

Fairfax County Public Schools

**School Improvement Plan
2010 – 2011**

Liberty Middle School

Cluster VII

Catherine Cipperly, Ed.D., Principal

FCPS School Improvement Planning Process “Continuous Improvement”



Department of Accountability
Office of Educational Planning
Revised January 28, 2008

COMMITTEE MEMBERS

Name	Position	Name	Position
Catherine Cipperly, Ed.D.	Principal	Melissa Hicks	Instructional Coach
Eric McCann	Assistant Principal	Gail Schwarz	Reading Specialist, Committee Chair
Gregory Hall	Assistant Principal	Thom Blain	ESOL Department Chair
Natalie Lissy	Assistant Principal	Shirley Alvarez-Leon	Lead Counselor
Liane Vane	After School Program Spec.	Jeanan Oxley	PTA President
Marisa Nicholson	Math Department Chair	Emily Phelan	History PLC Coordinator ?
Mary Shanahan	Math 8 PLC Coordinator	Kara Drinkwater	Art Department Chair
Victoria Shonebarger	English Department Chair	Debbie McDonald	Testing Coordinator
Jean Arntz-Bonnor	English 7 PLC Coordinator	Amber Wickstrom	Special Education Department Chair
Rebecca Donlon	Civics 8 PLC Coordinator	Jaclyn Kerze	Physical Education Department Chair
Kelly Bell	Social Studies Department Chair	Jodie Scott	Theatre Department Chair
Holly Eglin	Science Department Chair	Julie Todhunter	English 8 PLC Coordinator
Lauren Bello	Science PLC Coordinator	Kay Ward	Math 7 PLC Coordinator
Renee Pete	Director of Student Services	Melissa Hicks	Instructional Coach

VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS

FAIRFAX COUNTY PUBLIC SCHOOLS—VISION STATEMENT

LOOKING TO THE FUTURE—FCPS prepares all students for the world of the future, by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school. All graduates are productive and responsible members of society, capable of competing in the global economy, and motivated to pursue learning throughout their lifetimes.

COMMITMENT TO OPPORTUNITY—FCPS values its diversity, and acknowledges that all people contribute to the well-being of the community. FCPS provides opportunities for all its students and employees to grow educationally, personally, and professionally.

COMMUNITY SUPPORT—Fairfax County embraces its schools. Businesses and community members generously volunteer their time and resources to help students. Schools are integrated into the fabric of the community, and residents take pride in their schools. The success of FCPS draws businesses to Fairfax County. Citizens support the financial and capital needs of the school system.

ACHIEVEMENT—Fairfax County students achieve at high levels across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond basics, and encompasses the arts, literacy, technology, and preparation for the world of work. FCPS provide a breadth and depth of opportunities to allow all students to stretch their capabilities.

ACCOUNTABILITY—FCPS is accountable for the academic achievement of all students. FCPS measures academic progress to ensure that all students, regardless of race, poverty, language, or disability, will graduate with the knowledge and skills necessary for college and/or employment. FCPS spends money wisely. FCPS directs funds to the classroom, and finds ways to improve performance across the spectrum of academic programs and business processes.

FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT

Fairfax County Public Schools, a world-class school system, inspires, enables, and empowers students to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship.

FAIRFAX COUNTY PUBLIC SCHOOLS—BELIEFS

We Believe in Our Children

- Each child is important and entitled to the opportunity to realize his or her fullest potential.
- High expectations promote high achievement.

We Believe in Our Teachers

- Effective teachers are essential to student success.
- Learning occurs best when instruction is tailored to individual needs.

We Believe in Our Public Education System

- Adults and children thrive in a vibrant, safe, enriching, and respectful environment.
- A well-rounded education enables students to lead fulfilling and culturally rich lives.
- An educated citizenry is critical to sustaining our economy and our system of self-governance.

We Believe in Our Community

- A dynamic partnership among students, parents, teachers, staff members, and the community is critical to exceptional student achievement.
- Our diversity creates resilient, open, and innovative citizens of the global community.

SCHOOL—VISION STATEMENT

At Liberty Middle School, we empower students to develop the knowledge, skills, and attitudes needed to be successful, ethical, and contributing members of a global society.

SCHOOL—MISSION STATEMENT

Our mission is to actively engage all students in a positive learning environment that supports personal and academic achievement through meaningful and effective collaboration.

