

Orange County Public Schools

Liberty Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Liberty Middle

3405 S CHICKASAW TRL, Orlando, FL 32829

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

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.

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, 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
Jones, Johndrell	Principal	The Principal is responsible for all decisions that impact teaching and learning on our campus. He ensures the safety of our students and staff, conducts observations and provides feedback to staff, implements systems and structures for staff to engage in professional learning, monitors student data, as well as works with Curriculum Leaders in each department to ensure a focus on increasing student achievement. Additionally attends weekly PLC meetings for math and social studies and oversees state testing and the school magnet program.
Thinn, Latoya	Assistant Principal	Attends weekly PLC meetings to support teachers in 6th grade Math, Science, and electives. Responsible for the progress monitoring of students within those subject areas. Additionally oversees discipline.
Chappetta, Bethany	Assistant Principal	Oversees master scheduling. Attends weekly PLC meetings to support teachers in ELA, Reading, SWD Support, and electives. Responsible for the progress monitoring of students within those subject areas.
Speights, Donnell	Math Coach	Participates in weekly math PLC meetings, provides ongoing professional development to math teachers, assists with the creation of unit lesson plans, guides data discussions of classroom/state/district assessments, and will help with the analysis of data to direct instruction. Additionally oversees the school tutoring program.
Aquino, Stacy	Instructional Coach	Participates in weekly ELA and Reading PLC meetings, provides ongoing professional development to ELA and Reading teachers, assists with the creation of unit lesson plans, guides data discussions of classroom/state/district assessments, and will help with the analysis of data to direct instruction.
Ruby, Darcy	Curriculum Resource Teacher	Participates in weekly Science and Social Studies PLC meetings, provides ongoing professional development to Science and Social Studies teachers, assists with the creation of unit lesson plans, guides data discussions of classroom/state/district assessments, and will help with the analysis of data to direct instruction. Additionally oversees state assessment and the school magnet program.
O'Harrow, Alicia	Dean	The Deans support the efforts to establish and maintain a positive culture as they provide staff with resources and training to support building authentic relationships with students, parents, and the community. Additionally oversees the Positive Behavior Systems.
Woody, Jannan	Dean	The Deans support the efforts to establish and maintain a positive culture as they provide staff with resources and training to support building authentic relationships with students, parents, and the community. Additionally oversees transportation.

Name	Position Title	Job Duties and Responsibilities
Dickens, Dwayne	Dean	The Deans support the efforts to establish and maintain a positive culture as they provide staff with resources and training to support building authentic relationships with students, parents, and the community.
Burgos, Albert	Staffing Specialist	The School Staffing Specialist is responsible for coordinating the staffing and educational planning process at the local school while ensuring that all IEPs/EPs are up-to-date and being utilized faithfully in the classroom. Additionally oversees the weekly PLC meetings for the support facilitators and InD teachers.
Castillo, Ida	School Counselor	Guidance counselors support students with academic, social, and emotional support and guidance. Performs individual, peer, small group, and classroom counseling. Takes part in crisis counseling, master schedule building, student schedule changes, and Skyward. Additionally supports the Positive Behavior Systems.
Lugo Negrón, Aurimar	ELL Compliance Specialist	Provides support to families of ELL students by holding engagement meetings that provide parents resources necessary to support their students. Monitors and provides PD opportunities for ELL classroom strategies. Ensures that school is in compliance with ELL student plans. Additionally assesses and monitors ELL students utilizing WIDA/ACCESS testing.

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.

The school leadership team reviewed school data and systems from the previous year and identified areas of growth. Goal were collectively established. Goals were shared with teachers, school staff, parents, and students during pre-planning.

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))

SIP goals will be monitored through the core classes utilizing state, district, and school assessments. The state testing calendar and district pacing calendar will be utilized to determine intervals for monitoring based on subject areas. Achievement gaps will be discussed through PLC meeting and instructional adjustments will be made based on the data. School Climate and culture data will be collected and reviewed monthly. Targeted plans will be created for academic and culture needs when data indicates a need.

