

Orange County Public Schools
Liberty Middle



2019-20 School Improvement Plan

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Liberty Middle

3405 S CHICKASAW TRL, Orlando, FL 32829

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

Demographics

Principal: Lovely Tinsley

Start Date for this Principal: 7/18/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: C 2016-17: C 2015-16: C 2014-15: C 2013-14: C
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	
Support Tier	NOT IN DA

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

Preparing ALL Students to be College and Career Ready

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Tinsley, Lovely	Principal	Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.
Ruby, Darcy	Instructional Coach	Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Schwartz, Andrew	Assistant Principal	Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing MTSS, conducts assessment of MTSS skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support MTSS implementation, and communicates with parents regarding school-based MTSS plans and activities.
Ostheim, Catherine	Instructional Coach	Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Speights, Donnell	Instructional Coach	Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on

Name	Title	Job Duties and Responsibilities
O'Harrow, Alicia	Dean	scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Rosswick, Terry	Dean	Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.
Woody, Jannan	Dean	Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	424	399	386	0	0	0	0	1209
Attendance below 90 percent	0	0	0	0	0	0	68	103	112	0	0	0	0	283
One or more suspensions	0	0	0	0	0	0	43	78	69	0	0	0	0	190
Course failure in ELA or Math	0	0	0	0	0	0	36	134	145	0	0	0	0	315
Level 1 on statewide assessment	0	0	0	0	0	0	138	207	169	0	0	0	0	514

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	61	155	156	0	0	0	0	372

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	5	1	2	0	0	0	0	8

FTE units allocated to school (total number of teacher units)

91

Date this data was collected or last updated

Wednesday 7/31/2019

Prior Year - As Reported

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	89	111	103	0	0	0	0	303
One or more suspensions	0	0	0	0	0	0	51	85	58	0	0	0	0	194
Course failure in ELA or Math	0	0	0	0	0	0	85	84	90	0	0	0	0	259
Level 1 on statewide assessment	0	0	0	0	0	0	177	191	159	0	0	0	0	527
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	109	141	115	0	0	0	0	365

Prior Year - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	89	111	103	0	0	0	0	303
One or more suspensions	0	0	0	0	0	0	51	85	58	0	0	0	0	194
Course failure in ELA or Math	0	0	0	0	0	0	85	84	90	0	0	0	0	259
Level 1 on statewide assessment	0	0	0	0	0	0	177	191	159	0	0	0	0	527
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	109	141	115	0	0	0	0	365

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	47%	52%	54%	44%	52%	53%
ELA Learning Gains	49%	52%	54%	46%	50%	54%
ELA Lowest 25th Percentile	38%	45%	47%	38%	42%	47%
Math Achievement	45%	55%	58%	41%	53%	58%
Math Learning Gains	49%	55%	57%	45%	51%	57%
Math Lowest 25th Percentile	47%	50%	51%	33%	44%	51%
Science Achievement	39%	51%	51%	42%	51%	52%
Social Studies Achievement	58%	67%	72%	64%	68%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	424 (0)	399 (0)	386 (0)	1209 (0)
Attendance below 90 percent	68 (89)	103 (111)	112 (103)	283 (303)
One or more suspensions	43 (51)	78 (85)	69 (58)	190 (194)
Course failure in ELA or Math	36 (85)	134 (84)	145 (90)	315 (259)
Level 1 on statewide assessment	138 (177)	207 (191)	169 (159)	514 (527)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	46%	52%	-6%	54%	-8%
	2018	37%	48%	-11%	52%	-15%
Same Grade Comparison		9%				
Cohort Comparison						
07	2019	34%	48%	-14%	52%	-18%
	2018	33%	48%	-15%	51%	-18%
Same Grade Comparison		1%				
Cohort Comparison		-3%				
08	2019	47%	54%	-7%	56%	-9%
	2018	48%	55%	-7%	58%	-10%
Same Grade Comparison		-1%				
Cohort Comparison		14%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	37%	43%	-6%	55%	-18%
	2018	29%	35%	-6%	52%	-23%
Same Grade Comparison		8%				
Cohort Comparison						
07	2019	40%	49%	-9%	54%	-14%
	2018	35%	51%	-16%	54%	-19%
Same Grade Comparison		5%				
Cohort Comparison		11%				
08	2019	15%	36%	-21%	46%	-31%
	2018	15%	32%	-17%	45%	-30%
Same Grade Comparison		0%				
Cohort Comparison		-20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	36%	49%	-13%	48%	-12%
	2018	38%	49%	-11%	50%	-12%
Same Grade Comparison		-2%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	55%	66%	-11%	71%	-16%
2018	57%	66%	-9%	71%	-14%
Compare		-2%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	74%	63%	11%	61%	13%
2018	73%	61%	12%	62%	11%
Compare		1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	92%	53%	39%	57%	35%
2018	78%	65%	13%	56%	22%
Compare		14%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	38	34	21	43	42	19	27			