SCHOOL—CORE VALUES/BELIEFS

We believe:

- All children are able to learn.
- Meaningful relationships are essential to student achievement.
- All students require a safe environment to be successful learners.
- Community and parent collaboration and involvement are essential to support student achievement.
- In differentiation of instruction we accommodate all learners
- Students should develop a life-long desire for and pursuit of knowledge

SPECIAL PROGRAMS at LIBERTY MIDDLE SCHOOL

Student Achievement Goal – Academics

Action Literacy
Algebra Readiness Initiative
College Partnership Program
Quest Program
Enterprise Read 180
Expanding Visions
Federation of Galaxy Explorers
Foreign Languages: Spanish, French, German
Guys Read Club
International Gala
Math Counts
National Junior Honor Society
Power Math
Professional Learning Communities
Virginia's Readers' Choice
Lion Time

Student Achievement Goal – Responsibility to Community

International Club
Live News Broadcasts (daily)
Mentor Program
Parent Outreach Program – Korean, African American, Hispanic, Multi-cultural
Peer Helpers
Service Learning Clubs
Student Council Association
Teacher Cadet Program
Minority Parent Partnership for Student Achievement Committee (MPPSAC)

Student Achievement Goal – Essential Life Skills

After School Program (40+ clubs/activities)
Positive Behavior Support Program (PBS)
Career Exploration
Wellness Program
Character Education Program
Crossroads

**RESULTS AND REFLECTION ON THE 2009-2010 SIP
A Focus on Continuous Improvement
ENGLISH**

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Academics (English)</p> <p>Objective: Faculty and staff of Liberty Middle School will implement literacy strategies to improve students' comprehension of fiction and non-fiction texts.</p>	<p>Goal 1 Performance Indicator Overall student performance on SOL tests in reading in grade 7 will increase from 91% to greater than or equal to 94% passing as measured in the spring SOL testing of 2009-2010.</p> <p>Quantitative/Qualitative Data: Overall grade 7 reading SOL pass rate was 95.5%.</p> <p>Goal 2 Performance Indicator Overall student performance on SOL tests in reading in grade 8 will increase from 92% to greater than or equal to 95% passing as measured in the spring SOL testing of 2009-2010.</p> <p>Quantitative/Qualitative Data: Overall grade 8 reading SOL pass rate was 97.3%.</p> <p>Goal 3 Performance Indicator Students performing at the below basic level on the Scholastic Reading Inventory (SRI) for grade 7 will decrease from 5% to 3% and students at the basic level will decrease from 18% to 15% as measured in the spring SRI testing of 2009-2010.</p> <p>Quantitative/Qualitative Data: Students performing at the below basic level decreased to 3.8%. Students performing at the basic level decreased to 11%.</p> <p>Goal 4 Performance Indicator: Students performing at the below basic level on the Scholastic Reading Inventory (SRI) for grade 8 will decrease from 9% to</p>	<p>Supported: Formative assessments, SOL scores, SRI results, eCART, and other data helped identify students needing additional support and increased student enrollment in Read 180 and Action Literacy.</p> <p>Multiple data sources supported the implementation of differentiated instructional strategies in the classroom.</p> <p>Inhibited: PD 360 was underutilized regarding staff development and addressing instructional needs of teachers.</p>	<p>The Lion Time design will support the academic needs of the entire student body. All Liberty MS staff will participate in Lion Time.</p> <p>Identified weaknesses will be addressed during Lion Time instruction and available to all students.</p> <p>To address time constraints, assessments will be scheduled in advance to avoid technology conflicts, and timely data</p>

	<p>7% and students at the basic level will decrease from 19% to 16% as measured in the spring SRI assessments of 2009-2010.</p> <p>Quantitative/Qualitative Data: Students performing at the below basic level decreased to 5%. Students performing at the basic level decreased to 11%.</p> <p>Goal 5 Performance Indicator: Grade 7 English subgroup pass rates on SOL tests will increase as follows: Black students from 82.8% to 85%; Hispanic students from 86% to 88%; Economically Disadvantaged students from 81% to 85%; LEP students from 79.1% to 85%; Students with Disabilities from 70% to 85%.</p> <p>Quantitative/Qualitative Data: Black students SOL pass rate 92% Hispanic students SOL pass rate 88.9% Economically Disadvantaged SOL pass rate 87.6% LEP students SOL pass rate 82.8% Students with disabilities SOL pass rate 89.2%</p> <p>Goal 6 Performance Indicator: Grade 8 English subgroup pass rates on SOL tests will increase as follows: Black students from 90.4% to 92%; Hispanic students from 80.3% to 85%; Economically Disadvantaged students from 85.2% to 87%; LEP students from 76.3% to 85%; Students with Disabilities from 70% to 85%.</p> <p>Quantitative/Qualitative Data: Black students SOL pass rate was 92.3% Hispanic students SOL pass rate was 98.5% Economically Disadvantaged SOL pass rate was 97.2% LEP students SOL pass rate was 96.8% Students with disabilities SOL pass rate was 86.4%</p>	<p>Large class size inhibited differentiated instruction.</p> <p>Unforeseen events, such as school closures due to snow and an unusually large number of students out of school due to sickness (H1NI) resulted in a loss of instructional time.</p>	<p>analysis will lead to timely re-teaching and intervention.</p> <p>More eCART assessments used as formative, not summative to relieve student test anxiety and provide more focused and informed instruction.</p>
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RESULTS AND REFLECTION ON THE 2009-2010 SIP
A Focus on Continuous Improvement
Math

