

Marion County Public Schools

Liberty Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Liberty Middle School

4773 SW 95TH ST, Ocala, FL 34476

[no web address on file]

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|--|---|------------------------|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|-------------------|---------------------|--|
| Williams, Bo | Principal | Leads, supervises and facilitates the overall operation of a school focusing on academic leadership to provide high quality instruction for all students. The principal supervises all Administrative, Instructional, and Non-Instructional Personnel assigned to the school. |
| MacMillan, Robert | 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. |
| Colbert, Michelle | 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. |
| Ramputi, Michelle | 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. |
| Chitty, Joseph | Instructional Coach | The instructional coach will assist in training teachers on 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. |
| Poyner, Jennifer | Instructional Coach | The instructional coach will assist in training teachers on strategies in the classroom, implementing best practices in the classroom, and the |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--|
| | | Professional Development on campus. The instructional coach will also assist with the ITD and New to Liberty Teachers. |

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Liberty Middle School leadership team was responsible for developing the SIP and its goals. The teachers and staff submitted data from a survey that was used in developing our goal on school climate. Our SAC committee consisting of parents, students, community members and staff will review and provide feedback on the current SIP and offer guidance into future goal setting.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored during the school year with the faculty and staff by reviewing student data during faculty and also subject area meetings that are held weekly. We have implemented an enrichment/remediation block during every block period so teachers can look at their data, identify areas of weakness and be intentional about students and areas of growth. We will continue to revisit and revise the plan throughout the year and if adjusting is necessary to meet the goals of the individual subjects, departments and school, then those will be made to ensure we are providing the supports needed for continuous improvement.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

| | |
|---|------------------------|
| 2023-24 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 |
| 2022-23 Title I School Status | Yes |
| 2022-23 Minority Rate | 65% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 88% |
| Charter School | No |
| RAISE School | No |
| ESSA Identification *updated as of 3/11/2024 | ATSI |
| Eligible for Unified School Improvement Grant (UniSIG) | No |

| | |
|--|--|
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)* |
| School Grades History *2022-23 school grades will serve as an informational baseline. | 2021-22: C 2019-20: B 2018-19: B 2017-18: C |
| School Improvement Rating History | |
| DJJ Accountability Rating History | |

Early Warning Systems

Using 2022-23 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 | | |
| Absent 10% or more days | 0 | 0 | 0 | 0 | 0 | 0 | 153 | 144 | 189 | 486 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 111 | 83 | 109 | 303 | |
| Course failure in English Language Arts (ELA) | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 40 | 48 | 107 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 17 | 36 | 66 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 170 | 143 | 173 | 486 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 147 | 119 | 108 | 374 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 170 | 143 | 173 | 486 | |

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|-----|-----|-----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 253 | 254 | 301 | 808 | |

Using the table above, complete the table below with the number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 26 | 26 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Prior Year (2022-23) As Initially Reported (pre-populated)**The number of students by grade level that exhibited each early warning indicator:**

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|---|---|---|---|---|-----|-----|-----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 0 | 0 | 0 | 0 | 0 | 0 | 92 | 80 | 131 | 303 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 84 | 93 | 115 | 292 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 66 | 78 | 105 | 249 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 113 | 129 | 276 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 120 | 129 | 176 | 425 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 137 | 137 | 166 | 440 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|-----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 70 | 102 | 140 | 312 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 19 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|---|---|---|---|---|-----|-----|-----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 0 | 0 | 0 | 0 | 0 | 0 | 92 | 80 | 131 | 303 | |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 84 | 93 | 115 | 292 | |
| Course failure in ELA | 0 | 0 | 0 | 0 | 0 | 0 | 66 | 78 | 105 | 249 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 113 | 129 | 276 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 0 | 0 | 0 | 120 | 129 | 176 | 425 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 0 | 0 | 137 | 137 | 166 | 440 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

The number of students by current grade level that had two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|---|----|-----|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 70 | 102 | 140 | 312 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 19 | 19 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|-----------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 42 | | | 43 | 42 | 50 | 43 | | |
| ELA Learning Gains | | | | 40 | 41 | 48 | 44 | | |
| ELA Lowest 25th Percentile | | | | 28 | 31 | 38 | 33 | | |
| Math Achievement* | 46 | | | 42 | 46 | 54 | 41 | | |
| Math Learning Gains | | | | 43 | 49 | 58 | 34 | | |
| Math Lowest 25th Percentile | | | | 43 | 43 | 55 | 32 | | |