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
ELL	26	42	37	29	42	46	21	40	77		
ASN	76	65		76	73						
BLK	42	40	25	38	42	50	28	43	70		
HSP	41	48	38	40	47	45	32	57	77		
WHT	68	55	40	65	55	68	67	69	82		
FRL	42	48	39	40	45	46	33	55	73		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	38	34	16	33	23	20	38			
ELL	19	38	35	19	31	26	20	35	65		
ASN	72	53		72	61						
BLK	36	50	53	36	40	65	32	63	74		
HSP	39	44	37	35	41	31	36	59	72		
MUL				70							
WHT	68	54	38	67	64	29	72	82	90		
FRL	39	44	37	36	42	32	38	59	73		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	39
Total Points Earned for the Federal Index	489
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2

English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	42
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

ELA lowest 25th percentile performed the lowest with 38% which remained the same from the previous year. Science Achievement followed closely with 39% which was a drop from 42% in 2018.

For grade level data, 8th grade math showed the lowest performance with 15% of students showing proficiency on the FSA Math Test for two years in a row.

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

Social Studies showed the greatest decline with 58% which was a drop of six percentage points. Seventh grade reading showed a decline with a loss of 2%. The largest factor that contributed to this decline was a loss of a classroom teacher and reading coach during the first semester which may have negatively impacted Civics scores.

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

Social Studies not only showed the greatest decline it also had the greatest gap of 14 percentage points when compared to the state. As mentioned earlier, seventh grade reading showed a decline due to a loss of a classroom teacher and a reading coach which may have negatively impacted Civics EOCs.

For grade level data, 8th grade math had the greatest gap when compared to the state average with a 31% difference. The trend has been that our 8th grade math is our lowest performing area for the last three years. A contributing factor is the reduction in the number of students who are part of this group due to accelerated courses such as Algebra I and Geometry.

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

Math lowest 25th percentile showed the most improvement by increasing 14 percentage points to 47% in 2019.

For grade level data, 6th grade reading showed the most improvement with a 9% gain. Intensive reading and ELA were combined for a double block of continuous instruction.

Certified and degreed math tutors were strategically placed in specific classrooms of need. The Math Coach worked closely with tutors and math teachers identifying and assisting the lowest 25%.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance is an area of concern with more than 20% of students across all three grade level that had an attendance lower than 90%.

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

1. Increase ELA Achievement by 3%, from 47% to 50%
2. Increase Science Achievement by 6%, from 39% to 45%
3. Increase SWD proficiency by 10%, from 31% to 41%
4. ELL proficiency increase by 10%, from 39% to 49%
5. Increase 8th grade math proficiency by 10%, from 15% to 25%