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Academics (Math)</p> <p>Objective: Faculty and staff of Liberty Middle School will improve math instruction to focus on problem solving, data analysis, vocabulary and critical thinking.</p>	<p>Goal 1 Performance Indicator Pass rate on Math 7 SOL will increase from 79% to 83% as measured in the Spring SOL testing of 2009-2010.</p> <p>Quantitative/Qualitative Data : Math 7 SOL Pass Rate for 2010 was 91%</p> <p>Goal 2 Performance Indicator SOL scores for Math 7 subgroups will increase as follows as measured in the Spring 2009-2010 SOL test:</p> <ul style="list-style-type: none"> • Black students from 56% to 83% • Economically Disadvantaged students from 59% to 81% • Students with Disabilities from 65.7% to 83% • LEP students from 66.3% to 81% <p>Quantitative and Qualitative Data :</p> <ul style="list-style-type: none"> • Black 81% Pass • Economically Disadvantaged students 85% • Students with Disabilities 91% • LEP students 89% <p>Goal 3 Performance Indicator SOL scores for Math 8 subgroups will increase as follows as measured in the Spring 2009-2010 testing:</p> <ul style="list-style-type: none"> • Students with Disabilities from 72% to 83% • LEP- 77% to 83% <p>Quantitative/Qualitative Data : 2010 SOL scores for Math 8 subgroups were :</p>	<p>Supported:</p> <ul style="list-style-type: none"> • ARI • Power Math • Lion Time • SOL Blitz • ECART assessments • FAST Math <p>Inhibited:</p> <ul style="list-style-type: none"> • Increase in Algebra class sizes • Larger class sizes overall 	<ul style="list-style-type: none"> • Continue using eCART and analyzing data to drive instruction. • Unpacking the standards and building common vocabulary and assessments. • Ongoing/increased math support/ intervention through ARI, Power Math and Lion Time both during and after school. • Add Hispanic Students to Goal #2 & #3, and LEP students to Goal #3. • Increased vertical articulation with feeder elementary schools and Centreville HS

	<ul style="list-style-type: none"> • LEP- 93% • Students with Disabilities- 83% <p>Goal 4 Performance Indicator Grade 8 Math SOL subgroups pass advance rates will increase as follows :</p> <ul style="list-style-type: none"> • Black students from 53% to 63% • Hispanic students from 47% to 57% • Economically disadvantaged students from 48% to 58% <p>Quantitative/Qualitative Data:</p> <ul style="list-style-type: none"> • Black students' pass advanced rates increased to 82% • Hispanic students pass advanced rates increased to 66% • Economically disadvantaged students' pass advanced rates increased to 58.8% 		
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RESULTS AND REFLECTION ON THE 2009-2010 SIP
A Focus on Continuous Improvement
Essential Life Skills

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p style="text-align: center;">Essential Life Skills</p> <p>Objective: LMS will utilize embedded time period (Lion Time) for instructional support, and to assist students in the development of essential life skills through character education and positive behavior support.</p>	<p>Goal 1 Performance Indicator The percentage of D/F students will decrease by 10% each quarter.</p> <p>Quantitative/Qualitative Data: More Ds and Fs were earned as the school year progressed. <i>Qtr 1 – 400, Qtr 2-481, Qtr 3 – 429 Qtr 4 - 432</i></p> <p>Goal 2 Performance Indicator On an end of year survey, 80% of teachers will respond affirmatively to questions relating to the success of embedded time during the day as it relates to completing homework, coming to class prepared, and students using Lion Time for academic assistance.</p> <p>Quantitative/Qualitative Data : Meeting individual needs – 61%; Positive Relations – 65%</p>	<p>Supported:</p> <ul style="list-style-type: none"> • Teachers appreciated the smaller size Lion Time classes • Students had flexibility to access teachers through Lion Time • Grade Pure lunches enabled easier access to grade level teachers through lunch/Lion Time <p>Inhibited:</p> <ul style="list-style-type: none"> • Electives teachers and 7/8 teachers struggled to meet with struggling students. • Did not collect baseline data on Lion Time • D/F Data was not specific to content or student 	<ul style="list-style-type: none"> • Goal 1 needs to be more specific. • D/F data in English and Math should be monitored quarterly by individual student name and entered on Student Services Table. • Positive Behavior Support and character education are not addressed specifically in the goals nor are they quantified. • At-Risk, red zone, and students with disabilities should be prioritized and hand scheduled into Lion Time.

