Liberty Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

Liberty Middle School

17400 COMMERCE PARK BLVD, Tampa, FL 33647

[no web address on file]

Demographics

Principal: Frank Diaz

Start Date for this Principal: 6/14/2022

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	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	83%
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: B (60%) 2018-19: A (64%) 2017-18: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* 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 Hillsborough 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

Liberty Middle School

17400 COMMERCE PARK BLVD, Tampa, FL 33647

[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	No	83%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

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

School Board Approval

This plan is pending approval by the Hillsborough 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.

Liberty Middle School's mission is to provide a safe, caring, yet Motivating, learning environment. The faculty and staff are dedicated to the task of assisting students with achieving Academic excellence through Rigorous and challenging learning curriculum. Through these means we will ensure that students are College-ready and have the necessary skills to be successful citizens, ultimately reaching their Highest potential.

Provide the school's vision statement.

M.A.R.C.H. with P.R.I.D.E
(Mission) with Perseverance, Respect, Integrity, Dependability, Encouragement

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
Diaz, Frank	Principal	• Ensures academic policies and curriculum are followed • Develops and tracks benchmarks for measuring institutional success • Helps promote leadership opportunities amongst faculty and staff • Addresses concerns of stakeholders • Meets with parents and administrators on a regular basis for problem resolution • Enforces discipline when necessary • Provides an atmosphere free of any bias in which students can achieve their maximum potential
Brown, Angela M	Assistant Principal	• Oversee the master schedule and all curriculum issues • Oversees staff development training and points • FTE Coordinator • Oversees the guidance department • Oversees the ESE Department • Oversees the ESOL program • Monitors benchmark progress of students • Oversees all testing • Articulation and orientation with feeder schools • Oversees the registration process (address verification) • Oversees office assistants • Oversees substitute and class coverage. Oversees substitutes folders and surveys • Oversees Extended Learning Program and morning tutorial
Enriquez, Rey	Assistant Principal	• Oversees attendance process • Responsible for keys • Publishing of bell schedules • Ordering of equipment/supplies/furniture/paper • Supervision and duty roster coordinator • Oversees athletics • Oversees the custodial personnel • Responsible for maintenance of building and grounds • Crisis Plan Coordinator and for the school (drills for fire, emergencies, severe weather, etc.) • Booking of Freedom auditorium • Use of Liberty by outside agencies • Energy Conservation coordinator • Oversees yearbook process • Oversees all fundraiser activities and forms • Oversees schoolwide committees • Safety Coordinator • Responsible for lockers • Responsible for field trips • Health Coordinator (shots and screening) • Bus Coordinator • Oversees picture process • Oversees registration process (address verification)

Name	Position Title	Job Duties and Responsibilities
		• Is the textbook coordinator for school (Coordinates with subject area leaders the ordering, dissemination and inventory of textbooks)
Escobar, Jennifer	Other	Oversees the ESE program and documentation process.
Greer, Katisha	Teacher, K-12	Subject Area Leader: Social Studies
Kniskern, Linda	Teacher, K-12	Subject Area Leader: Science
Kuzmicki, Toni	Teacher, K-12	SAC Chair Team Leader, Electives
Boghosian, Megan	Teacher, K-12	Team Leader, 6th grade
Emmons, Jennifer	School Counselor	6th grade counselor
Tyson, Courtney	School Counselor	7th grade counselor
Stabile, Susan	School Counselor	8th grade counselor
Sutton, Natalia	Teacher, K-12	PBIS Coordinator
Karlen, Rebecca	Teacher, K-12	Subject Area Leader, Math
Cadet, Edwin	Behavior Specialist	Monitors PBIS Systems, Creates Individual Behavior Plans
Russell, Corissa	Reading Coach	

Demographic Information

Principal start date
Tuesday 6/14/2022, Frank Diaz

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.*

6

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.*

32

Total number of teacher positions allocated to the school

70

Total number of students enrolled at the school

1,105

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

12

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

15

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	339	396	388	0	0	0	0	1123
Attendance below 90 percent	0	0	0	0	0	0	59	115	99	0	0	0	0	273
One or more suspensions	0	0	0	0	0	0	9	86	75	0	0	0	0	170
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	55	94	82	0	0	0	0	231
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	59	69	61	0	0	0	0	189
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	6	48	42	0	0	0	0	96

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	7	4	1	0	0	0	0	12
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

