Forsyth County Schools

A safe, connected, and thriving community for all

Liberty Middle School

2024-2025

School Improvement Plan

Principal: Dawn Hudson

School Mission Statement:
To empower our students to revolutionize, transform and leave a legacy in the communities they serve both today and in the future.

School Vision Statement:
STUDENTS know we believe in them, and in doing so grow to believe in themselves. FAMILIES feel the school and home operate together to foster success for their student (s). STAFF are empowered to lead and inspired to make an impact.

School Belief Statements: HOME (*Heart-Opportunity-Movement-Environment*)

Heart: *Liberty will, "Connect with the heart before you ask for the hand." John Maxwell*
- ❖ Relationships are the foundations of our work.

Opportunity: *Liberty will increase student and staff opportunities.*
- ❖ Everyone has a purpose

Movement: *Liberty will move the needle on student achievement.*
- ❖ High expectations yield results

Environment: *Liberty will create environments that will foster high ceilings and soft floors.*
- ❖ Positive communication builds community

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FCS Goal Area: Social & Emotional Health

FCS Performance Objective C: Promote respect, wellness, and balance for staff and students

Major Focus: Establish a safe, supportive, and connected learning environment for staff and students.

Performance Measures:

- Increase percentage of student recognitions from previous years
- Decrease percentage of behavioral referrals from previous years
- Establish baseline data for minor behavior infractions at the classroom level
- Increase the percentage of students participating in reward celebrations
- Pre and post wellness/connectivity survey for staff
- Increase percentage of staff retention rate from previous years
- Increase percentage of students answering "somewhat and/or strongly agree" on seven target questions from the GA Health Survey (Data no longer relevant based on new GA Health Survey design.)

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Implement use of STARbucks to increase recognition and highlight desired behaviors • Implement professional learning of STAR values in the classroom • Implement STAR card values and expectations with corresponding incentives and rewards • Administer pre wellness/connectivity survey for staff to establish a baseline • Implement wellness program that fosters staff connection and wellness across LMS • Provide differentiated induction support throughNEO and strong mentorships • Administer GA Health Survey • Train staff on inputting and analyzing Spotlight behavior data	• Monitor and evaluate number of STARbucks given • Analyze STAR card data to design targeted student-centered lessons during PT. • Administer post wellness/connectivity survey for staff to establish a baseline • Monitor and evaluate differentiated induction support • Analyze GA Health Survey 2 target questions

Performance Measures: Year-End Results

2023-2024 (Baseline):

Discipline Data:

300 Student referrals
52 students received >1 referral
39.9% of referrals are rising 8th graders
29.6% of referrals are rising 7th graders
17 students went before a tribunal disciplinary hearing

PBIS Data:

5,705 student recognitions given (Starbuck tickets and student luncheons.)
158 recognitions per week
219 students were recognized at our STAR student luncheons A total of
40 staff members received monthly recognitions

Retention Data:
94.6% Retention Rate (Teachers, paras, clerical, counselors, instructional support, and administration)

GA Health Survey Data:
We will be using two questions from the GA Health Survey as baseline data for the 24-25 school year to monitor and gain insight on wellness and balance as it relates to schoolwork and grades/performance. Those two questions include:

1. *What causes you stress? Demands of schoolwork* - **70% answered "yes."**
2. *What causes you stress? School grades or performance* - **67% answered "yes."**

*These numbers are significantly higher than other causes of stress as noted in the GA Health Survey.

- *Problems with peers or friends* – **41% answered "yes."**
- *Social Media* – **11% answered "yes."**
- *Family reasons* – **29% answered "yes."**
- *Being bullied* – **12% answered "yes."**
- *Problems with partner/boyfriend/girlfriend* – **8% answered "yes."**
- *Housing concerns* – **6% answered "yes."**

Establish a baseline for Pre and post wellness/connectivity survey for staff

2024-2025:

Reflection on Results:

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FCS Goal Area: Climate, Culture, & Community

FCS Performance Objective B: Work collaboratively with all people to promote inclusivity, school pride, and belonging

Major Focus: Opportunities for student, parent, and staff connections across Liberty Middle community

Performance Measures:

- Increase number of club offerings
- Increase percentage of students participating in club offerings, CTAE/Fine Arts participation and athletic programs
- Increase percentage of students who can identify a trusted adult
- Increase percentage of staff participation in PTSO
- Increase percentage of parent participation in PTSO
- Establish baseline of staff participation data in SHINE
- Establish baseline of staff opportunities to lead and provide professional learning opportunities
- Increase percentage of students answering "somewhat and/or strongly agree" on seven target questions from the GA Health Survey

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Administer pre-Student Needs Assessment survey via counseling department • Promote PTSO memberships through incentives and communication • Recruit staff member club sponsors • Evaluate and expand opportunities for staff to connect and provide leadership, professional growth, and empowerment through voice and choice • Administer GA Health Survey	• Administer post-Student Needs Assessment survey • Recruit staff member club sponsors • Analyze GA Health Survey 7 target questions • Monitor and evaluate opportunities offered for staff leadership, professional growth, and empowerment

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2023-2024 (Baseline):

CTAE/Fine Arts, Clubs, and Athletic Data:

69.6% of students belong to a CTAE/Fine Art group, club, and/or athletic team.

Trusted Adult Data:

89% (n=802) of students could name a trusted adult at LMS.
11% (n=97) of students could not list a trusted adult at LMS.

GA Health Survey Data:

Seven questions from the GA Health Survey will be used for Data analysis.

1. *I feel like I fit in my school.* **82% answered "somewhat and/or strongly" agree.**
2. *Most days I look forward to going to school.* **65% answered "somewhat and/or strongly" agree.**
3. *I feel connected to others at school.* **85% answered "somewhat and/or strongly" agree.**
4. *Teachers treat me with respect.* **89% answered "somewhat and/or strongly" agree.**
5. *Teachers treat all students fairly.* **69% answered "somewhat and/or strongly" agree.**
6. *Students at my school treat each other with respect.* **55% answered somewhat and/or strongly" agree.**

7. *Students at this school are treated fairly by other students regardless of race, ethnicity, or culture*. **67% answered "somewhat and/or strongly" agree.**

Parent and Staff participation in PTSO Data:
Parent – 350 memberships
Staff -

Establish baseline of staff participation data in SHINE
Establish baseline of staff serving in leadership roles and providing professional learning

Reflection on Results:

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FCS Goal Area: The Learner Experience

FCS Performance Objectives A & B: Increase student achievement and growth

Major Focus: Enhance literacy outcomes by providing challenging and equitable learning experiences for all students.

Performance Measures:

- Increase percentage of students performing proficient or higher on all GA Milestone assessments
- Increase percentage of students performing distinguished on all GA Milestones assessments
- Increase percentage of subgroup movement across performance bands
- Increase lexile score for all students across middle school grade level bands in all subgroups

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Every teacher will analyze 23-24 Milestone assessment data • Implement targeted professional learning around best practices and literacy strategies • Revise the local pacing and assessment guide • Monitor implementation of the local pacing and assessment guide through PLCs • Accurately identify students in need of support and implement interventions with fidelity • Literacy cohort for reading foundations • Liberty will pilot CommonLit program with support from Allison Crouch	• Continue implementing targeted professional learning • Evaluate and analyze local pacing and assessment guide • Continue monitoring implementation of local pacing and assessment guide

Performance Measures: Year-End Results

(Include data for the school and each sub-group)

2023-2024 (Baseline):

23-24 Milestone Data

2024-2025:

Reflection on Results:

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FCS Goal Area: The Learner Experience

FCS Performance Objective D: Develop and sustain consistent assessment practices

Major Focus: Establish common assessments aligned with the rigor of the standards.

Performance Measures:

- Increase percentage of DOK level 2-4 on assessments
- Increase percentage of common assessment questions aligned with the intent of the standard
- Increase percentage of assessment items that mirror Milestone assessments

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Monitor assessment alignment and data analysis through PLC process • Partner with John Strang to implement targeted professional learning on assessment alignment and data analysis • Provide professional learning and resources on AI tools to support assessment design	• Create and implement guiding protocol for PLC work • Continue to monitor assessment alignment and data analysis through PLC process • Continue to partner with John Strang to implement targeted professional learning on assessment alignment and data analysis • Provide professional learning and resources on assessment types that mirror the Milestone State assessment • Continue to provide professional learning and resources on AI tools to support assessment design

Performance Measures: Year-End Results

(Include data for the school and each sub-group)

2023-2024 (Baseline):

23-24 Milestone Data

2024-2025:

Reflection on Results: