Liberty Pines Academy

2017-18 School Improvement Plan

Liberty Pines Academy

10901 RUSSELL SAMPSON RD, Saint Johns, FL 32259

http://www-lpa.stjohns.k12.fl.us/

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Combination School PK-8	No	13%

Primary Service Type (per MSID File)	**Charter School**	**2016-17 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	26%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the St. Johns County School Board on 9/25/2017.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Liberty Pines Academy

DA Region and RED	DA Category and Turnaround Status
Northeast - [Wayne Green](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

Liberty Pines Academy (LPA) will provide a high-quality educational experience by continually building the instructional capacity of our teachers and developing meaningful relationships with our students, staff, and community. Students and staff will implement and use instructional strategies that foster critical thinking and problem solving through real-world learning experiences.

b. Provide the school's vision statement

The vision of Liberty Pines Academy is to provide our students the opportunity to become life-long learners and leaders prepared to succeed in the global world.

2. School Environment

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

LPA has implemented the Advancement via Individual Determination (AVID) program and the Positive Behavior Support (PBS) program. Through AVID, we foster academic success through the teaching of research-based academic and organizational strategies. Through PBS, we facilitate social-emotional learning and develop supportive relationships with our students. Moreover, through this program, we provide structure for our behavior/rewards program. Teachers and students interact in an environment of positive reinforcement. Students are expected to adhere to the 6 Pillars of Character through Character Counts. Students and teachers also follow the 7 Habits of Highly Successful People, which encourages mutually respected relationships both in children and adults. Through our annual Curriculum Chats events, we also develop our partnership with parents, as parents meet with their children's teachers and learn about how they can best support their success in the classroom.

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

The 3R's-Respect, Responsibility, and Readiness to Learn are the common expectations throughout the school that are voiced daily by administration, teachers, staff, and students. Every morning the administration addresses the 3R's, celebrates students, informs students of any changes or upcoming events, and features student leaders. Administrators, staff, and teachers interact with students on a daily basis during all transition times, which promotes a level of approachability and fosters relationships. In the unique K-8 environment, older students have the opportunity to mentor younger students.

LPA also has policies, procedures, and expectations in place to address bullying, including a process for students to report bullying concerns, which are then promptly and thoroughly investigated.

Students also have access to a team of guidance counselors, who proactively work with students in their effort to support the whole child.

c. 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

All staff members are responsible for maintaining a safe and orderly environment. Liberty Pines Academy faculty and staff implement the Positive Behavior Support (PBS) Model.

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 as disciplinary options.

The functional behavior assessment 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. On a school-wide level, PBS relies on accurate and reliable discipline referral data to understand the behaviors occurring across campus. An analysis of the data allows a school 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, students, and families. The PBS process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented.

The faculty and staff are trained in the implementation of the PBS model during the opening faculty meeting, and the fidelity of implementation is monitored and guided by the administrative team throughout the year.

d. 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

LPA has three guidance counselors, each of whom is responsible for providing support to students of specific grade levels. This ensures continuity and familiarity for the students to feel secure when seeking help. The student internship program allows older students to serve in needed areas throughout the school day under the supervision of the guidance staff. Middle school students are at times assigned to provide peer support to elementary students (e.g., reading buddy).

All teachers will select one student as their Character Counts student of the month. The selected student will have demonstrated the characteristics of the Pillar for that particular month. Additionally, students who demonstrate exemplary character are selected by their teachers to be recognized as leaders during a quarterly recognition ceremony (Leader of the Pack). Student accomplishments are also celebrated on the daily school news program. If a particular student's needs cannot be addressed through the school's program of support, school personnel seek the appropriate support through district-level and community resources.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

-Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
-One or more suspensions, whether in school or out of school
-Course failure in English Language Arts or mathematics
-Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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

1. 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	4	9	4	9	5	5	6	11	7	0	0	0	0	60
One or more suspensions	1	1	1	3	5	2	9	10	12	0	0	0	0	44
Course failure in ELA or Math	0	0	0	0	4	1	0	1	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	0	10	10	15	10	8	0	0	0	0	53

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	0	1	1	6	1	6	3	4	0	0	0	0	23

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

Students are monitored by the MTSS core team and interventions are put in place.

Teachers conference regularly with students who have been identified as the being among the lowest 25% of reading/math performers, as indicated through the state's spring assessment program.