RESULTS AND REFLECTION ON THE 2009-2010 SIP
A Focus on Continuous Improvement
Responsibility to Community

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p>Responsibility to the Community</p> <p>Objective: Increase student participation in the community through community service.</p>	<p>Goal 1 Performance Indicator: During the 2009-2010 school year, the number of students participating in service hour requirements for eighth grade will increase to 90%</p> <p>Quantitative/Qualitative Data: 89% completed service hour requirements</p> <p>Goal 2 Performance Indicator During the 2009-2010 school year, the number of eighth grade students completing 5 or more service hours each quarter will be at least 30%.</p> <p>Quantitative/Qualitative Data: 88% of 8th grade students completed 5 or more service hours per quarter</p> <p>Goal 3 Performance Indicator During the 2010- 2011 school year, the participation of students in the After-School clubs that provide service learning opportunities will increase by 10% from 2008-2009.</p> <p>Quantitative/Qualitative Data: The number of students participating in after-school clubs providing service was 430 ; in 2008-2009 only 115 students participated.</p>	<p>Supported: Liberty After School Program (Service Learning Club, Community Service Club, teachers and other clubs provided opportunities</p> <ul style="list-style-type: none"> • Lion Time • Instills student ownership <p>Inhibited:</p> <ul style="list-style-type: none"> • A need for increased faculty awareness to provide more opportunities to students • Students don't stay after school • Students do not see the value in the requirement • Aside from Lion Time, limited opportunities during the school day for students to earn service hours 	<ul style="list-style-type: none"> • Announce the service hour requirements at the rising 8th grade night. • Discuss requirements at a faculty meeting to improve awareness and to encourage teachers to use the Service Learning Club to provide opportunities for students and also support teachers

STUDENT ACHIEVEMENT GOAL—ACADEMICS (ENGLISH)

STUDENT ACHIEVEMENT GOAL: All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success in school and life.

Check all that apply to this school improvement plan objective.

- | | |
|--|---|
| <input checked="" type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts. |
| <input checked="" type="checkbox"/> 1.1.1 English language arts | <input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world. |
| <input type="checkbox"/> 1.1.2 Mathematics | <input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
| <input type="checkbox"/> 1.1.3 Science | |
| <input type="checkbox"/> 1.1.4 Social studies | |
| <input type="checkbox"/> 1.2 Communicate in at least two languages | |

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

Faculty and staff of Liberty Middle School will implement literacy strategies to improve students' comprehension of fiction and non-fiction texts.

RATIONALE FOR OBJECTIVE:

Data Sources: SOL results, School-wide SRI Results, eCART County-wide and School-wide Assessments, course grades, common assessments and surveys. Data sources demonstrate a weakness *in nonfiction and vocabulary analysis*, particularly in subgroup performance.

Passing rates for 06-07, 07-08, 08-09, and 09-10 are as follows:

	7th Grade				8 th Grade			
	06-07	07-08	08-09	09-10	06-07	07-08	08-09	09-10
Total	87.7 %	90.2%	91.4%	95.5%	83.1%	89.3%	92.2%	97.3%
Black Students	74.6%	72.4%	82.8%	92%	55.1%	80.3%	90.4%	92.3%
Hispanic Students	83.9%	74.5%	86%	88.9%	67.8%	81.4%	80.3%	98.5%
Economically Disadvantaged Students	66.7%	78.5%	81%	87.6%	63.9%	73.2%	85.2%	97.2%
Students with Disabilities	60.5%	63.9%	75%	89.2%	50%	57%	70%	86.4%
LEP Students	66%	76.8%	79.1%	82.8%	58.8%	70.3%	76.3%	96.8%

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths include improvement in Hispanic student performance on the English 7 SOL Reading test from 86% to 88.9%. In addition, performance on the 8th grade SOL Reading test improved from 90.4% to 92.3% for Black students and from 85.2% to 97.2% for Economically Disadvantaged students and 76.3% to 96.8% for LEP students. Data above shows consistent weakness in the areas of vocabulary analysis and nonfiction reading comprehension. Of particular concern is improving the performance Students with Disabilities in addition to sustaining the growth of Black, Economically Disadvantaged, and Hispanic students.