Wednesday 8/31/2022

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	323	398	383	0	0	0	0	1104
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	1	4	0	0	0	0	5
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	37	57	64	0	0	0	0	158
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	44	63	80	0	0	0	0	187
Number of students with a substantial reading deficiency	0	0	0	0	0	0	43	73	56	0	0	0	0	172

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	1	23	37	0	0	0	0	61

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	8	7	0	0	0	0	15
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	339	396	388	0	0	0	0	1123
Attendance below 90 percent	0	0	0	0	0	0	55	0	0	0	0	0	0	55
One or more suspensions	0	0	0	0	0	0	67	1	4	0	0	0	0	72
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	37	57	64	0	0	0	0	158
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	44	63	80	0	0	0	0	187
Number of students with a substantial reading deficiency	0	0	0	0	0	0	43	73	56	0	0	0	0	172

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	70	91	37	0	0	0	0	198

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	8	7	0	0	0	0	15
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	54%	50%	50%				61%	51%	54%
ELA Learning Gains	55%						60%	52%	54%
ELA Lowest 25th Percentile	51%						45%	47%	47%
Math Achievement	59%	36%	36%				67%	55%	58%
Math Learning Gains	62%						67%	57%	57%
Math Lowest 25th Percentile	53%						52%	52%	51%
Science Achievement	49%	52%	53%				62%	47%	51%
Social Studies Achievement	76%	58%	58%				72%	67%	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	55%	53%	2%	54%	1%
Cohort Comparison						
07	2022					
	2019	58%	54%	4%	52%	6%
Cohort Comparison		-55%				
08	2022					
	2019	60%	53%	7%	56%	4%
Cohort Comparison		-58%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	55%	49%	6%	55%	0%
Cohort Comparison						
07	2022					
	2019	69%	62%	7%	54%	15%
Cohort Comparison		-55%				
08	2022					
	2019	23%	31%	-8%	46%	-23%
Cohort Comparison		-69%				

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	58%	47%	11%	48%	10%
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	68%	67%	1%	71%	-3%

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	91%	63%	28%	61%	30%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	57%	43%	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	23	50	47	30	47	44	27	53	67		
ELL	32	53	46	42	53	47	25	62	72		
ASN	87	78	62	90	87	67	87	92	98		
BLK	34	49	49	38	48	49	28	61	58		
HSP	45	52	51	51	56	48	33	68	78		
MUL	58	59		68	76		55	79	92		
WHT	71	55	52	74	65	67	74	82	91		
FRL	39	50	48	45	51	47	35	59	66		
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	17	23	19	22	34	30	25	30	75		
ELL	33	42	32	40	41	31	29	54	64		

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	80	80	45	83	71		76	90	94		
BLK	33	34	19	33	35	35	38	47	58		
HSP	43	44	31	44	40	33	43	54	76		
MUL	56	40		58	44	30	46	57	71		
WHT	71	66	48	74	59	50	75	81	88		
FRL	35	38	26	39	41	36	37	51	63		

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	24	41	42	34	47	39	24	38			
ELL	24	44	33	40	59	52	20	34	92		
ASN	82	73	58	90	77		97	86	97		
BLK	46	53	51	51	63	56	47	59	84		
HSP	47	51	40	55	60	50	45	59	87		
MUL	66	68	42	72	69	60	65	83	81		
WHT	76	66	44	80	72	53	77	88	84		
FRL	46	52	45	52	59	50	47	60	82		

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)	N/A
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	586
Total Components for the Federal Index	10
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	83
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	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	52
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	70
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	70
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	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

Math: The 7th grade math scores went down last year after 7A students started taking the 8th grade FSA and the only students enrolled in 7R were level 1 students. This means that any achievement points to come out of this group were students who jumped 2 levels. Now that 7R includes level 1 and 2 students, the 7th grade FAST scores should rise, but teachers must work harder with this group to achieve achievement and gains points.

ELA: Achievement levels across the board dropped from 2020-2021 to 2021-2022 school year. Minority group scores are dropping or staying consistent without noticeable improvement. Our Hispanic population scores slightly increased between middle levels of achievement. Whereas our African-American populations increased the most from L1 to L2 within a year.

Civics: ELL scores showed progress from 2021 to 20222 and our minority population scored above a 63% at an achievement level of 3 or higher. Our overall assessment results by achievement level are higher than both the district and the state.

8th Grade Science: Black & Hispanic populations had nearly triple the percent of the White population in scoring Levels 1 & 2. The White & Asian populations made up the majority of Levels 4 & 5. Achievement Level 3 was comparable across all subgroups. More than half of the student population is economically disadvantaged, and well over half of those students scored a Level 1 or 2. More than half of the SWD and ELL population scored a Level 1.

