teachers will be working with the Florida Network for School Improvement. (FNSI) is a community of schools focused on improving math proficiency for Black and Latino/a students and students experiencing poverty. Participating schools work together to address challenges related to student outcomes by employing continuous improvement cycles that aim to identify, test, and refine instructional strategies.

Action Steps to Implement

Working with FNSI, teachers will use Plan-Do-Study-Act cycles to continuously test, refine, and adapt new and improved instructional strategies. Each teacher will develop their plan with FNSI, based on assessment data and student surveys.

Person Responsible Dustin Keeton (dustin.keeton@osceolaschools.net)

Recharge (intervention period) will focus on foundational skills, operations, and real and complex numbers through mini-lessons created during PLC's.

Person Responsible Dustin Keeton (dustin.keeton@osceolaschools.net)

Weekly and daily PLC's will focus on the district curriculum unit plans, rigorous lesson planning, utilizing the district instructional materials, district common assessments/data and NWEA data. Student data will be drilled down to examine the subgroups and identify needs to close the achievement gaps.

Person Responsible Dustin Keeton (dustin.keeton@osceolaschools.net)

The MTSS coach will identify students for Tier 3 interventions. These students will participate in small pull out groups during the Recharge period and receive targeted instruction on the lowest performing standards.

Person Responsible David Edwards (david.edwards@osceolaschools.net)

Math Coach will work with math teachers conducting coaching cycles and modeling lessons, based on teacher self-assessed needs (utilizing iObservation self-assessment) and identified through classroom walk-throughs by math coach and NEST tool data.

Person Responsible Dustin Keeton (dustin.keeton@osceolaschools.net)

Math Coach will work with District AVID Resource teacher to learn AVID/WICOR strategies for use with math teachers and how to support math teachers using them.

Person Responsible Dustin Keeton (dustin.keeton@osceolaschools.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Improvement of literacy will be an on-going effort at Liberty High School. More specifically, the areas of focus in ELA will be in standard-based instruction, the use of high-quality instructional materials, use of data to drive instruction. After reviewing the FSA Reading & Writing scores data, it is apparent that our student body needs improvement in the areas of focus. Therefore, various instructional techniques, Tier 2 & Tier 3 interventions, and a review of the new B.E.S.T Standards will be incorporated in the ELA action plan.

The ELA Action Plan will measure and/or consist of the following:

Measurable Outcome:

A). FSA Reading & Writing Achievement scores will be at or exceed 40% of Student Achievement Level (AL) scores of a 3 or higher. B). Progress monitoring through NWEA (80% completion rates) C). Review Tier 1 Instruction by utilizing the Marzano Elements D). Progress monitoring of ESSA subgroups with differentiated instruction E). PLCs at Level at a Stage 5

Monitoring:

A). NWEA scores will be reviewed in the Fall, Winter, and Spring to monitor Reading Achievement potential scores on the FSA. B). NWEA scores for each Fall, Winter, and Spring phase will have a completion rate of an 80% or higher. With an 80% completion rate at 3x a year, this will give the Leadership Team the opportunity to review student progress and understand which specific areas need to be addressed.

C). Tier 1 instruction will be reviewed at the Weekly SDOC High School Team data meetings using the NEST Tool. D). ESSA subgroups will receive progress monitoring by reviewing common assessments throughout the school year. E). The ELA Department will reach a Stage 5 on The Seven Stages of the Professional Learning Communities. The SDOC PLC Data Analysis Protocol Tool sheet will be used monthly so that each ESSA group can be monitored.

Person responsible for monitoring outcome:

Jacqueline Vicens (jacqueline.vicens@osceolaschools.net)

Evidence-based Strategy:

Research shows that high quality instruction gives students the opportunity to achieve high reading performance. When reviewing Engaging in Cognitively Complex Tasks by Marzano, "inventing is similar to problem solving, but has the express purpose of creating and testing a prototype (trial product) to meet criteria", "students analyze their own thinking as they brainstorm how to design something that achieves a specific goal, select the design they think will meet the criteria, and then build or create a prototype." It is for this reason that Liberty is improving instruction through Cognitive Complex Tasks. Teachers will use the new high-quality instructional materials provided by SDOC curriculum and incorporating the new B.E.S.T Standards. Improving Tier 1 instruction is essential to ensure that students have the necessary skills to effectively engage in cognitively complex tasks and master a structured and rigorous method for producing and supporting claims.

