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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: 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	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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 White Students Economically Disadvantaged Students
School Grades History	2021-22: C (47%) 2018-19: C (50%) 2017-18: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TSI

* 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 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.

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://libertymms.ocps.net/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p>2021-22 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">89%</p>

School Grades History

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

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
Jones, Johndrell	Principal	<p>Provides a common vision and direction for Liberty Middle School, placing student success at the forefront. Teacher evaluations and progress monitoring are used to inform the decision-making process. Data-based decision-making is important as the principal oversees curriculum and instruction and ensures the School Improvement Plan is implemented throughout the school year. Communication flow and decision making occurs through a system of distributed leadership including: [Admin Team: Principal and Assistant Principals]; [Core Leadership Team: Principal, Assistant Principals, Deans, Coaches, ELL Compliance Specialist, Staffing Specialist and Guidance Counselors];[Data Meetings: Principal, Assistant Principals, Instructional Coaches, and content area teachers]. Decisions are discussed and evaluated by these individuals as members of the school-based leadership team and communicated to the stakeholders.</p>
Thinn, Latoya	Assistant Principal	<p>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.</p>
Speights, Donnell	Math Coach	<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>
Ruby, Darcy	Curriculum Resource Teacher	<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</p>

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>
Tomasi, Courtney	Assistant Principal	<p>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.</p>

Demographic Information

Principal start date

Tuesday 6/14/2022, Johndrell Jones

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.*

1

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.*

14

Total number of teacher positions allocated to the school

58

Total number of students enrolled at the school

947

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.

11

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	305	294	330	0	0	0	0	929
Attendance below 90 percent	0	0	0	0	0	0	94	97	192	0	0	0	0	383
One or more suspensions	0	0	0	0	0	0	9	34	59	0	0	0	0	102
Course failure in ELA	0	0	0	0	0	0	5	1	5	0	0	0	0	11
Course failure in Math	0	0	0	0	0	0	5	11	15	0	0	0	0	31
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	85	108	141	0	0	0	0	334
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	111	114	135	0	0	0	0	360
Number of students with a substantial reading deficiency	0	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	89	111	157	0	0	0	0	357

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	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	1	5	0	0	0	0	0	6

Date this data was collected or last updated

Wednesday 8/24/2022

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	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	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

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	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	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

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	42%	49%	50%				47%	52%	54%
ELA Learning Gains	47%						49%	52%	54%
ELA Lowest 25th Percentile	34%						38%	45%	47%
Math Achievement	38%	36%	36%				45%	55%	58%
Math Learning Gains	47%						49%	55%	57%
Math Lowest 25th Percentile	47%						47%	50%	51%
Science Achievement	42%	55%	53%				39%	51%	51%
Social Studies Achievement	60%	61%	58%				58%	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	46%	52%	-6%	54%	-8%
Cohort Comparison						
07	2022					
	2019	34%	48%	-14%	52%	-18%
Cohort Comparison		-46%				
08	2022					
	2019	47%	54%	-7%	56%	-9%
Cohort Comparison		-34%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	37%	43%	-6%	55%	-18%
Cohort Comparison						
07	2022					
	2019	40%	49%	-9%	54%	-14%
Cohort Comparison		-37%				
08	2022					
	2019	15%	36%	-21%	46%	-31%
Cohort Comparison		-40%				

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	36%	49%	-13%	48%	-12%
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	55%	66%	-11%	71%	-16%
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	74%	63%	11%	61%	13%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	92%	53%	39%	57%	35%

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	14	34	28	18	39	41	24	25			
ELL	26	40	31	25	45	52	27	48	68		
ASN	75	63		89	85			100			
BLK	34	39	25	35	49	57	31	71	69		
HSP	38	45	34	34	45	46	41	54	60		
MUL	57	38		62	38						
WHT	57	57	40	53	52	47	51	72	62		
FRL	36	42	34	32	46	48	35	56	57		

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		
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		

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)	TSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	32
Total Points Earned for the Federal Index	452
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	39
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	82
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	43
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	49
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	55
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	42
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?

According to progress monitoring data, Math proficiency was lower for all grade levels and sub groups when compared to ELA proficiency. In the area of learning gains, Math showed a greater improvement increasing 16 percent from 20-21. ELA learning gains improved 2 percent from 20-21.

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

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

SWD scored 14% proficiency in ELA and 18% proficiency in Math. ELL scored 26% proficiency in ELA and 25% proficiency in Math.

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 demonstrate the need for extra support across Reading and Math. For the 22-23 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 2022 state assessments, showed the most improvement?

School-wide Math scores showed the most improvement moving from 32% in 2021 to 48% proficiency on the 2022 FSA

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

Students and Teachers were made aware of their achievement goals. Teachers implemented data chats with students. Students and teachers tracked their progress with each administration of i-Ready.

