

Liberty High School



2014-15 School Improvement Plan

Liberty High School

4250 PLEASANT HILL RD, Kissimmee, FL 34746

www.osceola.k12.fl.us

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

77%

Alternative/ESE Center

No

Charter School

No

Minority

90%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	B	B	B

School Board Approval

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

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Liberty High School will ensure every student is successful in a safe and secure environment while acquiring the necessary social and academic skills needed to be lifelong learners, as well as competent citizens.

Provide the school's vision statement

Liberty High School will be the number one performing high school in the district.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Liberty High school embraces continual learning when it comes to the cultural and diverse needs of its students. Liberty High school staff and administration thrives to ensure that students feel connected with the school and build solid relationships not only with their peers but with the staff. In effort to make new connections and maintain strong relationships currently established, the school offers several different clubs and organizations that students are involved in. For example, to name a few; Best Friends, Chess Club, Environmental Club, Spanish Club, HOSA, NHSSM, NTHS, Speech and Debate, Stem Club, Yearbook Club Dynasty Step Club, SGA, and Skills USA.

The school also emphasizes on Hispanic heritage month and Black history month. One evening per event is scheduled to allow students and families to express their culture through activity, speech, food and dance.

Incoming ninth graders are invited by our Link Crew to link the students with the high school and staff prior to the start of the school year. This event allows students to establish school ownership and begin positive interactions relationships with upcoming teachers.

Liberty High school is consistently making the effort to try new clubs and organizations to obtain the interest of our students. We seek every opportunity to get to know each and every one of the students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Liberty High school has established school safety as it's first and foremost number one priority. Students are made aware of the schools policies and procedures through clear and consistent communication. Students and staff are expected and held accountable to be properly identified. Our school front office staff is firm with the OASIS volunteer and visitor check in procedures. Students are aware of two full time campus monitors, and the school resource officer that are on campus daily. Liberty High school employs the Stop Bullying Now policy very seriously and have concrete reporting procedures that are clearly posted and advertised for students. Students are aware of two main locations on campus where they can write an anonymous statement and place it in a secure box. Deans are available and present at all times to speak with students. Administration and Deans diligently take care of student concerns in a timely manner to ensure that students can trust that school officials care about their safety and well being. Liberty High School administration continually monitors policies and procedures and makes necessary changes to ensure the safety of its students.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Liberty High school implements Positive Behavior Support (PBS). PBS provides a positive and effective alternative to the traditional methods of discipline. PBS methods are research-based and proven to significantly reduce the occurrence of problem behaviors in the school, resulting in a more positive school climate and increased academic performance. PBS is consistent with the Individuals with Disabilities Education Act, which advocates the use of positive behavior interventions and school-based disciplinary strategies that reduce or eliminate the need to use suspension and expulsion as disciplinary options. PBS identifies multiple strategies to effectively reduce problem behavior including changing systems, altering environments, teaching skills, and focusing on positive behaviors. The PBS process results in the creation of effective intervention plans that will impede problem behaviors, teach new skills, and create support systems for the student. PBS school wide relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows our school PBS team to identify the problem areas, brainstorm interventions such as where and what to teach, reward the students exhibiting the expected behavior, and communicate findings to the staff and students. The PBS process is a team-based approach that relies on a strong collaboration between the PBS team, students, parents, and teachers.

Every year the School's PBS Coach and team leader provide a refresher course for existing staff and an introduction course for newly hired teachers or new to Liberty high school teachers.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Liberty High school ensures that the social and emotional needs of its students are met through many different entities. At risk students are invited to be involved in gender specific groups known as GEMS (Girls Embracing Morals) and GYMS (Guiding Young Men) that remove barriers and develop opportunities to enable the students to reach their highest potential. Incoming low performing 9th grade males are also mentored through a tracking system known as Charger Connect. Male Deans provide a positive role model through the Charger Connect program. Guidance counselors are available with open door policies for any student who may need to discuss academic or emotional concerns. One day a week a school psychologist is present on campus to assist guidance counselors with extenuating circumstances with students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- *Students who miss 10 percent or more of available instructional time- 8%
- *Students in ninth grade with one or more absences within the first 20 days of school - 29%
- *Students in ninth grade who fail two or more courses in any subject -16%
- *Students who fail to progress on time to tenth grade - 16%
- *Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01 (5), F.S - 19%
- *A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	35	31	24	42	132
One or more suspensions	107	127	58	67	359
Course failure in ELA or Math	154	198	131	71	554
Level 1 on statewide assessment	221	265	189	80	755

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	101	111	36	22	270

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Liberty High school employs several different intervention strategies to increase student achievement in the most critical areas of concern. The following strategies are used to improve academic performance;

Incoming 9th grade link crew - Target L1, L2's bridging lower level students with higher performing students,

MTSS Tracking - Chat & Check ups with specific targeted students through assigned individuals, Charger Connect mentoring program, Math Lab, Saturday Tutoring, 8th period Remediation, Data Chats, and

Remind 101 /Attendance tracking, ORBIT to reduce behavior incidents, student Ambassador mentoring, and ELL tutoring during lunch.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

LIBERTY HIGH SCHOOL Title I, Part A Parental Involvement Plan

I, Mr. Robert Studly, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and

will not be used for matching funds on this or any special project, where prohibited.

Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

Date Signed

Signature of Principal or Designee

Mission Statement

Changes made No changes made

Parental Involvement Mission Statement (Optional)

Response: Liberty High School will work with every student to become College and Career ready. That every student is given every opportunity to graduate on time and that every student is given access to a rigorous curriculum to help them meet their needs. LHS will provide every student with opportunities for social, physical and emotional growth in a safe and orderly environment.

Involvement of Parents

Changes made No changes made

Describe how the school will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I programs including involvement in the decisions regarding how funds for parental involvement will be used [Sections 1118(c)(3), 1114(b)(2), and 1118(a)(2)(B)].

Response: Response: Liberty High School will involve parents regarding how funds for parental involvement will be used. We will be inviting all parents to partake in the development of the Liberty High School's Parent Involvement Plan. SAC and their nominated parent members will oversee the Title 1 PIP and its implementation and evaluation. Parents will also be part of the decision making process of family events that reflect the SIP, they will be part of the sub-committees that assist in the development of evening events, SAC budgets, and various Title I activities. Communication with parents will be provided through automated phone calls, marquee, letters and school website. These events and workshops will provide interaction with our students and parents to better inform them of academic, social progress and requirements through Title I funding.

Coordination and Integration

Changes made No changes made

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to, other federal programs such as: Head Start, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, Title I, Part C, Title II, Title III, Title IV, and Title VI [Section 1118(e)(4)].

count Program Coordination

1 Individual Disabilities Education Act (ESE) Instructional Support Provided by Title I to be discussed with parents during the development of students IEP.

2 Title X (Homeless) Families in transition (FIT) are provided taxis for registrations and parent conferences. Also, health and social services.

3 Title II (Staff Development) The professional development are facilitated and monitored by the LVE resource teachers and district professional Development Department in relation to parent involvement.

4 Title III (ESOL) The school and district ELL representative will provide literature and resources to parents at various evening and parent events.