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| Science Achievement* | 47 | | | 35 | 40 | 49 | 41 | | |
| Social Studies Achievement* | 72 | | | 72 | 65 | 71 | 59 | | |
| Middle School Acceleration | 76 | | | 62 | | | 61 | | |
| Graduation Rate | | | | | | | | | |
| College and Career Acceleration | | | | | | | | | |
| ELP Progress | 46 | | | 42 | | | 57 | | |

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

| 2021-22 ESSA Federal Index | |
|--|------|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 55 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 329 |
| Total Components for the Federal Index | 6 |
| Percent Tested | 97 |
| Graduation Rate | |

| 2021-22 ESSA Federal Index | |
|--|------|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 45 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 4 |
| Total Points Earned for the Federal Index | 450 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 97 |
| Graduation Rate | |

ESSA Subgroup Data Review (pre-populated)

| 2022-23 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|--|---------------------------|--|--|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 16 | Yes | 4 | 2 |
| ELL | 44 | | | |
| AMI | | | | |
| ASN | 84 | | | |
| BLK | 46 | | | |
| HSP | 50 | | | |
| MUL | 49 | | | |
| PAC | | | | |
| WHT | 62 | | | |
| FRL | 47 | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|---|--|---------------------------|--|--|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 23 | Yes | 3 | 1 |
| ELL | 35 | Yes | 1 | |
| AMI | | | | |
| ASN | 75 | | | |
| BLK | 34 | Yes | 1 | |
| HSP | 44 | | | |
| MUL | 44 | | | |
| PAC | | | | |
| WHT | 48 | | | |
| FRL | 39 | Yes | 1 | |

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

| 2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
| All Students | 42 | | | 46 | | | 47 | 72 | 76 | | | 46 |
| SWD | 8 | | | 10 | | | 12 | 34 | | | 4 | |
| ELL | 25 | | | 29 | | | 27 | 51 | 87 | | 6 | 46 |
| AMI | | | | | | | | | | | | |
| ASN | 61 | | | 80 | | | 86 | 95 | 100 | | 5 | |
| BLK | 30 | | | 28 | | | 36 | 63 | 71 | | 5 | |
| HSP | 41 | | | 43 | | | 45 | 64 | 69 | | 6 | 35 |
| MUL | 42 | | | 48 | | | 20 | 86 | | | 4 | |
| PAC | | | | | | | | | | | | |
| WHT | 48 | | | 53 | | | 52 | 79 | 78 | | 5 | |
| FRL | 33 | | | 36 | | | 41 | 63 | 70 | | 6 | 36 |

| 2021-22 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 43 | 40 | 28 | 42 | 43 | 43 | 35 | 72 | 62 | | | 42 |
| SWD | 9 | 21 | 22 | 16 | 34 | 34 | 20 | 27 | 21 | | | 30 |
| ELL | 23 | 36 | 35 | 24 | 36 | 43 | 15 | 55 | 42 | | | 42 |
| AMI | | | | | | | | | | | | |
| 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 | | | 39 |
| MUL | 38 | 32 | | 35 | 37 | 55 | 32 | 83 | 36 | | | |
| PAC | | | | | | | | | | | | |
| WHT | 49 | 41 | 20 | 50 | 44 | 37 | 50 | 77 | 66 | | | |
| FRL | 35 | 35 | 26 | 34 | 39 | 40 | 31 | 61 | 52 | | | 41 |

| 2020-21 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 43 | 44 | 33 | 41 | 34 | 32 | 41 | 59 | 61 | | | 57 |
| SWD | 14 | 29 | 28 | 25 | 37 | 26 | 24 | 35 | | | | |
| ELL | 25 | 41 | 36 | 27 | 38 | 35 | 18 | 40 | 76 | | | 57 |

| 2020-21 ACCOUNTABILITY 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 | ELP Progress |
| AMI | | | | | | | | | | | | |
| 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 | | | 56 |
| MUL | 41 | 45 | | 46 | 42 | 40 | 39 | 68 | 91 | | | |
| PAC | | | | | | | | | | | | |
| WHT | 50 | 48 | 40 | 51 | 38 | 39 | 50 | 68 | 66 | | | |
| FRL | 36 | 41 | 31 | 34 | 32 | 32 | 34 | 54 | 52 | | | 49 |