Each semester, conferences are held with the parents of students in the lowest 25%.

The MTSS Coordinator meets with each grade level to progress monitor the EWS students to improve academic performance.

The Dean of Students meets regularly with the MTSS team and with students and parents to address both attendance and behavior needs.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

1. PFEP Link

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

2. Description

LPA will strive to Increase opportunities for parents to help/participate from home, post volunteer requirements and opportunities on websites/newsletters, respond to parent communication within 48 hours of initial request, host a monthly parent meeting with the principal (who will share school/ student progress, performance data), and host curriculum nights (through which parents are exposed to LPA's instructional program and expectations for student learning). Parents were additionally informed of the AVID program via the aforementioned Curriculum Chats. Communication with parents regarding the AVID program will be ongoing.

2. 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

Night of the Arts, sponsored by PTO business partners, is held twice per year and showcases the performances/products of elementary and middle-grade students (music, drama, and visual arts).

Community Leaders Day is an event that draws a diverse population of professionals to LPA to motivate and inspire students as they begin to consider their future.

The Liberty Parade is an annual event that honors local veterans and gives the students an opportunity to learn about the sacrifices the veterans have made and to honor their service.

The annual PTO carnival provides the LPA community an opportunity to spend time together while enjoying a variety of games, amusement activities, and food.

These events encourage family involvement in both the school and community.

C. Effective Leadership

1. School Leadership Team

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

Name	Title
Hemingway, Traci	Principal
Davis, Craig	Assistant Principal
Haas, Elizabeth	Assistant Principal
McCool, Jessica	Assistant Principal
Thompson, Terri	Instructional Coach
Parrett, Jennifer	Administrative Support
Whittington, Michelle	SAC Member
Floyd, Haley	SAC Member
Latshaw, Kristen	Other

b. Duties

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

Assistant Principal: Provides leadership for the team-based decisions; facilitates the intervention programming; collaborates with other staff members to implement the various interventions; provides leadership for MTSS and ESE teams; facilitates the intervention programming; collaborates with other staff members to implement the various interventions; coordinates data analysis.

Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in development of RtI Plans in student data collection, delivers Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into reading/math instruction, and collaborate with general education teachers through such activities as co-teaching and support facilitation.

Instructional Literacy 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. Provides leadership for MTSS team.

Testing Coordinator: Identifies lowest quartile of students for intervention and assistance. Serves as data coach for all elementary teachers.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Technology Specialist: Develops or brokers technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and display.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening measures; and helps identify systemic patterns of student need with respect to language skills. Student Services Personnel: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child-serving and community agencies to the schools and families to support the child's academic behavioral, and social success.

AVID Site Coordinator: The AVID site coordinator organizes curriculum as well as activities and is committed to serving the needs of all students. The coordinator also works with colleagues and

counselors to implement AVID methodologies school-wide. The AVID site coordinator embeds best teaching practices, supports students, and develops family and community outreach.

2. 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 team meets on Mondays. Notes are taken weekly and plans are reviewed. The team has identified baseline criteria for those students who require an RtI plan. Data is reviewed on a student-by-student basis and fidelity checks are conducted as to appropriateness of the intervention. The team problem solves with the teachers to determine effective interventions. Data is again reviewed and students move to more or less intense interventions as needed.

SAI and Student-At-Risk funds are used for student achievement through the purchase of the Benchmark Assessment System for Reading, Think Through Math for grades 6-8, materials for additional reading strategies and intervention, and the hiring of two paraprofessionals for tutoring purposes.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Traci Hemingway	Principal
Haley Floyd	Teacher
Michelle Whittington	Teacher
Kim Delaney	Education Support Employee
Rhonda Warrington	Parent
Craig Dixon	Parent
Kelleen Hite	Parent
Christy Beebe	Business/Community
Kevin Pacciano	Parent
Basham Iyengar	Parent
Melissa Sharpe	Parent
Christopher Bryant	Parent

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The SAC chair and administration reviewed data from the previous year to help set the goals for the next school year in the School Improvement Plan (SIP).

b. Development of this school improvement plan

SAC members help develop and write the SIP. SAC members review the plan with administration. Development is not only based on assessment data but on the needs of the school, as indcated through last year's SAC surveys.

c. Preparation of the school's annual budget and plan

LPA's annual budget is determined by the district finance and budget team, in compliance with the Florida Education Finance Program for public schools. Each spring, the principal meets with the team to confirm how LPA's budget will be allocated/administered to meet the school's staffing needs for the coming year, based on enrollment projections.

