School District of Osceola County, FL

Liberty High School

2023-24

Schoolwide Improvement Plan (SIP)

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Liberty High School

4250 PLEASANT HILL RD, Kissimmee, FL 34746

www.osceolaschools.net

School Board Approval

This plan was approved by the Osceola County School Board on 10/10/2023.

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

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

Targeted Support and Improvement (TSI)

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

Comprehensive Support and Improvement (CSI)

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

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

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

Liberty High School will ensure that every student is successful in a safe and secure environment, with access to the necessary social and academic skills needed for post-secondary readiness and to be responsible citizens.

Provide the school's vision statement.

Liberty High School strives to be a school of community with pride for inclusion and safety for all students.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Harris, Latonia	Principal	Provides instructional leadership to the school, submits and implements the school budget and funds, builds and strengthens community relationships, provides regular updates and communication regarding school performance to all stakeholders, works collaboratively with the School Advisory Council, plans and executes weekly administrative leadership meetings. Facilitate regular Stocktake meetings throughout the school year and develop and monitor the School Improvement Plan.
Morgan, Shaquana	Assistant Principal	• Provide coordination for district testing and accountability program • Work with Director of Accountability to ensure program compliance with all state Accountability Policies • Manage all facets of achievement testing to include: storage, security, inventory, ordering, scheduling, delivery and pickup, scanning, scoring, pre-coding, test disposal, testing modifications, printing of scoring reports, and distribution of scoring reports to schools • Provide appropriate training regarding test administration requirements for school audiences and curriculum and instruction staff Areas of Focus: · Acceleration: AP, CTE & DE · Athletics · Business Partners · Enrichment Programs · Graduation · New Teachers · PBIS · School Improvement Plan · Stocktake · Technology · Test Administration · Title I · Grade 12 · Departments: o CTE o JROTC

Name	Position Title	Job Duties and Responsibilities
		o PE o Science
Ramdialbudhai, Cindy	Assistant Principal	- Maintains a commitment to ongoing growth in self and others, supporting and participating in district and site professional growth programs. - Relates to students with mutual respect while carrying out a positive and effective discipline policy. - Supervises the reporting and monitoring of student attendance, with follow-up student/parent contact where necessary. - Has knowledge of local policies, state and federal laws relating to minors. - Performs other related duties as needed. Areas of Focus: · Activities · Activities Calendar (Master & Monthly Calendar) · Attendance & Truancy · AVID · ESE · Facilities · Facilitron · Gaggle Alerts · MTSS · Newsletter · Safety & Security · Student Services · Surveys (Panorama & Insight) · Grades 9 & 10 · Departments: o English o ESE (Self-Contained Programs) o ESOL o World Languages
Morris, Theresa	Science Coach	1.Provide training for collaborative planning of Science-related professional development. 2. Assists with the planning and facilitation of district-wide Science curriculum meetings and professional development. 3. Assists teachers with the creation, administration and data analysis of assessments. 4. Provide professional development (including sessions after

Name	Position Title	Job Duties and Responsibilities
		school and during the summer)
Conyers, Joyce	Dean	The Dean of Student is directly responsible to the principal, with broad responsibilities to supervise school activities and coordinate the attendance policies. This instructional unit serves as a liaison between and amount the principal, teachers, student body, and members of the community.
Wilson, Stephon	Dean	The Dean of Student is directly responsible to the principal, with broad responsibilities to supervise school activities and coordinate the attendance policies. This instructional unit serves as a liaison between and amount the principal, teachers, student body, and members of the community.
Dunham, Thomas	Assistant Principal	
Turton, Laverne	Instructional Coach	1.Provide training for collaborative planning of Science-related professional development. 2. Assists with the planning and facilitation of district-wide Science curriculum meetings and professional development. 3. Assists teachers with the creation, administration and data analysis of assessments. 4. Provide professional development (including sessions after school and during the summer)
Rayner, Malaisha	Math Coach	

Stakeholder Involvement and SIP Development

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

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

School Improvement plan was shared with the SAC Committee during the first meeting. SAC stakeholders were given the opportunity to provide feedback. The School Improvement plan was also shared with the faculty during our first faculty meeting.

