

Liberty High School



Continuous School Improvement Plan 2021-2022

LIBERTY HIGH SCHOOL

Mr. Justin Tucker

Vision	The vision of Liberty High School is to promote significant relationships and provide a rigorous and relevant curriculum that meets the needs of our students and our community.
Mission	To focus on relationships, academics, community, and wellness every day.
Federal Accountability (ESSA)	Fully Accredited
State Accountability (VDOE)	Fully Accredited - VDOE School Quality Profile
<u>SMART Goal Statement 1:</u>	<p>All students will achieve a pass rate of at least 70% on math standards of learning (SOL) assessments, and the following achievement groups will reduce their failure rate by at least 10%: black (reduce from 51% failure to 46% failure), economically disadvantaged (reduce from 46% failure to 41% failure), students with disabilities (reduce from 58% failure to 42% failure).</p> <p>The English, Science, and Social Studies departments will achieve an overall pass rate of at least 75, 70, and 70%, respectively, on SOL exams and Academic Achievement groups in each subject will maintain a level 1 status.</p>
<u>SMART Goal Statement 2:</u>	Reduce the dropout rate to 4% or lower by the end of the 2021-2022 school year.
<u>SMART Goal Statement 3:</u>	Increase the number of students who remain actively engaged in on-campus programs by reducing the chronic absenteeism rate to less than 9% and the average number of office discipline referrals per month to less than 85%.

LIBERTY HIGH SCHOOL LEADERSHIP TEAM

Name	Position
Justin Tucker	Principal
Ernie Sawyer	Assistant Principal
Dawn Verhoeff	Assistant Principal / Designee
Lori Mattson	Athletics & Activities Director
Holly Causby-Shumate	Director of School Counseling
Krissy Alphin	Science Department Chair
Spencer Blankenship	Career & Technical Education Teacher
David Harlow	Instructional Technology Coach
Julie Lundgren	Career & Technical Education Teacher
Allison May	Mathematics Department Chair
Nick McGuire	Special Education Teacher / OARS Representative
Jessica Nash	Social Studies Department Chair
Will Satterwhite	Fine Arts Department Chair
Sydney Schatz	Library Media Specialist
Alicia Schneider	Health & Physical Education Department Chair
Eric Seckman	Special Education Teacher
Matthew Uselton	English Teacher / Canvas Lead
Jeanne Willis	Career & Technical Education Department Chair
Kris Wingfield	English & World Languages Department Chair
Brian Witt	Special Education Department Chair

Goal I: SOL Achievement

GOAL #1: SOL ACHIEVEMENT

All students will achieve a pass rate of at least 70% on math standards of learning (SOL) assessments, and the following achievement groups will reduce their failure rate by at least 10%: black (reduce from 51% failure to 46% failure), economically disadvantaged (reduce from 46% failure to 41% failure), students with disabilities (reduce from 58% failure to 42% failure).

The English, Science, and Social Studies departments will achieve an overall pass rate of at least 75, 70, and 70%, respectively, on SOL exams and achievement groups in each subject will maintain a level one status.

ACTION PLAN

Strategy:

Teachers will plan and deliver instruction that is aligned with the content and cognitive level according to the Standards of Learning and Curriculum Framework.

Focus Area	Action Steps	Responsible for Implementation & Monitoring	Timeframe	Evidence of Progress and Completion
All students	To address concerns with learning loss during the COVID-19 pandemic, the bell schedule will be restructured as an 8-period day with all classes taking place daily rather than every other day. Under the former bell schedule structure, students only had math class two or three days per week.	Principal Assistant Principals Counseling Director	June-August 2021	Master Schedule Bell Schedule
All students	Special Education Teachers and Paraprofessionals with proven strengths in math will be strategically scheduled to support math classes. Moreover, in Algebra 1, collaborative sections will be scheduled concurrently so three to five adults can serve two sections. This will allow for the smallest possible groups for math instruction.	Principal Assistant Principal Counseling Director	June-August 2021	Master Schedule Bell Schedule
Students with disabilities	All teachers and paraprofessionals working in a collaborative class will receive guidance on Expectations for Staff Working with Students with Disabilities. Special Education Teachers will create an IEP At a Glance form designed to provide an overview of a student's Individualized Education Plan (IEP). A particular focus will be given to data collection towards IEP goals to monitor progress of students with disabilities.	Assistant Principal SPED Teachers	August 13, 2021	LHS Faculty & Staff Handbook Completed IEP At a Glance forms.

