Marion County Public Schools

LIBERTY MIDDLE SCHOOL

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2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The administration, faculty, and staff at Liberty Middle School are committed to a higher standard of excellence. We invite our students, parents, and community members to become part of our greater learning community and share our PRIDE. We are committed to educating the whole student and fostering a safe school environment where our students can learn.

Provide the school's vision statement

-We are committed to inspiring our students to reach their highest academic potential.
-We are committed to encouraging character development.
-We are committed to forging the leaders of tomorrow from the students of today.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Terrell Davis

terrell.davis@marion.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Leads, supervises and facilitates the overall operation of a school focusing on academic leadership to provide high quality instruction for all students. The principal supervises all Administrative, Instructional, and Non-Instructional Personnel assigned to the school.

Leadership Team Member #2

Employee's Name
Robert MacMillan

Robert.macmillan@marion.k12.fl.us

Position Title
Assistant Principal of Curriculum

Job Duties and Responsibilities

The Assistant Principal assists the Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies, further assists the principal in the assessment of school staff, assists with the monitoring of the implementation of the intervention and necessary documentation, assists with the delivery of professional development for effective instructional delivery. The assistant principal carefully monitors the additional academic support schedule to ensure all personnel is serving in their specified areas. This position works closely with the social studies department.

Leadership Team Member #3

Employee's Name
Michelle Ramputi

Michelle.Ramputi@marion.k12.fl.us

Position Title
Assistant Principal of Discipline

Job Duties and Responsibilities

The Assistant Principal assists the Principal in providing a common vision for the use of data-based decision-making, assists in the development of a strong infrastructure of resources for the implementation of high yield instructional strategies, further assists the principal in the assessment of school staff, assists with the monitoring of the implementation of the intervention and necessary documentation, assists with the delivery of professional development for effective instructional delivery. The assistant principal carefully monitors the additional academic support schedule to ensure all personnel is serving in their specified areas. This position works in partnership with the science department.

Leadership Team Member #4

Employee's Name
Shawna Smith

Shawna.Smith@marion.k12.fl.us

Position Title
Instructional Coach

Job Duties and Responsibilities

The instructional coach will assist in training teachers on strategies in the classroom, implementing best practices in the classroom, and the Professional Development on campus. The instructional coach will also assist with the ITD and New to Liberty Teachers. Coach works in partnership with the ELA department.

Leadership Team Member #5

Employee's Name
Misti Burke

misti.burke@marion.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

Serves as 7th grade Guidance Counselor and assists our students with academic and resiliency skills. Also, co-chair for threat management team.

Leadership Team Member #6

Employee's Name
Sheryl Brewer

sheryl.brewer@marion.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

Serves as Lead Guidance Counselor/ 8th grade counselor and assists our students with academic and resiliency skills (habitudes).

Leadership Team Member #7

Employee's Name
Jakia Rodgers

Jakia.Rodgers@marion.k12.fl.us

Position Title
School Counselor

Job Duties and Responsibilities

Serves as 6th grade counselor and assists our students with academic and resiliency skills (habitudes). Also the MLL contact for campus.

Leadership Team Member #8

Employee's Name
Matthew Corrigan

matthew.corrigan@marion.k12.fl.us

Position Title
Student Services Manager

Job Duties and Responsibilities

8th Grade Student Services Manager is responsible for working with our eighth students on their academics, social skills, and choices to move them towards graduation and beyond with a plan.

Leadership Team Member #9

Employee's Name
Justin Johnson

Justin.johnson@marion.k12.fl.us

Position Title
Student Services Manager/Athletic Director

Job Duties and Responsibilities

7th Grade Student Services Manager is responsible for working with our 7th grade students on their academics, social skills, and choices to move them towards graduation and beyond with a plan. Athletic Director is responsible for coordinating our scholar athletes and works directly with our coaches to assist our student athletes.

Leadership Team Member #10

Employee's Name
Nathaniel Smith

nathaniel.smith@marion.k12.fl.us

Position Title
Student Services Manager

Job Duties and Responsibilities

6th Grade Student Service Manager is responsible for working with our sixth grade students on their academics, social skills, and choices to move them towards graduation and beyond with a plan.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

Liberty Middle School utilizes data to assist in school improvement for all students including students with disabilities (ESE), ELL, and economically disadvantaged. This data is shared with faculty, staff, students, parents, families, and business partners. School Improvement Development is shared with faculty, during faculty professional development sessions and Early Release Days. Parents, families, students, and business partners are involved in the development and implementation of the School Improvement Plan at the SAC Meeting.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Liberty Middle School Administrators conduct classroom walkthroughs and collaborate on data to allow for improvement. School data is shared at our Friday Faculty Focus, professional development meetings twice per quarter to allow for transparency and shared responsibility to assist with continuous improvement. Teachers work with students on setting individualized goals at the beginning of the year while it is monitored throughout the year utilizing progress monitoring data. The School Advisory Council meetings include monthly information on the progress of the school through the State of the School address.