5 VOC Rehabilitation 504 and ESE Students will be given letters and information for parents to review on the VOC Rehabilitation program. Parents will be informed on how this program may help for Post Secondary Education with tuition, books, etc.

6 Suplimental Education Services (SCS) All Students eligible will receive a pamphlet and/or flyer to take home. Parents interested can then schedule an appointment to review with Counselor on how to help their children at home with this the SCS program.

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Annual Parent Meeting

Changes made No changes made

Describe the specific steps the school will take to conduct an annual meeting designed to inform parents of participating children about the school's Title I program, the nature of the Title I program (schoolwide or targeted assistance), Adequately Yearly Progress, school choice, supplemental educational services, and the rights of parents. Include timeline, persons responsible, and evidence the school will use to demonstrate the effectiveness of the activity [Section 1118(c)(1)].

count Activity/Tasks Person Responsible Timeline Evidence of Effectiveness

1 Develop Agenda, PowerPoint LHS Title I Coordinator and administration August 2014 Copy of agenda presentation power point and handouts

2 Create and distribute flyers to parents LHS Title I Coordinator and administration September 2014 Flyer, e-mail with date that teachers distributed

3 Advertise / Publicize event through school newsletter, Iris outdial to parents and LHS PIP brochure LHS Title I Coordinator September 2014 E-mails, Newletters, Posting on Bulletin Board

4 Develop Sign In sheets for the event's multiple sessions LHS Title I Coordinator September 2014 Sign In and comment sheet for meeting.

5 Maintain Documentation LHS Title I Coordinator September to October 2014 Title 1 documentation box housed in the Title Coordinators office will be shared with LEA & the Title I office for monitoring purposes by uploading to

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Flexible Parent Meetings

Changes made No changes made

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds, transportation, child care, or home visits, as such services related to parental involvement [Section 1118(c)(2)].

Response: Response: Liberty High School's administrative team and staff agree strongly in the importance of parent Involvement and feel that offering flexible times throughout the school year for parent meetings will increase the attendance. The Title I annual meeting will be offered in the morning (10:00am) and the evening (6:00pm) during the month of September in order to better accommodate parents schedule in attending. Our Career Center Specialist will also provide parents and students flexible times for college readiness training. She will also offer individual appointment and evening group sessions. Meeting date and time information will be posted in the School calendar of events for parents to view. SAC will also meet every third Tuesday of each month during the evenings (6:00pm-7:00pm).

Building Capacity

Changes made No changes made

Describe how the school will implement activities that will build the capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement [Section 1118(e)]. Describe the actions the school will take to provide materials and training to help parents work with their child to improve their child's academic achievement [Section 1118(e)(2)]. Include information on how the school will provide other reasonable support for parental involvement activities under Section 1118 as parents may request [Section 1118(e)(14)].

count Content and Type of Activity Person Responsible Anticipated Impact on Student Achievement Timeline Evidence of Effectiveness

1 Freshman Expo Link Leader Rep./LHS teachers The Event's focus is to make the transition from Middle to High School positive and smooth. During this event, Parents and students will move to different stations for group activities throughout the campus. A guidance counselor will provide an overview of core related requirements and the parent portal (PIV) and upperclassmen will be linked to specific freshman groups to assist with mentoring, academics and moral throughout the school year. July 2014 Sign In Sheets, Agenda, Comment sheets

2 Title 1 Annual Meeting Tile I Liaison Parents will receive a power point presentation and learn about the Title I program, Parents rights and Title I budget. September 2014 & January 2015 Sign In sheets, Agenda, Minutes, Comments sheets

3 Osceola County Library "Got Library" Card Campaign Reading Coach & Local Public Library Rep. During this event, Parents and students will receive information on what the local library has to offer in an effort to promote literacy at home. Parents and students will participate in a reading session followed by an activity on what was read. November 2014 Sign in sheets, Handouts, Agenda

4 Math Contest Preview Parent Night Math Teachers Parents will participate in different stations by working alongside the students on solving math problems. This parent supported activity will help prepare the students for the upcoming Math competition. March 2015 Sign in sheets, Handouts, Agenda

5 Science Night Science Dept. Head/Science Teachers Orlando Science Center will set up work stations for students to interact. Event will enable parents and students the opportunity to learn about the science curriculum together to help improve with academics at home. February 2015 Sign in sheets, Handouts, Agenda

6 Parent Training Meetings for College Readiness Liberty High School Guidance Counselors Parents and students will gain knowledge of college readiness, scholarships and financial aid information to prepare with funding assistance for College. Meeting will be given at 5:30pm and 6:30pm. November 2014 Sign In Sheets, Handouts, Agenda, Comment Sheets

7 Employment Info Night Title I Liaison/Goodwill Parent will be informed of all the employment opportunities within the local Goodwill agency. Preparation to include Resume writing, Job search skills, GED prep, adult literacy, etc. These and other skills learned will provide the knowledge necessary for parents to help their young adults take the necessary steps to finding employment, passing the GED, etc. January 2015 Sign In Sheets, Handouts, Agenda

8 "Money Talk" Get in the Game! Math Teacher/ UF Representative Parents will be able to participate alongside the student in this interactive family finance class. Your child will gain a better appreciation for current financial decision making and experience real life financial decisions. Parents will learn how to help them make wise financial decisions with their money, while enhancing their own financial situation through games and activities. October 2014 Sign In Sheets, Handouts Agenda

9 Parent Portal & Volunteer Training Orbit Mgmt. Rep. / Title I Liaison Parents will be given the ability to complete the required survey for access to the Parent Portal as well as an introduction training to the system and how it works. Becoming an OASIS volunteer training will also be covered during this time LHS. Sept. 2-12 2014 (8:00-9:30) & (1:30-3:00) Sign In Sheets, handouts, Agenda

10 PIP/Compact Review meeting for the 2015-2016 School yr. Title I Liaison Parents, Students, Teachers and Administrators will review the Parent Involvement Plan and Compact. During e second meet, a vote will be taken to adopt the 2015-2016 PIP and Compact for the upcoming school year. April & May 2015 Sign In Sheets, Handouts, Agenda, Comment sheets

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Staff Training

Changes made No changes made

Describe the professional development activities the school will provide to educate the teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs, and build ties between parents and schools [Section 1118(e)(3)].

count Content and Type of Activity Person Responsible Anticipated Impact on Student Achievement Timeline Evidence of Effectiveness

1 Five levels of Parental Involvement meeting Title I Liaison Provide information about the five levels of parent involvement and parents' rights. September through November 2014 Sign In Sheets, Agenda and Power point presentation

2 Cultural Sensitivity Presentation Administration/ESOL Counselor Provide Staff with information on cultural Diversity, link to instruction and Marzano materials. October 2014 Sign In sheets, Agenda and Presentation Materials

3 Edmodo Tool Training Language Art Teacher Teachers will be trained on this tool where Core classes are available to parents and students. Letters will also be mailed to parents on how to log onto Edmodo. This tool will provide parents and students the opportunity to have access and communicate with teachers regarding Core classes. August through October 2014 Sign In Sheets, Agenda and letters to parents

4 Implementation and coordination of parental involvement program overview/trainings LHS Administration Parent and staff awareness of academics and progress monitoring Throughout the 2014-2015 School Year Sign In Sheets, Agenda and Presentation materials

5 Communication and working with parents Parents/Administration/SAC Provide various topics for teachers/staff to focus. Components of the Compact, allow for understanding of specific test/academic terms. September /October 2014 Agenda and power point

6 Faculty and Staff Meetings Principal Staff and faculty were addressed on the importance of contacting parents. Primarily by making phone calls to initiate parent /teacher contact. August 2014 Sign In sheets, Agendas, Rambling E-mails

7 S.T.A.R. Testing Tool Reading Coach Teachers were given ideas on how they can use the program for Progress Monitoring throughout the year. This can help the teacher provide the parent with useful information/data on the student during conference meetings. September 2014 Sign In sheets, Agenda

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Other Activities

Changes made No changes made

Describe the other activities, such as parent resource centers, the school will conduct to encourage and support parents in more fully participating in the education of their children [Section 1118 (e)(4)].

