Forsyth County Schools

A safe, connected, and thriving community for all

Liberty Middle School

2023-2024

School Improvement Plan

Principal: Dawn Hudson

School Mission/Vision Statement(s):

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

Vision:
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:
Relationships are the foundation of our work.
Teamwork makes us stronger.
Positive communication builds community.
High expectations yield results.
Everyone has a purpose.

Liberty Middle School
2023-2024 School Improvement Plan

FCS Goal Area: Social & Emotional Health

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

Major Focus: Promote a culture of belonging, connectivity, and positive decision-making through STAR Values.
Performance Measures:

- Increase number of student and staff recognitions
- Decrease percentage of behavior referrals from previous years.
- Increase connectivity as reported on Student Health Survey (specifically % of students connected to trusted adults and peers)
- Collect baseline data regarding trusted adults through counseling needs assessment.
- Collect baseline data for STAR card values and expectations

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Implement use of STARbucks to increase recognition and highlight desired behaviors. • Incorporate teacher created classroom matrices that mirror our STAR values. • Implement monthly professional learning on STAR values in the classroom during grade level meetings. • Implement STAR card values and expectations with corresponding incentives and rewards. • Administer Needs Assessment to identify trusted adults (pre-assessment)	• Analyze STAR card data to design targeted student-centered lessons during PT. • Monitor implementation of classroom matrices and their impact on student behavior. • Administer Needs Assessment to identify trusted adults (post-assessment)

Performance Measures: Year-End Results

2022-2023 (Baseline):
432 Student Referrals in 2022-2023 (45% increase)
90 Students received >1 referral
59.0 % of referrals are rising 8th graders
20.6 % of referrals are rising 7th graders
57.6 % of referrals are coded student incivility

3000 total number of student recognitions given in 22/23 school year (Starbuck tickets and student luncheons). That is 83 recognitions per week.

2023-2024:
Establish a baseline for percentage of students who did not list a trusted adult on the needs assessment survey.
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.

Reflection on Results:

Discipline Data:
300 Student referrals in 2023-2024 school year (30% Decrease)
52 students received >1 referral in the 23-24 school year (42% Decrease)
39.9% of referrals are rising 8th graders (32 % Decrease)
29.6% of referrals are rising 7th graders (43% Increase)
17 students went before tribunal disciplinary hearing in the 23-24 school year (11% Decrease)

PBIS Data:
A total of 5,705 student recognitions given in the 23/24 school year (Starbuck tickets and student luncheons.) This is a 90% increase. That is 158 recognitions per week (90% Increase).
A total of 219 students were recognized at our STAR student luncheons for the 23/24 school year. A total of 40 staff members received monthly recognitions for the 23/24 school year.

Trusted Adult Data:
89% (n=802) of students could name a trusted adult at LMS. (Baseline for 23-24 school year)
11% (n=97) of students could not list a trusted adult at LMS. (Baseline for 23-24 school year)

Since our PBIS rebranding to "STAR" in 2021-2022, we focused on educating our staff and community about our STAR values of Service, Teamwork, Accountability, and Respect. This year, we continued weekly STAR student and teacher recognitions, in addition to our previously-implemented monthly recognitions. Signage was displayed in each hall, as well in classrooms. In our weekly Patriot Time meetings, students received lessons indirectly relating to the STAR values. Teachers received monthly training on positive classroom management strategies and looked at current discipline data during monthly grade-level meetings. Liberty will continue to focus on recognizing positive behaviors and teaching students appropriate behavior expectations in all areas of the building with consistent verbiage from teacher to teacher. Our minor discipline behavior data reflects positive changes in all areas. We saw significant decrease in number of office referrals and classroom behaviors. We did not see as much of a positive change with our major discipline data. While our number of tribunals decreased, we will monitor major referrals that are resulting in tribunal disciplinary hearings. The PBIS team will be moving into the classroom systems phase to analyze data and create lessons to respond to disciplinary violations.

Liberty Middle School
2023-2024 School Improvement Plan

FCS Goal Area: Climate, Culture, & Community

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

Major Focus: Create opportunities for student, parent, and staff connections across the Liberty Middle School Community.

Performance Measures:

- Establish baseline data for stakeholder perceptions of school pride and belonging.
- Establish baseline data for club offerings, CTAE/Fine Arts participation, and athletics engagement

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Empathy interviews/focus groups with diverse groups of parents • Needs assessment of the staff • Frequent student feedback session (Student Connect groups/Principal lunch chats) • Staff training on responding to diverse scenarios (Dania) • Hidden Kids Activity • Whole child protocol	• Hidden kids' activity analysis • Administer Georgia Student Health Survey • Analyze the Georgia Student Health Survey data • Empathy interview with students based on survey results • Analyze and reflect on Whole child protocol

Performance Measures: Year-End Results

(Include sub-group data where applicable)

2023-2024 BASELINE DATA:

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.**

Reflection on Results:

We were excited to see that almost 70% of our student body is connected to an extra-curricular activity; however, that leaves almost 30% disconnected. It should also be noted that there may be crossover between clubs and/or athletic teams, which was not accounted for in our data collection. Next year, we will continue to focus on this area by offering a wider variety of clubs and activities. We will work to connect these clubs in areas of interest based on student input gathered by survey data. Our goal is to increase staff sponsorships of extra-curricular clubs and activities, as well.

In addition to the seven questions from the GA Health Survey (23-24 baseline data collected), we will conduct a needs assessment survey in the fall to gain perspective on how connected our staff and students feel to Liberty Middle school. Action steps will be created based on data analysis. We plan to bring Dania in to meet with staff and assist with action steps.

Based on initial trusted adult data, we have some work to do in this area. With almost 100 students not being able to identify a trusted adult is alarming. Additionally, a whole child protocol was administered and implemented in the winter through an MTSS session. Staff selected a hidden child and used strategies to connect with that child. We are administering a Student Needs Assessment Survey in the fall. That data will be analyzed and actions steps will follow. This will include having Dania back in as a resource to establish next steps for students and staff. In addition, a parent and staff survey will be administered to gain insight from all stakeholders.

Liberty Middle School
2023-2024 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student achievement

Major Focus: Strengthen our implementation of the PLC (Professional Learning Community) and Collaborative Teams process to increase the percentage of students performing in the proficiency zone on local and state assessments.

Performance Measures:

- Establish % of students performing in proficiency zone on unit summatives
- 100 % of staff using local pacing and assessment tool
- Increase % of students performing proficient or higher on all Georgia Milestones Assessments
- Increase % of students performing distinguished on all Georgia Milestones Assessments
- Increase % of subgroup movement across performance bands

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Implement targeted professional learning around assessment alignment and best practices. • Align collaborative team practices to FCS Instructional Framework model and build collective efficacy. • Align TKES goals for academic collaborative teams to assessment FOR learning beliefs. • Monitor and provide calibrated feedback on grading and collaborative team practices. • Consistent use of the local pacing and assessment tool (focus on formative assessment phase). • Teacher self-assessment on use of pacing and assessment tool.	• Analyze the results of semester 1 local pacing and assessment tool. • Monitor implementation of assessment alignment and best practices. • Mid-year conf. reflection

Performance Measures: Year-End Results

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

2022-2023 (Baseline):
22-23 EOG Milestone Data

2023-2024:
23-24 EOG Milestone Data

Reflection on Results:

Awaiting Milestone Data/CCRPI Results

We strengthened our PLC process through collaborative teams to increase the percentage of students performing in the proficie ncy zone on local and state assessments. Academic collaborative team TKES goals revolved around backwards design, assessment alignment, and the use of formative data. We implemented targeted professional learning and assessment alignment to best practices, aligned collaborative team practices to the FCS instructional framework and assessment principles, and utilized intentional coaching and calibrated feedback on grading and PLC practices through weekly collaborative team meetings. Evidence of this impact could be seen in each of the collaborative teams' pacing and assessment unit planning documentation; however, with the inconsistent use of this assessment guide, overall school results are unreliable. Through consistent use of this process,

some PLSs are seeing a decrease in the need for summative assessment recovery. Our goal is to tweak the local pacing and assessment guide, where it is more functional and useful for teachers, so we can become more consistent in this practice for next year and data is easier for administrators to analyze.

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 the learner experience 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."**

Liberty Middle School
2023-2024 School Improvement Plan

FCS Goal Area: The Learner Experience

FCS Performance Objective A: Increase student growth

Major Focus: All students will demonstrate growth in reading across disciplines.
Performance Measures:

- Increase Lexile averages for all students across middle school grade level bands and all subgroups
- Increase G-Rate and grade level proficiency in Reading Plus intervention for identified support students

Action Steps

Semester #1 Action Steps	Semester #2 Action Steps
• Implement professional development around content literacy in Science and Social Studies instructional strategies. • Accurately identify students in need of reading support and implement interventions with fidelity. • Enrichment courses embed fluency, reading, and writing strategies within their disciplinary literacy units. • Teachers partnering with Courtney Bean for PL in literacy cohort	• Monitor effectiveness of interventions • Monitor implementation of literacy instructional strategies • Mid-year conference check in

Performance Measures: Year-End Results

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

2022-2023 (Baseline):

22-23 EOG Milestone Data

2023-2024:
23-24 EOG Milestone Data

Reflection on Results:

Awaiting Milestone Data/CCRPI Results

This school year, we focused on 1) best practices professional learning around content literacy instructional strategies, 2) aligned TKES goals for connections collaborative teams by personalizing their PL to strengthen integration of literacy into the specific content area, and 3) identified students in need of reading support through targeted screening and Beacon results, and interventions were implemented with fidelity. While an increase was noted, our scores have not yet met the 2019 benchmark scores. We plan to do the following to continue to work on improving 1) Continue literacy professional learning in Science and Social Studies collaborative teams, 2) Begin implementation of FRQs in social studies classrooms, and 3) employ strategies le arning at the "Foundations of Literacy" training.