C. Demographic Data

2026-27 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**MIDDLE/JR. HIGH** **6-8**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	**76.1%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	**CSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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 **2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2025-26: B** **2024-25: B** **2023-24: C** **2022-23: C** **2021-22: C**

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	
School Enrollment							380	348	357	1,085
Absent 10% or more school days							33	38	33	104
One or more suspensions							112	118	114	344
Course failure in English Language Arts (ELA)							24	3	6	33
Course failure in Math							8	6	12	26
Level 1 on statewide ELA assessment							80	54	67	201
Level 1 on statewide Math assessment							75	72	35	182
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Current Year 2026-27

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							98	3	3	104

Current Year 2026-27

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							3	6	15	24
Students retained two or more times							0	0	2	2

Prior Year (2025-26) As Last 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	
School Enrollment							371	350	424	1,145
Absent 10% or more school days							114	120	139	373
One or more suspensions							17	24	47	88
Course failure in English Language Arts (ELA)							12	16	21	49
Course failure in Math							14	18	7	39
Level 1 on statewide ELA assessment							58	64	114	236
Level 1 on statewide Math assessment							70	73	92	235
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) As Last Reported (pre-populated)

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							22	37	50	109

Prior Year (2025-26) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							1	3	49	53
Students retained two or more times									2	2

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2025-26 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	61	54	62	55	51	58	47	45	53
Grade 3 ELA Achievement			19			27			21
ELA Learning Gains	61	57	61	58	56	59	54	52	56
ELA Lowest 25th Percentile	51	50	53	48	49	52	49	48	50
Math Achievement*	60	56	65	55	54	63	52	52	60
Math Learning Gains	59	59	62	53	57	62	56	57	62
Math Lowest 25th Percentile	57	53	57	54	53	57	54	60	60
Science Achievement	54	48	57	47	42	54	46	40	51
Social Studies Achievement*	76	68	77	70	68	73	71	57	70
Graduation Rate									
Middle School Acceleration	83	76	82	72	75	77	70	70	74
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					52	53		54	49

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	562
Total Components for the FPPI	9
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	**2024-25**	**2023-24**	**2022-23**	**2021-22**	**2020-21****	**2019-20***
62%	57%	58%	55%	45%	45%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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%
Students With Disabilities	38%	Yes	7	
English Language Learners	55%	No		
Asian Students	86%	No		
Black/African American Students	58%	No		
Hispanic Students	61%	No		
Multiracial Students	63%	No		
White Students	64%	No		
Economically Disadvantaged Students	56%	No		

D. 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.

2025-26 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	61%		61%	51%	60%	59%	57%	54%	76%	83%			
Students With Disabilities	27%		48%	39%	31%	48%	40%	26%	42%				
English Language Learners	50%		57%	48%	46%	55%	55%	40%	69%	74%			
Asian Students	82%		79%		90%	81%		76%	100%	95%			
Black/African American Students	55%		56%	43%	50%	54%	61%	42%	75%	82%			
Hispanic Students	58%		62%	54%	58%	60%	56%	48%	72%	77%			
Multiracial Students	68%		61%	53%	60%	50%	50%	64%	85%	80%			
White Students	64%		59%	46%	65%	59%	56%	65%	73%	90%			
Economically Disadvantaged Students	54%		59%	46%	51%	57%	53%	39%	72%	73%			

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	55%		58%	48%	55%	53%	54%	47%	70%	72%			61%
Students With Disabilities	26%		44%	39%	22%	50%	49%	11%	42%				
English Language Learners	35%		49%	40%	42%	51%	48%	19%	53%	42%			61%
Asian Students	71%		57%		77%	63%		60%	76%	76%			
Black/African American Students	47%		57%	56%	41%	55%	56%	31%	62%	53%			
Hispanic Students	52%		57%	46%	56%	54%	53%	45%	65%	75%			61%
Multiracial Students	53%		57%	58%	58%	50%	38%	48%	79%	65%			
White Students	65%		62%	48%	61%	49%	52%	61%	82%	76%			
Economically Disadvantaged Students	50%		57%	50%	47%	51%	55%	39%	63%	63%			

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	47%		54%	49%	52%	56%	54%	46%	71%	70%			77%
Students With Disabilities	12%		37%	40%	14%	47%	51%	14%	33%				
English Language Learners	29%		50%	47%	34%	48%	53%	13%	49%	42%			77%
Asian Students	62%		64%		68%	62%		65%	73%	79%			
Black/African American Students	38%		53%	54%	38%	54%	53%	33%	65%	62%			
Hispanic Students	43%		50%	43%	50%	55%	49%	40%	67%	68%			74%
Multiracial Students	48%		48%	44%	54%	44%		47%	87%	70%			
White Students	55%		58%	57%	61%	60%	66%	57%	75%	72%			
Economically Disadvantaged Students	38%		50%	50%	43%	53%	51%	36%	65%	61%			55%

