

Marion County Public Schools

Liberty Middle School



2022-23 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	17
Positive Culture & Environment	0
Budget to Support Goals	0

Liberty Middle School

4773 SW 95TH ST, Ocala, FL 34476

[no web address on file]

Demographics

Principal: Reuben Williams

Start Date for this Principal: 6/15/2017

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	88%
2021-22 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	2021-22: C (45%) 2018-19: B (54%) 2017-18: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	12
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	0

Liberty Middle School

4773 SW 95TH ST, Ocala, FL 34476

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	88%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	65%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

School Board Approval

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

SIP Authority

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Forsyth, Melissa	Principal	The Principal is the driving force and instructional leader of the school. She provides a common vision for the use of data-based decision-making, models the Problem Solving Process; supervises the development of a strong infrastructure; conducts an assessment of the skills of school staff; ensures implementation of high yield instructional strategies, collaborative learning, intervention support, and documentation; provides adequate professional learning opportunities; develops a culture of expectation with the school staff; ensures resources are assigned to those areas of most need and communicates with parents as necessary.
Cook, Rebekah	Assistant Principal	The Assistant Principal assists the Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies, further assists the principal in the assessment of school staff, assists with the monitoring of the implementation of the intervention and necessary documentation, assists with the delivery of professional development for effective instructional delivery. The assistant principal carefully monitors the additional academic support schedule to ensure all personnel is serving in their specified areas.
Williams, Crystal	Assistant Principal	The Assistant Principal assists the Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies, further assists the principal in the assessment of school staff, assists with the monitoring of the implementation of the intervention and necessary documentation, assists with the delivery of professional development for effective instructional delivery. The assistant principal carefully monitors the additional academic support schedule to ensure all personnel is serving in their specified areas.
Smith, Leah	Instructional Coach	The instructional coach will assist in training teachers on WICOR strategies in the classroom, implementing best practices in the classroom, and the Professional Development on campus. The instructional coach will also assist with the ITD and New to Liberty Teachers.
Newbold, Brian	Dean	The Student Services Manager provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place. Resources, such as behavior contracts, for at-risk students are carefully considered and shared by the SSM. She coordinates efforts to use positive reinforcements to encourage more positive behavior choices by students. He also monitors and shares disciplinary/attendance data, and serves on the PBIS/Safety committee. In addition, the SSM may act as a liaison with outside agencies that offer support to students and families.
Torres, Sabrina	Dean	The Student Services Manager provides teachers with classroom support and feedback to ensure a safe, cooperative environment for learning to take place.

Name	Position Title	Job Duties and Responsibilities
Barrios, Elizabeth	School Counselor	Resources, such as behavior contracts, for at-risk students are carefully considered and shared by the SSM. She coordinates efforts to use positive reinforcements to encourage more positive behavior choices by students. He also monitors and shares disciplinary/attendance data, and serves on the PBIS/Safety committee. In addition, the SSM may act as a liaison with outside agencies that offer support to students and families.
		The Guidance Counselor participates in the collection, interpretation, and analysis of data; facilitates the development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation of data-based decision-making activities. She also provides quality services and expertise on issues ranging from IEP development to intervention with individual students. She communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.
Loria, Sherry	School Counselor	The Guidance Counselor participates in the collection, interpretation, and analysis of data; facilitates the development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in facilitation of data-based decision-making activities. She also provides quality services and expertise on issues ranging from IEP development to intervention with individual students. She communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.
James, Kelley	Instructional Coach	The instructional coach will assist in training teachers on WICOR strategies in the classroom, implementing best practices in the classroom, and the Professional Development on campus. The instructional coach will also assist with the ITD and New to Liberty Teachers.
Brenner, Sheryl	School Counselor	The Guidance Counselor participates in the collection, interpretation, and analysis of data; facilitates the development of intervention plans; provides support for intervention fidelity and documentation; assists with professional development for behavior concerns; assists in the facilitation of data-based decision-making activities. She also provides quality services and expertise on issues ranging from IEP development to intervention with individual students. She communicates with child-serving community agencies to support the students' academic, emotional, behavioral, and social success.