All students	<p>Written guidance related to effective instructional planning will be provided to all staff.</p> <p>All teachers will view a presentation on instructional priorities for the 2021-2022 school year. Specific emphasis will be given to instructional planning, data analysis, and remediation planning.</p> <p>Instructional Plans will be reviewed weekly for alignment, differentiation, and pacing.</p>	Principal Assistant Principals	August 9, 2021 September 27, 2021	LHS Faculty & Staff Handbook Instructional Priorities Presentation Weekly Instructional Plan Tracker
All students in math classes	<p>Math teachers will engage in common planning days by content area at least once each quarter. During this time, content teams will:</p> <ul style="list-style-type: none"> • Create quarterly benchmarks and common assessments. • Update data trackers monitoring student assessment data • Analyze benchmark data to determine remedial plans for the quarter. • Monitor alignment of assessments with the curriculum established by the VDOE. • Create instructional strategies designed to meet the needs of learners. 	Principal Assistant Principal Math Teachers	October 8, 2021 (Q1) November 12, 2021 (Q2) January 25, 2022 (Q3) March 14, 2022 (Q4)	Created benchmarks and common assessments Updated data trackers Updated Achievement Analysis & Instructional Planning Forms
All students in math classes	<p>At a minimum, the math department will meet monthly to discuss department data and goals, and then divide into content teams to discuss the following prompts:</p> <ul style="list-style-type: none"> • What's next? As a team, examine the pacing guide, curriculum framework, and current content team data. What content will be covered in the near future, and which previously covered content needs to be addressed again? • What does our data show? As a team, discuss assessment data and how it will inform instruction. All members of the content team are expected to contribute data, ideas, and resources. As a team, 	Principal Assistant Principal Math Teachers	Ongoing Monthly	Department Meeting Agendas and Minutes

	<p>develop plans for targeting instruction based on identified strengths and weaknesses within the data.</p> <ul style="list-style-type: none"> What common strategies can we develop to support each other in increasing student achievement rates? 			
<p>All students in math classes</p> <p>Students with disabilities</p>	<p>Algebra I and Geometry teachers will give common assessments. Algebra I teachers will collaborate with one another, and with a special education teacher and paraprofessional to divide remediation duties and provide targeted remediation to identified students.</p> <p>When possible, the Algebra Readiness tutor will also provide push-in remediation. Assessments will come from recently created VDOE resources designed to help with Algebra Readiness.</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Math Teachers</p>	<p>October 15, 2021 - deadline to begin implementing common assessments</p> <p>Ongoing - utilization of common assessments and remediation by the Algebra Readiness tutor.</p>	<p>Common summative assessment scores will be recorded in the department data tracker and analyzed during daily and quarterly common planning.</p> <p>Students will be constantly re-grouped based on achievement data, which will be monitored through instructional plans and classroom observations.</p>
All students	Core content teachers will use MasteryConnect to administer assessments. MasteryConnect will ensure alignment to the standards in terms of content and rigor.	<p>Principal</p> <p>Assistant Principals</p> <p>Math Teachers</p> <p>MasteryConnect Leads</p> <p>Instructional Technology Coach</p>	<p>October 28, 2021</p> <p>Ongoing</p>	MasteryConnect Faculty Training provided on October 8, 2021.
All students in math classes	Algebra I teachers will collaborate to develop and provide uniform virtual instruction using Canvas. This instruction will be made available to all students, but is primarily designed to ensure that students who are quarantined or in alternative placements remain engaged in learning.	<p>Principal</p> <p>Assistant Principal</p> <p>Math Teachers</p>	Ongoing	Canvas modules, pages, and assignments
All students in math classes	Math teachers will utilize VDOE Just In Time Quick Checks as ongoing formative assessments.	<p>Principal</p> <p>Assistant Principal</p> <p>Math Teachers</p>	<p>October 8, 2021 - deadline to view Just In Time Quick Check Training Video</p> <p>Ongoing</p>	Utilization of Just In Time Quick Checks will be monitored through classroom observations.