E. 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.

		2025-26 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	57%	51%	6%	62%	-5%
ELA	7	61%	53%	8%	62%	-1%
ELA	8	60%	54%	6%	60%	0%
Math	6	49%	47%	2%	60%	-11%
Math	7	24%	43%	-19%	53%	-29%
Math	8	70%	54%	16%	61%	9%
Science	8	53%	47%	6%	52%	1%
Civics	7	74%	68%	6%	77%	-3%
Algebra	7	100%	96%	4%	96%	4%
Algebra	8	79%	81%	-2%	84%	-5%
Geometry	8	96%	92%	4%	95%	1%
Civics	8	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				
Biology	8	** data suppressed due to fewer than 10 students or all tested students scoring the same.*				

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Liberty Middle School's largest area of improvement in 25-26 was in acceleration, moving from 72% in 2025 to 83% in 2026. We had a school-wide focus where we targeted students to ensure they were exposed to hands-on, rigorous curriculum that provided non-traditional pathways.

Lowest Performance

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

7th Grade math had the lowest performance with 24% proficiency. This is 29% lower than the state and 19% lower than the district. 7th grade is when student that scored a level 3 on the 6th-grade test go into Algebra, while the other whom were below a level 3 take 7th-grade math. We attempted to bridge the learning gaps for the 7th-grade students; however, we need to improve standard, task, and learning alignment and provide additional support to these struggling students.

Greatest Decline

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

We had no area of decline. All categories showed improvement.

Greatest Gap

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 compared to the state average is 7th grade math achievement. Liberty Middle's average score was 225, and the state average score was 235. The overall achievement for 7th grade math was 25%, and the state average was 53%. This has been a steady trend over the last few years and the main factor is that the most accelerated students in 7th grade are being moved into Algebra 1, and the next cohort of high-achieving students is being scheduled into accelerated math, where they take the 8th grade math test. So over 60% of our 7th graders, who are the highest-achieving students, are taking a test that does not factor into the 7th grade scores.

EWS Areas of Concern

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

Attendance. 24% of the students at Liberty Middle School are considered chronically absent. This means they miss more than 10% of the school days that they are enrolled. This has a direct correlation to students struggling academically and not showing growth in tested areas from year to year.

Highest Priorities

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

Improve SWD achievement in Math and ELA from 35% to 45%
Improve the overall rate of chronically absent students from 24% to less than 20%.

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Analysis of state assessment data indicates a need to build lessons that are more closely aligned to the rigor of the standards in the core content areas of ELA and Math. The percentage of nonproficient students in grades 6-8 in ELA was 41%, and the percentage of nonproficient students in math for grades 6-8 was 43%. Observational data indicate the need for assistance in understanding the depth of the BEST standards, strategies for engagement, and use of collaborative structures to increase student achievement.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

If lessons more closely and consistently aligned to the rigor of the standards in the core content areas of ELA and math, then Liberty Middle School will raise student proficiency in ELA from 59% to 64% and Math from 57% to 62% as measured by the third FAST Progress Monitoring Assessment (PMA) administered by the State of Florida in the Spring of 2027 and the 3rd District Progress Monitoring Assessment administered (DPMA) by Marion County Public Schools in the Spring of 2027

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

FAST state Progress monitoring and more frequent benchmark assessment data from assessments administered in the fall and winter will be checkpoints utilized to monitor student performance. Leadership team walkthroughs will foster continuous monitoring of classroom instruction, and feedback will be provided to teachers on an ongoing basis. Collaborative planning lessons facilitated by members of the leadership team and grade-level instructional leads focused on student data, task alignment, and standard-focused instruction will occur during common planning time before school. Data chats with students and all teachers on intervention data/progress for Reading and Math will

occur at regular intervals as dictated by the individual program. These reports will be available to all parents and will also be reviewed at our family engagement nights.

Person responsible for monitoring outcome
Terrell Davis- Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Create a schedule based on teacher tiered levels for classroom walkthroughs and teacher coaching support. After creation, the process will need to be implemented with fidelity of regular walks taking place weekly and tracked through the classroom walkthrough data collection tool. Feedback must be provided to teachers to continuously improve. The data will be reviewed monthly to determine teacher growth and next steps.

Rationale:
Develop and implement a professional learning plan to provide teachers different pedagogical strategies focused achievement level descriptors, standards and other resources for planning, task alignment and developing assessments. By providing this ongoing training, teachers will develop the tools needed to engage students in rigorous tasks that will best prepare them for state testing.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:
Direct instruction, as defined by John Hattie, will be the evidence-based strategy used for ELA and Math. The focus will be on guided and independent practice that is aligned with the rigor of the standard and is provided by state-adopted resources. The communication of expectations by the teachers verbally and with the use of the standard-focused board will provide the purpose for the learning in the classrooms. Teachers will collaboratively plan using BEST standard-based resources to develop BEST standards-aligned formative assessments. Teachers will plan these formative assessments and task-aligned lessons during collaborative planning.