Demographic Information

Principal start date

Thursday 6/15/2017, Reuben Williams

Number of teachers with a 2022 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 2022 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.*

15

Total number of teacher positions allocated to the school

82

Total number of students enrolled at the school

1,299

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

18

Identify the number of instructional staff who joined the school during the 2022-23 school year.

20

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	418	434	488	0	0	0	0	1340
Attendance below 90 percent	0	0	0	0	0	0	92	80	131	0	0	0	0	303
One or more suspensions	0	0	0	0	0	0	84	93	115	0	0	0	0	292
Course failure in ELA	0	0	0	0	0	0	66	78	105	0	0	0	0	249
Course failure in Math	0	0	0	0	0	0	34	113	129	0	0	0	0	276
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	120	129	176	0	0	0	0	425
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	137	137	166	0	0	0	0	440
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	70	102	140	0	0	0	0	312

Using current year data, complete the table below with the number of students identified as being "retained.":

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	19	0	0	0	0	19
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 8/12/2022

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	389	396	445	0	0	0	0	1230
Attendance below 90 percent	0	0	0	0	0	0	75	118	146	0	0	0	0	339
One or more suspensions	0	0	0	0	0	0	34	50	82	0	0	0	0	166
Course failure in ELA	0	0	0	0	0	0	0	36	49	0	0	0	0	85
Course failure in Math	0	0	0	0	0	0	0	10	74	0	0	0	0	84
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	64	62	110	0	0	0	0	236
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	58	69	111	0	0	0	0	238
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	161	196	278	0	0	0	0	635

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	33	0	0	0	0	33
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	389	396	445	0	0	0	0	1230
Attendance below 90 percent	0	0	0	0	0	0	75	118	146	0	0	0	0	339
One or more suspensions	0	0	0	0	0	0	34	50	82	0	0	0	0	166
Course failure in ELA	0	0	0	0	0	0	0	36	49	0	0	0	0	85
Course failure in Math	0	0	0	0	0	0	0	10	74	0	0	0	0	84
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	64	62	110	0	0	0	0	236
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	58	69	111	0	0	0	0	238
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	161	196	278	0	0	0	0	635

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	33	0	0	0	0	33
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	43%	42%	50%				48%	49%	54%
ELA Learning Gains	40%						54%	54%	54%
ELA Lowest 25th Percentile	28%						43%	46%	47%
Math Achievement	42%	30%	36%				52%	54%	58%
Math Learning Gains	43%						58%	58%	57%
Math Lowest 25th Percentile	43%						48%	50%	51%
Science Achievement	35%	45%	53%				44%	46%	51%
Social Studies Achievement	72%	49%	58%				75%	70%	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	2022					
	2019	40%	45%	-5%	54%	-14%
Cohort Comparison						
07	2022					
	2019	48%	46%	2%	52%	-4%
Cohort Comparison		-40%				
08	2022					
	2019	47%	50%	-3%	56%	-9%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	40%	46%	-6%	55%	-15%
Cohort Comparison						
07	2022					
	2019	48%	49%	-1%	54%	-6%
Cohort Comparison		-40%				
08	2022					
	2019	46%	41%	5%	46%	0%
Cohort Comparison		-48%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	42%	44%	-2%	48%	-6%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	71%	65%	6%	71%	0%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	94%	54%	40%	61%	33%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	51%	49%	57%	43%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	9	21	22	16	34	34	20	27	21		
ELL	23	36	35	24	36	43	15	55	42		
ASN	79	68		76	68		67	88	78		
BLK	30	35	25	25	36	38	14	52	48		
HSP	39	41	34	39	43	48	29	72	57		
MUL	38	32		35	37	55	32	83	36		
WHT	49	41	20	50	44	37	50	77	66		
FRL	35	35	26	34	39	40	31	61	52		
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	14	29	28	25	37	26	24	35			
ELL	25	41	36	27	38	35	18	40	76		