Best Practice Research:

Best practice research for English instruction indicates the need for students to use literacy strategies as they make meaning of text. In *Strategies That Work: Teaching Comprehension to Enhance Understanding*, Stephanie Harvey and Anne Goudvis reinforce the strategies of *making connections, questioning, visualizing, inferring, determining importance, and synthesizing* to foster and improve student reading comprehension as students move from merely decoding a text to comprehending the meaning of the words (Stenhouse Publishers, 2000). In *Words, Words, Words*, Janet Allen reflects on the long established connection between vocabulary knowledge and reading comprehension and states that “while single context only is an unreliable method of learning new words, extensive reading, the context of longer texts, multiple exposures to the same word, and instruction in learning from context lead to increased comprehension” (Stenhouse Publishers, 1999, p. 9).

STUDENT ACHIEVEMENT GOAL—ACADEMICS (ENGLISH)

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound)</i>
1	Overall student performance on SOL tests in reading in grade 7 will increase from 95.5% to greater than or equal to 97.5% passing as measured in the spring SOL testing of 2010-2011.
2	Overall student performance on SOL tests in reading in grade 8 will increase from 97.3 % to greater than or equal to 98.3% passing as measured in the spring SOL testing of 2010-2011.
3	Students performing at the below basic level on the Scholastic Reading Inventory (SRI) for grade 7 will decrease from 3.8% to 2.8% and students at the basic level will decrease from 11% to 9% as measured in the fall and spring SRI assessments of 2010-2011.
4	Students performing in the fall at the below basic level on the Scholastic Reading Inventory (SRI) for grade 8 will decrease from 9% to 5% and students at the basic level will decrease from 11% to 9% as measured in the fall and spring SRI assessments of 2010-2011.
5	Grade 7 English subgroup pass rates will increase as follows: Black students from 92 % to 94%); Hispanic students from 88.9% to 91% ; Economically Disadvantaged students from 87.6 %to 90%. LEP students from 82.8% to 89% ; Students with Disabilities from 89.2% to 92% as measured in the spring SOL testing of 2010-2011.
6	Grade 8 English subgroup pass rates will increase as follows: Black students from 92.3% to 95% ; Hispanic students from 88.5% to 99% ; Economically Disadvantaged students from 97.2% to 99%); LEP students from (86.8% to 89%); Students with Disabilities from 86.4% to 89% as measured in the spring SOL testing of 2010-2011.

**STUDENT ACHIEVEMENT GOAL—ACADEMICS (English)
WORK PLAN**

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Faculty and staff of Liberty Middle School will implement literacy strategies to improve students' comprehension of fiction and non-fiction texts.

Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Develop strategic readers	Natalie Lissy Gail Schwarz Victoria Shonebarger Julia Todhunter Jean Arntz-bonner	PD360, pacing guides, FCPS Blackboard communities, eCart assessment and resources	X	X	X	X	SOL, SRI, eCART assessments, class discussions, PLC discussions and notes on best practices for teaching literacy strategies
2. Provide instruction on internal and external text structures	Natalie Lissy Gail Schwarz Victoria Shonebarger Julia Todhunter Jean Arntz-bonner	Content area textbooks, articles, newspapers, magazines, FCPS Blackboard	X	X	X	X	eCART assessments, teacher made assessments, reflection and analysis, student observation
3. Provide ongoing intervention through differentiation	Natalie Lissy Gail Schwarz Victoria Shonebarger Julia Todhunter Jean Arntz-bonner Melissa Hicks	Formative assessments; pre and post-tests; SOL tests, eCART, SRI	X	X	X	X	eCART assessments, teacher made assessments, lesson study, student observation

STUDENT ACHIEVEMENT GOAL—ACADEMICS

STUDENT ACHIEVEMENT GOAL: All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success in school and life.

Check all that apply to this school improvement plan objective.

- | | |
|---|---|
| <input type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts. |
| <input type="checkbox"/> 1.1.1 English language arts | <input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world. |
| <input checked="" type="checkbox"/> 1.1.2 Mathematics | <input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
| <input type="checkbox"/> 1.1.3 Science | |
| <input type="checkbox"/> 1.1.4 Social studies | |
| <input type="checkbox"/> 1.2 Communicate in at least two languages | |

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

Liberty Middle School teachers will improve math instruction to focus on problem solving, patterns, functions, algebra, vocabulary and critical thinking.