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

Math: Our lowest 25th percentile can always be improved upon in math. There is a need to focus on the high level twos to increase their scores to a level three as well as provide individualized attention to our level 1 students. Without an intensive math class this year, this will be even more critical.

ELA: Our ELL students show the highest needs as they dropped 6% between 2021-2022 assessment window.

Civics: The greatest need for improvement is the gender subgroup category. 81.3% of females scored an achievement level of 3 or higher as opposed to 70.7% of males. In addition, although 53.1% of students with disabilities scored at an achievement level of 3 or higher, 21.9% and 25% scored a level 1 or level 2, respectively.

8th Grade Science: The SWD population continues to be the most underperforming of all subgroups within the student population with approximately 73% scoring Levels 1 & 2 on the 2022 SSA.

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

Math: Again, the lack of intensive math class means our level 1 and 2 students are not receiving the additional assistance we have been able to provide in the past. Teachers must work to create small groups where these students can receive more individualized attention.

ELA: With our ELL populations, there is a language barrier for students who speak numerous languages beyond the traditional Spanish support we can provide with dictionaries and translators. We need to provide more progress monitoring strategies to support their ability to be more successful.

Civics: Factors that contribute to the gender gap in achievement need to be explored through access to the latest brain research of the middle school learner and best practices in teaching to meet those needs. For students with disabilities, a school-wide focus should be placed on co-teaching and support facilitating with fidelity.

8th Grade Science: One contributing factor to this need for improvement would be the lack of common planning time for SWD co-teach classes and the use of SWD teachers to cover classes that were without a teacher during the past 2 years. Allowing time for SWD teachers to plan with general ed teachers as well as limiting class coverage for these SWD teachers would have a positive impact on these students.

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

Math: Our 8th grade Math FSA and Algebra EOC scores showed the highest increase in achievement points.

ELA: Overall SES made gains in Levels 1, 2, 3, 4 and stay consistent in levels 5.

8th Grade Science: The percentage of students scoring a Level 5 on SSA increased in several subgroups from 2021 to 2022.
Asian- +9%
Multiracial- +10%
White- +9%
Economically Disadvantaged- +3.7%
SWD- +2.1%
Female- 3.3%

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

Math: 7A students were now included in the group of students who took the 8th grade FSA. With a full year to teach these students properly, these test scores increased.

ELA - We began the process or small group instruction with PLC introducing the concept. Some teachers did implement small group instruction.

8th Grade Science: The district's new Connected Units in Science helped to accelerate learning and make connections between prior grade levels' concepts to current grade level concepts. Increasing student engagement with total participation techniques and critical thinking activities helped contribute to

these improvements. The Science Department at our school was trained in activities for student engagement.

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

All Contents will provide small group instruction and a focus on necessary skills from previous grades during the beginning of a lesson or through bellwork will help support students in filling knowledge gaps. All contents will also implement the use of metacognitive markers across multiple curriculums as a reading strategy.

8th Grade Science: 8th grade teachers will need to be mindful of the curriculum for which their current students may have missed 2 years ago--Earth and Space Science standards. Station reviews, computer apps, small group instruction, mini labs are some ways they may implement lost learning activities.

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.

All content area teachers will receive professional development on small groups within their classroom as well as the ability to view model classrooms of teachers who are successfully filling knowledge gaps for students. Specific trainings were also provided for all content areas regarding their new curriculum to teach F.A.S.T standards.

8th Grade Science: The Science Department has already planned various trainings to take place during PLCs throughout the first few months of school to share and review the plethora of computer programs available for use by students to track learning of past and current standards in science (USA Test Prep, Legends of Learning, Gizmos, Pavo, Generation Genius). Training on small group instruction within the science classroom will be visited as well.

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

Math: The use of model classrooms and improved PLCs will help teachers collaborate and learn from each other more.

ELA: Use online platform components that allows teachers to scaffold instruction based on individual student needs.

8th Grade Science: Encouraging all Science teachers to utilize the district's Connected Units for ideas and best practices on teaching content, accelerating lost learning, providing enrichment, etc. Utilizing PLC to plan among grade level teachers, analyze student data, share strategies for teaching/learning/ remediation.