All students in math classes	All released Math SOL questions will be loaded into Quizizz, an online assessment platform, to be used for ongoing formative assessment.	Assistant Principal Math Teachers	Ongoing	Utilization of released SOL test questions will be monitored through classroom observations.
All students in math classes	All Math teachers participated in division level training on how to utilize DESMOS calculators in the classroom.	BCPS Math Supervisor Math Teachers	September 20, 2019	Utilization of the DESMOS calculator will be monitored through ongoing math classroom observations and review of instructional plans.
All students in math classes	The Bedford County Public Schools Supervisor of Math will provide ongoing professional learning opportunities for math teachers.	Principal Assistant Principal BCPS Math Supervisor	October 8, 2021 Math Quick Check Video	Math Quick Check Video Checkoff Utilization of learned strategies will be monitored through classroom observations.
All students	School administrators will conduct joint observations to increase interrater reliability of teacher observations.	Principal Assistant Principals	Ongoing	Completed teacher observations.
All students	In an effort to improve the quality of teacher feedback and increase interrater reliability, members of the BCPS Instruction Team will conduct joint observations with LHS School Administrators to provide additional content area and instructional expertise.	Principal Assistant Principals BCPS Instruction Team	Ongoing	Completed teacher observations.
Strategy: Teachers will identify students in need of remediation, monitor progress throughout the school year, and differentiate instruction to meet student learning needs.				
Focus Area	Action Steps	Responsible for Implementation & Monitoring	Timeframe	Evidence of Progress and Completion
All students in Algebra I, Geometry, AFDA, Algebra II, and English	All students in Algebra I, Geometry, AFDA, Algebra II, and English will take the NWEA MAP Growth Assessment near the beginning, middle, and end of the school year. Data from this assessment will be used to plan for remedial instruction.	Principal Assistant Principal Department Chairs	October 1-14, 2021 December 13-17, 2021 March 7-18, 2022 April 18-May 27, 2022	MAP Assessment Results
All students in Algebra I, Geometry, AFDA, Algebra II,	All students in Algebra I, Geometry, AFDA, Algebra II, and English will take a division created quarterly benchmark near the end of the first semester and middle of the second semester. Data from this assessment will	Principal Assistant Principal	October 1-14, 2021 December 13-17, 2021 March 7-18, 2022 April 18-May 27, 2022	Benchmark Assessment Results

