

Orange County Public Schools

# Liberty Middle



## 2021-22 Schoolwide Improvement Plan

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## Liberty Middle

3405 S CHICKASAW TRL, Orlando, FL 32829

<https://libertyms.ocps.net/>

### Demographics

**Principal: Johndrell Jones**

Start Date for this Principal: 7/18/2018

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 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 White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (50%) 2017-18: C (48%) 2016-17: C (45%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Orange 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

3405 S CHICKASAW TRL, Orlando, FL 32829

<https://libertyms.ocps.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)
Middle School 6-8	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	89%

### 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.**

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

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

To ensure every student has a promising and successful future

### 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
Tinsley, Lovely	Principal	Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.
Thinn, Latoya	Assistant Principal	Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.
Villaverde, Nicole	Assistant Principal	Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.
Speights, Donnell	Math Coach	Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Moss, Kristine	Instructional Coach	Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Ruby, Darcy	Curriculum Resource Teacher	Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic



Name	Position Title	Job Duties and Responsibilities
		<p>patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.</p>
Woody, Jannan	Dean	<p>Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.</p>
O'Harrow, Alicia	Dean	<p>Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.</p>
Rosswick, Terry	Dean	<p>Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.</p>

### Demographic Information

#### Principal start date

Wednesday 7/18/2018, Johndrell Jones

**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.*

2

**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.*

8

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

80

**Total number of students enrolled at the school**

1,013

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

16

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

11

### 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	309	330	373	0	0	0	0	1012
Attendance below 90 percent	0	0	0	0	0	0	82	139	160	0	0	0	0	381
One or more suspensions	0	0	0	0	0	0	12	27	45	0	0	0	0	84
Course failure in ELA	0	0	0	0	0	0	35	43	25	0	0	0	0	103
Course failure in Math	0	0	0	0	0	0	21	43	38	0	0	0	0	102
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	56	54	75	0	0	0	0	185
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	58	67	87	0	0	0	0	212
Number of students with a substantial reading deficiency	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	69	98	117	0	0	0	0	284

**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	1	2	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	7	4	0	0	0	0	11

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

Wednesday 7/28/2021

## 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	358	405	396	0	0	0	0	1159
Attendance below 90 percent	0	0	0	0	0	0	83	69	103	0	0	0	0	255
One or more suspensions	0	0	0	0	0	0	7	49	51	0	0	0	0	107
Course failure in ELA	0	0	0	0	0	0	50	27	83	0	0	0	0	160
Course failure in Math	0	0	0	0	0	0	45	47	79	0	0	0	0	171
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	55	91	83	0	0	0	0	229
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	64	102	89	0	0	0	0	255

**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	82	118	135	0	0	0	0	335

**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	5	5	1	0	0	0	0	11

## 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	358	405	396	0	0	0	0	1159	
Attendance below 90 percent	0	0	0	0	0	0	83	69	103	0	0	0	0	255	
One or more suspensions	0	0	0	0	0	0	7	49	51	0	0	0	0	107	
Course failure in ELA	0	0	0	0	0	0	50	27	83	0	0	0	0	160	
Course failure in Math	0	0	0	0	0	0	45	47	79	0	0	0	0	171	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	55	91	83	0	0	0	0	229	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	64	102	89	0	0	0	0	255	

#### 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	82	118	135	0	0	0	0	335	

#### 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	5	5	1	0	0	0	0	11	

## 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				47%	52%	54%	44%	52%	53%
ELA Learning Gains				49%	52%	54%	46%	50%	54%
ELA Lowest 25th Percentile				38%	45%	47%	38%	42%	47%
Math Achievement				45%	55%	58%	41%	53%	58%
Math Learning Gains				49%	55%	57%	45%	51%	57%
Math Lowest 25th Percentile				47%	50%	51%	33%	44%	51%
Science Achievement				39%	51%	51%	42%	51%	52%
Social Studies Achievement				58%	67%	72%	64%	68%	72%

### 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
06	2021					
	2019	46%	52%	-6%	54%	-8%
Cohort Comparison						
07	2021					
	2019	34%	48%	-14%	52%	-18%
Cohort Comparison		-46%				
08	2021					
	2019	47%	54%	-7%	56%	-9%
Cohort Comparison		-34%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	37%	43%	-6%	55%	-18%
Cohort Comparison						
07	2021					
	2019	40%	49%	-9%	54%	-14%
Cohort Comparison		-37%				
08	2021					
	2019	15%	36%	-21%	46%	-31%
Cohort Comparison		-40%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	36%	49%	-13%	48%	-12%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	55%	66%	-11%	71%	-16%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	74%	63%	11%	61%	13%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	92%	53%	39%	57%	35%

### Grade Level Data Review - Progress Monitoring Assessments

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

Liberty Middle School utilizes i-Ready diagnostic assessments for reading and Math as well as Progress Monitoring Assessments (PMAs) for Algebra 1, Geometry, Science, and Civics three times a year.

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	52/18%	72/24%	60/22%
	Economically Disadvantaged	31/16%	42/20%	30/16%
	Students With Disabilities	2/4%	4/7%	1/2%
	English Language Learners	7/7%	14/13%	15/15%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20/7%	30/10%	35/13%
	Economically Disadvantaged	9/5%	15/8%	14/8%
	Students With Disabilities	0/0%	0/0%	1/2%
	English Language Learners	2/2%	6/6%	1/1%

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	57/17%	59/18%	61/19%
	Economically Disadvantaged	27/11%	34/14%	31/14%
	Students With Disabilities	2/4%	3/5%	0/0%
	English Language Learners	5/4%	9/8%	6/6%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37/11%	37/11%	43/17%
	Economically Disadvantaged	19/8%	14/6%	21/12%
	Students With Disabilities	1/2%	0/0%	2/5%
	English Language Learners	8/7%	8/8%	10/12%
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	146/49%	167/57%	181/64%
	Economically Disadvantaged	73/39%	88/48%	104/56%
	Students With Disabilities	12/29%	11/32%	18/43%
	English Language Learners	30/33%	33/38%	44/47%

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	67/19%	72/20%	92/27%
	Economically Disadvantaged	41/18%	44/19%	53/24%
	Students With Disabilities	0/0%	0/0%	2/5%
	English Language Learners	2/2%	3/3%	7/8%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	89/27%	86/26%	84/28%
	Economically Disadvantaged	40/20%	39/19%	39/20%
	Students With Disabilities	0/0%	1/3%	0/0%
	English Language Learners	4/5%	5/6%	1/1%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	101/32%	119/40%	132/39%
	Economically Disadvantaged	53/29%	69/39%	72/32%
	Students With Disabilities	0/0%	1/5%	1/3%
	English Language Learners	7/9%	11/15%	11/13%

## 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	21	26	24	16	25	25	18	33			
ELL	18	39	46	21	27	30	17	36	43		
ASN	77	54		68	43				50		
BLK	39	35	38	29	34	41	39	61	46		
HSP	37	40	39	32	30	33	38	49	56		
MUL	58			67	71						
WHT	60	59	25	50	35	28	58	63	54		
FRL	35	39	35	29	28	33	37	44	49		
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	22	38	34	21	43	42	19	27			
ELL	26	42	37	29	42	46	21	40	77		



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
ASN	76	65		76	73						
BLK	42	40	25	38	42	50	28	43	70		
HSP	41	48	38	40	47	45	32	57	77		
WHT	68	55	40	65	55	68	67	69	82		
FRL	42	48	39	40	45	46	33	55	73		
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	16	38	34	16	33	23	20	38			
ELL	19	38	35	19	31	26	20	35	65		
ASN	72	53		72	61						
BLK	36	50	53	36	40	65	32	63	74		
HSP	39	44	37	35	41	31	36	59	72		
MUL				70							
WHT	68	54	38	67	64	29	72	82	90		
FRL	39	44	37	36	42	32	38	59	73		

### 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	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	420
Total Components for the Federal Index	10
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
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	
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	58
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	40
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	40
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	65
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	48
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	37
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?

According to Progress Monitoring data, Math proficiency was lower for all grade levels and subgroups when compared to ELA proficiency.

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

Students with disabilities and English Language Learners need the greatest improvement. Both subgroups need more support in mathematics when compared to reading, but should receive extra support in both.

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

One contributing factor is our students that are part of the Students with Disabilities and English Language Learners subgroups are our most needy students and they were also the students who in most cases chose distance learning as their mode of instruction. For the 21-22 school year, small group instruction and intervention sessions need to be utilized to progress these groups toward proficiency.

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

8th grade ELA scores showed the most improvement moving from 19% proficiency at the beginning of the year to 27% proficiency in the Spring on i-Ready Diagnostics.

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

Students and Teachers in 8th grade were made aware of their achievement goals. Teachers implemented data chats with students.

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

Liberty Middle School will utilize interventionist in targeted classrooms for ELA and Mathematics across the school. These interventionist will allow for smaller teacher to student ratios as well as small group instruction structures that will allow learning to be accelerated.

#### 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.

Professional development on setting up small group instruction and co-teaching will be provided through school-wide PD and Professional Learning Communities (PLCs)

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

Interventionists - Co- Teaching in the ELA and Mathematics classrooms. Interventionist will be certified teachers and partner with the assigned classroom teacher to provide students small group instruction and smaller teacher to student ratios.

Professional Learning Communities - These will meet twice a week and focus on designing standards based instruction and monitoring techniques.

### **Part III: Planning for Improvement**

#### **Areas of Focus:**

**#1. ESSA Subgroup specifically relating to Students with Disabilities**

<b>Area of Focus</b>	Liberty will build up our system of how we analyze instructional practice by analyzing data and making the necessary adjustments that improve student outcomes.
<b>Description and Rationale:</b>	RATIONALE: Students in the SWD subgroup are not showing sufficient proficiency from year to year. The school needs to build a system that will allow us to accelerate the growth of the students in these areas so that students can catch up and the school outcomes can increase at a quicker rate.
<b>Measurable Outcome:</b>	SWD proficiency will increase at least 10% in the area of Reading.
<b>Monitoring:</b>	Classroom observations, Informal classroom assessments, District and school-based formative assessments, PLC collaboration, i-Ready, support facilitation logs
<b>Person responsible for monitoring outcome:</b>	Kristine Moss (kristine.moss@ocps.net)
<b>Evidence-based Strategy:</b>	After teachers develop instructional goals, they evaluate and make ongoing adjustments to students' instructional programs. Once instruction and other supports are designed and implemented, teachers have the skills to manage and engage in ongoing data collection using curriculum-based measures, informal classroom assessments, observations of student academic performance and behavior, self-assessment of classroom instruction, and discussions with key stakeholders (i.e., students, families, other professionals). Teachers study their practice to improve student learning, validate reasoned hypotheses about salient instructional features and enhance instructional decision making. Effective teachers retain, reuse and extend practices that improve student learning and adjust or discard those that do not. Support facilitators and classroom teachers will plan and collaborate to make instructional adjustments based on data.
<b>Rationale for Evidence-based Strategy:</b>	The SWD ESSA subgroup is not showing sufficient proficiency from year to year. Using Common Assessments and District assessments (i-Ready) the leadership team will track the effectiveness of the strategies and determine adjustments that may need to be made.

**Action Steps to Implement**

1. Create and keep a running record of PLC agendas and planning minutes to be utilized by the PLC members and Instructional Coach assigned. (August 10, 2021, weekly, Ruby, Speights, Moss)
2. Classroom instruction will focus on teaching the standards at grade-level (August 10, 2021, weekly monitor, Administration and Instructional Coaches)
3. Instructional Coach and teachers will review data from common and district assessments to adjust instruction. (Sept 6, 2021, monthly, Ruby, Speights, Moss, Rawls, McKoy)
5. Collaborate with data-proven schools to gain strategies. (Sept 8, 2020, bi-monthly, Tinsley)
6. Provide professional development for teachers when areas of need arise. (August 26, 2020, monthly, Tinsley)

**Person Responsible** [no one identified]

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

Description: Build and establish a culture for social and emotional learning at our school with adults and students.

Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, we will address the following school needs:

1. Teachers assign students to homogeneous and heterogeneous groups based on explicit learning goals, monitor peer interactions, and provide positive and corrective feedback to support productive learning.
2. Teachers require collaboration, issue directives that promote productive and autonomous group interactions, and embed strategies that maximize learning opportunities and equalize participation.

**Measurable Outcome:**

- \* Character Lab Academic Engagement Snapshot: Academic engagement will improve from 3.5 to 3.8.
- \* On FSA, decrease the achievement gap between subgroups by at least 3%.
- \* Panorama survey data from students will show a 3% increase in the overall average score when compared to the previous year's overall average score.

**Monitoring:**

- Character Lab Surveys will be monitored after each instance
- District/School Common Assessment Data
- Pre and Post SEL Assessment Students and Staff (school-based)

**Person responsible for monitoring outcome:**

Lovely Tinsley (lovely.tinsley@ocps.net)

**Evidence-based Strategy:**

Evidence-based Strategy: Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students.

Description of Monitoring: Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.

**Rationale for Evidence-based Strategy:**

Rationale for Strategy Selection: In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational improvement and change.

Resources/Criteria: Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

**Action Steps to Implement**

- Understand how social and emotional learning is connected to instructional strategies
- Establish a common language to support a culture of social and emotional learning at your school with

adults and students

- Use a process to examine the current school climate and culture
- Train teachers to implement data-based small group instruction
- Include strategies to encourage students to have a stronger sense of belonging

**Person Responsible** Lovely Tinsley (lovely.tinsley@ocps.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.

**Liberty's school incident ranking is considered Very High in comparison schools across the state. Liberty is ranked 459 out of 553 middle schools statewide. The school's incident rate is 6.93 incidents per 100 students with a total of 82 incidents occurring in the 2019-2020 school year. In addition, Liberty ranks 478 out of 553 schools for violent incidents and 285 out of 553 for Property/Drug/Public Order Incidents. Social Emotional Learning strategies will be infused into the school's curriculum and planned for during PLCs.**

### 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.

Liberty hired a 12 month Parent and Family Engagement Coordinator to work directly with families. The goal is to establish and improve effective communication between home and school, improve parent and family outreach, and facilitate training opportunities for parents and families of students in grades 6th through 8th that will positively impact student academic performance.

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

The Parent and Family Engagement Coordinator will be responsible for conducting home visits, delivering parent workshops, gathering and presenting detailed data pertaining to parent engagement activities, attending and communicating with parent/school leadership councils, establishing communication with all parents, and creating engagement opportunities for all parents. Employees in this classification identify and



encourage parents to participate in school and district family engagement activities, provide support to staff and parents on best practices in parent engagement, and provide guidelines for school-based parent engagement projects.

## Part V: Budget

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: ESSA Subgroup: Students with Disabilities</b>				<b>\$15,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	2110	100-Salaries	1551 - Liberty Middle	General Fund		\$8,000.00
			<i>Notes: Funds will be used to hire tutors to give targeted instruction in the classroom alongside the classroom teacher.</i>			
	5100	140-Substitute Teachers	1551 - Liberty Middle	General Fund		\$5,000.00
			<i>Notes: For the purchase of substitutes for attending and conducting professional development.</i>			
	1142		1551 - Liberty Middle	School Improvement Funds		\$2,000.00
			<i>Notes: For the purchase of supplies to support student learning activities. Supplies to include incentives for students demonstrating growth on common assessments.</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Social Emotional Learning</b>				<b>\$5,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400		1551 - Liberty Middle	Title, I Part A		\$4,000.00
			<i>Notes: For the purchase of materials to support professional learning activities.</i>			
	6400	140-Substitute Teachers	1551 - Liberty Middle	Title, I Part A		\$1,000.00
			<i>Notes: For the purchase of substitutes to allow SEL team additional planning time for school-wide professional development.</i>			
<b>Total:</b>						<b>\$20,000.00</b>