Rationale for Evidence-based Strategy:

After reviewing the research listed above, it was determined that improving high quality instruction is a priority in ELA. Tier 1 instruction will be reviewed through walkthroughs, common assessment scores including NWEA, and PLC action steps. Strengthening the instructional practice of teachers through professional development and on-going coaching will improve student performance in reading and writing. Comprehension in reading and writing is a foundation across all content areas and should include research-based strategies to improve student achievement.

Action Steps to Implement

The ELA department will implement an in-house ELA Action Plan that consists of the following components:

A). Weekly PLC meetings to review curriculum unit plans (CUPS), WICOR Strategies, PLC Data Analysis Protocol Tool, and Standard-based common assessments. When reviewing these scores, the PLCs will review data and differentiate instruction through instructional (tier 1) or tier 2 & tier 3 interventions. Furthermore, the PLCs will target student groups and determine which students require differentiated instruction. B). Student-centered data tracking through NWEA student growth planning and common assessment review. C). Review the cognates through vocabulary instruction embedded in the CUPs. D). Writing foundations that includes fluency, phonetic awareness, phonics, and grammar embedded in the CUPs. F.) Tier 2 interventions through teacher led stations in Intensive Reading courses.

Person Responsible Jacqueline Vicens (jacqueline.vicens@osceolaschools.net)

A month before progress monitoring (NWEA & Osceola Writes), the literacy coach will organize and coordinate testing procedures so that 80% threshold can be achieved.

Person Responsible Jacqueline Vicens (jacqueline.vicens@osceolaschools.net)

Literacy coach will review Tier 1 Instruction by receiving support from the High School District Office, walkthroughs, coaching cycles, and professional development sessions. Furthermore, a focus on the Cognitive Complex Task Marzano Element will become a Liberty High School initiative so that students can be challenged by researching or defending a claim. Walkthrough data will consist of the cognitive complex task information.

Person Responsible Jacqueline Vicens (jacqueline.vicens@osceolaschools.net)

To monitor the ESSA groups, Tier 2 and Tier 3 interventions will be utilized. For tier 2 interventions, the intensive reading teacher will implement stations to provide differentiated instruction and scaffolding. Students will be identified by the MTSS coach for Tier 3 interventions. These students will participate in small pull out groups during the Recharge period and receive targeted instruction on the lowest performing standards.

Person Responsible Jacqueline Vicens (jacqueline.vicens@osceolaschools.net)

New ELA Teachers will be paired up with a teacher mentor through the TSL Grant for additional support and build teacher capacity.

Person Responsible Jacqueline Vicens (jacqueline.vicens@osceolaschools.net)

Teachers will participate in district focused professional development to strengthen content knowledge and instructional practice throughout the school year. Literacy Coach will provide on-going support, resources, and professional development on standards-based instruction, rigor, and differentiation for the ELA department.

Person Responsible Marc Hernandez (marc.hernandez@osceolaschools.net)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Ensure high levels of science achievement for all students by focusing on visible learning to enhance the role of teachers as they reflect on their own teaching methodology. In turn teachers will be able to prepare lessons that move student's knowledge from surface learning to deeper learning and transfer. Ultimately, allowing students to become teachers of their own learning. Research conducted by Hattie (2016).

Measurable Outcome: Our goal is for the overall achievement in the Biology EOC to be 44%. Last year's EOC scores were directly affected by the pandemic-36%. Our goal is to return to pre-pandemic achievement levels.

Monitoring: The Science Coach, Ms. Neuman and Ms. Brouwer, our district resource teacher, will provide on-going support, resources, and professional development on standards-based instruction, AVID and WICOR strategies to help develop visible learning, increase rigor and differentiation for the science department.

Science Coach, Ms. Neuman and administration team will visit classrooms during re-charge to ensure implementation is being done with fidelity. Classroom visits and observation cycles will also be done to ensure fidelity and provide teachers with feedback.