Response: Response: Liberty High School encourages and supports parents by engaging them to attend our Report Card Nights. During these events, the parents have access to meeting with

administration, guidance counselors and teachers to review academic progress. Parents are also invited to the Media Center for computer assistance with lunch and volunteer applications as well as Reading and our AVID programs. During Report Card Nights, Parent Teacher Conference appointments can also be scheduled for a later date.

Communication

Changes made No changes made

Describe how the school will provide parents of participating children the following [Section 1118(c)(4)]:

- Timely information about the Title I programs [Section 1118(c)(4)(A)];
- Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet [Section 1118(c)(4)(B)];
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children[Section 1118(c)(4)(C)]; and
- If the schoolwide program plan under Section 1114 (b)(2) is not satisfactory to the parents of participating children, the school will include submit the parents' comments with the plan that will be made available to the local education agency [Section 1118(c)(5)].

Response: Response: Title I information will be presented to parents during the Title I annual meeting as well as SAC meetings throughout the 2014/2015 school year. During these meetings, parents will receive a better understanding on the Title I program. Title I Parent Handbooks and the District PIP brochures will be sent home in the Welcome Back Packets and every new registering student receives a copy. Comment sheets are also provided and discussed but will be collected to review with administration. Once reviewed, Title I Coordinator will contact each parent and schedule a meeting to finalize comments in order to implement suggestions given. The Title I menu to access links to Title I is available on the school website.

Parents will receive a letter explaining how to log into the Edmodo program where parents and students will have access to review and work directly with the students teacher on core classes. Parents will be able to request a parent / teacher conference with the Guidance Department to receive a description and explanation of their child's progress and school curriculum. Scheduled meetings are available in person and via phone conference. In addition information for various Departments and how to contact them will be provided to parents through newsletters, school web site, out dials and e-mails.

Accessibility

Changes made No changes made

Describe how the school will provide full opportunities for participation in parental involvement activities for all parents (including parents with limited English proficiency, disabilities, and migratory children). Include how the school plans to share information related to school and parent programs, meetings, school reports, and other activities in an understandable and uniform format and to the extent practical, in a language parents can understand [Section 1118(e)(5) and 1118(f)].

Response: Response: Communication pertaining to Title 1 will be available in both Spanish and English. This will include but not limited to the Title 1 Compact and Report Card Nights. Liberty High School will also have employees available for translation in Spanish during out dial phone calls, parent/Teacher conferences, Open house, Report Card Nights and Administration/Parent conference calls.

Parents with disabilities will be accommodated on a case by case basis to ensure that they have access to Parental Involvement activities. An example of such accommodations would be providing a sign language interpreter for a deaf family.

Liberty High Schools' PIP brochure will be sent home to every parent. Within the brochures parents will find specific dates for SAC and PAC in order to participate by attending these meetings. Other Family Night events are also included.

Our School Newsletter is updated with current and upcoming events and information every quarter and sent home with every student. The school website and marquee is also constantly updated with important events, dates and times.

Liberty High School will have computers accessible to parents for a two week period with morning and afternoon availability to fill out questionnaire for the Orbit Management system. This new system will replace the Parent Internet Viewer system where parents and students can view grades, attendance and more.

Discretionary Activities

Changes made No changes made

Discretionary School Level Parental Involvement Policy Components Check if the school does not plan to implement discretionary parental involvement activities. Check all activities the school plans to implement:

X Not Applicable

count Activity Event Person Responsible Content and Type of Activity Timeline

1 Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training [Section 1118(e)(6)];and Review of LHS PIP and Compact Title I Liaison/Administration Parents are invited to participate in the review and approval of the School PIP and Compact May, 2014

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Providing necessary literacy training for parents from Title I, Part A funds, if the LEA has exhausted all other reasonably available sources of funding for that training [Section 1118(e)(7)]; and - 11 Osceola County Library "Got Library" Card Campaign Reading Coach and Local Public Library Rep. Local Library information will be disseminated in an effort to promote literacy at home. Higher literacy scores are anticipated November, 2014

3 Training parents to enhance the involvement of other parents [Section 1118(e)(9)]; - 13 OASIS Volunteer Program Oasis Volunteer Coordinator Parents and adults eighteen and older will be given an orientation training in order to become an OASIS volunteer. Parent volunteers who participate with Booster Clubs, etc., will be familiar with guidelines to follow and provide this information to other parents who would like to join. Parent volunteers are a great asset to LHS teachers and staff which inter will allow more individualized attention for student achievement. Throughout the 2014-2015 school year.

4

Maximizing parental involvement and participation in their children's education by arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school [Section 1118(e)(10)]; - 14 Title I Annual Meeting Title I Liaison Ninth grade students will be linked with upper classmen and teachers who will assist with mentoring, academics and moral throughout the year. Student achievement and success is expected to improve by having this event prior to the first day of school. Students will have a sense of unity and support within the school thus creating higher achievement. July, 2014

5

Adopting and implementing model approaches to improving parental involvement [Section 1118(e)(11)]; and - 15 Freshman Grade Expo Link Leader Rep/ LHS Teachers Ninth grade students will be linked with upper classmen and teachers who will assist with mentoring, academics and moral throughout the year. Student achievement and success is expected to improve by having this event prior to the first day of school. Students will have a sense of unity and support within the school thus creating higher achievement. July, 2014

6

Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities [Section 1118(e)(13)]. - 16 OASIS Volunteer Program OASIS Coordinator Business Partners will be invite to participate in a multitude of events

throughout the school year. Events will vary from meeting and greeting parents/students, mentoring, Classroom speakers and donations to improve student achievement. Throughout the 2014-2015 school year.

Upload Evidence of Input from Parents

Upload evidence of parent input in the development of the plan.

Uploaded Document

Upload Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload an electronic version of the Parent-School Compact.

Uploaded Document

Upload Evidence of Parent Involvement in Development of Parent-School Compact

Note: As a component of the school-level parental involvement policy/plan, each school shall jointly develop, with parents for all children served under this part, a parent-school compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement Section 1118(d)].

Upload evidence of parent input in the development of the compact.