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Close Reading Strategies Using Complex Text and Writing (Division Priority – Narrow Achievement Gaps)
Rationale	By using close reading strategies with complex texts as the basis for participating in rigorous discussions and responding to text-dependent questions, students within our lowest performing subgroups of SWD and ELL should see more gains across content areas than seen in previous years' data. This was chosen because the strategies give our SWD, ELL, and low performing students a strategy they can use across content areas to support the reading and analysis of text above their reading level. The strategies/support will allow them more opportunities to be successful when working with complex text. This strategies will also support the proficiency gains of all students in ELA and Civics classes.
State the measureable outcome the school plans to achieve	Liberty Middle will decrease the achievement gap between subgroups by at least 3%. ELA proficiency data will increase by at least 3% to 50%. Civics proficiency data will increase by at least 7% to 65%.
Person responsible for monitoring outcome	Lovely Tinsley (lovely.tinsley@ocps.net)
Evidence-based Strategy	Close Reading of Complex Text using Text Dependent Questions strategies will be taught to students through all content areas. A standard system will be displayed and used to allow students to practice these strategies in all content areas.
Rationale for Evidence-based Strategy	The close reading strategies give our SWD, ELL, and low performing students a strategy they can use across content areas to support the reading and analysis of text above their reading level. The strategies/support will allow them more opportunities to be successful when working with complex text. Common Assessments and District assessments will be used to track the effectiveness of these strategies and determine adjustments that may need to be made.
Action Step	
Description	<ol style="list-style-type: none"> 1. Organize the DPLC to disseminate the trainings school-wide and through school-based PLCs. (Sept. 12, 2019, following DPLC meeting (bi-monthly) Site Team) 2. PLCs will choose complex texts that are culturally responsive and meet the standards of their content. (Sept. 3, 2019, monthly, Ruby,Speights,Moss)) 3. Teachers will walk students through complex text discussions and responding to text-dependent questions activities. (Sept. 17, Bi-weekly, Ruby,Speights,Moss)) 4. Strategies and results will be discussed and adjusted during PLCs after Common Assessments (Sept. 3, 2019, monthly, Ruby,Speights,Moss))
Person Responsible	Darcy Ruby (darcy.ruby@ocps.net)

#2	
Title	Build up our system of how we analyze data, analyze instructional practices, and make necessary adjustments that improve student outcomes. (Division Priority – Accelerate Student Performance)
Rationale	Students in 8th grade Math and our SWD and ELL ESSA categories are not showing sufficient proficiency from year to year. The school needs to build a system that will allow us to accelerate the growth of the students in these areas so that students can catch up and the school outcomes can increase at a quicker rate.

State the measureable outcome the school plans to achieve	8th grade Math proficiency, SWD proficiency, and ELL proficiency will increase at least 10%. Overall math proficiency will increase three percentage points from 45% to 48%.
Person responsible for monitoring outcome	Donnell Speights (donnell.speights@ocps.net)
Evidence-based Strategy	After teachers develop instructional goals, they evaluate and make ongoing adjustments to students’ instructional programs. Once instruction and other supports are designed and implemented, teachers have the skills to manage and engage in ongoing data collection using curriculum-based measures, informal classroom assessments, observations of student academic performance and behavior, self-assessment of classroom instruction, and discussions with key stakeholders (i.e., students, families, other professionals). Teachers study their practice to improve student learning, validate reasoned hypotheses about salient instructional features and enhance instructional decision making. Effective teachers retain, reuse and extend practices that improve student learning and adjust or discard those that do not.
Rationale for Evidence-based Strategy	Common Assessments and District assessments will be used to track the effectiveness of these strategies and determine adjustments that may need to be made.

Action Step

Description	<ol style="list-style-type: none"> 1. Invite Calculus Project Students to start the summer before 7th grade. (June 4-June 27, 2019, Speights) 2. Create and keep a running record of PLC agendas and planning minutes to be utilized by the PLC members and Instructional Coach assigned. (August 20, 2019, weekly, Ruby, Speights, Moss) 3. Classroom instruction will focus on teaching the standards at grade-level (August 12, 2019, weekly monitor, Administration and Instructional Coaches) 4. Instructional Coach and teachers will review data from common and district assessments to adjust instruction. (Sept 3, 2019, monthly, Ruby, Speights, Moss) 5. Collaborate with data-proven schools to gain strategies. (Sept 3, 2019, bi-monthly, Tinsley)
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6. Provide professional development for teachers when areas of need arise. (August 28, 2019, monthly, Tinsley)

Person Responsible Lovely Tinsley (lovely.tinsley@ocps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Other areas of focus will be included in our system of analysis for instructional practices and adjustments. School-wide we will also use the close-reading strategies which increase the outcomes of all students and areas of focus.

