2015-18 Executive Summary

Continuous Improvement Goal *(Schools determine the number of goals)*	AdvancED Standards *(Check all that apply)*		Support from FCS Depts.* *(List all that apply)*
1. Liberty will maintain or improve the 2015 CCRPI score as compared to the 2013 CCRPI score.		Purpose and Direction	Teaching and Learning
		Governance and Leadership	
	X	Teaching and Assessing for Learning	
		Resources and Support Systems	
	X	Using Results for Continuous Improvement	
2. Liberty will continue to improve the culture and climate of the school community.	X	Purpose and Direction	Teaching and Learning
		Governance and Leadership	Student Support Services
	X	Teaching and Assessing for Learning	Public Information and Communications
	X	Resources and Support Systems	
		Using Results for Continuous Improvement	Facilities
3. Liberty will continue to prepare students to think critically and engage in a global community.	X	Purpose and Direction	Teaching and Learning
		Governance and Leadership	
	X	Teaching and Assessing for Learning	
		Resources and Support Systems	
	X	Using Results for Continuous Improvement	

* FCS Depts:

Educational Leadership	**Human Resources**	**Student Support Services**
Facilities	**Public Inf. & Communications**	**Superintendent**
Finance & Operations	**School Safety & Discipline**	**Teaching & Learning**
Food & Nutrition Services	**Special Education**	**Technology & Inf. Services**
		Transportation

2015-16 School Improvement Plan

Continuous Improvement Goal:

Liberty will maintain or improve the 2015 CCRPI score as compared to the 2013 CCRPI score.

SMART Goal:

Liberty Middle School students will improve their scores on common assessment in all academic content areas. For SMART Goal: At least **90%** of students will demonstrate typical (35%) or high (60%) growth from the pre- to post- subject area assessment. At least **90%** of students enrolled in an SLO course will demonstrate typical (35%) or high (60%) growth from the pre- to post- SLO assessment.

Actions, Strategies and Interventions *(Includes Prof. Learning Plan)*	Impact on Student and Adult Behavior *("If…then..." Statements)*	Timeline	Resources Needed? Who is Responsible?
See Step 4 (DMR): Select Specific Strategies	See Step 5 (DMR): Determine Results Indicators		
Administration and graduation coach will lead teachers in the data team process. Teachers will make use of all data available to them for the purpose of information classroom instruction and determining differentiation needs of students.	If teachers make appropriate and valuable use of the data team's process, then students will demonstrate typical to high growth on pre to post subject area assessments and teachers administering SLOs.	1-3 Years	Data team's process; administrators, graduation coach, all academic subject area teachers and teachers administering SLOs.
Administrators, graduation coach, and special education administrator will assist teachers in determining appropriate instructional strategies and interventions needed for appropriate differentiation as determined through the data teams process.	If instructional strategies and intervention needed for appropriate differentiation are employed, then students will demonstrate typical to high growth on pre to post subject area assessments.	1-3 years	Research-based instructional strategies and interventions; administration, graduation coach, special education administrator, and all academic subject area teachers

Describe how your SMART Goal will be monitored throughout the year:

See Step 6 (DMR): Monitor and Evaluate Results

Monitor through data teams process and professional learning.

2015-16 School Improvement Plan

Continuous Improvement Goal:
Liberty will continue to improve the culture and climate of the school community.

SMART Goal:
In the SY 15-16, Liberty will continue to build a school culture committed to clear communication, building positive relationships and practicing mutual respect. This goal will be measured by increasing the number of positive responses on student, staff, and parent surveys.

Actions, Strategies and Interventions (Includes Prof. Learning Plan)	Impact on Student and Adult Behavior ("If…then…" Statements)	Timeline	Resources Needed? Who is Responsible?
See Step 4 (DMR): Select Specific Strategies	See Step 5 (DMR): Determine Results Indicators		
All staff will implement the 7 Mindsets program with fidelity.	If we implement the 7 Mindsets with fidelity, school culture will continue in a positive direction as measured by the increased number of positive responses from the Pre to Post 7 Mindsets survey data	1-3 years	All faculty and staff 7 Mindsets curriculum Pre/Post Survey GRIT Survey - 6th grade
Continue the LMS Expectations program with revisions made as deemed appropriate on collected data.	If we continue to implement the LMS Expectations program with fidelity, school culture will continue in a positive direction as measured by the decreased number of office referrals.	1-3 years	All faculty and staff LMS Expectations visuals, data from discipline referrals and data from reward days
Continue to implement Communication & Visibility methods which are effective in sharing needed information in a timely manner with all members of the school community.	If we communicate clearly and completely, then students, staff, and parents will respond positively to being better informed and engaged in the school community.	1-3 years	Administrative staff, Grad Coach, ITS, SpEd Coordinator, Counseling staff, FB, Twitter, Webpage, Itslearning, visibility in cafeteria, classrooms, events, hallways)
Increase the number of Business, Parent and Community Partnerships	If we increase the number of partnerships with parents and community businesses, then we can develop additional instructional programs that will engage our students and school community	1-3 years	Principal, Assistant Principals, PTSO, LSC, Community Partnership Task Force which includes Principal, teachers, parents and business partner and District Office Public Relations personnel.
Increase student participation in cultural, educational and social activities by providing a variety of clubs.	If we increase student participation by increasing the variety of clubs offered, then students will be more engaged and responsible community members.	1-3 years	Faculty sponsors, administrative team, leadership team,

Describe how your SMART Goal will be monitored throughout the year:
See Step 6 (DMR): Monitor and Evaluate Results
Monitor and Evaluate Results from the 7 Mindsets pre/post Surveys; review data from discipline referrals and reward days on quarterly basis; review community partnerships and student club memberships quarterly with school leadership team and others as needed.

2015-16 School Improvement Plan

Continuous Improvement Goal:
Liberty will continue to prepare students to think critically and engage in a global community.

SMART Goal:
In the SY 15-16, Liberty will continue to prepare students to think critically and engage in a global community by showing growth in teacher use and understanding of Inquiry Based Learning strategies and students will show growth in Critical Thinking skills. This goal will be measured by teacher surveys and self assessment, student surveys, and scores on the Cornell test of Critical Thinking.

Actions, Strategies and Interventions *(Includes Prof. Learning Plan)*	Impact on Student and Adult Behavior *("If…then…" Statements)*	Timeline	Resources Needed? Who is Responsible?
See Step 4 (DMR): Select Specific Strategies	See Step 5 (DMR): Determine Results Indicators		
All staff will participate in professional learning in the areas of rigor, and relevance.	If we implement professional learning in these areas, then we will see growth in teacher use and understanding in these areas as measured by the self-assessment and teacher survey.	2015-2016 School Year	Administration and Staff PL Delivery Central Office Staff PL
Student learning will be based on the 7 Mindsets, rigorous activities, interdisciplinary rollouts, and inquiry based instruction.

Thinking Maps will be piloted with one 6th, 7th and 8th grade team and Cornell Critical Thinking Test will be given for pre/post measurement.
A different 7th grade team will be given the CCTT and used as a control group w/o exposure to Thinking Maps.

All students will take an inquiry based survey pre/post. | If we implement instruction based on these criteria, then we will see growth in inquiry and critical thinking from students as measured by the *Cornell Critical Thinking Test* and student surveys. | 2015-2016 School Year | Teachers and Administrative Staff |
| Study Skills students will participate in a Genuis Hour unit that offers a relevant experience that is interdisciplinary and driven by student choice. | If we implement the Genius Hour unit in Study Skills classes, then teachers will receive relevant PL and students will receive feedback for improvement from an audience of staff, other students, and community members. | 2015-2016 School Year | Teachers, Administrative Staff, Committee of Stakeholders |
| | | | |

Describe how your SMART Goal will be monitored throughout the year:
See Step 6 (DMR): Monitor and Evaluate Results
Monitor and evaluate results of Surveys and Cornell Scores

2015-16 Professional Learning Plan

Professional Learning Goal(s):

Connection to Continuous Improvement Goal(s):

Date	# Hours	Description of Learning Activities
July 30 Pre-Planning	1	Mission Statement, Mandatory Reporting Training and Patriot Point
July 31 *Pre-Planning (District)*		District Collaboration Day
August 3 *Pre-Planning*		Open House
August 4 *Pre-Planning*	1	Safety Training, Tech Training, Study Skills/Genius Hour Training
August 5 *Pre-Planning*		Team/Community/Individual Training
August 26	1	Data Teams Introduction
September 2 *Early Release/Prof. Dev. (District)*	2	Grading and Data Teams
September 9	1	Mindset Training
September 16	1	Introduction to Quadrant D Learning
September 23	1	Data Team Planning and Sharing
October 7	1	What is relevance?
October 14	1	Create a "relevant" lesson with your content team
October 23 *Prof. Dev. Day (District AM/School PM)*	2	Vertical/Community and GAPPS
November 4	1	What is rigor?
November 18	1	Data Teams, Create a lesson using the rigor criteria
December 2	1	Rigor and Relevance—Tying it all together
December 9	1	Create a quadrant 4 lesson with content team
December 16	1	Data Teams
January 4 *Prof. Dev. Day (School)*		Rubrics for Rigor and Relevance---carousel ***DATA RECEIVED from mid-year check points will determine future professional development.***
February 16 *Prof. Dev. Day (District AM/School PM)*		
May 31 Post-Planning		
June 1 Post-Planning		
TOTAL HOURS:		