Uploaded Document

Evaluation of the previous year's Parental Involvement Plan

Building Capacity Summary

Changes made No changes made

Provide a summary of activities provided during the previous school year that were designed to build the capacity of parents to help their children [Section 1118 (e)(1-2)]. Include participation data on the Title I annual meeting.

count Content and Type of Activity Number of Activities Number of Participants Anticipated Impact on Student Achievement

1 Title Annual I Meeting 2 5 Parents will receive a power point presentation learn about the Title I program, Parent rights and Title I budget.

2 Osceola County Library "Got Library" Card Campaign 2 30 During this event, Parents and students will receive information on what the local library has to offer in an effort to promote literacy at home.

Parents and students will participate in a reading session followed by an activity on what was read.

3 Math Contest Preview Parent Night 1 5 Parents will participate in different stations by working alongside the students on solving math problems. This parent supported activity will help prepare the students for the upcoming Math competition.

4 Parent Training Meeting for College Readiness 1 40 Parents and students will receive necessary information in regards to college and preparing their child for it.

5 Sunshine State Standads/Common Core Standards 2 150 Parents will be provided with grade specific brochures that outline the SSS and strategies they can use to help their student at home.

6 Assesments Discussed during Individual Student/Parent Conferences 2 400 Individual Students assesments, FCAT/Class grades as expectations were discussed during these meetings giving the parents a better understanding of what is needed for students achievement.

7 PIV & Volunteer Training during Open House 1 5 Parents were given training on how to apply for the OASIS volunteer program and PIV. The programs help parents be upto date with their childs academic and attendance progress.

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Staff Training Summary

Changes made No changes made

Provide a summary of the professional development activities provided by the school during the previous school year to educate staff on the value and utility of contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; the implementation and coordination of parent programs; and how to build ties between parents and the school [Section 1118 (e)(3)].

count Content and Type of Activity Number of Activities Number of Participants Anticipated Impact on Student Achievement

1 Math Department In service for communicating and working with parents 4 60 Improve the ability of staff to work effectively with parents.

2 Reading Department show and tell workshop 1 50 Stations of examples on lesson plans to have with students, providing strategies with vocabulary instruction. Incorporating parental involvement will also be covered.

3 Faculty and staff meeting 1 150 Staff and faculty were addressed on the oimportance of containing parents. Primarily by making phone calls to initiate parent/teacher contact.

4 Empower 3,000 resources workshop 1 150 Teachers will be given resources on research & ideas on implementing information text which will be tied to the common core curriculum and SIP.

5 Value of parental involvement during PLC and grade level meetings. 3 500 Faculty and staff will have awareness to the value of parents as stakeholders and utilize resources to improve their ability to work with parents.

6 Different levels of parental Involvement and requirements of section 1118 1 150 Provide information about the five levels of parent involvement and parents' rights.

7 Communication and working with parents 2 300 Provide various topics for teachers/staff to focus on components of the compact to allow for parent understanding of the specifictest/academic terms.

8 Cultural Sensitivity Training 1 25 Give staff information on Cultural sensitivity, link to instruction and Marzano materials.

9 -1 -1

10 -1 -1

Barriers

Changes made No changes made

Describe the barriers that hindered participation by parents during the previous school year in parental involvement activities. Include the steps the school will take during the current school year to overcome the barriers (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) [Section 1118(a)(E)].

count Barrier (Including the Specific Subgroup) Steps the School will Take to Overcome

1 Lack of Internet/Computer Service and resources for econimically challenged families. Invite parents to submit computerized questionnaire and Volunteer application at LHS. Also, events where a local library rep. is available to give overview of resources within our local library branch, help parents obtain library cards on the spot, Give computer training sessions and have school set up computers for parents use.

2 Time/Schedule/Transportation conflicts Parent events and trainingto be offered multiple times (example: morning, afternoon & evenings) and also transportaion set up uponrequest for FIT/Migrant

and disabled families.

3 Limited parenting, education and employment skills Offer programs in both spanish and english, that will train with skills for resume witting, Job searching on the internet and Interview preperation. Outfit for interview may also be provided. GED prep and other social skills are other resources that will give parents the knowlege to comprehend future trainings within the school and will help to teach their high school student with the same skills.

4 Parent hesitation with initial visit. Provide customer service training to the staff to better assist parents in a manner/language parents understand.

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Best Practices (Optional)

Changes made No changes made

Describe the parental involvement activity/strategy the school implemented during the previous school year that the school considers the most effective. This information may be shared with other LEAs and schools as a best practice. (Optional)

count Content/Purpose Description of the Activity

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Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Liberty High School has a Title I Liaison that builds and sustains partnerships with local community business members. The business partners provide student incentives and promotional discounts to high achieving students as well as incentive for lower performing students. Partnerships consist of an array of

activities within our campus and community allowing for student learning and academic achievement. These Business Partnerships also benefit education by enriching the curriculum and increasing community support and confidence. Liberty High School supports our Business Partners by promoting them through Media such as Marquee, Bulletin Boards, school website, flyer handouts and invitations to school events. The following is a lists of Liberty High School's business partners and what they provide:

McDonald's-----Provide McCharger Nights (10% of all proceeds go to LHS), 5K Race platinum Sponsor, Donation of desert coupons for honor students as incentives and several hundred hamburger wrappers for ESE students to practice for on-job training purposes.

Race Trac-----Provide free coffee for teachers during the first week of school, Teacher appreciation week , Gift cards for teacher incentives during the holidays.

Papa John's-----Contribute Pizza and beverages to every SAC meeting throughout the school year, Participate in our annual "Sidewalk Sale" fundraiser and Sponsor the annual Charger 5K Race.

Golden Carriage-----Donation of carnation flowers for our top 20 Banquet.

Bruce Wilson Photography-----Contributes towards the 2014 Teacher & staff member of the year Banquet

Center State Bank-----Contribute towards the 2014 Teacher & staff member of the year Banquet

Congo River-----Congo River will donate 375 tickets for a free round of golf to students for outstanding achievement.

Infinite Health & Spine Center-----Provide two gift certificates for a free massage as incentives for our holiday part., Provide chair massages as part of pamper events for faculty, Donation of hygiene products for FIT students.

Jakes Wayback Burgers-----10% off for all employees, Spirit Nights with 10% of all sales towards LHS, Grand Opening event to be held at store location with student ambassador volunteers.

Khol's-----Provide Khol's employees to assist with greeting, seating and concession for the School play and Talent show.

Salsa Heat-----Provide DJ equipment and dancers to perform for our annual Hispanic Heritage Event and Annual Charger 5k Sponsor.

Sam's Club-----Contribution of a 1 sheet cake for several LHS events throughout the school year (F-CAT retake recognition "STAR students", Annual Black History month celebration, Volunteer & Employee recognition events and provide \$25 off to all staff when renewing their membership on site.

Twistee Treat-----Provide ice-cream coupon incentives to all honor roll students, Representative to be present during our Hispanic Heritage event and provide free ice-cream coupons for registered Chargers 5K Race runners.

Walmart-----Provide Gift cards towards annual Talent show, Black History month celebration and Employee appreciation Event.

Hair Cuttery-----Coupons during Open house and Spirit Night were all proceeds go to LHS.