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

The 2nd Thursday of each month will be the stock-take meeting and each department will report out on progress. The district will be providing feedback through their monthly walk-through visits. School site administration will conduct non-evaluatory walkthroughs and compile data through a Microsoft forms file. Community involvement and feedback will be received through the SAC meetings and changes made as needed.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School PK, 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	92%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
2021-22 ESSA Identification	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History	2021-22: C 2019-20: C 2018-19: C 2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems	

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

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

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

Accountability Component	2022			2019		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement*	32	45	52	39	57	56
ELA Learning Gains	42	48	52	43	48	51
ELA Lowest 25th Percentile	37	40	41	37	43	42
Math Achievement*	14	32	41	20	46	51
Math Learning Gains	26	39	48	31	41	48
Math Lowest 25th Percentile	46	44	49	39	46	45
Science Achievement*	39	54	61	44	69	68
Social Studies Achievement*	43	61	68	48	70	73
Middle School Acceleration						
Graduation Rate	89			91		
College and Career Acceleration	41			44		
ELP Progress	34			45		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	443
Total Components for the Federal Index	11
Percent Tested	96

2021-22 ESSA Federal Index	
Graduation Rate	89

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	3	2
ELL	34	Yes	2	
AMI				
ASN	58			
BLK	40	Yes	1	
HSP	40	Yes	1	
MUL	40	Yes	1	
PAC				
WHT	48			
FRL	38	Yes	1	

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

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	32	42	37	14	26	46	39	43		89	41	34
SWD	19	41	33	15	27	40	15	14		79	14	19
ELL	17	32	27	12	25	48	22	34		87	34	34
AMI												
ASN	58											
BLK	33	47	47	13	24	37	40	45		84	30	
HSP	29	39	29	14	27	52	36	42		90	44	34
MUL	50			30								
PAC												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
WHT	30	45	60	15	29		55	46		97	52	
FRL	31	44	39	13	28	48	40	38		84	27	31

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	25	34	31	14	19	32	32	40		92	40	42
SWD	13	31	38	17	22	30	20	23		88	9	29
ELL	11	34	34	8	21	36	18	24		94	35	42
AMI												
ASN	46	33								80		
BLK	23	32	33	12	16	31	34	43		92	33	
HSP	23	34	33	14	19	32	32	40		93	41	44
MUL	35	27		23						82		
PAC												
WHT	47	36		23	26		29	26		89	48	
FRL	22	32	31	12	18	33	28	37		92	36	36

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	39	43	37	20	31	39	44	48		91	44	45
SWD	19	42	37	16	32	36	14	19		77	18	26
ELL	16	33	29	16	23	28	30	27		80	51	45
AMI												
ASN	29	47		33	50							
BLK	39	44	40	14	30	46	40	49		93	26	40
HSP	40	44	36	22	32	35	44	44		89	52	44
MUL				0						100	38	
PAC												
WHT	42	38	10	32	38	45	56	63		92	46	
FRL	35	38	34	19	30	36	44	46		91	43	41

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	34%	47%	-13%	50%	-16%
09	2023 - Spring	30%	43%	-13%	48%	-18%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	14%	40%	-26%	50%	-36%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	11%	36%	-25%	48%	-37%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	41%	65%	-24%	63%	-22%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	39%	57%	-18%	63%	-24%

III. Planning for Improvement

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

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

In each subgroup Math had the lowest proficiency rating at 14% and ELA is at 32%. Math learning gains were 26% and are specific areas to target include all subgroups. The lack of qualified math teachers and the constent teacher turnover were contributing factors.

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

ELA was the greatest decline with 7 percent. This was due to ELA vacancies throughout the year.

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

The greatest gap was in the area of mathematics achievement, where students scored 40 points below the state average. Over the course of the year the mathematics instructional staff was consistently plagued with staffing issues. This caused students to experience learning gaps and decreased rigor in instruction.

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

The data component that showed the most improvement was math learning gains for students in the lowest quartile.

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

1. Course failures is a major area of focus from the EWS. A total of 1150 students had at least one course failure, with 721 students having failed four or more courses. Among the freshman class, 62 students came in with one or more course failures, all with GPAs of 0.00.
2. 588 students are already below below the expectations (90% attendance) for chronic absenteeism. In the pervious school year, average daily attendance was 91% with 50% of seniors qualifying as "chronically absent".