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

Liberty will hire a 12 month Parent and Family Engagement Coordinator to work directly with families. The Parent and Family Engagement Coordinator will be responsible for conducting home visits, delivering parent workshops, gathering and presenting detailed data pertaining to parent engagement activities, attending and communicating with parent/school leadership councils, establishing communication with all parents, and creating engagement opportunities for all parents. The goal is to establish and improve effective communication between home and school, improve parent and family outreach, and facilitate training opportunities for parents and families of students in grades 6th through 12th that will positively impact student academic performance. Employees in this classification identify and encourage parents to participate in school and district family engagement activities, provide support to staff and parents on best practices in parent engagement, and provide guidelines for school-based parent engagement projects.

PFEP Link

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

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

The MTSS Leadership Team will focus meetings around one question: How do we develop and maintain a problem solving system to bring out the best in our school, our teachers, and our students? The team meets to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding

benchmarks, at moderate risk or at high risk for not meeting benchmarks. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

Title I: Services are provided to ensure students requiring additional remediation are assisted through programs during school hours, after-school programs, and/or summer school. Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure student needs are met.

Title III: Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X: District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Supplemental Academic Instruction (SAI): SAI funds have been instrumental in assisting Liberty Middle School with providing our Level 1 students with remediation, supplies, materials, and academic instruction.

Violence Prevention Programs: The Safe Coordinator works with students who experience violence in the home or at school. The district provides professional development and programs in all areas of violence and drug prevention.

Nutrition Programs: Students all receive free breakfast and lunch.

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

Incoming 5th grade students are visited by the counselors and curriculum leaders to preview life on the Liberty Middle School campus and provide students their options. Elementary Schools that are part of the feeder pattern are invited to bring their 5th grade students to the school to partake in the Liberty Middle School Experience. This program allows students to walk the halls, see in classrooms, and experience the many options they have for electives. 5th grade students are given the chance to ask current 6th graders questions as well. Liberty also opens up the campus for incoming 5th grade parents to come in and tour, ask questions, and see the programs Liberty Middle School has to offer.

As part of being a Magnet School for the District, Liberty holds two nighttime open house experiences where students entering grade 6-8 from across the District may come and preview Cambridge, preview the electives of STEM and the Arts offered at Liberty, as well as tour the school and ask questions. These dates are advertised by the District on the school choice web page and Liberty advertises the dates to the elementary schools that are within driving distance.

Outgoing 8th graders are visited by several of the surrounding high schools and have the opportunity to ask questions of their counselors and submit requests for electives as they transition to the high school. Cambridge students are invited to a Cambridge Open House at Colonial High School to view the Magnet program that they have a guaranteed seat in, if they so choose.

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

Counselors meet with each student individually to discuss career/educational goals and interests when setting a course of study and scheduling individual courses that meet students' needs and promotion requirements. Elective requests are collected through a digital survey where students can prioritize their interests and that data is used to create students schedules.

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

Each year, Liberty offers a STEAM event to bring awareness to the various career opportunities in science, technology, engineering, art and math. Local vendors and businesses will attend to speak to parents and students about the different programs.

The Cambridge Magnet Academy will partner with local universities and businesses to help students make real life connections with universities and discuss the admission process.

Part V: Budget

1	III.A	Areas of Focus: Close Reading Strategies Using Complex Text and Writing (Division Priority - Narrow Achievement Gaps)				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	140-Substitute Teachers	1551 - Liberty Middle	General Fund		\$5,000.00
			<i>Notes: For the purchase of substitutes for attending and conducting professional development.</i>			
2	III.A	Areas of Focus: Build up our system of how we analyze data, analyze instructional practices, and make necessary adjustments that improve student outcomes. (Division Priority - Accelerate Student Performance)				\$107,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	2110	100-Salaries	1551 - Liberty Middle	General Fund		\$100,000.00
			<i>Notes: Classroom Teachers will meet for common planning at least once a week during the contracted day. The master schedule will be constructed to allow this common planning time.</i>			
	6400		1551 - Liberty Middle	Title, I Part A		\$5,000.00
			<i>Notes: For the purchase of materials to support professional learning activities.</i>			
	1142		1551 - Liberty Middle	School Improvement Funds		\$2,000.00

	<i>Notes: For the purchase of supplies to support student learning activities. Supplies to include incentives for students demonstrating growth on common assessments.</i>	
		Total: \$112,000.00