University of Florida-----"Money Talk" an Interactive family finance class Event for Parents and students.

Tommy Hilfiger-----Coupons during Open house along with incentive giveaway items.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Studly, Robert	Principal
Evens , Chundra	Assistant Principal
Wolfe , Sara	Assistant Principal
Dolhon , Sugeily	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The following team meets once a month to progress monitor targeted students; Mrs. Chundra Evens and Ms. Sara Wolfe, Mrs. Sugeily Dolhon, Asst. Principals- monitor the fidelity of the process and accountability. Ms. Linda Santiago- MTSS Coach, coordinates the meetings and assigned duties and responsibilities to the other members for monitoring the students. Ms. Cameile Grayson- Literacy Coach and Mr. Thomas Dunham, Math/Science Coach provide current test data and implements possible intervention resources. Mr. Abisai, Guidance Counselor/Families in Transition Liaison, is the time keeper and provides additional input and resources when necessary. Ms. Patricia Lamasney, School Psychologist, provides test results and intervention suggestions. Mrs. Aida Sifontes, ESOL Compliance Specialist, ensures that ELL strategies are being used with targeted students. Mrs. Jaime Woechan, Resource Compliance Specialist, ensures that IEPs and the needs of ESE students are being met, Ms. Angela Gomez, Speech and Language therapist, is the committee note taker and provides intervention suggestions. Mr. David Aubrey, Dean of Students, and Mr. Emil Wells Dean of Students provide discipline data and suggests behavioral interventions.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The MTSS committee utilizes the PS/MTSS process within the multi-tiered system of support according to state and district guidelines. Our school MTSS process is as follows: The committee disaggregates our school's reading data to determine specific groups and/or students in need of interventions. The committee then determines what

- Title 1 Part A- Liberty High School is a Title One school. The faculty and staff understand the unique circumstances being a Title One school - can bring. Liberty is committed to ensuring the highest quality academic standards in training, curriculum and instructional materials. Meeting the educational needs of low-achieving students, closing the achievement gap, transparency and accountability in our management systems and providing an enriched and rigorous educational program is our top priority.
- 78% of the students who attend Liberty High school are receiving free or reduced lunch.

Supplemental Academic Instruction- Supplemental Academic Instruction funding will be used to offer additional direct instruction to our students. Students will receive additional instructional time afterschool, before school, lunch time, or Saturdays. Teachers will be available to assist students in preparation for the FCAT, SAT, ACT, PERT, EOC's or to help provide remediation to any student in need. Funding will also be used to purchase supplemental materials and compensate teachers when working past or before contract time. Teachers use a multitude of supplemental instructional materials, and methodologies. The Impact Lab will be utilized to help students with credit recovery, AVID strategies will be used to provide enrichment, and test taking/study skills will be taught for ACT/ SAT/PERT preparation.

Violence Prevention Programs- Liberty High school follows the state of Florida guidelines for the Stop Bullying Now and Prevention program. The school designates an SBN Coordinator/Contact to

schedule awareness events, educate teachers and students about anonymous reporting procedures, and provides student literature about the seriousness of bullying.

Nutrition Programs- Liberty High school embraces the guidelines required by the state of Florida. Healthy well balanced hot meals are provided to the students at lunch. Foods are high in fiber and are low in fat. Sugar and sodium based foods are served in the appropriate proportion servings. Snack machines are available to students and provide whole wheat and protein snacks.

Career and Technical Education- Liberty High School offers several courses and areas of concentration in working toward industry certification. In the 2013-14 school year, incoming ninth graders will have the option of a four year medical pipeline program which will certify students to be Pharmacy Technicians. Students are also afforded the opportunity to obtain industry certification in the following areas; Design and Manufacturing Technology, Entrepreneurship and Marketing Management, Health and Medical Sciences, and Early Childhood Development. On the Job Training is offered for both regular and exceptional students who work part time.

- Title 1 Part C- when migrant children are enrolled at our school, the Title 1 Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title 1 and other programs to ensure the needs of the students are met.

-Title 1 Part D- When neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs to ensure that all student needs are met.

-Title II- Professional Development is provided for PDA+, Math Solutions, Marzano Research Laboratory. It is also used to focus on Professional Learning Communities development and facilitation, as well as Lesson Study Group implementation,

-Title X- To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT liaison to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Irwin Inwood	Education Support Employee
Terri Inwood	Education Support Employee
Kate Weston	Parent
Barbara Newman	Parent
Jacquelin Diaz	Parent
Ginnie Maminski	Business/Community
Robert Studly	Principal
Sara Wolfe	Principal
Anne Baptiste	Student
Caitlyn Herron	Student
Erin Yerkey	Teacher
Stan Maminski	Business/Community
Stephen Hobb	Business/Community
Lydia Fernandez	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The School Improvement Plan Committee met to disaggregate the school's data to determine the areas of critical concern and what the emphasis on improvement should be for the 2014-15 school year. The committee was able to identify early warning indicators and smart goals.

Development of this school improvement plan

The council met prior to the preparation of the school improvement plan to conduct a needs assessment and evaluate the previous year's SIP. The council provided input in reviewing student progress and attainment goals to achieve student learning in alignment with those of the state and district. The council suggested strategies and an action plan to meet the student performance goals. In addition, the council, community stakeholders, teachers, and students addressed issues related to the school's budget, instructional training, instructional materials, technology, staffing, and services to support the needs of the students. The council will be involved in the evaluation of the SIP throughout the school year by looking at current data in reference to the set goals, Evaluate the current implementation of the plan, monitor the implementation of strategies, document results, make adjustments if necessary and complete mid-year review and determine if adequate progress has been met and document results of the SIP with an End of Year Review.

Preparation of the school's annual budget and plan

The Principal's Leadership team and school book keeper, Mayra Reynoso, met to discuss the upcoming school year budget to determine where funds need to be allocated for academic programs such as Cambridge and the Boomerang project. The team discussed funding and what she be allocated for supplemental instruction, technology, professional development, remediation and possible transportation for afterschool tutoring.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Projected use of school improvement funds depend on the amount generated through SAC fundraisers and state allocations. SAC funds are to be used to directly correlate with the needs of the students. Teachers can request funds for various projects. At the time of request, the SAC determines how much can be allocated for the purpose of the teacher's request.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

No

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Studly, Robert	Principal
Wolfe , Sara	Assistant Principal
Dolhon , Sugeily	Assistant Principal
Dunham , Thomas	Instructional Coach
Grayson, Cameile	Instructional Coach
Holt , Kim	Teacher, K-12
Legrande , John	Teacher, K-12
Horn , Christina	Teacher, K-12
Searcy , Kevin	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