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

| ELA | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 07 | 2023 - Spring | 42% | 37% | 5% | 47% | -5% |
| 08 | 2023 - Spring | 41% | 38% | 3% | 47% | -6% |
| 06 | 2023 - Spring | 38% | 36% | 2% | 47% | -9% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 06 | 2023 - Spring | 40% | 44% | -4% | 54% | -14% |
| 07 | 2023 - Spring | 42% | 41% | 1% | 48% | -6% |
| 08 | 2023 - Spring | 33% | 45% | -12% | 55% | -22% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 08 | 2023 - Spring | 46% | 37% | 9% | 44% | 2% |

ALGEBRA

| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| N/A | 2023 - Spring | 83% | 44% | 39% | 50% | 33% |

GEOMETRY

| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| N/A | 2023 - Spring | 98% | 43% | 55% | 48% | 50% |

CIVICS

| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| N/A | 2023 - Spring | 70% | 58% | 12% | 66% | 4% |

III. Planning for Improvement**Data Analysis/Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our students with disabilities subgroup has performed below the 41% threshold for 2 consecutive years, particularly in ELA. In 2019, the SWD ELA achievement was 23%, in 2021 it dropped to 14% and in 2022 it was 9% and in 2023 it was 24%. Being a new principal to the school, I am not sure of the contributing factors however, stakeholders report that a lack of emphasis on reading and implementing reading strategies in all classes has led to this decline.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Schoolwide ELA data dropped from 43% in 2022 to 42% in 2023. The ELA achievement has declined over the last 4 tested years from 48% in 2019, 43% in 2021, 43% in 2022 to 42% in 2023. Not prioritizing the importance of reading across the curriculum has led to this decline. With the new benchmarks from the state in the 2022-2023 school year, it is imperative that we understand the depth of what is being asked and task the students with aligned work to that specific benchmark.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

FAST math grade 6,7,8 had the greatest gap when compared to the state average. 6th grade was 40% compared to 54% from the state, 7th grade was 42% compared to 48% state average and 8th grade was 33% compared to 55% for the state. The contributing factors were a new set of math standards, a new test for the teachers to prepare for and for the students to take and also lack of intentionality when remediating standards that had not been mastered.

Which data component showed the most improvement? What new actions did your school take in this area?

Science showed the greatest improvement in 2023 jumping 12% points in science achievement. The teachers worked collaboratively with one another in their planning to ensure the standards were being taught at an appropriate level of rigor.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The amount of students that missed 10% or more days of school last year is a concern. We had 35% of our students that missed 10% or more of school.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Addressing the ESSA Federal Index of having 4 subgroups under the 41% rate leads to our schoolwide focus on SWD, ELL, African American students and economically disadvantaged students and improving their overall proficiency in math, reading, science and history.
2. Intentional reading across all subjects will support our students in increasing their proficiency in English/language arts.
3. Lower the chronic absenteeism rate from 35% in 2023 to below 30% in 2024 by utilizing our social work team and the family engagement liaison to reach out to families and develop a plan to prioritize the importance of being in school.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Attendance and teacher retention are major concerns for the 2023-2024 school year. Thirty-five percent of students were chronically absent for the 2022-2023 school year. For the 2023-2024 school year, there were twelve vacant instructional positions, six non-instructional vacant positions, 2 instructional coaches, three vacant assistant principal positions, three vacant student service managers, and one vacant counselor position.

Measurable Outcome:

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

If we provide each new staff a mentoring program and on-going communication/support, then we will retain all of the new teachers and have less than 10% staff turnover as we move into the next school year. By utilizing our Family Engagement Liaison, our social work team, attendance clerk and our guidance counselors to track weekly attendance reports, we will make contact with families and make home visits to reinforce the importance and ramifications of being in school. In doing so, our chronic absenteeism rate will decrease by 10% for this school year.

Monitoring:

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

This will be monitored through ongoing mentorships that were created strategically by the admin team and lead ITD. All leadership team will be part of the new teacher program. We will also have open door communication with all staff to provide individual and school wide support for all needs.

Person responsible for monitoring outcome:

Bo Williams (reuben.williams@marion.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

ITD mentoring program through MCPS and Liberty Middle.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Staff morale and creating a safe work environment is crucial in recruiting and retaining teachers. Our goal is to recruit high quality people who want to make a positive difference in students lives. Once part of the LMS family, then we want to continue to build staff morale by showing appreciation and gratitude for all staff.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Bi Weekly new teacher and new to Liberty meetings. This will run concurrently with our ITD meetings.