Person responsible for monitoring outcome: Rebecca Rutkowski (rebecca.rutkowski@osceolaschools.net)

Evidence-based Strategy: To improve the overall academic performance of students in science curriculum by strengthening instructional capacity of teachers through professional development and on-going instructional coaching. Research conducted by Hattie (2016) reveals that teachers who use visible learning which includes clearly articulated learning intention and success criteria, opportunities to learn and progress through stages of understanding, flexibility to return to different phases of learning when needed, coupled by AVID and WICOR strategies should help students develop deep learning and make connections of conceptual ideas and application of skills.

Rationale for Evidence-based Strategy: Historically achievement data indicates that science scores at Liberty High School have been decreasing over the past few years. Factors directly associated with this decrease include distance learning during the pandemic, emotional distress at home and school due to the pandemic, and teacher retention in the department. Helping teachers develop lessons that are differentiated and provide opportunities for students to interact with content using AVID and WICOR strategies to help students. Research has also found that teachers who use AVID strategies describe an increase of student engagement, dynamic learning experiences for students and increase student achievement scores (Gallup, 2014). By providing professional development for teachers on how to effectively use AVID strategies we should see an increase in student achievement.

Action Steps to Implement

School administration and the Science Coach will participate in monthly stock-take meetings to monitor data, identify best practices, make data-driven decision, and help teachers plan for interventions during re-charge. Additionally, to strengthen best practices and monitor implementation administrators and the science coach will be conducting walkthroughs of science classrooms and will provide feedback to teachers.

Person Responsible: Rebecca Rutkowski (rebecca.rutkowski@osceolaschools.net)

School PLCs will meet four times each month to review student assessments while focusing on data to help drive instruction and ensure target alignment and overall standards-based instruction. Additionally, teachers will analyze students' subgroups to monitor and intervene in areas of deficiency utilizing SEL and culturally responsive strategies.

Person Responsible Marc Hernandez (marc.hernandez@osceolaschools.net)

Intervention period (recharge) will be used with intentionality to strengthen lower performing standards and strengthen skills such as reading comprehension and critical thinking skills. Teachers will review data from formative assessments and results from the readiness exam to determine which standards need to be retaught. Using this data teachers will plan mini-lessons or have students working in stations to help students increase mastery.

Person Responsible Venus Neuman (venus.neuman@osceolaschools.net)

Science coach, Ms. Neuman and district resource teacher, Ms. Brower will provide ongoing support, resources and professional development on standards-based instruction, rigor, differentiation and AVID and WICOR strategies. Ms. Neuman will also collaborate with AVID instructor, Ms. Foncannon to provide subject area professional development on how to utilize AVID strategies effectively.

Person Responsible Venus Neuman (venus.neuman@osceolaschools.net)

Science Coach, Ms. Neuman will be conducting coaching cycles and modeling lessons for newer teachers utilizing data from walkthroughs and student assessments.

Person Responsible Venus Neuman (venus.neuman@osceolaschools.net)

#4. Instructional Practice specifically relating to Professional Learning Communities

Area of Focus Description and Rationale: Strengthen collaborative processes through PLC to ensure that the learning needs of all students are met. Participation in high quality collaboration among teachers results in better instruction, expansion of teaching resources, lesson consistency, timely progress monitoring, increased student achievement and incorporation of data to make pedagogical decisions.

Measurable Outcome: 100% of staff will participate in high quality collaboration on a monthly basis. Teachers will use District Placemats and PLC Data Analysis Protocol Tool to increase achievement in literacy/math across all content areas and student subgroups. Furthermore, teachers will also look at the ESSA groups using the PLC Data Analysis Protocol Tool to differentiate instruction and allow an opportunity to close the achievement gap. By the end of the 2021-2022 school year (May), all PLCs will reach a level 5 in the self-assessment outlined in The Seven Stages of Professional Learning Teams.

Monitoring: Utilize the shared drive to monitor compliance and review monthly submission to ensure the PLC Analysis Protocol Tool is used to review data and help teachers make informed decisions.