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. Monitoring of classrooms through walkthroughs and lesson plan feedback to ensure an aligned curriculum.

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.

Areas of Focus

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

:

#1. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Liberty will build up our system of how we analyze instructional practice by analyzing data and making the necessary adjustments that improve student outcomes.

RATIONALE: Students in the ELL 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.

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

ELL proficiency will increase at least 10% in the area of Reading from 26% to 36% proficiency.

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

- Classroom observations
- Informal classroom assessments
- District and school-based formative assessments
- PLC collaboration logs

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy: Describe the evidence-based strategy being

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

implemented for this Area of Focus.

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. Support Facilitators and interventionists will participate in District training on implementing a co-teaching model to implement small group instruction. Establishment of morning, after-school, and Saturday tutoring is in the works as well.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

The ELL ESSA subgroup is not showing sufficient proficiency from year to year. Using Common Assessments and District assessments the leadership team will track the effectiveness of the strategies and determine adjustments that may need to be made.

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.

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, 2022, 2x per week, Ruby, Speights, Aquino)
2. Classroom instruction will focus on teaching the standards at grade-level (August 10, 2022, weekly monitor, Administration and Instructional Coaches)
3. Instructional Coach and teachers will review data from common and district assessments to adjust instruction. (Sept 6, 2022, weekly, MTSS Team)
5. Collaborate with data-proven schools to gain strategies. (Sept 6, 2022, bi-monthly, Jones)
6. Provide professional development for teachers when areas of need arise. (August 26, 2022, monthly, Jones)

Person Responsible Johndrell Jones (johndrell.jones@ocps.net)

#2. Positive Culture and Environment specifically relating to attendance and discipline

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Integrate and monitor resources and strategies that strengthen a positive culture and environment to grow every student academically as well as give them a place to belong.

Rational: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's positive culture we will address the following school needs:

- * Student sense of belonging - students want to be at school (attendance & discipline)
- * Parent and family engagement- attendance at family learning workshops

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

- On FAST, decrease the achievement gap between subgroups by at least 3%.
- Overall parent and family engagement attendance will show an increase of 3%
- Increase Panoramic student survey sense of belonging from 35% to 40%

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

- District/School Common Assessment Data
- Qualitative data from students, staff, and families specifically the Panorama Surveys

Person responsible for monitoring outcome:

Johndrell Jones (johndrell.jones@ocps.net)

Use distributive leadership and positive culture strategies to implement a continuous improvement plan focused on strengthening a positive culture & climate , intentionally integrating aligned instructional strategies, and deliberate school supports for families.

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

Our school will plan and implement monthly professional learning to provide training, opportunities to make connections, 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 the Culture and Climate continuum, needs assessments, classroom observations, and school environment observations (attendance & discipline). We will modify our plan of action as indicated data, student needs, staff needs, and family needs.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria

In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building, including its families. To strengthen a positive culture & environment with families, staff, 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 integration of instructional strategies and deliberate school supports necessary for collective organizational improvement and change.

used for selecting this strategy.

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 academic development of every student as well as build a community of belonging.

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.

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, 2022, 2x per week, Ruby, Speights, Aquino)
2. Classroom instruction will focus on teaching the standards at grade-level (August 10, 2022, weekly monitor, Administration and Instructional Coaches)
3. Instructional Coach and teachers will review data from common and district assessments to adjust instruction. (Sept 6, 2022, weekly, MTSS Team)
4. Implement a system of Positive Behavior Support and Rewards at intervals throughout the school year. (September 2, 2022, quarterly, PBS and Discipline Team)
5. Conduct and monitor participation of the Panorama surveys for students, families, and staff (Yearly, Thinn, Tomasi, Safe Coordinator, Family Liaison)

Person Responsible Latoya Thinn (latoya.thinn@ocps.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 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.

Asa school, Liberty Middle School works to create a positive school culture by offering students support through tutoring, clubs, sports, spirit weeks, and positive behavior support celebrations. The leadership team strives to build community among the staff and faculty through team building activities and recognition of teachers for the excellent work.

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

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. .

Administration works to promote a positive culture with faculty and students through building relationships, transparency and leading by example. Teachers play a role in establishing a positive culture and environment by setting the tone in their classrooms by building relationship and building community among students. Liberty Middle School has many opportunities for students to participate in extracurricular activities that help promote a positive climate. These activities include mentorship, sports, clubs and the YMCA. Administration, Counselors and the SAFE coordinator work together to provide students an opportunity to voice concerns and need for help through restorative justice. All staff members are involved in the process of promoting a positive culture and environment at Liberty Middle School.