Person Responsible: Joseph Chitty (joseph.chitty@marion.k12.fl.us)

By When: Bi Weekly

Ongoing staff appreciation to build staff morale and culture.

Person Responsible: Bo Williams (reuben.williams@marion.k12.fl.us)

By When: Ongoing throughout the year to continually show staff appreciation through events and tokens of appreciation.

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

We will focus on our ESSA subgroups, students with disabilities, African American students, English language learners and economically disadvantaged students because they all scored below the 41% minimum.

Measurable Outcome:

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

Our goal is to have the ESSA subgroups of students with disabilities, African American students, English language learners and our economically disadvantaged students scoring above the 41% minimum in the 2023-2024 school year.

Monitoring:

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

We will identify students who are struggling based on prior and current data and track their ELA and Math classroom grades, FAST/DPMA data, in-program progress monitoring data (if applicable) and their FAST data, at the end of the school year to determine the number (percentage) of students that become proficient, as well as the number (percentage) of students that show learning gains. We will then compare our subgroup

FAST ELA and Math tutoring data, with our overall subgroup FAST ELA and Math data.

Person responsible for monitoring outcome:

Robert MacMillan (robert.macmillan@marion.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will provide extra instructional time through tutoring opportunities for students in the underperforming subgroups. We will hire ELA and Math certified teachers to assist and instruct students during these sessions.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on FDOE standardized assessment scores, our ESSA Subgroups of students with disabilities, African American students, English language learners and economically disadvantaged students that are below the Federal Index need extra support in ELA and Math. Increasing instructional time will help students increase ELA and Math achievement. Our tutoring program allows students to receive smaller group instruction.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

After school tutoring program for all students. Specifically targeting students who fall under one or more of the ESSA subgroups so we can provide additional supports to those students.

Person Responsible: Jennifer Poyner (jennifer.poyner@marion.k12.fl.us)

By When: By the end of quarter 1 we will have data from PM 1 and D/F lists from report cards to identify students who need additional support.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

When allocating resources, we will make sure that all stakeholders are a part of future planning to ensure that all areas are addressed. We will look at teacher and staff needs, student needs and parent needs for their students. With this feedback, we will be able to propose a budget of resources to ensure that we are addressing the needs of the entire school population. This year, a focus was on bridging the gaps of students who are lacking skills by offering after school tutoring opportunities. This aligns with the SIP goals of improving our ESSA subgroups in both math and ELA.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

We will utilize the school web page, parent engagement nights, SAC meetings and faculty meetings to develop and monitor the SIP and its goals and share the information that comes from them.

<https://www.marionschools.net/lms>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

We will facilitate a collaborative working relationship with staff, students, parents and community. During July, we held a meet and greet with the new principal and administrative staff at the school. We will also hold quarterly SAC meetings and invite all stakeholders to come and actively participate. Finally, we are planning parent engagement nights during the year to reach our students and families that fall into the focus areas of our SIP. We will host an ESOL and ESE night where we go over all resources and supports at the school level. We will provide any resources in the community to help families. We will

also provide student data and model how parents can support the education of their child from home. We will host a math and literacy night where we focus on individual data from progress monitoring to provide the family. They will receive resources that the student can work on outside of school to improve their learning.

<https://www.marionschools.net/lms>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

Through accountability within the collaborative PLC's and data analysis, we will be able to identify students and target areas of weakness to then provide remediation opportunities to bridge the gaps within student learning. We will also provide an enrichment opportunity to students who are excelling in certain areas to push them and prepare them for future coursework.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Our guidance counselors, social worker, psychologist, deans and outside counseling services will provide specific counseling to students in need. We also have several community resources that come in and provide mentoring to students in small group or one on one fashion.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Our students will attend the middle school career expo that is facilitated through MCPS each year. We will host information nights for high schools around the county to come and speak to our students and parents about the next steps in education.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Our tier 1 behavior plan will provide all staff with support and resources to engage all students and reduce the number of minor infractions. Student services will track students attendance and discipline to identify early trends in order to put supports in place to help the student become more successful. We will have a strong Positive Behavior support system in place to reward good decision making and students who are making growth in their academics.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

We will have bi weekly whole group faculty meetings where we will provide focused PD to our teachers. On the off weeks, teachers will work collaboratives in their subject area PLC's to develop common assessments, analyze student data and plan for remediation/enrichment. We will also meet weekly with our new teachers and mentors through the ITD program to ensure they have the resources and support they need for a successful year which aligns with the district strategic plan of recruiting and retaining teachers.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A