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

The SAC budget is approximately $1753 which is used to supplement the SIP goals.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Hemingway, Traci	Principal
Davis, Craig	Assistant Principal
Haas, Elizabeth	Assistant Principal
McCool, Jessica	Assistant Principal
Thompson, Terri	Instructional Coach
Whittington, Michelle	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The Literacy Leadership Team meets with cluster groups of teachers monthly for the purpose of alignment of reading goals, development of scope and sequence for research-based learning and implementation of summer reading goals.

D. Public and Collaborative Teaching
The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

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

At LPA, the following programs are in place to foster collaboration and relationship development:

1. Regular content-area team meetings for middle grades

2. Staff development training that includes processing and planning time with grade-level / content level team

3. Coaching sessions with the instructional literacy coach

4. PLCs

5. PBS

6. Character Counts!

7. The 7 Habits of Highly Effective People

8. AVID

9. Cheer snack events

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

The district aggressively recruits highly qualified, diverse personnel by hosting job fairs and by visiting colleges and universities. The district also employs a comprehensive program of professional development, including mentoring, to ensure the growth and retention of personnel.

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

All teachers new to Liberty Pines Academy are paired with a veteran teacher in his/her field or grade level. New teachers develop a portfolio to verify educator competencies, and new teacher PLC meetings are held monthly. These meetings are facilitated by the ILC and involve training for school and district initiatives.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance,

District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teaching, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated twice a year and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

1. 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

Data is collected every two weeks within a 9-week period. The data is graphed and reviewed to determine student's mastery of the Florida State Standards. Formative and summative assessments include, but are not limited to, state and district assessments, classroom assessments, and diagnostic assessments for progress monitoring. Data is also used as criteria for referral to the MTSS team for RTI intervention, as well as determining the lowest quartile and grouping within the classroom for Tier 1 intervention. Additionally, data is used for placing students in the gifted-delta classes.

Please see the Professional Learning Community program description under "Instructional Programs." This program is driven by the use of student performance data to drive instruction.

2. 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: After School Program

Minutes added to school year:

Intensive reading camp: teaching reading to at-risk students

Strategy Rationale

To provide direct and explicit instruction focused on the Florida State Standards related to each grade-level in reading.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Haas, Elizabeth , elizabeth.haas@stjohns.k12.fl.us

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

Formative Assessments

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

Kindergarten registration days are held four times each year. Parent input is gathered for the purpose of identifying students who need additional support in transition.

An AVID / transition night is held for rising 6th graders. Parents and students obtain information about course offerings and Florida standards.

LPA staff coordinate information sessions for students and parents about high school academies, course offerings and expectations for high school.

b. College and Career Readiness

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

NA

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

NA

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

NA

4. 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

NA

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   All teachers will implement research-based, high-yield strategies to increase the growth of all students in reading.

G2.   All teachers will implement research-based, high-yield strategies to increase the growth of all students in writing.

G3.   All teachers will implement research-based, high-yield strategies to increase the growth of all students in math.

Strategic Goals Detail

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

G1. All teachers will implement research-based, high-yield strategies to increase the growth of all students in reading. 1a

🔍 G096553

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	85.0

Targeted Barriers to Achieving the Goal 3

- Maximizing the effective use of instructional time.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Targeted professional development on early-release Wednesdays via PLCs (meeting twice per month), and regular needs-based training

- Grade-level team planning

- District-created curriculum maps

- Principal, assistant principals, instructional coach, and testing coordinator to assist in the process

- Assistant principal (K-2), assistant prinicpal (3-5), and assistant principal (6-8) to monitor reading performance for assigned grade levels

- PLC program

- iReady

- Being a Reader program

- Being a Writer program

- Making Meaning program

- AVID

- MTSS

Plan to Monitor Progress Toward G1. 8

Review assessment data

Person Responsible
Traci Hemingway

Schedule
Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion
Student performance data will indicate growth.