Rationale:
Direct instruction has a .59 positive effect on student achievement according to John Hattie's research. Setting the purpose for the lesson and providing students with rigorous and relevant tasks will positively impact student achievement. Additionally, research indicates that both formative assessment and collaborative planning are high impact processes that result in student learning. Teachers will utilize research-based strategies from the school provided professional development to craft standards-aligned formative assessments. Research also shows that planned, explicit, and rigorous tier 1 instruction, along with task alignment, increases student learning in the classroom.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Data Analysis

Person Monitoring:
Terrell Davis-Principal

By When/Frequency:
Ongoing/monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Admin team will sit meet with the teachers to review student performance data and identifying benchmarks that are areas for growth. Admin will conduct weekly walkthroughs to ensure teachers are utilizing Tactful Tuesdays to remediate prior benchmarks to bridge gaps in student learning

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

We will focus on our students with disabilities because we are still under the 41% threshold for student performance. We will fully hire and staff paras in our ESE classrooms who are expected to work directly with students in a small group setting for all classes. Our inclusion teachers will be expected and scheduled into classes to support students in the gen ed setting. This was identified as an area of focus because of the low performance over the last 6 years.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Over the last 6 years, our SWD population has largely underperformed. In 2017-2018, their overall achievement was 35%. In 2018-2019, the overall achievement was 37%. In 2021-2022, the overall achievement was 23%. In 2022-2023, the overall achievement was 16%. In 2023-2024, the overall achievement level was back up to 30%. In 2024-2025, the overall achievement rose to 35%. If Liberty Middle School provides ongoing professional learning to support the teachers in knowing their benchmarks and collaboratively planning to the depth of the benchmark, then the students will increase in proficiency in **ELA (48% to 58%), Math (31% to 41%), Civics (42% to 52%), and Science (26% to 36%).**

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Liberty Middle School will monitor progress towards the desired outcome through regular classroom walkthroughs by the leadership team, utilizing a classroom walkthrough data collection tool to drive differentiated professional development and coaching for teachers, and holding weekly collaborative planning sessions that are grade-level and subject-specific, with a focus on defining the standard and how to assess the standard. The leadership team and teachers will review common classroom, district, and state assessment data through data meetings to review student growth and focus on areas of needed remediation. This will allow the team to identify specific benchmarks and students where the inclusion teacher or para can then go back and remediate throughout the year.

Person responsible for monitoring outcome

Robert MacMillan- Asst. Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Through re-examining IEPs from the admin team, ESE team, and ESE specialist, we will ensure all students are scheduled appropriately and receiving the services they need. We are continuously reevaluating reading and math intervention steps and incorporating universal design for learning (UDL) by utilizing small group instruction within the classroom through the teacher and the paras.

Rationale:

Research shows that students are best served when their services are aligned to their specific needs. Additionally, research has proven that all student engagement and incorporation of UDL are strongly correlated. By working with our ESE Specialist to determine appropriate levels of service, and working with our Assistant Principal for Curriculum to appropriately schedule students into proper ESE supported classrooms and/ or intensive interventions in ELA and math, we will be able to raise proficiency for this sub-group.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

We will be adding hours of extra instructional time for ELA and Math. Individualized instruction (.22 on Hattie's Index of Teaching & Learning Strategies) is based on the idea that each student has unique interests and past learning experiences, and an individualized program takes this into account. Tutoring allows for student flexibility and individualized differences. Tutoring normally has a small effect size, but one study claimed higher effects based upon the teacher adapting instruction to the needs of students and aligning to capability in addition to finding resources that were fitting. We will

offer additional instructional time to all students in the three underperforming subgroups, via after-school tutoring. We will hire ELA and Math certified teachers and high school tutors(volunteers) to assist and instruct students on a daily basis.

Rationale:
Based on FDOE standardized assessment scores, our ESSA Subgroups that are below the Federal Index (Students with Disabilities) need extra support in ELA and Math. Increasing instructional time will help students increase ELA and Math achievement. Our tutoring program allows students to receive smaller group instruction up to ten hours a week. Surveys of our parents state that Math is the subject that they feel least equipped to help them with. By placing a Math teacher in every tutoring session, we will guarantee that students are able to receive skill-specific tutoring, based on any deficiency noted through local assessments and FAST Progress Monitoring, as well by student grades. In addition, most sessions will have an ESE Certified Support Facilitator present to work directly with students.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
IEP compliance, accuracy and increasing instructional hours for students with disabilities.

Person Monitoring:
Robert MacMillian-APC

By When/Frequency:
Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Mr. MacMillan will meet with the ESE specialist and ESE team to review all students and their IEPs to ensure they are accurate and appropriate so students are scheduled correctly for the start of the school year.