Person responsible for monitoring outcome: Marc Hernandez (marc.hernandez@osceolaschools.net)

Evidence-based Strategy: According to Advocates for Professional Learning Communities: Finding Common Ground in Education Reform (DuFour, 2018), "Successful systems are creating more opportunities and spaces for teachers to work together in sharing practices and research, developing lesson plans, and building consensus on what constitutes good teaching practice. . . . The expansion of Professional Learning Communities (PLCs) is indicative of the increased emphasis on teacher collaboration as the means of professional development. Through effective PLCs, teachers work together to: Research, try, and share best practices, Analyze and constantly aim for high, internationally benchmarked standards, Analyze student data and plan instruction, Map and articulate curriculum, Observe and coach each other" Liberty will use pedagogical strategies to achieve level 5 on the 7 stages of the PLC and will analyze/review data so that all students are monitored and put on a path for increased achievement (DuFour, R., DuFour, R., & Eaker, R. 2019).

Rationale for Evidence-based Strategy: According to the Panorama Survey (2021), a score of 3.2 out of 10 stated that instructional planning for student growth is perceived as low. In addition, this survey also shows that instructional planning for student growth decreased from a 4.0 (2019) to a 3.2 (2021). It is for this reason that Liberty High School will incorporate the research from Advocates for Professional Learning Communities and Solution Tree which states that effective PLCs: Collaboratively plan instruction and provide common assessments, Review data to make informed decisions and differentiate instruction, Use frequent common assessment data to review student progress, Close achievement gap for all students, Bring PLCs together to reach a level 5 by the end of the school year (May 2022).

Action Steps to Implement

PLCs will use the CUPs to plan instruction following the district curriculum map. Lesson plans will be uploaded to teams on a weekly basis.

Person Responsible: Marc Hernandez (marc.hernandez@osceolaschools.net)

PLCs will meet 4 times per month to review student common assessment data to drive instruction and ensure target alignment and overall standards-based instruction using District Placemats and the PLC

Data Protocol Analysis Tool. PLC Data Analysis Protocol Tool will be uploaded to Teams throughout the school year (May 2022).

Person Responsible Marc Hernandez (marc.hernandez@osceolaschools.net)

Leadership team members will be trained on using the PLC Data Protocol Analysis Tool to assist in participation in department PLCs. Teachers will have an understanding of the type of assessments needed to appropriately use the PLC protocol Data Analysis Sheet.

Person Responsible Marc Hernandez (marc.hernandez@osceolaschools.net)

PLCs will complete a self-assessment that outlines which stage of the seven stages they believe they are on. In addition, PLCs will monitor their progress through the Seven Stages of Professional Learning Teams. Stage 5 is the goal by the end of the school year (May 2022).

Person Responsible Marc Hernandez (marc.hernandez@osceolaschools.net)

Formative assessments and School City data will be used to identify individual students for support and instructional coaching for teachers in each department. School City will be utilized for easy access to student subgroup data.

Person Responsible Marc Hernandez (marc.hernandez@osceolaschools.net)

PLC meeting dates and PLC schedules are set and provided to departments.

Person Responsible Marc Hernandez (marc.hernandez@osceolaschools.net)

The performance of all subgroups will be closely monitored through the PLC Data Analysis Protocol Tool to identify targeted students and provide the supplemental multi-tiered support when needed.

Person Responsible Marc Hernandez (marc.hernandez@osceolaschools.net)

PLCs will review and plan to implement the monthly AVID strategy for implementation.

Person Responsible Marc Hernandez (marc.hernandez@osceolaschools.net)

#5. Culture & Environment specifically relating to Social Emotional Learning**Area of Focus Description and Rationale:**

Based on our 2020-2021 SEL data 29% of students felt a sense of belonging while on campus. Taking a closer look at the 5 questions asked in the Panorama survey given to students, only 19% of students surveyed showed a favorable answer to the following question: "How connected do you feel to the adults at your school?" Students want to feel they belong in a welcoming environment that nurtures trust, confidence, and learning. In doing so, the culture and environment on campus will transition and view prevention and intervention response through trauma informed lens. To have a place of positivity and celebration of being a Liberty Charger.

Measurable Outcome:

The goal is to increase the sense of belonging with both peers and teachers on campus. A measurable outcome we plan to achieve by the end of the 2021-2022 school year is to gradually increase to 40% by having site-based surveys 3 times per year. First at the beginning of school, a second one at the end of the semester, and the third one at the end of the year. We strive to increase the favorable response from 10% to 55% for school safety by implementing the Trauma Informed Approach to recognize the layers of impact on students, teachers, and staff. We strive to increase the favorable response for feeling a sense of belonging from 10% to 40% by implementing norms that exist for connecting and preserving relationships to build a sense of belonging.