RATIONALE FOR OBJECTIVE: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

e-Cart scores

Power Math scores

ARDT – Algebra Readiness Test

2010 Math SOL Results

7th Grade Math SOL	Pass Proficient	Pass Advanced	Total Pass
2009-2010	43.6%	47.2%	91 %
2008 - 2009	51%	27.8%	78.8%
2007 - 2008	47%	21.4%	68.5%
2006 - 2007	37.8%	22.4%	60.2%

8th Grade Math SOL	Pass Proficient	Pass Advanced	Total Pass
2009-2010	21.6%	76.3%	95%
2008 - 2009	28.5%	65.4%	93.9%
2007 - 2008	25.7%	63.6%	89.3%
2006 - 2007	34.5%	53.1%	87.7%

Passing rates are as follows:

	7th Grade	7th Grade	7th Grade	7th Grade	8th Grade	8th Grade	8th Grade	8th Grade
	2006 - 2007	2007 - 2008	2008-2009	2009-2010	2006 - 2007	2007 - 2008	2008-2009	2009-2010
Total	60.2%	68.5%	78.8%	91 %	87.7%	89.3%	93.9%	95 %
Black	34.0%	54.5%	56.3%	81 %	61.9%	69.8%	91.1%	88.%
Hispanic	63.2%	46.8%	69.1%	88 %	80.7%	92%	81.4%	88%
Economically Disadvantaged	32.8%	49.3%	59.3%	85 %	68.3%	71.1%	81.4%	91%
Students with Disabilities	22.7%	37.1%	65.7%	91 %	46.9%	56.6%	71.8%	83 %
LEP	41.7%	52.1%	66.3%	89 %	82.3%	74.6%	77.2%	93 %

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths include the following:

- The integration of technology into the classroom instruction
- Incorporation of cooperative learning activities in which students can learn from each other as they are solving problems together (Kagan)

Weaknesses include the following:

- Lack of consistent use of real world examples in math classes
- Instruction that focuses students identifying similarities and differences, and making connections between lessons with an emphasis on direct teaching of vocabulary (Marzano)
- Lack of consistent use of differentiated lessons

Best Practice Research:

Direct vocabulary instruction has an impressive track record of improving students' background knowledge and the comprehension of academic content. Effective vocabulary instruction involves a gradual shaping of word meanings through multiple exposures. (Building Background Knowledge for Academic Achievement, Robert J. Marzano, 2004)

Authentic instruction is identified as a classroom setting where students draw conclusions, elaborate on their understanding, or make and support arguments. Students construct knowledge, by interpreting, analyzing, and evaluating, and not merely reciting information. Students connect topics to their own lives or similar situations in daily life outside school. (Teaching the Best Practice Way, Daniels and Bizar, 2005)

Differentiated teaching involves a thoughtful and well articulated curriculum. How students get access to important ideas and skills, and the way they demonstrate these ideas in their learning environment are constantly evolving. Student readiness, background, motivation and learning profiles are all taken into consideration during planning and the creation of assessments. (Integrating Differentiated Instruction and Understanding by Design, Tomlinson and McTighe, 2006)

STUDENT ACHIEVEMENT GOAL—ACADEMICS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>easurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1	Overall pass rate on Math 7 SOL tests will increase from 91% to 92% as measured by the 2011 SOL test.
2	Grade 7 Math subgroup pass rate will increase as follows: Black students from 95% to 96%; Hispanic students from 89% to 92%; Economically Disadvantaged students from 91% to 92 %; LEP students from 90% to 92 % as measured by the spring SOL testing of 2010-2011.
3	The achievement gap on the Math 8 SOL in the school year 2010- 2011 will be closed.

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Liberty Middle School teachers will improve math instruction to focus on problem solving, patterns, functions, algebra, vocabulary and critical thinking.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Teach vocabulary	Eric McCann Marisa Nicholson Melissa Hicks Gail Schwarz	Cluster VII and school based Vocabulary Initiative Materials	X	X	X	X	Increasing vocabulary questions on common assessments
2. Increase use of technology in classrooms	Mary Shanahan Kay Ward Eric McCann	Smart Boards, Airliners, Tablets, laptops, TI- 84 Graphing Calculators, eCART, Turning Point	X	X	X	X	Collaborative smartboard lessons and turning point strategies; PD360 in professional development; united streaming; teacher observations, ECART results
3. Differentiated strategies	Mary Shanahan Kay Ward Marisa Nicholson Melissa Hicks Eric McCann	Graphing foldable, formative and common assessments, released SOL tests, ongoing in-house staff development	X	X	X	X	Department meetings, Interdisciplinary PLC meetings; monitor use of Kagan structures
4. Teach students reading strategies.	Marisa Nicholson Eric McCann Gail Schwarz Melissa Hicks	Textbooks and reading strategies for middle school math	X	X	X	X	Student activities, collaboration with reading teacher

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

STUDENT ACHIEVEMENT GOAL: All students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.

Check all that apply to this school improvement plan objective.