Action Step #2
Data Analysis

Person Monitoring:
Terrell Davis- Principal

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Admin team will meet with and provide student data to the teachers from prior year and then after each progress monitoring opportunity. This will allow teachers to adjust their instruction to meet the needs of their students throughout the year. We will utilize small group remediation throughout the year to reteach standards that students perform low in. Admin will monitor this through weekly class walks.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

24% of Liberty Middle School students are considered chronically absent. This results in lost instructional time resulting in increased numbers of failed courses, retentions, and decreased student achievement.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

This can be measured and tracked through daily attendance rates, weekly reports of students who are missing school, identifying students when they miss 3 or more days of school in a 30-day period, and then tracking those students throughout the year. By May 2027, decrease the student absence rateS for 6th grade from 22% to 19%, 7th grade from 40% to 25%, and 8th grade from 36% to 25%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This will be monitored by Ms. Ramputi, the deans, the guidance counselors, and the social worker. By identifying these students and communicating with parents about the importance of being in school, we will reduce our percentage of chronically absent students.

Person responsible for monitoring outcome

Michelle Ramputi- Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

We will continue to utilize our PBIS system to identify and reward students for their good attendance. We will use our study teams to identify and track students to identify patterns. We will use our team to establish a check-in system with these students so they are held accountable for being in school. The team will also communicate with the families to develop plans for the students to get to school.

Rationale:

Accountability for students and parents will provide the substance for being in school. Parents will

receive calls when their student is absent via Apptegy. Students will have accountability checks with the leadership team so they know we are tracking their attendance. Students will not be allowed to participate in extra curricular activities if their attendance is concerning.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Set up monthly attendance response committee meetings focused on building partnerships and engagement with our families, plus increasing community support to get our families to school. This will include counselors, deans, social workers, attendance specialists, and family engagement

Person Monitoring:
Michelle Ramputi

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Weekly data report analyzation with the school counselors, family engagement liaison, and administrative team to focus on identify trends and students verging on being chronically absent and to provide interventions and supports for the student to attend school.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

We will utilize the school web page, parent engagement nights, SAC meetings, and faculty meetings to develop and monitor the SIP and its goals and share the information that comes from them. We will also use a new program, Apptegy, to disseminate information in other languages.
https://www.marionschools.net/lms

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

We will facilitate a collaborative working relationship with staff, students, parents, and the community. We will hold an orientation for all new students in August prior to school starting and an open house for all students and families to come on campus during the second week of school. We will also hold quarterly SAC meetings and invite all stakeholders to come and actively participate. Finally, we are planning parent engagement nights during the year to reach our students and families that fall into the focus areas of our SIP. We will host a high school informational session where we provide information on magnet programs and next steps for our 8th grade families. We will provide any resources in the community to help families. We will also provide student data and model how parents can support the education of their child from home. We will host a science and STEAM night where we focus on individual data from progress monitoring to provide the family and also recognize the project

submissions by our students. They will receive resources that the student can work on outside of school to improve their learning. https://www.marionschools.net/lms

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

Teacher planning will take place before school and it is expected that one day per week is used for PLCs where student data, benchmarks and future planning is discussed. Through accountability within the collaborative PLC's and data analysis, we will be able to identify students and target areas of weakness to then provide remediation opportunities to bridge the gaps within student learning. We will also provide an enrichment opportunity to students who are excelling in certain areas to push them and prepare them for future coursework. We will also use daily tutors in math courses to supplement student learning.

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

We will utilize Teen Safety Matters for our social and emotional curriculum. We will utilize our FANS sponsorship through the AG program, which will allow students to produce farm-to-table vegetables within the school to make sure our students have access to appropriate nutrition during the school day. We will use our SAVE promise Club to work with all students on campus to feel safe, wanted, and have a safe, reliable network to ask for help when in need.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Our guidance counselors, social worker, psychologist, deans and outside counseling services will provide specific counseling to students in need. We also have several community resources, such as Kut Different, that come in and provide mentoring to students in small groups or one-on-one fashion.

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

Our students will attend the middle school career expo that is facilitated through MCPS each year. We will host information nights for high schools around the county to come and speak to our students and parents about the next steps in education. We are also looking into having a college and career day on campus.

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Our tier 1 behavior plan will provide all staff with support and resources to engage all students and reduce the number of minor infractions. Student services will track students' attendance and discipline to identify early trends in order to put supports in place to help the student become more successful. We will have a strong Positive Behavior Support system in place to reward good decision-making and students who are making growth in their academics.

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

One day per week, teachers will work collaboratively in their subject area PLC's to develop common assessments, analyze student data, and plan for remediation/enrichment. We will utilize all early release days for PD that will be whole group and also differentiated for the needs of our staff. We will also meet monthly with our new teachers and mentors through the ITD program to ensure they have the resources and support they need for a successful year, which aligns with the district strategic plan of recruiting and retaining teachers.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

N/A

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI, or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

We will continue to use the Code, Read 180, and StudySync to support our Intensive Reading students, as each intervention program addresses prescribed deficiencies in student reading abilities. We will use Math 180 to address specific deficiencies in our nonproficient Math students and support direct instruction in both the core and Intensive Math classrooms for those students. Math teachers will have access to ALEKS as an online resource through the textbook to supplement their teaching and provide differentiated opportunities for all student needs. Our students will also use PENDA to participate in differentiated remediation and re-teaching of key Science concepts. Our Civics students will use the Gateway series of books to support their direct instruction in this course. All of these resources are provided through Federal, State, and District funds and will be available to all appropriate students.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Throughout the year, we will analyze student progress data and identify students who need more intensive interventions as well as tutoring services. We will change schedules as needed to accommodate these needs. Our tutoring program will start in October and target our students who have the most need for additional support in math. Data shows 7th grade math students and SWD will be directly impacted by this offering.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply. **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					**0.00**

LIBERTY MIDDLE SCHOOL
Parent and Family Engagement Plan (PFEP)

About Title I, Part A

Title I, Part A provides extra support to school districts and schools to help all students receive a high-quality education and meet Florida's academic standards. These resources may include additional teachers, ongoing staff training, extended learning time, family engagement activities, and other programs designed to improve student achievement.

Research shows that when parents and families are actively involved in their child's education, students are more likely to succeed in school, regardless of family income. Because of this, Title I requires schools that receive these funds to build strong partnerships with families and provide meaningful opportunities for them to be involved in their child's learning.

What is Parent and Family Engagement?

Title I, Part A defines parent and family engagement as the active involvement of parents and family members in their child's education. This includes regular, two-way, and meaningful communication between families and school staff that supports student learning and encourages participation in school activities.

This definition aligns with the Every Student Succeeds Act, which emphasizes the importance of strong partnerships between schools and families to help students succeed both academically and socially.

About the Parent and Family Engagement Plan

This plan explains how our school will create and improve opportunities for families to be involved in supporting student learning. It outlines the different ways we encourage family engagement and how parents and family members can help plan and take part in school activities and events.

We value the important role families play in student success. Our goal is to build a strong, equal partnership between home and school to support both student achievement and overall school improvement.

You can review the District's Title I Parent and Family Engagement Plan by clicking the link or by requesting a copy from the front office.

We value our families and believe that all children can learn and succeed when schools and families work together!

Principal Name:	TERRELL DAVIS
School Website:	https://lms.marionschools.net/
School Year:	2026-2027

1. Parent and Family Engagement Plan Goal

By implementing a variety of parent and family engagement events that provide parents with opportunities to understand and support strategies for improving student achievement in English Language Arts (ELA) and Math, we aim to increase ELA proficiency from 61% to 65% and Math proficiency from 60% to 65% through the development of strong family-school partnerships

2. Jointly Developed

Please describe how the school will:

- Involve parents and family members in the development of the school's Parent and Family Engagement Plan (for example, through input, feedback, or participation in meetings).
- Share the Parent and Family Engagement Plan with families and the local community, including how and where the plan will be accessible.
- Review and update the plan each year to reflect the needs of families and the school, including how feedback and data will be used to make improvements.
- Collect and submit parent comments to the district if families are not satisfied with the Title I Schoolwide Plan.
- Provide opportunities for family involvement, including regular meetings, parent-teacher conferences, volunteer opportunities, and reasonable access to school staff upon request.

The School Advisory Council (SAC) at Liberty Middle School will review the draft of the School Improvement Plan (SIP) and provide feedback from a stakeholder perspective. Through the SIP feedback, the SAC will also review the school's parent and family engagement plan and provide input on the best way to engage all families. In June 2025, the Administrative Team delved into the 2025-26 Parent Surveys and then this information was shared with the School Advisory Council at this April 2025 meeting to inform for future planning and decision-making. The Parent and Family Engagement Plan will be made accessible through multiple platforms, including the Liberty Middle School website, the Marion County Public Schools website, Canvas Parent pages, and in printed form at the school's Front Office and Guidance Office. Its availability will be publicized via social media, Apptegy announcements, and email notifications to ensure broad community awareness. To inform ongoing school improvement efforts, Liberty Middle School actively incorporates feedback gathered from parent conferences, comments, surveys, the School Advisory Council, Booster Clubs, and other Parent Councils. The school is committed to continuous review and refinement of both the Parent and Family Engagement Plan and the SIP. This process includes analysis of responses from the Annual District Family and Community Survey, quarterly SAC meetings, and other surveys distributed during parent and community engagement events. Meeting agendas, minutes, and survey results will be published on the Liberty Middle School website to maintain transparency and facilitate community involvement. Liberty Middle School strongly encourages parental engagement in students' academic and extracurricular lives.

Opportunities for involvement are provided through participation in the School Advisory Council, Booster Clubs, Parent Councils, and various engagement events. Parents are encouraged to volunteer, contingent upon the completion of the district's Volunteer Application process. Communication with staff is readily available through phone, email, in-person meetings, and virtual conferences. Opportunities for involvement are provided through participation in the School Advisory Council, Booster Clubs, Parent Councils, and various engagement events. Parents are encouraged to volunteer, contingent upon the completion of the district's Volunteer Application process. Communication with staff is readily available through phone, email, in-person meetings, and virtual conferences.

3. Annual Title I Meeting

Describe how the school will conduct an annual meeting (before November 1st) to inform parents of the requirements of Title I, the school's participation, and the parents' rights under Title I.

The Annual Title I Meeting will be held prior to the September Open House, providing an additional opportunity to engage families in their children's education and academic success. During this meeting, an overview of the Title I program will be presented, including its purpose, benefits, and requirements. This event will also initiate an ongoing dialogue about schoolwide participation in Title I initiatives and their direct connection to student achievement.

4. Communications

Please describe how the school will:

- Ensure the plan is written in a clear and consistent format, and how it will be provided in a language that families can understand, to the extent possible.
- Offer meetings at flexible times, such as morning and evening, to accommodate family schedules.
- Provide meetings in a variety of formats, including in-person, virtual, and individual options (such as conferences or home visits, when applicable).
- Maintain ongoing, two-way communication between families and school staff, and how communication will be provided in a language families can understand, to the extent possible.
- Monitor communication practices to ensure families receive timely responses from school staff.

Parents and families play an essential role in the development and review of our Parent and Family Engagement Plan (PFEP). We ensure the PFEP is written in a clear and understandable format, incorporating parent input throughout the process. To better serve our community, the plan is available in both English and Spanish.

Parent-teacher conferences are primarily held in the mornings but can be scheduled in the afternoons upon request. To accommodate diverse family needs, these conferences are available both in-person and virtually. We regularly survey families and seek feedback to determine the most convenient meeting times. Liberty continues to support family engagement by offering face-to-face, online, and recorded meetings. We maintain an active presence on social media and update our school website regularly to keep families informed. Our administration, leadership team, teachers, and staff remain accessible during school events and during both morning and afternoon duties to facilitate communication. We are proud to have bilingual staff members across various departments to help reduce language barriers and ensure inclusive communication. Effective two-way communication is a priority at Liberty Middle School. Teachers and staff are strongly encouraged to maintain regular contact with families throughout the school year to foster strong relationships and support student success.

5. Barriers

Please respond to the following questions.

- Will the school offer transportation services to help reduce barriers to parent and family engagement? If yes, please describe.
- Will the school offer childcare services to help reduce barriers to parent and family engagement? If yes, please describe.

The school will not offer transportation for parent and family engagement events due to the lack of funding. If funds come available, we would certainly try to address this. We could look at childcare or assistance with student volunteers. We do allow children as long as they do not disturb programs.

6. School-Parent Compact

Please describe how the school will:

- Partner with families to jointly develop the School-Parent Compact.
- Clearly define shared responsibilities within the School-Parent Compact, including how parents, school staff, and students will contribute to improving student academic achievement.
- Strengthen partnerships with families to support students in meeting challenging state academic standards.

Our Administration and our Leadership Team begins the development of the School-Parent Compact and then our staff is invited to review the document and provide suggestions for improvement. The compact is then shared with the School Advisory Council, as well as with parents and families, to gather meaningful input and feedback. Our school remains focused on student outcomes and long-term success. We continuously monitor and review the School-Parent Compact to ensure it supports clear and effective communication between home and school. Parents and families

are strongly encouraged to sign up for the Parent Portal and Canvas accounts, attend engagement events, and take an active role in their child's education. We know that effective communication is essential to helping students meet the demands of the State Academic Standards. We regularly share grades and progress monitoring data with students and families to keep everyone informed. In addition, we offer resources and opportunities to help families better understand academic expectations. Our communication efforts extend through a variety of channels, including Apptegy phone calls and emails, social media updates, parent and family engagement nights, and other outreach strategies. In addition, the Principal provides a weekly Sunday Night Reminder via Apptegy and email to keep our families engaged. These tools ensure that all families remain connected, informed, and empowered to support student achievement.

7. Coordination of Funds

Describe how the school will coordinate and connect its parent and family engagement efforts with other programs and resources. Include early childhood programs for elementary schools, college and career readiness resources for middle and high schools, parent resource centers, and any other relevant community or district programs.

Liberty Middle School is committed to college and career readiness, offering a wide range of resources to support students in planning for their futures. We host academic nights that feature Cambridge AICE, ELA and Math Test Prep for parents, and college and career fairs for students. Our counselors organize workshops during after school providing students exposure to future opportunities.

8. Building Capacity of Parents

Describe how the school will build parents' understanding of their child's education by providing:

- Explanations of the curriculum and instructional resources
- Individual student assessment results, along with support to help parents understand those results
- Information about the assessments used to measure student progress and state academic standards

Liberty will describe and explain the curriculum along with required assessments and resources at New Students' Orientation, Annual Title 1 Meeting, and School Website. We will also provide continuous updates through information at our various parent nights. Liberty will provide individual academic assessment results through State Reports which include interpretation of results. We provide a Parent Portal for all parents to check their student's progress. There is also a State Portal with progress monitoring data for ELA and Final Assessment data. We will provide an explanation of the various supports and opportunities provided at Liberty will be described and explained during the Title 1 Meeting along with ongoing academic-based family engagement events occurring throughout the school year. Apptegy phone, email, and

text messages will be sent out prior to parent events to provide parents with communication regarding options to help their children with their progress. Our weekly PRIDE Newsletter and other updates will provide up-to-date information for our parents and families.