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

Improving graduation rate from 76% to 90%+
Decreasing Absenteeism and increasing student survey results of school climate as measured by the Panorama Survey.
Meet and exceed the ESS Subgroup rates of 41% in all subgroups.
Increase the instructional strength in staff members by developing their skills in standards aligned instruction.

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

#1. Graduation specifically relating to Graduation

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

Increasing the graduation rate is an area of focus. In the previous school year, Liberty was below the state average at 76.4%

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

90% or more of LBHS seniors in the 2023/2024 cohort will graduate.

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

Liberty is utilizing Title I funds to support two Edgenuity teachers and UniSIG funds to provide a Graduation Coach. Together, they will provide opportunities for students to earn credit recovery throughout the school year. Students will be identified at the beginning of the school year and provided with opportunities for extra tutoring if needed, Saturday School, and/or other needed interventions. This will be measured by an increase in credits and monitoring student progress towards high school graduation.
The Graduation coach and guidance counselors will monitor students to ensure they are on-track for graduation and intervene as soon as possible to provide opportunities for success. The Leadership Team will have a group of 10-15 students to monitor throughout the school year. Leadership team will utilize EduClimber to track data.

Person responsible for monitoring outcome:

Thomas Dunham (thomas.dunham@osceolaschools.net)

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

Liberty administration will create the Success Academy utilizing Edgenuity software. This academy will focus on serving our seniors with the greatest danger of not meeting graduation requirements. The graduation coach will work individually with students identified by early warning systems as potential non-graduates and help students and the community understand the requirements and importance of graduation.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The Success Academy will serve as a small, personalized community which will assist students in meeting their graduation requirements. The Success Academy will be staffed by a Graduation Coach and two teachers who will work closely with families, scholars, and counselors to ensure struggling students have the support and resources they need. An Edgenuity published white paper indicates that the software has an effect size between 0.12 and 0.65 depending on the grade and subject area. What Works Clearinghouse has also identified targeted interventions such as adult advocates and targeted support as "moderate" levels of evidence showing an effect size of 0.25+.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify "Red" seniors and establish mentoring assignments with administration.

Person Responsible: Shaquana Morgan (.shaquana.morgan@osceolaschools.net)

By When: 8/30/23

Work with Counselors to review senior schedules and ensure students are enrolled into courses required for graduation as well as industry certification.

Person Responsible: Shaquana Morgan (.shaquana.morgan@osceolaschools.net)

By When: 10/13/23

Ensure seniors in Edgenuity courses have access to the required courses and that appropriate progress is being made.

Person Responsible: Joyce Conyers (joyce.conyers@osceolaschools.net)

By When: ongoing

Graduation Coach will meet with each scholar to ensure they are aware of remaining requirements and check that they are scheduled into correct courses and supports.

Person Responsible: Joyce Conyers (joyce.conyers@osceolaschools.net)

By When: 9/15/23

Graduation Coach will report monthly on progress of students in the Success Academy. These reports will occur during monthly graduation data meetings with school leadership.

Person Responsible: Joyce Conyers (joyce.conyers@osceolaschools.net)

By When: Monthly beginning in October

Hold Success Academy meeting with parents and scholars introducing the intervention and sharing with each family their scholars current status, needs and map to graduation.

Person Responsible: Joyce Conyers (joyce.conyers@osceolaschools.net)

By When: September 6, 2023 - To be reviewed in September Stocktake

#2. Positive Culture and Environment specifically relating to Other

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

Liberty High School scholars took part in the Panorama Student Climate Survey. This survey indicated that 25% of students responded favorably to questions pertaining to their perceptions of the social and learning climate of the school. This 25% was 9% lower than the district average. Student attendance was also low with an average daily attendance (ADA) rate of 91%. The 12th grade students had the lowest ADA with 87% and 50% of students being considered "chronically absent".

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

By the end of the year, we will have an average daily attendance (ADA) of 93% including all grade levels and fewer than 10% of students will be identified as chronically absent.

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

Data will be periodically pulled and analyzed from Kickboard for continuous improvement. Moreover, the Panorama Survey data will be used as a secondary source to inform culture & environment improvement in the fall. Attendance data will shared with the leadership team and PBIS committee monthly. Initiatives and interventions will be instituted or modified based on this data.

Person responsible for monitoring outcome:

Cindy Ramdialbudhai (cindy.ramdialbudhai@osceolaschools.net)

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

Kickboard is an electronic, web-based rewards system used to encourage positive (or desirable) scholar behavior. Staff members will recognize and acknowledge when students preform positive actions or meet expectations. These "points" will be utilized in the both the school-wide and any classroom specific Positive Behavior Intervention System (PBIS).

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Kickboard is a tool that will serve to promote positive culture & environment by increasing the number of positive interactions between the staff and students. By utilizing this app regularly staff members will more frequently acknowledge positive actions/behaviors of students. These regular acknowledgments are a tenant of the PBIS structure. A successfully instituted school wide PBIS program can have an effect size of 0.52.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Train staff on Kickboard app and the benefits of an effective PBIS system by utilizing PowerPDs and faculty wide PLT's

Person Responsible: Cindy Ramdialbudhai (cindy.ramdialbudhai@osceolaschools.net)

By When: 9/25/23

Create PBIS School-Wide Incentive/Activities Calendar

Person Responsible: [no one identified]

By When: 9/25/23

Administer Panorama Survey. When the Panorama Student Climate Survey is administered this year, our goal is for 40% or more of students to respond favorable on questions concerning school climate. PBIS systems will be altered or developed based on initial data gained.

Person Responsible: Thomas Dunham (thomas.dunham@osceolaschools.net)

By When: 2-3x this year (Fall, Winter, Spring)

Review Kickboard App usage data and engage staff members who are not utilizing software.

School leadership will be monitoring staff use of the Kickboard app, and our goal will be for 90% of teachers to demonstrate regular use in their classrooms by May 2024.

Person Responsible: Cindy Ramdialbudhai (cindy.ramdialbudhai@osceolaschools.net)

By When: on-going (once per month)

Hold PBIS events based on celebrating student adherence to expectations.

Person Responsible: [no one identified]

By When: 4x per year.

This training will help administrators gain a deeper understanding of how strong cultures develop and design a concrete action plan to drive culture change in schools. Leading Culture Change: Strategies for School Improvement.

Person Responsible: Latonia Harris (latonia.harris@osceolaschools.net)

By When: Application Deadline is April 1, 2024

#3. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

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

During the course of the 2023 school year several of Liberty's subgroups failed to reach the Federal ESSA mark of 41%. As a result, Liberty has qualified for state provided support and is now a classified as a CSI school.

As measured by PM3 Liberty's Subgroup data can be found below:
Subgroup: ELA Math Science
ESE 13 10 23
ELL 24 7 38
FRL 33 10 40
White 42 21 50
Hispanic 31 9 38
Black 35 13 45

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

Liberty High School's goal is for each subgroup (Black, Hispanic, White, Economically Disadvantaged, English Language Learners and Students with Disabilities) reach a minimum of 45% proficiency rating as measured by state-wide assessments including FAST (ELA), BEST (Algebra and Geometry) and NGSSS (Biology and US History) respectively.

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

Formative assessments and Checks for Understanding will be recorded via School City at least every two weeks. These assessment results will help teachers determine where their students learning is at and what academic needs they have.
Each subgroups proficiency levels and learning gains will be monitored through School City and Educlimber at least once per month prior to Stocktake.
Schoolwide assessment using Renaissance will be completed in October and March and provide teachers with detailed student readiness data which will be used to drive instruction.
Staff will also utilize Progress Monitoring Assessments such as PM1 and PM2 to monitor progress of each subgroup.

Person responsible for monitoring outcome:

Thomas Dunham (thomas.dunham@osceolaschools.net)

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

Liberty will utilize an ecosystem of interventions at all three levels to ensure student success, with teacher professional development provided for all interventions.

Tier 1:
Carnegie Math (Teacher Support)
Kagan Cooperative Structure (KCS) Training - bolsters student discourse and engagement teachers will participate in KCS for Student Engagement trainings.

Tier 2: Khanmigo will be utilized to provide MTSS Tier 2 Support. The adaptive software will provide

resources as well as engage students in one-to-one tutoring.

Tier 3: One on One Learning Tutoring

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

These programs and software will be utilized to support MTSS Tier 2 interventions for our scholars and bolster the Tier 1 instruction provided by our staff.

Kagan - These strategies will provide a framework for staff members to utilize in their classrooms to encourage student work in cooperative structures.