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.**	We will institute the inquiry cycle of data-driven instruction, including assessment, analysis, and action to accelerate student learning.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Students will show increase in content assessments during progress monitoring in each learning cycle.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Teachers will share student data and plan during PLCs every Tuesday and which is facilitated and monitored by the SAL.
Person responsible for monitoring outcome:	Frank Diaz (frank.diaz@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Common interim assessment data: monitors growth and achievement according to specific learning goals and academic standards. Guided discourse: directs and guides the students in a classroom talk on a specific problem
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	The effectiveness of collective teacher efficacy has been validated repeatedly by research involving general education and special education students. (John Hattie) Albert Bandura defines collective efficacy as "a group's shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment."

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.

Teachers will:
· Analyze common interim assessment data
· Identify standards needing further action
· Review targeted skills and concepts by modeling or guided discourse
· Reassess

Person Responsible   Angela M Brown (angelam.brown@hcps.net)

#2. Instructional Practice specifically relating to Small Group Instruction	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	At Liberty, students will have the opportunity to actively participate in teacher-led small group instruction and cooperative learning following whole group instruction to reinforce skills and concepts.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Teachers will work with smaller groups of students to increase student's understanding of instructional concepts.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Teachers will share student data during weekly check-ins with SAL and plan according to the needs of students.
Person responsible for monitoring outcome:	Frank Diaz (frank.diaz@hcps.net)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	· Check for understanding · Scaffold and differentiate instruction · Accelerate students to finish their learning · Conduct data chats · Present a targeted task for evidence of learning or discover misconceptions
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Learning science research has shown that small-group learning (when compared to competitive and individualistic learning) improves academic achievement, relationships with classmates and faculty, and promotes psychological well-being. The following summarizes these benefits, drawn from a meta-analysis of small-group learning in The Journal on Excellence in College Teaching (Johnson et. al., 2014).

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.

Teachers will:
- Informally assess students during instruction
- Identify individual student needs for success
- Implement small group instruction based on individual needs
- Collect and share student data during weekly PLCs

Person Responsible	Frank Diaz (frank.diaz@hcps.net)

#3. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Liberty Middle School is a community of learners as we are all here to learn and grow together. At Liberty, all staff will encourage and reward positive student behavior with a school-wide incentive program based on the following expectations for students: As a Liberty Middle School student, I will embrace the core values of PRIDE. · I will persevere: I will do the hard work it takes to be successful. · I will be respectful: I will honor all people and their ideas. · I will show integrity: I will be trustworthy, honest, and kind. · I will be dependable: I will honor my commitments and be reliable. · I will encourage others: I will be caring, sympathetic, and helpful.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Decrease overall external suspension by 5%, ultimately increasing Liberty's overall school culture while creating a safe environment for students.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	We will "catch students being good" and reinforce the positive behaviors through a school-wide positive behavior incentive program. As a school, overall internal and external suspensions will decrease as a result of the behavior program.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Students positive referrals will increase which will allow students will be able to participate in Liberty Store, Eagle's Nest, and school-wide incentives.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. PBIS creates schools where all students succeed. (https://www.pbis.org/)

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.

Teachers will:
- Observe student behavior on a daily basis.
- Pass out Liberty Bucks to students who are meeting the PRIDE expectations.
- Write positive referrals for students who are meeting expectations.
- Recommend students to participate in Eagles Nest activities and school-wide incentives.

Person Responsible	Natalia Sutton (natalia.sutton@hcps.net)

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.

Liberty Middle School will be building a positive school culture and environment ensuring all stakeholders are involved in all aspects of planning, implementing, and readdressing student success and creating opportunities for success.
-PTSA
-SAC
-Sunshine Committee
-Student Council
-Student Clubs
-PRIDE Club
-Common Planning Time
-Instructional Leadership Teams

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

Teachers:
- Pre-Planning Introduction to who represents Liberty Middle School.
- Updating staff's knowledge of Student Data and Demographics, Positive Cultural Ed-Camp Rotations.
-Starting a Cultural Committee that meets once a month to participate in a book study, Lead with Culture by Jay Billy, as part of a Professional Development opportunity.
-Cultural Committee will introduce monthly strategies for staff to use in their classrooms to continue building positive environment.

Students:
- Celebrate and display national heritages that represent the diverse cultures on campus.
- Offer monthly 'Student Forums' that provides students a platform to share interest, address school concerns or provide community outreach.

Parents:
- Student of the Month Family Celebrations
- Positive Notes Home
- Positive Phone Calls

Community Stakeholders:
- Add members to SAC, PTSA
- Allow community businesses to participate as vendors to offer their services to our families