G2. All teachers will implement research-based, high-yield strategies to increase the growth of all students in writing. 1a

🔍 G096554

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	85.0

Targeted Barriers to Achieving the Goal 3

- Maximizing the effective use of instructional time.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Targeted professional development on early-release Wednesdays via PLCs (meeting twice per month), and regular needs-based training

- Grade-level team planning

- District-created curriculum maps

- Principal, assistant principals, instructional coach, and testing coordinator to assist in the process

- Assistant principal (K-2), assistant principal (3-5), and assistant principal (6-8) to monitor writing performance for assigned grade levels

- PLC program

- iReady

- Being a Reader program

- Being a Writer program

- Making Meaning program

- AVID

- MTSS

Plan to Monitor Progress Toward G2. 8

Review assessment data

Person Responsible
Traci Hemingway

Schedule
Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion
Student performance data will indicate growth.

G3. All teachers will implement research-based, high-yield strategies to increase the growth of all students in math. [1a]

🔍 G096555

Targets Supported [1b]

Indicator	Annual Target
FSA Mathematics Achievement	95.0

Targeted Barriers to Achieving the Goal [3]

- Maximizing the effective use of instructional time.

Resources Available to Help Reduce or Eliminate the Barriers [2]

- Targeted professional development on early-release Wednesdays via PLCs (meeting twice per month), and regular needs-based training

- Grade-level team planning

- District-created curriculum maps

- Principal, assistant principals, instructional coach, and testing coordinator to assist in the process

- Assistant principal (K-2), assistant principal (3-5), and assistant principal (6-8) to monitor math performance for assigned grade levels

- PLC program

- iReady

- Being a Reader program

- Being a Writer program

- Making Meaning program

- AVID

- MTSS

Plan to Monitor Progress Toward G3. [8]

Review assessment data

Person Responsible
Traci Hemingway

Schedule
Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion
Student performance data will indicate growth.

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 research-based, high-yield strategies to increase the growth of all students in reading. 1

🔑 G096553

G1.B1 Maximizing the effective use of instructional time. 2

🔑 B259765

G1.B1.S1 The principal, assistant principals, instructional coach, and testing coordinator will collaborate with with key personnel at each grade level to ensure progress toward the goal and will serve as liaisons between the school and the district to troubleshoot and provide guidance. 4

🔑 S275176

Strategy Rationale

To ensure that instructional personnel are equipped and empowered to intervene effectively with students.

Action Step 1 5

Leadership personnel will meet regularly with teachers to review their progress with the PLC, AVID, Being a Reader, Being a Writer, Making Meaning, iReady, and MTSS programs.

Person Responsible

Traci Hemingway

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Documentation and products of program implementation

Action Step 2 5

Leadership personnel will train the faculty in the use of the PLC, AVID, Being a Reader, Being a Writer, Making Meaning, iReady, and MTSS programs to foster student success.

Person Responsible

Elizabeth Haas

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Signed training rosters, documentation and products of program implementation

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

The leadership team will regularly review the evidence identified in the action plan for compliance.

Person Responsible

Traci Hemingway

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Teacher data notebooks, AVID binder, deliberate practice plans, assessment data, course grades, signed training rosters, other documentation and products of program implementation

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Review assessment data

Person Responsible

Traci Hemingway

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student performance data will indicate growth

G2. All teachers will implement research-based, high-yield strategies to increase the growth of all students in writing. 1

🔑 G096554

G2.B1 Maximizing the effective use of instructional time. 2

🔑 B259766

G2.B1.S1 The principal, assistant principals, instructional coach, and testing coordinator will collaborate with with key personnel at each grade level to ensure progress toward the goal and will serve as liaisons between the school and the district to troubleshoot and provide guidance. 4

🔑 S275177

Strategy Rationale

To ensure that instructional personnel are equipped and empowered to intervene effectively with students.

Action Step 1 5

Leadership personnel will meet regularly with teachers to review their progress with the PLC, AVID, Being a Reader, Being a Writer, Making Meaning, iReady, and MTSS programs.

Person Responsible

Traci Hemingway

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Documentation and products of program implementation

Action Step 2 5

Leadership personnel will train the faculty in the use of the PLC, AVID, Being a Reader, Being a Writer, Making Meaning, iReady, and MTSS programs to foster student success.

Person Responsible

Elizabeth Haas

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Signed training rosters, documentation and products of program implementation

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

The leadership team will regularly review the evidence identified in the action plan for compliance.

Person Responsible

Traci Hemingway

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Teacher data notebooks, AVID binder, deliberate practice plans, assessment data, course grades, signed training rosters, other documentation and products of program implementation

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

Review assessment data

Person Responsible

Traci Hemingway

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student performance data will indicate growth.