9. Parent and Family Engagement Events

Please list a minimum of 4 parent and family engagement events that are planned for the 2026-27 school year. Note that 2 of these will require compliance documentation to be submitted (sign-in sheets, presentation or handouts

Title	Purpose	Quarter Date/Time
6th Grade and New Student Orientation	To provide all parents, students, and families to attend an event designed to provide important information and resources to help set our school community up for success in the 2026-27 school year. During the event, we will share valuable details about academic expectations, school programs, and available support services. Title I information and resources will also be presented to ensure every family is informed and empowered. In addition, families will have the opportunity to tour the campus, meet staff, and become familiar with the school environment	**Quarter 1** August 6, 2026 1:30-4:30p
Open House/ Annual Title I Meeting	Provide an opportunity for families to understand the concepts and skills needed to meet each grade level's expectations. Families will understand how to access Florida's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards. To support parents and families in learning more about their child's classes and the upcoming school year. Parents and families will experience a modified typical school day with their child. During this event, we will run a modified bell schedule that allows parents and families to follow their child's class routine, meet teachers, and gain insight into daily expectations and learning experiences. This interactive experience is designed to strengthen the home-school	**Quarter 1** September 16, 2026 5:00p-7:30p
Math Night	To support parents and families of students who have not achieved proficiency on their Math testing requirements. The staff will meet with them to discuss strategies and resources for meeting this requirement.	October/November

ELA Night	To assist parents and families of students, who have not achieved proficiency on their ELA testing requirements. The staff will meet with them to discuss strategies and resources for meeting this requirement.	November/December
ESE Parent Night	To provide parents and families of ESE students with the opportunity to meet with their teachers and support facilitators, along with the ESE Specialist, to provide information, resources, and strategies to assist in student success.	November 2026
Magnet Open House	To provide parents and families with information regarding our Magnet Programs offered at Liberty. Parents and families will be provided with interactive sessions to communicate with current teachers and students.	January 2027

Note: The activities listed may be updated after publishing.

10. Building Capacity of School Staff

Describe how the school will build staff capacity, with input from parents, to:

- Value and include parent contributions in the school community
- Effectively communicate and work with parents as equal partners
- Implement and coordinate strong parent and family engagement activities
- Ensure information is accessible and understandable for all families and, when possible, in a language parents can understand
- Respond to parent needs and requests for engagement opportunities

Liberty will provide training at the beginning of the school year during pre-planning on effective parent/teacher conferences, effective two-way communication, along with importance of timely communication. We continuously ask for parent feedback on their needs. We also share the parent survey results with the faculty and staff. We will continue to provide Professional Development on Parent and Family relationships. We use previous conversations along with survey results to work on continuous improvement. Parents and families will be provided with various types of communication, including Apptegy calls and emails, the school website, social media, and the school newsletter. Liberty teacher and support personnel will be trained during Pre-Planning and periodically during the year at staff meetings. All staff will be trained on being shared partners throughout the sessions. We use previous conversations along with survey results to continually improve. Liberty Middle School will utilize the School Advisory Council, our Boosters, and various other parent groups to determine innovative ways to get parents and families more involved in their students' success. Liberty will provide information in various languages so that all parents can understand and participate. We will also look for opportunities to provide a safe and

welcoming environment for parents and families who may not have had good experiences with schools in the past. We will try to match parent and family demographics with staff to reduce barriers. We will demonstrate strategies and resources during parent and family events to reduce barriers.

School Advisory Council (SAC) Interest Form

Liberty Middle School

2026-27

The School Advisory Council (SAC) is a team of parents, school staff, and community members who work together to support student success and school improvement. The council helps review school data, provides input on plans and goals, and encourages strong communication between the school and families. SAC members share ideas, give feedback, and help make decisions that improve the learning environment for all students.

Role Interest

Please select all that apply:

☐Parent/Guardian
☐School Staff
☐Community Member
☐Business Partner

Contact Information

Name:

Student's Name (if applicable):

Student's Grade Level (if applicable):

Address:

Phone Number:

Email Address:

What is your preferred method of contact?

☐Phone Call
☐Text Message
☐Email

Parent and Family Engagement Plan Feedback Form

Thank you for taking a few minutes to provide feedback on our Parent and Family Engagement Plan (PFEP). Your input helps us better understand how well our school is supporting families and where we can improve. We value your ideas and experiences and will use your feedback to strengthen communication, involvement opportunities, and support for student success. Please write any comments in the space provided below and submit this form to the school's main office.

Name: _____

Phone Number:_____

Email Address: _____

Comments:

_____

_____

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