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	89%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
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: C 2018-19: C 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	75	113	107	295
One or more suspensions	0	0	0	0	0	0	16	79	87	182
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	4	3	7
Course failure in Math	0	0	0	0	0	0	0	10	16	26
Level 1 on statewide ELA assessment	0	0	0	0	0	0	97	118	114	329
Level 1 on statewide Math assessment	0	0	0	0	0	0	97	102	50	249
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	1	0	0	1

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	91	134	116	341

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	1	0	0	1
Students retained two or more times	0	0	0	0	0	0	2	0	0	2

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	94	97	192	383
One or more suspensions	0	0	0	0	0	0	9	34	59	102
Course failure in ELA	0	0	0	0	0	0	5	1	5	11
Course failure in Math	0	0	0	0	0	0	5	11	15	31
Level 1 on statewide ELA assessment	0	0	0	0	0	0	85	108	141	334
Level 1 on statewide Math assessment	0	0	0	0	0	0	111	114	135	360
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	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	89	111	157	357

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

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	94	97	192	383
One or more suspensions	0	0	0	0	0	0	9	34	59	102
Course failure in ELA	0	0	0	0	0	0	5	1	5	11
Course failure in Math	0	0	0	0	0	0	5	11	15	31
Level 1 on statewide ELA assessment	0	0	0	0	0	0	85	108	141	334
Level 1 on statewide Math assessment	0	0	0	0	0	0	111	114	135	360
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	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	89	111	157	357

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

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*	44	48	49	42	49	50	42		
ELA Learning Gains				47			44		
ELA Lowest 25th Percentile				34			38		
Math Achievement*	51	57	56	38	36	36	36		
Math Learning Gains				47			32		
Math Lowest 25th Percentile				47			33		
Science Achievement*	45	53	49	42	55	53	42		
Social Studies Achievement*	55	64	68	60	61	58	53		
Middle School Acceleration	61	77	73	63	52	49	56		
Graduation Rate					51	49			
College and Career Acceleration					69	70			
ELP Progress	26	43	40	32	79	76	44		

* 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)	TSI
OVERALL Federal Index – All Students	47
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	282
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	45

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	452
Total Components for the Federal Index	10
Percent Tested	98
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	22	Yes	4	4
ELL	33	Yes	4	
AMI				
ASN	81			
BLK	45			
HSP	44			
MUL				
PAC				
WHT	61			
FRL	42			

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	28	Yes	3	3
ELL	39	Yes	3	
AMI				
ASN	82			
BLK	46			
HSP	43			

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%
MUL	49			
PAC				
WHT	55			
FRL	42			

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	44			51			45	55	61			26
SWD	18			29			11	27			5	27
ELL	28			40			27	40	39		6	26
AMI												
ASN	76			86			93		69		4	
BLK	45			47			36	52			4	
HSP	40			48			39	54	57		6	25
MUL												
PAC												
WHT	56			61			62	61	67		5	
FRL	39			48			40	49	54		6	23

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	42	47	34	38	47	47	42	60	63			32
SWD	14	34	28	18	39	41	24	25				32
ELL	26	40	31	25	45	52	27	48	68			32
AMI												
ASN	75	63		89	85			100				

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
BLK	34	39	25	35	49	57	31	71	69			
HSP	38	45	34	34	45	46	41	54	60			32
MUL	57	38		62	38							
PAC												
WHT	57	57	40	53	52	47	51	72	62			
FRL	36	42	34	32	46	48	35	56	57			35

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	42	44	38	36	32	33	42	53	56			44
SWD	21	26	24	16	25	25	18	33				28
ELL	18	39	46	21	27	30	17	36	43			44
AMI												
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			45
MUL	58			67	71							
PAC												
WHT	60	59	25	50	35	28	58	63	54			
FRL	35	39	35	29	28	33	37	44	49			45

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	39%	45%	-6%	47%	-8%
08	2023 - Spring	41%	46%	-5%	47%	-6%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	35%	44%	-9%	47%	-12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	38%	53%	-15%	54%	-16%
07	2023 - Spring	52%	38%	14%	48%	4%
08	2023 - Spring	54%	58%	-4%	55%	-1%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	41%	50%	-9%	44%	-3%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	70%	47%	23%	50%	20%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	90%	45%	45%	48%	42%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	50%	61%	-11%	66%	-16%

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.

According to progress monitoring data and FAST PM data, ELA proficiency (maintained 42% proficiency) was lower for all grade levels and sub groups. 6th grade in particular demonstrated

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

The Civics EOC component showed the greatest decline from 65% proficiency to 60% proficiency. The contributing factor to this decline was not having a consistent teacher in one of the Civics classrooms for the entire school year. This led to inconsistencies with monitoring student progress with mastery of the standards in this classroom.

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.

The greatest gap when compared to the state average was middle school acceleration. Liberty was 63% and the state was 78%. One of the contributing factors was DIT students counted for the lag year that did not pass the certification test. Secondly, eight 8th grade students that were identified as belonging in an Algebra 1 were scheduled for Pre-Algebra after several monitoring checks in the first and second quarter demonstrated that Pre-Algebra was a better fit for these students. These eight students remained in the denominator for acceleration and contributed to the gap.

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

School-wide Math scores showed the most improvement moving from 32% in 2021 to 48% proficiency on the 2022 FSA. Math proficiency on FAST improved from 38% to 55%. One new action was hand scheduling students to the appropriate Math course so the student had the foundations to be successful.

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

Based on EWS data, one area of concern is student attendance. 295 students (30%) missed 10 % or more days.

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

1. SWD proficiency 41% or greater
2. ELL proficiency 41% or greater
3. ELA proficiency 55% or greater
4. Acceleration proficiency 85% or greater
5. Civics proficiency 65% or greater

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.

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.

- Overall parent and family engagement attendance will show an increase of 3%
- Increase Panoramic student survey sense of belonging from 38% to 43%
- Student attendance will increase from 86.64% to 88%
- Student tardies will show a decrease of 3%

Monitoring:

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

- Qualitative data from students, staff, and families specifically the Panorama Surveys
- Monthly reports from SHED will be pulled and discussed among leadership team

Person responsible for monitoring outcome:

Latoya Thinn (latoya.thinn@ocps.net)

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.)

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

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 Intervention:

Explain the rationale for selecting this specific strategy.

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.

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.

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.

Implement a system of Positive Behavior Support and Rewards at intervals throughout the school year. (September 4, 2023, quarterly, PBS and Discipline Team)

Person Responsible: Latoya Thinn (latoya.thinn@ocps.net)

By When: September 4, 2023

Conduct and monitor participation of the Panorama surveys for students, families, and staff (Yearly, Thinn, Safe Coordinator, Family Liaison)

Person Responsible: Latoya Thinn (latoya.thinn@ocps.net)

By When: May 2024

Pull and monitor discipline, tardy, attendance data. Discuss and create action steps based on data during Leadership meetings

Person Responsible: Latoya Thinn (latoya.thinn@ocps.net)

By When: September 25, 2023 (repeat monthly)

#2. 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 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.

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 2% in the area of Reading from 39% to 41% 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:

Johndrell Jones (johndrell.jones@ocps.net)

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.)

- Teachers develop instructional goals based off standards.
- Evaluate and make ongoing accommodations to students' instructional programs using evidence based ELL strategies (anchor charts, gestures, pictures, extended time, chunked lessons/tasks).
- 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)
- Use the data to adjust instructional methods to reach all students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific 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.

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.

Create and keep a running record of PLC agendas and planning minutes to be utilized by the PLC members and Instructional Coach assigned. (August 17, 2023, 2x per week, Ruby, Speights, Aquino)

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

By When: August 17, 2023, 2x per week

Classroom instruction will focus on teaching the standards at grade-level with appropriate ELL accommodations and scaffolds (August 10, 2023, weekly monitor, Administration and Instructional Coaches)

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

By When: August 10, 2023, weekly monitor

Instructional Coach and teachers will review data from common and district assessments to adjust instruction. (Sept 6, 2023, weekly, MTSS Team)

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

By When: Sept 6, 2023, weekly

Collaborate with data-proven schools to gain strategies. (Sept 6, 2023, bi-monthly, Jones)

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

By When: Sept 6, 2023, bi-monthly

Provide professional development for teachers when areas of need arise. (August 30, 2023, monthly, Jones)

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

By When: August 30, 2023, monthly

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

Include a rationale that explains how it was identified as a 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.

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 SWD subgroup are not showing sufficient proficiency from year to year. The school needs to build a system that will allow us to accelerate the growth of the students in these areas so that students can catch up and the school outcomes can increase at a quicker rate.

Measurable Outcome:

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

SWD proficiency will meet or exceed 41% in the area of Reading 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
- Support Facilitation Logs

Person responsible for monitoring outcome:

Bethany Chappetta (bethany.chappetta@ocps.net)

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.)

- Teachers develop instructional goals based off standards.
- Evaluate and make ongoing accommodations to students' instructional programs using evidence based SWD strategies (anchor charts, gestures, pictures, extended time, chunked lessons/tasks).
- Include small-group instruction as a staple of the unit plan in ELA instruction
- 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)
- Use the data to adjust instructional methods to reach all students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The SWD 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.

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.

Create and keep a running record of PLC agendas and planning minutes to be utilized by the PLC members and Instructional Coach assigned. (August 17, 2023, 2x per week, Ruby, Speights, Aquino, Davis, Burgos)

Person Responsible: Bethany Chappetta (bethany.chappetta@ocps.net)

By When: August 17, 2023, 2x per week

Classroom instruction will focus on teaching the standards at grade-level with appropriate SWD accommodations and scaffolds (August 10, 2023, weekly monitor, Administration and Instructional Coaches)

Person Responsible: Bethany Chappetta (bethany.chappetta@ocps.net)

By When: August 10, 2023, weekly monitor

Instructional Coach and teachers will review data from common and district assessments to adjust instruction. (Sept 6, 2023, weekly, MTSS Team)

Person Responsible: Bethany Chappetta (bethany.chappetta@ocps.net)

By When: Sept 6, 2023, weekly

Collaborate with data-proven schools to gain strategies. (Sept 6, 2023, bi-monthly, Chappetta)

Person Responsible: Bethany Chappetta (bethany.chappetta@ocps.net)

By When: Sept 6, 2023, bi-monthly

Provide professional development for teachers when areas of need arise. (August 30, 2023, monthly, Chappetta)

Person Responsible: Bethany Chappetta (bethany.chappetta@ocps.net)

By When: August 30, 2023, monthly

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).

Collaborate with the district and stakeholders in using data to review resources and determine the needs of the school in comparison with other schools in the district. This will occur after each district and state progress monitoring assessment where data will be pulled to determine the needs to further success towards our goals.

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.

The SIP once approved will be shared at PTSA & SAC. A link to the SIP will be placed on the school website: <http://www.libertyms.ocps.net>. Teachers will be provided a school-wide goals sheet so that they are aware of the school goals and needs. The SIP will also be shared at a school-wide staff meeting.

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))

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.

As a 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.

The Parent and Family Engagement Coordinator will be responsible for 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.

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)

Student data is reviewed regularly using State and District assessments to determine proper academic placement. Proper placement allows students to receive the instructional strategies that best meet their needs.

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))

This plan was created using resources provided by the state and district to disaggregate data and review trends and areas of need.