and English	be used to plan for remedial instruction.	Department Chairs		
All students in math classes	<p>Math teachers will create data trackers to monitor summative and quarterly student achievement data. This will be shared with all math teachers, with a particular focus on those teaching Algebra I. Teachers will develop remediation plans for the department and for individual classrooms.</p> <p>Data trackers will be reviewed during each post-observation conference, and through monthly data tracker reviews. During monthly reviews, the number and type of assessments will be examined, along with the percentage of students at each level of mastery.</p>	<p>Principal</p> <p>Assistant Principal</p> <p>Math Teachers</p>	<p>October 22, 2021</p> <p>January 25, 2022</p> <p>March 14, 2022</p>	<p>Updated data trackers</p> <p>Data trackers will be reviewed during each post-observation conference with math teachers.</p> <p>Monthly Data Tracker Review Sheet</p>
All students Students with disabilities African-american students	<p>Each teacher at LHS will complete an Achievement Analysis and Instructional Planning Form. This form will assist teachers in analyzing data and crafting targeted instruction based on academic achievement. All teachers will use this form to guide annual goal-setting for student progress. Given historically low achievement among students with disabilities and african-american students at LHS, all teachers will specifically identify these students within their forms to ensure that all students are targeted for appropriate instruction based on data.</p> <p>Each will maintain the following goal or one similar to it (depending on the uniqueness of each subject area):</p> <ul style="list-style-type: none"> • 100% of meet/exceed students must continue to pass at the end of the year. • 75% of developing students must show enough growth to move to meet/exceed at the end of the year • 50% of emerging students must show enough growth to move to develop at the end of the year. 	<p>Principal</p> <p>Assistant Principals</p>	<p>October 15, 2021</p> <p>January 28, 2022</p> <p>March 18, 2022</p> <p>May 20, 2022</p>	<p>Initial Achievement Analysis and Instructional Planning Forms (Q1)</p> <p>Initial Achievement Analysis and Instructional Planning Forms with mid-year reflection and planning (Q2)</p> <p>Initial Achievement Analysis and Instructional Planning Forms (Q3)</p> <p>Initial Achievement Analysis and Instructional Planning Forms with end of year reflection (Q4)</p> <p>These forms will be reviewed and approved as part of the annual goal process, and during post-observation conferences.</p>
All students	<p>The Math department will create a remediation plan that includes a combination of a math remediation specialist and math teachers. Algebra readiness funds will be provided along with local remediation funds.</p> <p>Overall, a Remediation Plan will be developed according</p>	<p>Principal</p> <p>Assistant Principals</p> <p>Math Teachers</p>	<p>October 15, 2021</p> <p>Ongoing daily starting October 18, 2021.</p>	<p>The Algebra Readiness Initiative Report will track ongoing data</p> <p>Department Data Trackers</p> <p>Remediation Funding Trackers</p>

	<p>to the following model: Remediation at LHS will provide small groups during class, mostly push-in, and occasionally pull-out remediation during the school day.</p> <p>Departments will work with the remediation specialist to share data trackers, assessment data, and lesson plans. Departments will also adjust the specialist schedule on a quarterly basis to provide remediation in classrooms of greatest need.</p>	<p>Testing Coordinator</p> <p>Math Tutor</p>		
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Goal II: Dropout Rate

GOAL #2: DROPOUT RATE

Reduce the dropout rate to at least 4% by the end of the 2021-2022 school year.

ACTION PLAN

Strategy: Establish a team responsible for identifying, monitoring, and supporting seniors who are not on track to graduate on time. Over time, replicate this model across each grade level so all cohorts are followed by a knowledgeable team throughout their high school careers.

Focus on the strategies outlined in Goal III to improve student attendance, engagement, and academic achievement.

Focus Area	Action Steps	Responsible for Implementation & Monitoring	Timeframe	Evidence of Progress and Completion
Seniors	Establish and financially support a Graduation Coordinator position. The Graduation Coordinator will plan and train staff/students on graduation procedures, monitor student graduation progress by leading monitoring meetings with counselors on a weekly basis, and coordinate with at risk counselor to support	Principal Assistant Principal Graduation Coordinator	November 1, 2021	At Risk Senior List Graduation Coordinator Meeting Minutes
Juniors and Seniors	Establish and financially support an At Risk Counselor position. The At Risk Counselor will meet with Juniors and Seniors and communicate with families identified as at-risk for graduation, identify resources available to support students, and serve as a liaison between staff and students/families to assist these students. The At Risk Counselor will coordinate with the graduation coordinator to support students.	Principal Assistant Principal At Risk Coordinator	November 1, 2021	At Risk Senior List Graduation Coordinator Meeting Minutes