The major initiatives this school year is to ensure that teachers are given the support needed to successfully teach reading and writing skills, effectively implement common core standards and new testing requirements such as, PARCC, FAIR and EOC's. The school LLT celebrates literacy week with an array of activities for the students, for example, door contest, book bingo, character day, etc. The ELA Department promotes literacy throughout the summer by assigning students novels to read.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Liberty High School encourages positive working relationships with it teachers through providing ample, uninterrupted time for teachers to meet for professional learning communities, team meetings, team building activities, and professional development together. Teachers are required to plan together through lesson study and visit one another's classrooms to observe each other's instructional style.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Liberty High school's Administration attends out of state teacher recruitment fairs and in state teach- ins to recruit highly qualified teachers. The Principal maintains a working relationship with the local state university. Retention strategies include but are limited to; teacher mentoring programs, teacher incentives, mutual respect and good working relationships. Faculty surveys are used to take teachers suggestions into the decision making process.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Liberty High school's teacher mentoring program is a comprehensive mentoring program that involves both beginning and experienced teachers who are new to the school and have been identified as being in need of improvement. Administration pairs new teachers with experienced, highly effective teachers in the same subject area/department. Experienced teachers in need of improvement are paired with highly effective colleagues from the same department. Administration provides time for mentors to meet with teachers to develop a meeting schedule. The mentoring team provides opportunities for teachers to observe the mentor's instructional practices. Mentors model good instruction and provide additional resources when needed.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Liberty High School's administration conducts daily classroom walk throughs, informal, and formal observations. During observation times administration checks the teacher's lesson plans and pacing guides. In order to ensure fidelity of the instructional program in which it is aligned to the Florida Standards, the team utilizes CPALMS to access the standards and cross check the teacher's lesson plans. Teacher's are required to keep an accessible classroom binder with the following contents; lesson plans, pacing guide, and content standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Liberty High school uses data as its number one source for making data driven decisions. Professional Learning communities meet faithfully to review common assessments which determine the direction of their instruction. Teachers discuss differentiated strategies and best practices to tap into what best meet the needs of struggling learners. Liberty's students are scheduled by using a placement guide provided by the school district of Osceola county. Low performing students are scheduled according to FCAT 2.0 scores, EOC scores, and graduate cohort year. Students who score in the lower percentile are given extra remediation and differentiated instruction through intensive coursework.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 1,620

8th Period Remediation is offered to all students to provide assistance in the core academic areas. This remediation period is built into the master schedule to extend learning/tutoring to struggling students every Thursday.

Strategy Rationale

To ensure ALL students have an opportunity to receive extra help from specific areas of concern.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Dolhon , Sugeily , dolhonsu@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Students are responsible for individual binders that include an agenda which tracks their individual progress. The data in the binder includes but is not limited to; standardized test scores, PERT, ACT, SAT, baseline pre test scores, core subject area grades, credit checks, guidance counselor meetings and test scores for each class. Teachers are to assist students progress monitor themselves. Students then report to the area in need of improvement on Thursday.

Strategy: Summer Program

Minutes added to school year: 10,800

Summer remediation/ credit recovery in Algebra, Geometry, Biology, and Impact Lab for credit recovery and test administration for EOC's.

Strategy Rationale

To ensure students have an opportunity to recover from failed courses, retake EOCs, and receive appropriate credit for classes recovered.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Wolfe , Sara , wolfesj@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Guidance counselors complete credit checks, GPA checks, to determine if students have met requirements and are taking summer courses as needed. Test results for EOC exams determines the success rate of summer remediation.

Strategy: Extended School Day

Minutes added to school year: 10,800

Afterschool Math Lab (M, T, TH, F) Students who need additional help receive one on one tutoring by a teacher, advanced math students, or college students. Students who need extra attention in preparation for AP math exams, ACT, SAT, and PERT also visit the lab for assistance.

Strategy Rationale

To ensure ALL students are granted the opportunity to receive extended time and one on one instruction in the area of Math.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Legrande , John , legrandej@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Classroom test results, ACT, PERT, SAT, and AP exam test results indicate that the afterschool math lab is effective.

Strategy: Weekend Program

Minutes added to school year: 960

Saturday School boot camp is offered to students to extend their preparation for Biology End of Course exams.

Strategy Rationale

To ensure ALL students taking the Biology EOC are prepared and have had extended practice prior to taking the exam.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Wolfe , Sara , wolfesj@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The results of the Biology End of Course exams determines the effectiveness of the Saturday boot camps.

Strategy: Extended School Day

Minutes added to school year: 1,200

Increased Teacher Learning- Department Lesson Study, PLC's, department meetings.

Strategy Rationale

To ensure that ALL teachers are working collaboratively as a team toward a common goal.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Studly, Robert, studlyr@osceola.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Teachers are responsible for their baseline data of pre-tests and post tests. Teachers must complete an Individual Professional Development Plan in conjunction with a Deliberate Practice and meet a measured annual goal.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

- In order to assist in providing preschool children a successful transition to kindergarten, Liberty High school offers a comprehensive program that includes its juniors and seniors. The Child Development program offers the opportunity for older students to develop a mentoring relationship with the preschool children and assist the teachers in academically preparing them for kindergarten. In addition the older students are afforded the option to receive a certification in child development through state approved curriculum and DCF testing. The administration of the statewide kindergarten screening tool is used to determine the readiness of each child entering kindergarten.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Liberty High School offers many programs to help students prepare for life after high school. Our school Guidance Department meets with students regularly to guide, assist, and provide necessary information in order for student awareness toward a graduation track. Students who enter into industry certification programs can now pursue a particular goal or attend technical colleges to further their education. Valencia Community College and Liberty High School sustain a strong working partnership by providing students coursework and college credit. Students are afforded the opportunity to receive an Associate's of Arts Degree should they choose a highly rigorous academic track.

Students who partake in AVID, Advance placement programs, or a Dual enrollment program will feel more confident when transitioning to higher education and take on the challenges of future endeavors. Many students who attend Liberty High school will go directly into the work force and get jobs here in the community knowing that they have the basic skills and knowledge to succeed.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Liberty High school incorporates applied and integrated courses to help students see the relationship between subjects taken and relevance to their future. Students have the option to partake in AVID, Advancement in Individual Determination, which entails a college readiness system designed to increase school wide learning and performance. Research based methods within the AVID program provide effective instruction, meaningful and motivational learning, and acts as a catalyst for systemic reform and change. In addition, we have integrated college readiness into the areas of mathematics and reading. Math for college readiness and math for college success is provided for students at differing levels to help them meet their goals. College readiness in reading has been incorporated in English four and Research into the English three curriculum to help those students who have passed state standardized exams for promotion, but are not considered college ready. Several options are available through our Career and Technical Education programs that can result in students earning technical certifications. Students can take Computers for Career and College readiness, Digital Design, Maintenance Skills, Television Productions, Medical and Health Explorations, Custom Promotional Design, and different levels of leadership training.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Liberty High School offers many programs to help students prepare for life after high school. It is the belief of the Administration that high school graduation is not the end, but the beginning of each student's education. Students who enter into an industry certification program will be able to pursue that goal or attend trade or technical college to further their education. Students who are apart of the AVID program and AP program will also be confident that they are going to be ready for the challenges of higher education. Many students go directly into the workforce and obtain jobs here in the community knowing that they have the basic skills and knowledge to be successful.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Liberty High School ensures that every student will have a post secondary plan in place when students graduate. Students meet with their assigned guidance counselor and then transition to the Career Specialist. The Career specialist reviews the post secondary plan with an intimate discussions about the details of each individual's plan. Post secondary surveys are conducted three times a year to address the needs of the students.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All teachers will implement effective, rigorous instruction aligned to state standards to increase student achievement.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. All teachers will implement effective, rigorous instruction aligned to state standards to increase student achievement. 1a