Carnegie - Will provide support in the coaching cycle process and provide cooperative planning support in our Algebra, Geometry and Math for College Algebra.

Khanmigo - This service will provide students with an additional tool which will empower students to ask questions and get answers to aid them to understand the content and master the skill while showing proficiency as established by the learning targets from home or while at school.

One on One - Will provide in class tutoring support for our scholars in Algebra 1, Geometry and Math for College Algebra classes.

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Khanmigo is an adaptive software that will be utilized to support MTSS Tier 2 scholars with one-to-one tutoring. This service will empower scholars to ask questions and get answers to aid them to understand the content and master the skill while showing proficiency as established by the learning targets.

Person Responsible: Theresa Morris (theresa.morris@osceolaschools.net)

By When: Training will happen September 22nd and monitoring will happen monthly. Feedback will be given to teachers and students and counselors and parents. Trends for data analysis will be noted.

Carnegie Mathematics Specialist will provide support for teachers using the coaching cycle.

Person Responsible: Malaisha Rayner (malaisha.rayner@osceolaschools.net)

By When: By October the specialist will have provided coaching support to each Algebra and Geometry teacher at least once. The coach will share the information with the leadership team.

Teachers will participate in professional development on Kagan Cooperative Structures to promote active and meaningful engagement during lessons. This program facilitates structured and systematic collaboration between peers at the same time promotes students' processing of knowledge and understanding. Through this program, teachers analyze student performance and assessment data to group students in teams which will work together in their learning.

Person Responsible: Thomas Dunham (thomas.dunham@osceolaschools.net)

By When: During the monthly site and district leadership walkthroughs, teachers will be monitored on their use of the Kagan Cooperative Structures.

#4. Instructional Practice specifically relating to Benchmark-aligned Instruction

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

With six separate subgroups scoring below the ESSA guidelines of 41% and a significant number of new teachers we have identified improving Tier 1 instruction as a crucial need. This process will be evolving as data is collected and trends are identified. Leadership staff will conduct regular walk-throughs with data collected via Microsoft Forms. This data will be used to identify which staff members are in need of support/mentoring and which topics need to be addressed in the POWERpd workshops created by Liberty's Instructional Coaches. These POWERpds will be tailored to the needs of our staff and will focus on addressing areas of concern identified in walk-throughs on a monthly basis, with a specific highlight for each PD.

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

Following the POWERpd, 85%+ of teachers will utilize the specific learning from the monthly objective, and by the end of the year, overall 90% of the desired learnings will be utilized on a regular basis as monitored by leadership team walkthroughs.

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

Leadership team members will be scheduled on a rotating basis to observe different hallways each week. The goal of each team member will be to complete 2+ walkthroughs, lasting 3-5 minutes each. During these walkthroughs data will be compiled in a shared form and data will be disaggregated during monthly stocktake meetings.

Person responsible for monitoring outcome:

[no one identified]

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

The data generated will be used to tier teachers in need of support and identify needed professional development opportunities.

Teachers will receive targeted support in subject area identified needs via POWERpd.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The leadership team identified that various levels of support are needed for teachers. Monthly monitoring will assist the leadership team with data to support teachers.

Teacher professional learning has an effect size of d = 0.44 (Hattie, 2023)

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

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Create walkthrough schedule and Microsoft Forms for leadership to utilize.

Person Responsible: Latonia Harris (latonia.harris@osceolaschools.net)

By When: The walkthrough schedule was made and published in August. Data will be reviewed on a monthly basis. Data will be used for Stock-take reports.

Assign and schedule support provided through the Carnegie partnership with Mrs. Stevenson.

Person Responsible: Malaisha Rayner (malaisha.rayner@osceolaschools.net)

By When: At least once prior to October

Identify teacher classrooms that are modeling effective Tier I strategies and provide opportunities for other teachers to observe. Utilize district and site instructional coaches to model effective instruction to ensure Tier I instruction is prevalent throughout all classes.

Person Responsible: Thomas Dunham (thomas.dunham@osceolaschools.net)

By When: Every two weeks the information will be complied to identify the needs of teachers and provide support as needed.

The Thinking Core program will provide intensive support for ELA teachers in planning lessons in reading and writing to ensure alignment with standards.

Person Responsible: Laverne Turton (laverne.turton@osceolaschools.net)

By When: Once the program is implemented, it will be monitored every two weeks and data and information reported back to the leadership team.