Monitoring:

The leadership team will be monitoring the site-based created survey data and comparing results the results to previous surveys. In addition, the leadership team will be conducting informal checks-in with students and teachers based on current events on campus.

Person responsible for monitoring outcome:

Laurel Ramsey (jennifer.ramsey@osceolaschools.net)

Evidence-based Strategy:

Teachers establishing positive relationships with students while having boundaries; students tend to work better with teachers they know care; being relatable to students; establishing clubs or organizations; reaching teachers during Professional Learning Community meetings to discuss their approach on how they say things to students and focus on trauma; making it worthwhile for the teachers to come to work every day so they feel appreciated and have an incentive to go above and beyond for all students.

Rationale for Evidence-based Strategy:

Making Liberty HS a place where students feel a sense of belonging (feeling heard, valued and trusted) is the key to improving the culture. It is human nature to try harder and dig deeper for others when we know that a common goal is in reach. According to Center for Disease Control (CDC) "adopting a trauma-informed approach is not accomplished through any single particular technique or checklist. It requires constant attention, caring awareness, sensitivity, and possibly a cultural change at an organizational level." https://www.cdc.gov/cpr/infographics/6_principles_trauma_info.htm

Action Steps to Implement

Perform site-based surveys aligned with panorama questions more frequently: three times a year (one in the fall, one in the winter and one in the spring).

Person Responsible

Martiza Figueroa (martiza.figueroa@osceolaschools.net)

Guidance counselors, social worker and the school psychologist will facilitate professional opportunities for teachers /staff to improve their social and emotional competence.

Person Responsible

Martiza Figueroa (martiza.figueroa@osceolaschools.net)

Establish clubs/organizations/alliance to create activities for students and teachers alike where they can interact and discuss common goals and/or point of views.

Person Responsible Marc Hernandez (marc.hernandez@osceolaschools.net)

Have open conversations with students about concerns that can be avoided such as skipping class, fighting, bullying.

Person Responsible Joyce Conyers (joyce.conyers@osceolaschools.net)

School Counselor, School Social Worker, School Psychologist, Administrators, staff, and teachers will set an example while on campus - this conversation should take place during PLC meetings. Talking to students cordially and respectfully can develop mutual respect amongst student-teachers.

Person Responsible Laurel Ramsey (jennifer.ramsey@osceolaschools.net)

Conduct quality assurance and engagement with community stakeholders to integrate Trauma Informed approach.

Person Responsible Martiza Figueroa (martiza.figueroa@osceolaschools.net)

Assure teachers will utilize active learning strategies and research-based best practices to drive conversations, build into curriculum and to facilitate collaborative learning.

Person Responsible Laurel Ramsey (jennifer.ramsey@osceolaschools.net)

Research the effectiveness of Restorative Practice to educate staff and teachers on the research and implement the Restorative Practice. Navigated through PBIS.

Person Responsible Marc Hernandez (marc.hernandez@osceolaschools.net)

For post-secondary plans meeting with all student at the beginning of the school year to present options to consider. Focus in the first quarter will be seniors' post-secondary action steps.

Person Responsible Laurel Ramsey (jennifer.ramsey@osceolaschools.net)

Conducting the beginning of the school year survey will assist college and career readiness and preparation as well as organization based on seniors' interest.

Person Responsible Marc Hernandez (marc.hernandez@osceolaschools.net)

Ensure teachers are up to date with Xello and that students are utilizing the platform for researching majors, colleges, scholarships, and transcripts requests.

Person Responsible Rebecca Rutkowski (rebecca.rutkowski@osceolaschools.net)

AVID and College & Career personnel will be working together on the implementation of strategies to ensure a successful school wide program. (Ms. Foncannon)

Person Responsible Rebecca Rutkowski (rebecca.rutkowski@osceolaschools.net)