All students in need of remediation	Establish and financially support a Remediation Coordinator position. The Remediation Coordinator will coordinate with department chairs to identify sources of data collection to identify and monitor student achievement. determine which assessments will be given and the frequency of the assessments, and collect data with an emphasis on achievement groups, so the school leadership team can monitor progress throughout the school year. The remediation coordinator will also disseminate data to departments so that instructional practices can be informed by the data, monitor progress of students who require remediation and communicate with department chairs about individual student progress. Finally, the remediation coordinator will coordinate with department chairs to create a remediation schedule for each department utilizing remediation specialists to implement remediation strategies.	Principal Remediation Coordinator Testing Coordinator Counseling Director	September 13, 2021	Remediation lists SOL tester lists Department data trackers
Seniors	School Counselors will conduct individual meetings with every senior to discuss graduation requirements and post-secondary planning. During these meetings, a graduation requirement form will be completed. All students and parents will receive a copy of this form and an unofficial copy of the student transcript.	Counseling Director Counselors	September 2021	
	A website will be created and shared with all senior student and parents to disseminate critical graduation information, graduation progress/requirement information, scholarship information, and information related to remediation and tutoring opportunities. website	Counseling Director Counselors At Risk Counselor Graduation Coordinator	September 2021	

Goal III: Alternative Learning & On-Campus Engagement

GOAL #3: ALTERNATIVE LEARNING & ON-CAMPUS ENGAGEMENT

Increase the number of students who remain actively engaged in on-campus programs by reducing the chronic absenteeism rate to less than 9% and the average number of office discipline referrals per month to less than 85%.

ACTION PLAN

Strategy:

Create focus and prioritization among leaders, staff, and students as the school returns to more traditional structures following the COVID-19 restructuring.

Increase mutual investment and accountability among all stakeholders in the following areas: physical and mental wellness for students, mental wellness for staff, student attendance, career and workplace readiness, and overall learning environment.

Focus Area	Action Steps	Responsible for Implementation & Monitoring	Timeframe	Evidence of Progress and Completion
All students	Work with the leadership team and student leaders to examine historical practices in the areas of: physical and mental wellness for students, mental wellness for staff, student attendance, career and workplace readiness, and overall learning environment.	Principal	Ongoing	
All students	Work with the leadership team and entire faculty to identify initial priorities to ensure a smooth opening of school.	Principal Assistant Principals Counseling Director	August 4-10, 2021	Opening of School Checklist for Staff Opening of School Faculty & Staff Meetings Instructional Priorities Update Presentation
All staff	Continue designating a staff member as the "Wellness Champion," but increase the responsibilities of this role to include more robust initiatives aimed at improving staff wellness.	Principal Assistant Principal Wellness Champion	Wellness Champion established in September 2021 Ongoing	Wellness Champion communications to staff
All staff All students	Begin the process of establishing staff wellness spaces to model effective de-escalation spaces and strategies for staff while also providing a place to increase staff wellness.	Principal Assistant Principals Counseling Director	July-August 2021, delayed to January 2022	Wellness Space Item Lists Wellness Space Design Plans
All students	Maintain an active Mental Health Support Team (MHST). The MHST will meet bi-monthly to receive, review, and monitor mental health referrals. This collaborative team will ensure appropriate provision of mental health services both in and outside of	Principal Counseling Director School Psychologist	September 24, 2021 Ongoing	MHST Meeting Minutes

	school.			
All staff All students	Integrate the expertise of the MHST into leadership, faculty, and department meetings to model effective classroom practices and support overall staff wellness.	Principal Counseling Director School Psychologist	Ongoing	Meeting Minutes
Students requiring mental health support services	Implement and maintain on-campus mental health services through Therapeutic Day Treatment and Outpatient Therapy providers.	Principal Counseling Director	Ongoing	United Support Services will provide Therapeutic Day Treatment services. Horizon Behavioral Health will provide on-campus outpatient therapy at least two days per week.
Students requiring mental health support services	Increase access to on-campus mental health services by streamlining case management with outside providers.	Principal Counseling Director	Ongoing	Horizon Behavioral Health will assign a Case Manager to be on-campus at least two days per week. All LHS students served through Horizon Behavioral Health will eventually be transitioned to this case manager for more frequent monitoring and intervention.
Students with 5+ absences	Develop and maintain an Attendance & Truancy Tracker to ensure that all students at risk of becoming chronically absent are identified early so interventions can be developed and implemented.	Assistant Principals Attendance Clerk	Starting October 18, 2021	
Students with 5+ absences	Improve the efficiency of the truancy process by increasing collaboration with the School Social Worker and Department of Social Services Family Support Worker assigned to LHS.	Assistant Principals Attendance Clerk Social Worker	Starting October 18, 2021	
All students	Develop a weekly career exploration and workplace readiness curriculum to be implemented during learning coach time at least two times per week.	Counseling Director Counselors At Risk Counselor Graduation Coordinator	August 16, 2021	GPS (Guiding Personal Success) modules are developed and shared weekly via Canvas.