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
ASN	79	77		85	53			83	79		
BLK	29	30	15	22	24	22	28	44	37		
HSP	40	44	39	37	34	32	36	55	55		
MUL	41	45		46	42	40	39	68	91		
WHT	50	48	40	51	38	39	50	68	66		
FRL	36	41	31	34	32	32	34	54	52		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	23	42	32	30	50	44	23	51			
ELL	24	46	42	34	50	44	14	55	38		
ASN	77	64		86	85			68	94		
BLK	35	47	46	34	48	43	27	66	56		
HSP	42	52	41	47	53	42	36	73	57		
MUL	58	58	25	55	66	54	53	75	58		
WHT	56	59	46	62	63	56	54	81	63		
FRL	40	50	40	44	54	44	36	69	54		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	450
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1

English Language Learners	
Federal Index - English Language Learners	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	75
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	44
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	44
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	39
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Over the past three years, it appears that the 8th grade group has performed under the district and state in all state tested subject areas. The SWD subgroup continues to perform at less than 41% proficient. Over the past three years all three grade levels have performed under 50% proficient in ELA. The student proficiency on the science assessment has continued to decrease every year.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based off of the progress monitoring and state assessments ,the greatest need for improvement is Science, ELA, and SWD.

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

On the district progress monitoring for the science assessment students were only tested on the 8th grade standards and the data indicated that more than 50% of our students would be proficient but in reality only 35% of our students were proficient and when analyzing further it is realized that the 8th grade students have no progress monitoring on the 6th and 7th grade science standards. A new action that will take place this year to address this area of need is to build in 6th and 7th grade science standards into the district progress monitoring to have a more accurate picture of the student understanding of tested standards and create an appropriate plan of action with teachers to address the deficiencies.

The ELA department has had a lot of teacher turn over and changes in their curriculum resources. There was also a misunderstanding between teaching the standards vs. teaching concepts. The new action steps that must take place instead very purposeful lesson planning that includes standards based student practice on a daily basis.

The students with disabilities subgroup has struggled because of the number of students on caseloads and the need for more interventions. The new action steps include more inclusion teachers and less students on each case load to allow for more interventions at school and more communication with home. This group also needs to be targeted for specific after school tutoring opportunities and possible pull out opportunities with support staff to increase proficiency across content areas.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based off the progress monitoring and state assessments one of the largest areas of improvement was the civics data. Another area of improvement was all math except for the 8th grade pre-algebra group.

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

Contributing factors in these areas included strong teacher collaborative teams. These teams met on a regular basis and purposely planned aligned lessons to help each other stay on track. New actions in these areas included supporting the teachers with more collaborative time to plan.

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

In order to accelerate learning at Liberty Middle school teachers must plan together with their common content area teachers on a regular basis. They must use the school wide lesson plan template to ensure they are planning with the backwards design model and planning with the assessment in mind at all times. Students must be given time in each lesson for purposeful, standards-based practice.

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.

The professional development that has already started and will continue throughout the year includes scaffolded Professional learning that models for teachers how to plan and implement every step of their lesson in manageable chunks. There will be purposeful focus on knowing the depth of their standards and how they will be assessed to ensure they are planning for student practice with this type of work in their daily lessons. This will include classroom visits for feedback and follow up by the instructional coach and administrators. As well as opportunities for peer classroom visits for growth feedback and reflection.

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

The school will be providing common content area groups half days of common planning once a semester and every other week after school to ensure teachers have uninterrupted time to plan standards-based lessons with purposeful student practice. The administration team and instructional coach will provided classroom visits and feedback on a regular basis with coaching cycles when necessary. The school will ask for teacher feedback on surveys on a quarterly basis. The school will analysis data on a regular basis to identify areas of needs and plan action steps needed.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus
Description
and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

In the data that was reviewed it is evident that our students are underperforming in the standards based assessments. Through classroom visits and observations, it is evident that lessons lacked strong standards-based practice for students.

**Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

If we focus on the standards-based lessons with purposeful student practice, then we will see an increase in proficiency in all content areas.

ELA Baseline Target Indicator: from 47% to 52%
Math Baseline Target Indicator: from 41% to 46%
Science Baseline Target Indicator: from 35% to 40%
Civics Baseline Target Indicator: from 72% to 77%

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

This will be monitored through reviewing lesson plans, student work, classroom walkthroughs, common assessments, and quarterly district assessments.

Person responsible for monitoring outcome:

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

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

The Schmoker evidence-based backwards design lesson planning process provides opportunities for Professional learning that aligns intentional planning with instructional strategies to ensure all students get standards-based practice in the classroom on a daily basis.

**Rationale for Evidence-based Strategy:
Explain the rationale for**

Looking through Liberty's data for the past several years and analyzing the areas of need it is evident that there has been no defined expectation for lesson planning and therefor we have witnessed a disconnect between common content area classrooms and students' mastery on standards based assessments. When looking for a strategy to improve the area of need it was determined through research and resources such as Schmoker's Focus on elevating the essentials that a common lesson planning template

selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy. and method to ensuring purposeful student practice with standards based work would improve student achievement.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Implement bi-weekly common collaborative planning times to support teachers in developing, standards-focus boards, standards-based lesson plans, and standards-based purposeful student practice for all content areas. Principal and assistant principals will oversee the scheduling and implementation of these meetings.

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

Teachers will be provided professional development through the Backwards Design lesson planning framework and WICOR instructional strategies. Staff will create lessons that are not only relevant to our learners but standards-based and taught to the same rigor in which they will be assessed.

Person Responsible Leah Smith (leah.smith@marion.k12.fl.us)

Teachers will be provided professional development on properly implementing lesson plans that include standards-based practice for students and evaluating student success throughout the process. Staff will create lesson plans that incorporate purposeful, standards-based practice and then evaluate student learning through common assessments and student work.

Person Responsible Leah Smith (leah.smith@marion.k12.fl.us)

#2. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Provide appropriate services and reading interventions based on student learning needs. Our Students with Disabilities populations (SWD) are below the federal index of 41%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we provide our SWD population with appropriate services and appropriate reading interventions based on student learning needs, we will raise our proficiency to above the 41% ESSA thresh hold.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The area of focus will be closely monitored through classroom walk-throughs, lesson plans, student work, and intervention-based progress monitoring/assessments.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Through re-examining IEPs and re-evaluating reading intervention steps, students will receive appropriate services in their instructional setting.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Research shows that SWD are best served when their services are aligned to their specific needs. By working with our ESE Specialist to determine appropriate levels of service, and working with our Assistant Principal of Curriculum to appropriately schedule students, we will be able to raise proficiency for this sub-group.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Re-examining Individualized Education Plans (IEPs) and make sure that they are being implemented to students.

Person Responsible

Rebekah Cook (rebekah.cook@marion.k12.fl.us)

Re-evaluating reading intervention services to SWD and that they are receiving the appropriate remediation.

Person Responsible

Leah Smith (leah.smith@marion.k12.fl.us)

Specifically targeting SWD students for after school tutoring that aligns to their individual needs and improve proficiency in content areas.

Person Responsible

Leah Smith (leah.smith@marion.k12.fl.us)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

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

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

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

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

This year our school is part of a pilot program that will be intentionally connecting the Positive Behavior Interventions and Support system with social emotional learning. We will have more involvement by teachers, students and parents on how the PBIS model improves student behavior and a connection between the social emotional element of student success. There will be opportunities for multiple stakeholders to be involved with curriculum and events throughout the year. The goal is to decrease negative discipline referrals and increase positive choices.

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

Teachers, staff, and administration at the school level communicate to the students, the families, and the community about what is happening at the school.

District staff support the school and communicate to the community.

Students and family members communicate with the school about any needs or concerns to the school.

Community Members donate time to make sure that the needs of the students and staff are met.