- | | |
|--|--|
| <input checked="" type="checkbox"/> 2.1 Demonstrate honesty, responsibility, and leadership. | <input checked="" type="checkbox"/> 2.5 Be inspired to learn throughout life. |
| <input checked="" type="checkbox"/> 2.2 Work effectively within a group dynamic. | <input checked="" type="checkbox"/> 2.6 Courageously identify and pursue their personal goals. |
| <input type="checkbox"/> 2.3 Develop the resilience and self-confidence required to deal effectively with life's challenges. | <input checked="" type="checkbox"/> 2.7 Develop practical life skills. |
| <input type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict. | <input type="checkbox"/> 2.8 Make healthy and safe life choices. |

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)* Liberty Middle School will utilize the embedded time period (Lion Time) for instructional support and to assist students in the development of essential life skills through character education and positive reinforcement.

RATIONALE FOR OBJECTIVE: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

In reviewing student data sources such as classroom grades, teacher comments, work habit data and discipline reports, the staff sees a need for students to transfer the “*work habit*” expectations from classroom settings to independent and productive work habits that are essential to academic and social success. Teachers expect, teach and model desired organization skills and work habits. However, the student population continues to have some difficulty using these skills and strategies independently. This is evidenced by students’ lack of self-advocacy skills needed to seek teacher assistance when struggling with concepts. Frequent missing or incomplete projects and assignments are also an indicator of poor work habits and responsibility.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths -

Liberty Middle School has restructured the master schedule to allow a school wide intervention program (Lion Time). Lion Time will support high achievement in all subject areas through embedded intervention time, Character Education lessons, and Positive Behavior Support Model. The expectation for this time is that teachers will target students who need extra time and support to reach their maximum academic potential.

Weaknesses –

Liberty Middle School has identified concerns regarding the achievement gap, general student achievement, and work habits. Black, Hispanic and Students with Disabilities continue to struggle to meet county expectations and have not been a focus for support with essential life skills. In previous attempts at structuring the embedded school support focused on Math and English, groupings were large and expectations for students and teachers were ambiguous. At-Risk, red zone, and students with disabilities should be prioritized and hand scheduled into Lion Time.

Best Practice Research:

In *Research Summary: Characteristics of Exemplary Schools for Young Adolescents* (2007) Andrews, Caskey and Anfara cite the works of Conors (1991) and Mac Iver (1991) to affirm the Middle School Concept and promote the small learning teams and advisory times, renamed Lion Time at Liberty Middle School. The researchers state that advisory programs create positive relationships between student and teachers, promote positive social development and help students with academic struggles.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

Sub-Goal Number	Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1	By the end of the 2010-2011 school year, the number of students receiving at least one D or F as a final grade in a core class will decrease from 13.9% to 10%.
2	On a mid-year and end of the year survey, the number of teachers responding to questions relating to the success of the embedded time during the day as it relates to completing homework, coming to class prepared, and students using Lion Time for academic assistance will increase from 65% to 75%.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Liberty Middle School will utilize the embedded time period (Lion Time) for instructional support, and to assist students in the development of essential life skills through character education and positive reinforcement.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress.
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Inform staff of school-wide data related to D/F ratios and work habits.	Renee Pete Counseling Staff	Student Services D/F Table	X	X	X	X	Student Services D/F Table Team meetings Student Conferences
2. Teach the three R's (Respect, Responsibility, and Right on Time) to all students.	Gary Verhagen Eric McCann PBS Committee	Staff created Power Point Matrix Table	X	X	X	X	Observations, Team meeting notes
3. Recognize, acknowledge and reward students for positive choices.	Gary Verhagen PBS Committee	PBS cards, stickers, pencils & donated prizes.	X	X	X	X	Informal observation, PBS committee dialogue & student survey
4. Teach the "Six Pillars of Character Education"	Michelle Henry	Commercial video tapes & Staff created video tapes.	X	X	X	X	Feedback from Lion Time teachers and students (survey).
5. Facilitate needs based intervention group sessions.	Renee Pete Counseling Staff	Conference room space.	X	X	X	X	Observations, Crossroad discussions & students' individualized success plan.
6. Provide staff and students with meaningful feedback regarding grades and work habits.	All teachers Renee Pete Counseling Staff	Conference Document	X	X	X	X	Team Conferences with student, teachers and/or parents when grade of D or F is indicated on Interim Report or Progress Report.
7. Assess effectiveness of Lion Time	Amber Wickstrom	Survey Monkey, Computer Lab Time		X		X	Mid-Year and End-of-Year Survey
8. Identify students for specific intervention	Melissa Hicks	Instructional Materials	X	X	X	X	Grade reports and assessments.
9. Reassign Lion Time for At-Risk and SWD	Amber Wickstrom Counselors		X	X	X	X	Ongoing as concerns are raised or grades drop

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

STUDENT ACHIEVEMENT GOAL: All students will understand and model the important attributes that people must have to contribute to an effective and productive community and the common good of all.