Write Score ELA's Literacy Program to provide efficient ways to create formative assessments to monitor students' progress in writing.

Person Responsible: Laverne Turton (laverne.turton@osceolaschools.net)

By When: Once the program is implemented, it will be monitored every two weeks and data and information reported back to the leadership team.

Plan and provide POWERpd workshops for staff members based on needs identified during walk-throughs.

Person Responsible: Laverne Turton (laverne.turton@osceolaschools.net)

By When: multiple times per year

Teachers in Algebra, Geometry, US History, Biology, English and Intensive Reading will have common planning periods with their respective team members. These common planning periods will serve as a dedicated time to engage in Professional Learning Communities. While participating in the PLC's staff will utilize a protocol designed by school administration and monitored by instructional coaches.

Person Responsible: Shaquana Morgan (.shaquana.morgan@osceolaschools.net)

By When: throughout the year

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

The district provided an allocation for a Reading Coach through the reading funds.

support personnel are providing training and monitoring of ESSA subgroups through Educlimber. In addition to core content academic resource coaches and teachers, the ESE and Multi-Cultural departments are also supporting ATSI, CSI, and TSI schools and subgroups.

Title 1:
2 Edgenuity coaches
Math Coach
Science Coach
Parent Liason
Paraprofessional

A graduation coach was provided via UniSIG funding. They will support the CSI areas of SWD, ELL, etc through...

Title I Requirements

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

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

Community stakeholders, parents, and others will be informed of the SIP, UniSig, and SWP at the monthly School Advisory Council (SAC) meetings in addition to the school posting the plans on the school website. Suggestions, and input will be gathered based on the monitoring implementation and monitoring of the school plans throughout the school year.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Liberty has met with community stakeholders to implement a positive behavior program which supports a positive culture and environment. Teachers will be trained on implementing kickboard/Power Schools to reward positive behaviors on the 2nd Friday of each month; parents will be educated and informed, and business/community partners will support with incentives/rewards. This info will be posted on the webpage, and ....

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

Professional learning is planned this summer on instructional mapping, subgroup/data disaggregation, and the continuous improvement process. This is led by Dr. Harris, Theresa Mooris, and other coaching staff. Teachers will be paid to attend these trainings which supports the SIP goals.

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

Liberty High school is 100% FRL and coordinates with School Nutrition, and the FIT department (title IX) to support students and families with supplemental supports such as transportation, school supplies, etc.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

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

Liberty High School uses supplemental district services when needed.

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

Liberty High School employs a career counselor and provides CTE programs in Pharmacy Tech, Advanced Manufacturing, Phlebotomy, and Digital Media where students can earn nationally recognized certifications. This assists them with obtaining jobs straight out of high school. Students have dual enrollment opportunities with Valenica College.

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

N/A

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

Liberty is implementing Kagan training, Thinking Core (ELA), Khanmigo (Math), Write Score. Khanmigo is AI tutoring in math which is tailored specifically to student needs. Teachers, paraprofessionals, and other school personnel will be provided with training and knowledge of these programs. Teachers will download reports and use the data to assist with instruction.

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

There is a VPK program on the school campus.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Graduation: Graduation				$74,485.57
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	0842 - Liberty High School	UniSIG	1.0	$55,156.50
			Notes: Graduation Coach to assist with the use of EduClimber and to monitor student graduation data.			
	5100	210	0842 - Liberty High School	UniSIG		$7,484.74
			Notes: Graduation Coach - Retirement benefits @ 13.57%			
	5100	220	0842 - Liberty High School	UniSIG		$4,219.47
			Notes: Graduation Coach - Social Security benefits @ 7.65%			
	5100	230	0842 - Liberty High School	UniSIG		$7,624.86
			Notes: Graduation Coach - Life & Medical benefits			
2	III.B.	Area of Focus: Positive Culture and Environment: Other				$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				$0.00
4	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction				$17,559.93
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	330	0842 - Liberty High School	UniSIG		$17,559.93
			Notes: Professional Development: Travel: "Leading Culture Changes: Strategies for School Improvement" at Harvard University, Cambridge, MA - June 16 - June 19, 2024 for 4 staff members (includes registration, flight, hotel, and per diem).			
					Total:	$95,000.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No