G3. All teachers will implement research-based, high-yield strategies to increase the growth of all students in math. `1`

🔍 G096555

G3.B1 Maximizing the effective use of instructional time. `2`

🔍 B259767

G3.B1.S1 The principal, assistant principals, instructional coach, and testing coordinator will collaborate with with key personnel at each grade level to ensure progress toward the goal and will serve as liaisons between the school and the district to troubleshoot and provide guidance. `4`

🔍 S275178

Strategy Rationale

To ensure that instructional personnel are equipped and empowered to intervene effectively with students.

Action Step 1 `5`

Leadership personnel will meet regularly with teachers to review their progress with the PLC, AVID, Being a Reader, Being a Writer, Making Meaning, iReady, and MTSS programs.

Person Responsible

Traci Hemingway

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Documentation and products of program implementation

Action Step 2 `5`

Leadership personnel will train the faculty in the use of the PLC, AVID, and Being a Reader, Being a Writer, Making Meaning, iReady, and MTSS programs to foster student success.

Person Responsible

Elizabeth Haas

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Signed training rosters, documentation and products of program implementation

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

The leadership team will regularly review the evidence identified in the action plan for compliance.

Person Responsible

Traci Hemingway

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Teacher data notebooks, AVID binder, deliberate practice plans, assessment data, course grades, signed training rosters, other documentation and products of program implementation

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Review assessment data

Person Responsible

Traci Hemingway

Schedule

Quarterly, from 8/10/2017 to 5/25/2018

Evidence of Completion

Student performance data will indicate growth.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M397614	Review assessment data	Hemingway, Traci	8/10/2017	Student performance data will indicate growth.	5/25/2018 quarterly
G2.MA1 M397617	Review assessment data	Hemingway, Traci	8/10/2017	Student performance data will indicate growth.	5/25/2018 quarterly
G3.MA1 M397620	Review assessment data	Hemingway, Traci	8/10/2017	Student performance data will indicate growth.	5/25/2018 quarterly
G1.B1.S1.MA1 M397612	Review assessment data	Hemingway, Traci	8/10/2017	Student performance data will indicate growth	5/25/2018 quarterly
G1.B1.S1.MA1 M397613	The leadership team will regularly review the evidence identified in the action plan for compliance.	Hemingway, Traci	8/10/2017	Teacher data notebooks, AVID binder, deliberate practice plans, assessment data, course grades, signed training rosters, other documentation and products of program implementation	5/25/2018 quarterly
G1.B1.S1.A1 A369372	Leadership personnel will meet regularly with teachers to review their progress with the PLC, AVID,...	Hemingway, Traci	8/10/2017	Documentation and products of program implementation	5/25/2018 biweekly
G1.B1.S1.A2 A369373	Leadership personnel will train the faculty in the use of the PLC, AVID, Being a Reader, Being a...	Haas, Elizabeth	8/10/2017	Signed training rosters, documentation and products of program implementation	5/25/2018 biweekly
G2.B1.S1.MA1 M397615	Review assessment data	Hemingway, Traci	8/10/2017	Student performance data will indicate growth.	5/25/2018 quarterly
G2.B1.S1.MA1 M397616	The leadership team will regularly review the evidence identified in the action plan for compliance.	Hemingway, Traci	8/10/2017	Teacher data notebooks, AVID binder, deliberate practice plans, assessment data, course grades, signed training rosters, other documentation and products of program implementation	5/25/2018 quarterly
G2.B1.S1.A1 A369374	Leadership personnel will meet regularly with teachers to review their progress with the PLC, AVID,...	Hemingway, Traci	8/10/2017	Documentation and products of program implementation	5/25/2018 biweekly
G2.B1.S1.A2 A369375	Leadership personnel will train the faculty in the use of the PLC, AVID, Being a Reader, Being a...	Haas, Elizabeth	8/10/2017	Signed training rosters, documentation and products of program implementation	5/25/2018 biweekly
G3.B1.S1.MA1 M397618	Review assessment data	Hemingway, Traci	8/10/2017	Student performance data will indicate growth.	5/25/2018 quarterly
G3.B1.S1.MA1 M397619	The leadership team will regularly review the evidence identified in the action plan for compliance.	Hemingway, Traci	8/10/2017	Teacher data notebooks, AVID binder, deliberate practice plans, assessment data, course grades, signed training rosters, other documentation and products of program implementation	5/25/2018 quarterly
G3.B1.S1.A1 A369376	Leadership personnel will meet regularly with teachers to review their progress with the PLC, AVID,...	Hemingway, Traci	8/10/2017	Documentation and products of program implementation	5/25/2018 biweekly
G3.B1.S1.A2 A369377	Leadership personnel will train the faculty in the use of the PLC, AVID, and Being a Reader, Being...	Haas, Elizabeth	8/10/2017	Signed training rosters, documentation and products of program implementation	5/25/2018 biweekly