Check all that apply to this school improvement plan objective.

- 3.1 Know and practice the duties, responsibilities, and rights of citizenship in a democratic society.
- 3.2 Be respectful and contributing participants in their school, community, country, and world.
- 3.3 Understand the purpose, role, and means of interaction with the different levels of government.

SCHOOL IMPROVEMENT PLAN OBJECTIVE: *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)* The Liberty Middle School faculty and staff will increase student participation in service learning within the school as well as in the community.

RATIONALE FOR OBJECTIVE: *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Student performance data:

Data sources related to participation in the After-School Program indicate that clubs that provided opportunities for service learning increased in student participation from 115 students in the 2008-2009 school year to 452 students in the 2009-2010 school year. These clubs included Junior Achievement, Club Liberty, Community Service Club, babysitting/CPR/AED, and Nature Club. The Community Service club conducted monthly field trips in the local community during the 2009-2010 school year. They visited INOVA Hospital. Liberty students also participated in school-wide service projects during the 2009-2010. These projects included a *Toy and Book Drive, Canned Food Drive, and Community Service to teachers, school, and courtyard.*

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Strengths:

Since its inception in 2006-2007, the Liberty After-School program continues to grow with new clubs and activities for students. In 2009-2010, more clubs provided service learning opportunities for students with late bus transportation to home provided three times a week. As part of the social studies curriculum students learn the value of service to the community. Students are required to reflect in writing about their participation in service learning each quarter. The 8th grade Civics Professional Learning Community (PLC) coordinates a list of local organizations where students can provide service. This list is posted on each Civics teachers Blackboard site. Local organizations frequently contact the 8th grade Civics PLC coordinator with new opportunities throughout the school year. The Liberty School Council Association (SCA) coordinates school-wide service projects regularly throughout the school year including the *Canned Food Drive and Hat & Mitten Collection* helping those in need in our local community.

Weaknesses:

Some students could not complete service learning afterschool or on weekends for various reasons. There were a limited number of service learning opportunities during the school day.

Best Practice Research:

Proponents of service learning believe that for students, involvement in service influences career preparation, stimulates academic performance, increases awareness of community problems, encourages students to become involved in the social problems facing their communities and heightens the connection of theory to practice (Bringle & Kremer, 1993; Cohen & Kinsey, 1994; Giles & Schmiede, 1996; Furco & Billig, 2002; Gray, Ondatje, & Zakaras, 1999; Hesser, 1995). Service learning can help teens develop the assets needed for a productive future (Byers, Griffin-Wiesner, & Nelson, 2000). Service-learning activities not only respond to students’ interests and personalities, but they further enhance their sensitivity to and interest and engagement in community, society, and world issues (Passow, 1998, 1989).

The most successful service-learning projects are guided by youth “voice” and include a strong reflection component (Eyler, 2002; Fredericks, Kaplan & Zeisler, 2001; Scales, Blyth, Berkas, & Kielmeier, 2000).

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

Goal Number	Performance Indicators <i>(Specific Measurable Attainable Realistic and Time-Bound Goals)</i>
1	During the 2010-2011 school year, the number of students completing the service hours requirement for eighth grade will increase from 88% to 90%.
2	During the 2010-2011 school year, the number of eighth grade students completing 5 or more hours each quarter will increase from 87% to 90%.
3	During the 2010-2011 school year, the number of students participating in the After-School clubs that provide service learning opportunities will increase from 452 students in 2009-2010 to 474 students.

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: The Liberty Middle School faculty and staff will facilitate service learning opportunities in the school and in the community through curriculum requirements and after-school clubs.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be use to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				
			1 st Qtr.	2 nd Qtr.	3 rd Qtr.	4 th Qtr.	
1. Faculty and Staff will provide service learning opportunities.	Teachers, Staff Members Club Sponsors After-school Specialist.	<ul style="list-style-type: none"> • Service Learning form. NJHS community service form. • After-School Service club materials. Varied costs.	X	X	X	X	<ul style="list-style-type: none"> • Review Civics teachers' records each quarter (IGPRO spreadsheet), • Review NJHS Sponsor records. • Review student After-School Service Learning Club attendance and Service Learning Clubs' activity plans. The coordinator of the project will maintain records of total school-wide participation/donations.
2. Faculty and staff will communicate service learning opportunities within the school and community.	<ul style="list-style-type: none"> • Faculty and Staff Members, • PTA • Social Studies Department Chairs 	<ul style="list-style-type: none"> • Blackboard • School Website • PTA Newsletter • Handouts/Flyers • AM News Program Minimal cost for copies	X	X	X	X	Review the PTA newsletter, school website, and teachers' Blackboard sites monthly to update current service learning opportunities.