#6. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:	ESSA data showed in 2020-2021 the school has five subgroups below the ESSA level of 41%. These levels are Emergent Bilinguals (ELL), Economically Disadvantaged (FRL), Students with Disabilities (ESE), Black, and Hispanic.
Measurable Outcome:	2020-2021 ESSA data showed the following results for the selected subgroups: Emergent Bilinguals 32%, Economically Disadvantaged 34%, Students with Disabilities 29%, Black 35%, and Hispanic 37%. For the 2021-2022 school year these metrics will be increased to 41% in each of the five subgroups.
Monitoring:	Progress monitoring of subgroups will consist of NWEA assessment data, district baseline assessments, subject area intervention tracker, PLC data research, and Departmental subject area data analysis in order to maintain fidelity in monitoring.
Person responsible for monitoring outcome:	Laurel Ramsey (jennifer.ramsey@osceolaschools.net)
Evidence-based Strategy:	Teachers will create an academically diverse classroom through differentiation and provide appropriately challenging learning experiences for all students. School wide interventions will greatly impact the ability to provide individualized instruction and close achievement gaps. The human working memory's capacity is limited, complex information is easier to process when transformed into a structured form (Schrader-Naef, 2002). Utilizing organizational learning strategies is generally beneficial for students of different personalities, learning styles, learning skills, and learning needs.
Rationale for Evidence-based Strategy:	Differentiated instruction focuses on student choices, interests, readiness and learning styles. It encourages flexible grouping, tiered lessons and individualized scaffolding (Ninada, 2002). In addition, incorporating strategic differentiation in the classroom provides teachers the opportunity to get to know students, engage in a diverse classroom of learning needs, and create an equitable learning environment for all.

Action Steps to Implement

Departmental and Grade Level PLCs will participate in ESSA Data research and training.

Person Responsible Marc Hernandez (marc.hernandez@osceolaschools.net)

Teachers will utilize research-based differentiated instruction, AVID strategies and best practices to facilitate individualized instruction according to student need.

Person Responsible Rebecca Rutkowski (rebecca.rutkowski@osceolaschools.net)

Teachers will participate in culturally diverse training

Person Responsible Marc Hernandez (marc.hernandez@osceolaschools.net)

The ESOL Compliance Specialist and the Resource Compliance Specialist will work collaboratively with all content areas to ensure compliance of student IEPs, ESE, and Emergent Bilingual support strategies.

Person Responsible Laurel Ramsey (jennifer.ramsey@osceolaschools.net)

Teachers will participate in targeted interventions for Tier 2 and Tier 3.

Person Responsible Laurel Ramsey (jennifer.ramsey@osceolaschools.net)

School's Leadership Team and MTSS Problem Solving Team will review monthly data for subgroups and develop strategic interventions as required.

Person Responsible Laurel Ramsey (jennifer.ramsey@osceolaschools.net)

School Stocktake will meet monthly to report progress to the Principal on the Area of Focus.

Person Responsible Laurel Ramsey (jennifer.ramsey@osceolaschools.net)

#7. Leadership specifically relating to Teacher Recruitment and Retention

Area of Focus Description and Rationale:	The rationale for recruitment and retention is excessive vacancies. Recruitment is challenging because of geographic location which makes retention of teachers vital. As leadership we need to make it a point of high priority to give our current teachers a reason to remain at Liberty instead of searching for opportunities elsewhere.
Measurable Outcome:	Based on the Insight Survey conducted in January 2021 we found that just under 50% of teachers that were not planning to return directly cited school related dissatisfaction. Some of these reasons include: dissatisfaction with culture, leadership and financial compensation along with the insufficient opportunities to earn a promotion and a lack of recognition/respect. A way that we will measure these changes is through an increased sense of belonging and importance among the staff. This will be measured by quarterly staff surveys to gauge what is working and what still needs to be improved. Our measurable outcome goal is to decrease the number of teachers who plan to leave by 25% based on the items listed above.
Monitoring:	Through quarterly formal surveys and more regular informal discussions with teachers throughout the course of the school year
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	In a study conducted by Winona State University (Holmes, Parker, Gibson 2019) titled "Rethinking Teacher Retention in Hard-to-Staff Schools" it reads: "Teachers leave challenging schools for a myriad of reasons. Allensworth, Ponisciak and Mazzeo (2009) suggested that teachers who leave underperforming schools do so because of the lack of principal effectiveness, weak administrative structures, student behaviors, uncompromising district practices, and poor compensation rates. As a result of the high teacher turnover rate, schools struggle to make academic gains, and build stable school cultures. Glazer (2013) concluded, "We're not doing a bad job at retaining teachers. We're doing an abysmal job."
Rationale for Evidence-based Strategy:	The rationale for our evidence-based strategy is reflected in the article listed above as well as mirrored in the Insight survey given to teachers at Liberty High School in January of 2021.