V. Professional Development Opportunities

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

G1. All teachers will implement research-based, high-yield strategies to increase the growth of all students in reading.

G1.B1 Maximizing the effective use of instructional time.

G1.B1.S1 The principal, assistant principals, instructional coach, and testing coordinator will collaborate with with key personnel at each grade level to ensure progress toward the goal and will serve as liaisons between the school and the district to troubleshoot and provide guidance.

PD Opportunity 1

Leadership personnel will train the faculty in the use of the PLC, AVID, Being a Reader, Being a Writer, Making Meaning, iReady, and MTSS programs to foster student success.

Facilitator

Principal, assistant principals, instructional coach, testing coordinator

Participants

Faculty

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

G2. All teachers will implement research-based, high-yield strategies to increase the growth of all students in writing.

G2.B1 Maximizing the effective use of instructional time.

G2.B1.S1 The principal, assistant principals, instructional coach, and testing coordinator will collaborate with with key personnel at each grade level to ensure progress toward the goal and will serve as liaisons between the school and the district to troubleshoot and provide guidance.

PD Opportunity 1

Leadership personnel will train the faculty in the use of the PLC, AVID, Being a Reader, Being a Writer, Making Meaning, iReady, and MTSS programs to foster student success.

Facilitator

Principal, assistant principals, instructional coach, testing coordinator

Participants

Faculty

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

G3. All teachers will implement research-based, high-yield strategies to increase the growth of all students in math.

G3.B1 Maximizing the effective use of instructional time.

G3.B1.S1 The principal, assistant principals, instructional coach, and testing coordinator will collaborate with with key personnel at each grade level to ensure progress toward the goal and will serve as liaisons between the school and the district to troubleshoot and provide guidance.

PD Opportunity 1

Leadership personnel will train the faculty in the use of the PLC, AVID, and Being a Reader, Being a Writer, Making Meaning, iReady, and MTSS programs to foster student success.

Facilitator

Principal, assistant principals, instructional coach, testing coordinator

Participants

Faculty

Schedule

Biweekly, from 8/10/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	**Leadership personnel will meet regularly with teachers to review their progress with the PLC, AVID, Being a Reader, Being a Writer, Making Meaning, iReady, and MTSS programs.**				**$0.00**
2	G1.B1.S1.A2	**Leadership personnel will train the faculty in the use of the PLC, AVID, Being a Reader, Being a Writer, Making Meaning, iReady, and MTSS programs to foster student success.**				**$24,758.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0472 - Liberty Pines Academy	General Fund		$9,618.00
			Notes: AVID Summer Teacher Training			
			0472 - Liberty Pines Academy	School Improvement Funds		$10,640.00
			Notes: AVID Summer Teacher Training			
			0472 - Liberty Pines Academy	School Improvement Funds		$4,500.00
			Notes: iReady professional development and substitutes to cover the PD			
3	G2.B1.S1.A1	**Leadership personnel will meet regularly with teachers to review their progress with the PLC, AVID, Being a Reader, Being a Writer, Making Meaning, iReady, and MTSS programs.**				**$0.00**
4	G2.B1.S1.A2	**Leadership personnel will train the faculty in the use of the PLC, AVID, Being a Reader, Being a Writer, Making Meaning, iReady, and MTSS programs to foster student success.**				**$0.00**
5	G3.B1.S1.A1	**Leadership personnel will meet regularly with teachers to review their progress with the PLC, AVID, Being a Reader, Being a Writer, Making Meaning, iReady, and MTSS programs.**				**$0.00**
6	G3.B1.S1.A2	**Leadership personnel will train the faculty in the use of the PLC, AVID, and Being a Reader, Being a Writer, Making Meaning, iReady, and MTSS programs to foster student success.**				**$0.00**
					Total:	**$24,758.00**