G039275

Targets Supported 1b

Indicator	Annual Target
AMO Math - ELL	42.0
AMO Reading - ELL	39.0

Resources Available to Support the Goal 2

- Literacy Coach and Math/Science Coach on site
- ESOL Endorsed and Reading Endorsed Teachers
- All content areas use the Gradual Release Model
- Extended schedule for remediation
- Instructional Coaching provided by Administration
- Professional Development on site through Instructional Coaches and outside resources
- Unified Lesson Plan template in alignment with Florida Core Standards
- Professional Learning Communities/Lesson Study
- ESOL Educational Specialist and Paraprofessionals
- Certified Bilingual Teachers
- AVID trained teachers
- Sheltered Instruction

Targeted Barriers to Achieving the Goal 3

- Lack of incorporation of ELL and ESE strategies with fidelity
- Increase differentiated instruction across all settings
- Incorporate data driven professional development for instructional staff
- Implementation of best practices and strategies by the instructional coaches

Plan to Monitor Progress Toward G1. 8

Administration will collect assessment data, classroom walkthrough data and teacher observation data through the professional growth system to ensure implementation of standards based instruction.

Person Responsible

Robert Studly

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Data collection, coaching logs, sign in sheets, completed teacher observations and results on district and school wide assessments.

Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key


G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key


G1. All teachers will implement effective, rigorous instruction aligned to state standards to increase student achievement. **1**

 G039275

G1.B4 Increase differentiated instruction across all settings **2**

 B094477

G1.B4.S1 Lesson studies will be implemented to create effective lessons that incorporate differentiated instruction based on the data. **4**

 S105541

Strategy Rationale

To ensure that students are receiving differentiated instruction and effective strategies through research based best practices.

Action Step 1 **5**

Establish lesson studies during initial PLC Meetings.

Person Responsible

Robert Studly

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Lesson study plans, sign in sheet, agenda, minutes to meeting.

Action Step 2 5

PLC's will plan to implement strategies within lesson studies to improve student engagement and targeted areas of weakness.

Person Responsible

Robert Studly

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

meeting minutes, sign in sheets, and coaches feedback.

Action Step 3 5

Enact lesson study, PLC members meet to analyze the effectiveness of the lessons.

Person Responsible

Robert Studly

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

teacher observations, PLC meeting minutes, sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

PLC's will develop lesson plans based on the needs of the students and the plans will be taught. Teachers will observe other teachers for critical feedback.

Person Responsible

Robert Studly

Schedule

Monthly, from 9/3/2014 to 5/29/2015

Evidence of Completion

PLC Agendas, Minutes to the PLC's sign in sheets, and lesson plan completion

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Developed Lesson plans that resulted from lesson study to improve the implementation of differentiated instruction.

Person Responsible

Robert Studly


Schedule

Monthly, from 9/3/2014 to 5/29/2015


Evidence of Completion

Student progress monitoring data binders, charted observation data by Administration-trends, patterns, data collected by instructional coaches.

G1.B6 Incorporate data driven professional development for instructional staff 2

 B094479

G1.B6.S1 Professional Learning Communities will learn to disaggregate and evaluate data in order to implement best instructional practices to meet the needs of the students. 4

 S105542

Strategy Rationale

To ensure data driven decision making is taking place when choosing what instructional practices best meet the needs of our students.

Action Step 1 5

Organize and establish PLC meetings and determine PLC Leaders & PLC Expectations.

Person Responsible

Robert Studly

Schedule

On 8/27/2014

Evidence of Completion

Sign in sheets to meeting, agenda, and minutes to the meeting.

Action Step 2 5

Ensure implementation of the Professional Learning Communities.

Person Responsible

Robert Studly

Schedule

Monthly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Previously sent emails and sign in sheets to PLC's, Agendas if applicable.

Action Step 3 5

School wide Data will be reviewed by the staff for concrete awareness if students are declining, or an increase in growth is present.

Person Responsible

Robert Studly

Schedule

Monthly, from 9/10/2014 to 5/13/2015

Evidence of Completion

Data Reviewed at Monthly Faculty Meetings

Plan to Monitor Fidelity of Implementation of G1.B6.S1 6

PLC Meetings

Person Responsible

Robert Studly

Schedule

Monthly, from 8/27/2014 to 5/27/2015

Evidence of Completion

Coaches feedback agendas, sign in sheets.

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 7

PLC Meetings

Person Responsible

Robert Studly


Schedule

Monthly, from 8/27/2014 to 5/29/2015


Evidence of Completion

Implementation of best instructional practices through observation, lesson plans, and classroom walk throughs.

G1.B7 Implementation of best practices and strategies by the instructional coaches 2

 B094480

G1.B7.S1 Design and deliver site based professional development based on teacher needs. 4

 S105543

Strategy Rationale

To ensure all teachers receive the appropriate and necessary training to raise student achievement.

Action Step 1 5

Instructional Coaches distribute a survey generated through Survey Monkey to determine teacher needs.

Person Responsible

Cameile Grayson

Schedule

On 9/26/2014

Evidence of Completion

Results of the Survey

Action Step 2 5

Analyze the data from the Survey Monkey

Person Responsible

Thomas Dunham

Schedule

On 9/29/2014

Evidence of Completion

Data collected form survey and notes to service the needs of the students.

Action Step 3 5

Develop Professional Development calendar or meet the needs discovered through the data collected from the survey.

Person Responsible

Cameile Grayson

Schedule

On 10/6/2014

Evidence of Completion

Completed Professional Development Calendar.

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Design and deliver quality professional development based on the needs of teachers from the survey.

Person Responsible

Cameile Grayson

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Evaluation sheets and sign in sheets from teachers that were present in PD to determine how beneficial the PD is.

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Professional development and deliverance of district PD through coaches.

Person Responsible

Cameile Grayson


Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Administration observation tools and classroom walkthroughs.

G1.B7.S2 Instructional coaches will increase the amount of time spent in the classrooms supporting teachers, modeling for teachers, providing professional development and helping to facilitate PLC's. 4

 S105544

Strategy Rationale

To ensure teachers are receiving support in their content areas.

Action Step 1 5

Develop a schedule to determine when the coaches will visit classrooms.

Person Responsible

Thomas Dunham

Schedule

On 9/12/2014

Evidence of Completion

Completed schedule

Action Step 2 5

Coaches will collect data from classrooms.

Person Responsible

Thomas Dunham

Schedule

Biweekly, from 9/8/2014 to 5/29/2015

Evidence of Completion

Collected data

Action Step 3 5

Analyze data collection and implement professional development based in data collection.

Person Responsible

Thomas Dunham

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Scheduled professional development/professional development taken by classroom teachers.

Plan to Monitor Fidelity of Implementation of G1.B7.S2 6

The collection of data to determine specific needs of the teachers

Person Responsible

Thomas Dunham

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Data collection

Plan to Monitor Effectiveness of Implementation of G1.B7.S2 7

Professional development developed by Math/Science Coach.