Action Steps to Implement

Provide short surveys quarterly to teachers as a way to gauge teacher satisfaction throughout the year.

Person Responsible Laurel Ramsey (jennifer.ramsey@osceolaschools.net)

Provide opportunities for teachers seeking career advancements to "Be a _____ (principal, dean) for the day"

Person Responsible Marc Hernandez (marc.hernandez@osceolaschools.net)

More focused PLCs to come up with creative ways to aid the learning environment

Person Responsible Marc Hernandez (marc.hernandez@osceolaschools.net)

Create open lines of communications and specific times where staff can sit down either formally or informally with leadership to discuss potential issues before they become insurmountable

Person Responsible Rebecca Rutkowski (rebecca.rutkowski@osceolaschools.net)

Recognize a teacher and a staff member of the month with a breakfast, lunch or other attractive incentives.

Person Responsible Rebecca Rutkowski (rebecca.rutkowski@osceolaschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Overall Liberty High School has a very low incident rating ranking #74/505 of high schools statewide. We were #10/12 of high schools within Osceola county. The school reported 1.2 incidents per 100 students which is lower than the statewide average of 3.3. Two areas that we will be monitoring for improvement will include property incidents and suspensions. The school has a property incident rate ranking 312/505 statewide and 11/12 in the county; all of which fall into the category of Larceny, Theft, and Motor Vehicle. The other area in which we are very high is total reported suspensions. We ranked 406/505 in the state and #11 in the county. There was a 22.0 suspensions per 100 students with a total of 434 overall compared to the 13.5 per 100 suspensions for the state. These areas of primary concern were also reported during a pandemic year when a large portion of students chose a virtual learning option and, although were part of the school population, were not present on campus to receive disciplinary consequences. For the upcoming school year, discipline data will be reviewed weekly at administrative, leadership, and MTSS meetings to track students in need of additional support and to identify trends that could lead to the prevention of unwanted behaviors.

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.

The school is building a positive culture and environment by creating action plans that address MTSS Tier 1 deficiencies in both academic and behavioral areas. Students that are feeling successful in their academic learning endeavors are less likely to be distracted and engaged in unwanted behaviors. This starts by creating strong foundational expectations at the classroom level that can be replicated across the campus.

Classroom instructors will continue to develop their instructional toolbox by focusing on following the PLC+ framework. PLCs help instructors to evaluate and plan lessons by evaluating the effectiveness of instructional strategies. Part of this collaborative process also helps to identify educational inequalities so they can be addressed at every level so all students can reach their educational goals.

The addition of the MTSS behavioral component will focus on students that are identified as needing additional behavioral supports in order to be successful. Students that are suspended from school are not able to progress in their learning at the same rate as their peers. By putting these supports in place, this will reduce the frequency of disciplinary incidents and reduce the overall number of suspensions. Students that know that there are adults on campus willing to help and support them even when they are not making the best decisions are more likely to change their unwanted behavior as opposed to those that are only receiving consequences. Students need to be in school in order to learn.

The school will increase student enrollment in courses that support post-secondary endeavors. Students need exposure to highly rigorous instruction that will prepare them for college level courses. Programs such as AVID are designed to support students that are capable of reaching these goals. Additionally, we will be increasing the enrollment of students in Advanced Placement and Dual Enrollment courses which expose students not just to highly rigorous content, but provide students the opportunity to earn post-secondary credit.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The current stakeholders in the school include the administration, teachers, staff, students, parents, families, local community members, local business leaders, and our school board member. The school hosts monthly Student Advisory Council meetings to include the stakeholders in decision making processes that effect the operation of the school. The school booster clubs (Athletic, Band, Chorus) support student achievement in extracurricular so they can build skills and have different experiences outside of the classroom. We have partnered with local businesses to provide additional funding or support services in order to offer incentives and rewards for student achievements. Additionally, the school works with Second Harvest and Families in need as part of our Title I efforts, providing food and pantry items to families in transition.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Professional Learning Communities	\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
6	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00

7	III.A.	Areas of Focus: Leadership: Teacher Recruitment and Retention	\$0.00
Total:			\$0.00