		Career Coach		
All students	Develop a weekly social-emotional learning curriculum to be implemented during learning coach time at least two times per week.	Counseling Director Counselors Career Coach	August 16, 2021	GPS (Guiding Personal Success) modules are developed and shared weekly via Canvas.
All students	Require all learning coaches to make initial contact with the household of all students in their learning coach group at the beginning of the year, and again and the end of the first semester	Principal Assistant Principals	September 3, 2021	Teacher Communication Logs
	Work with the CTE Department Chair to identify students not on track to earn a credential, and provide dedicated time to academic support and credit recovery for these students.	Principal Assistant Principal Department Chair		
All students	Establish a Campus Improvement Team tasked with identifying needs in the following areas: facilities, buildings and grounds, as well as safety and security.	Principal Assistant Principal Athletic Director Representative Team		Athletic Facilities Needs Assessment LHS Capital Improvement Plan Sheet Safety & Security Team Meeting Minutes PTSA Meeting Minutes
All students	Mobilize the Campus Improvement Team to collaborate with division and community leaders to cause improvement to the LHS campus.	Principal Assistant Principal Athletic Director Representative Team		
Strategy: Implement an on-campus alternative environment for students who would typically be placed in an off-campus program for behavioral, academic, or social reasons.				
Focus Area	Action Steps	Responsible for Implementation & Monitoring	Timeframe	Evidence of Progress and Completion
Students in the	Establish a handbook to guide the work of the	Principal	June-August 2021	OARS Handbook

alternative learning program	Opportunity & Reflection Space (OARS) Program.	Assistant Principal		
Students in the alternative learning program	Hire staff members to establish a full team for the OARS program.	Principal Assistant Principals BCPS Staff	June-August 2021	Hired team members
OARS staff	Intervention Design Specialists (members of the OARS team) will participate in numerous division level training related to defusing disruptive behaviors, crisis de-escalation, and collaborative problem solving with students.	Principal Assistant Principal BCPS Central Office Staff	August 2021-June 2022 Ongoing	List of completed trainings
All students	Identify students to be placed in the OARS program at the beginning of the year by examining grades, attendance, graduation progress, behavioral records, and known social-emotional concerns.	Principal Assistant Principals School Psychologist Counseling Director	June-August 2021	OARS student list
All students	Establish a referral process for new students to be admitted to the OARS program. For students who are not placed in the OARS program, mobilize the OARS team to provide monitoring, support, and referral to other services.	Principal Assistant Principals School Psychologist Counseling Director	September-October 2021	OARS Referral and Intake Process documentation
Students in the alternative learning program	The OARS team will work with all students in the program to develop an Individual Success Plan (ISP) for each student. The ISP will be used to track the students academic (graduation) progress, establish goals, and monitor the students progress towards the goals.	Assistant Principal School Psychologist OARS Team	August-September 2021	Student's Individual Success Plans
Students in the alternative learning program	Foster on-campus service learning projects for students in the OARS program to develop critical skills while also enhancing their level of investment and engagement with the school.	Assistant Principal OARS Team	Ongoing	Cafeteria Signage Project - 9/3/21
OARS staff	Weekly meetings will be held with each member of	Assistant Principal	Ongoing	Weekly meeting minutes

	the OARS team to discuss current students, as well as program needs and concerns.	Counseling Director School Psychologist OARS Team		
OARS staff	Monthly and / or quarterly meetings will be held with the entire team to reflect on program efficacy and improvement.	Principal Assistant Principal School Psychologist BCPS Central Office Staff	Ongoing	Monthly meeting minutes