Person Responsible

Thomas Dunham

Schedule

Quarterly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Implementation in classrooms and lesson plans.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.A1	Establish lesson studies during initial PLC Meetings.	Studly, Robert	9/1/2014	Lesson study plans, sign in sheet, agenda, minutes to meeting.	6/4/2015 monthly
G1.B6.S1.A1	Organize and establish PLC meetings and determine PLC Leaders & PLC Expectations.	Studly, Robert	8/27/2014	Sign in sheets to meeting, agenda, and minutes to the meeting.	8/27/2014 one-time
G1.B7.S1.A1	Instructional Coaches distribute a survey generated through Survey Monkey to determine teacher needs.	Grayson, Cameile	9/19/2014	Results of the Survey	9/26/2014 one-time
G1.B7.S2.A1	Develop a schedule to determine when the coaches will visit classrooms.	Dunham , Thomas	9/12/2014	Completed schedule	9/12/2014 one-time
G1.B4.S1.A2	PLC's will plan to implement strategies within lesson studies to improve student engagement and targeted areas of weakness.	Studly, Robert	9/1/2014	meeting minutes, sign in sheets, and coaches feedback.	6/4/2015 monthly
G1.B6.S1.A2	Ensure implementation of the Professional Learning Communities.	Studly, Robert	9/1/2014	Previously sent emails and sign in sheets to PLC's, Agendas if applicable.	6/4/2015 monthly
G1.B7.S1.A2	Analyze the data from the Survey Monkey	Dunham , Thomas	9/29/2014	Data collected form survey and notes to service the needs of the students.	9/29/2014 one-time
G1.B7.S2.A2	Coaches will collect data from classrooms.	Dunham , Thomas	9/8/2014	Collected data	5/29/2015 biweekly
G1.B4.S1.A3	Enact lesson study, PLC members meet to analyze the effectiveness of the lessons.	Studly, Robert	9/1/2014	teacher observations, PLC meeting minutes, sign in sheets	6/4/2015 monthly
G1.B6.S1.A3	School wide Data will be reviewed by the staff for concrete awareness if students are declining, or an increase in growth is present.	Studly, Robert	9/10/2014	Data Reviewed at Monthly Faculty Meetings	5/13/2015 monthly
G1.B7.S1.A3	Develop Professional Development calendar or meet the needs discovered through the data collected from the survey.	Grayson, Cameile	10/6/2014	Completed Professional Development Calendar.	10/6/2014 one-time
G1.B7.S2.A3	Analyze data collection and implement professional development based in data collection.	Dunham , Thomas	9/1/2014	Scheduled professional development/ professional development taken by classroom teachers.	5/29/2015 monthly
G1.MA1	Administration will collect assessment data, classroom walkthrough data and	Studly, Robert	9/1/2014	Data collection, coaching logs, sign in sheets, completed teacher observations	6/4/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	teacher observation data through the professional growth system to ensure implementation of standards based instruction.			and results on district and school wide assessments.	
G1.B4.S1.MA1	Developed Lesson plans that resulted from lesson study to improve the implementation of differentiated instruction.	Studly, Robert	9/3/2014	Student progress monitoring data binders, charted observation data by Administration- trends, patterns, data collected by instructional coaches.	5/29/2015 monthly
G1.B4.S1.MA1	PLC's will develop lesson plans based on the needs of the students and the plans will be taught. Teachers will observe other teachers for critical feedback.	Studly, Robert	9/3/2014	PLC Agendas, Minutes to the PLC's sign in sheets, and lesson plan completion	5/29/2015 monthly
G1.B6.S1.MA1	PLC Meetings	Studly, Robert	8/27/2014	Implementation of best instructional practices through observation, lesson plans, and classroom walk throughs.	5/29/2015 monthly
G1.B6.S1.MA1	PLC Meetings	Studly, Robert	8/27/2014	Coaches feedback agendas, sign in sheets.	5/27/2015 monthly
G1.B7.S1.MA1	Professional development and deliverance of district PD through coaches.	Grayson, Cameile	10/1/2014	Administration observation tools and classroom walkthroughs.	5/29/2015 monthly
G1.B7.S1.MA1	Design and deliver quality professional development based on the needs of teachers from the survey.	Grayson, Cameile	10/1/2014	Evaluation sheets and sign in sheets from teachers that were present in PD to determine how beneficial the PD is.	5/29/2015 monthly
G1.B7.S2.MA1	Professional development developed by Math/Science Coach.	Dunham , Thomas	10/1/2014	Implementation in classrooms and lesson plans.	5/29/2015 quarterly
G1.B7.S2.MA1	The collection of data to determine specific needs of the teachers	Dunham , Thomas	9/1/2014	Data collection	5/29/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. All teachers will implement effective, rigorous instruction aligned to state standards to increase student achievement.

G1.B4 Increase differentiated instruction across all settings

G1.B4.S1 Lesson studies will be implemented to create effective lessons that incorporate differentiated instruction based on the data.

PD Opportunity 1

Establish lesson studies during initial PLC Meetings.

Facilitator

Math/Science Coach & Literacy Coach

Participants

Mr. Robert Studly, Principal Mrs. Chundra Evens, Asst. Principal Ms. Sara Wolfe, Asst. Principal

Schedule

Monthly, from 9/1/2014 to 6/4/2015

PD Opportunity 2

PLC's will plan to implement strategies within lesson studies to improve student engagement and targeted areas of weakness.

Facilitator

PLC Coordinators/Instructional Coaches Department Heads

Participants

PLC's ALL content Teachers, CTE, Fine Arts, and ESE Support Teachers.

Schedule

Monthly, from 9/1/2014 to 6/4/2015

PD Opportunity 3

Enact lesson study, PLC members meet to analyze the effectiveness of the lessons.

Facilitator

PLC Leads/Department heads, Coaches

Participants

Classroom teachers

Schedule

Monthly, from 9/1/2014 to 6/4/2015

G1.B6 Incorporate data driven professional development for instructional staff

G1.B6.S1 Professional Learning Communities will learn to disaggregate and evaluate data in order to implement best instructional practices to meet the needs of the students.

PD Opportunity 1

Organize and establish PLC meetings and determine PLC Leaders & PLC Expectations.

Facilitator

Mr. Thomas Dunham & Ms. Cameille Grayson/ Instructional Coaches

Participants

Department heads and ALL teachers.

Schedule

On 8/27/2014

PD Opportunity 2

Ensure implementation of the Professional Learning Communities.

Facilitator

Mr. Thomas Dunham & Ms. Cameille Grayson/ Instructional Coaches

Participants

Department heads and ALL teachers.

Schedule

Monthly, from 9/1/2014 to 6/4/2015

G1.B7 Implementation of best practices and strategies by the instructional coaches

G1.B7.S1 Design and deliver site based professional development based on teacher needs.

PD Opportunity 1

Develop Professional Development calendar or meet the needs discovered through the data collected from the survey.

Facilitator

Math/Science Coach & Literacy Coach

Participants

Classroom Teachers

Schedule

On 10/6/2014

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Grand Total	0