

Liberty County School District

Liberty County High School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	10
Budget to Support Goals	12

Liberty County High School

12852 NW CR 12, Bristol, FL 32321

lchsbulldogs.com

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	C	C	B*

School Board Approval

This plan is pending approval by the Liberty County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

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 Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

LCHS mission is to develop in every student a sense of PRIDE...

P--Performance through preparation

R--Respect

I--Integrity

D--Determination

E--Excellence through effort

Provide the school's vision statement.

Promoting a sense of pride and heritage while preparing for the challenges of tomorrow.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Day, Aaron	Principal
Summers, Donna	School Counselor
Brandon, Laurie	Teacher, K-12
Flowers, Mary	Instructional Media
Harger, Ivy	Teacher, K-12
Austin, Sharon	Teacher, K-12
Spikes, Kristina	Teacher, K-12
Willis, Eric	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Each member serves as either instructional staff or administration at Liberty County High School. As a leadership team, the members meet yearly to review and/or update the school policies and procedures. They also meet regularly with their departments to plan and discuss curriculum.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	40	48	61	29	178	
One or more suspensions	0	0	0	0	0	0	0	0	0	13	18	7	5	43	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	4	4	3	0	11	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	12	23	7	0	42	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	5	19	6	5	35	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Monday 8/20/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math lowest quartile was the data component that performed the lowest. Yes, this is a trend.

Which data component showed the greatest decline from prior year?

Social Studies achievement showed a decline of 2% from 2017 to 2018.

Which data component had the biggest gap when compared to the state average?

ELA lowest quartile showed a 32 point gap above the state average.

Which data component showed the most improvement? Is this a trend?

ELA lowest quartile showed the most improvement from 2017 to 2018. Yes, it is a trend.

Describe the actions or changes that led to the improvement in this area.

Reading students (students who scored a level 1 or 2 on the previous FSA) used the Common Lit Program. Also, all ELA students used the IXL Program. These programs were major influences on our increased scores.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	66%	66%	56%	42%	42%	52%
ELA Learning Gains	74%	74%	53%	48%	48%	46%
ELA Lowest 25th Percentile	76%	76%	44%	41%	41%	38%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Achievement	56%	56%	51%	34%	34%	43%
Math Learning Gains	64%	64%	48%	38%	38%	39%
Math Lowest 25th Percentile	53%	53%	45%	43%	43%	38%
Science Achievement	58%	58%	67%	57%	57%	65%
Social Studies Achievement	69%	69%	71%	71%	71%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	40 (0)	48 (0)	61 (0)	29 (0)	178 (0)
One or more suspensions	13 (0)	18 (0)	7 (0)	5 (0)	43 (0)
Course failure in ELA or Math	4 (0)	4 (0)	3 (0)	0 (0)	11 (0)
Level 1 on statewide assessment	12 (0)	23 (0)	7 (0)	0 (0)	42 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	69%	69%	0%	53%	16%
	2017	53%	52%	1%	52%	1%
Same Grade Comparison		16%				
Cohort Comparison						
10	2018	59%	59%	0%	53%	6%
	2017	39%	39%	0%	50%	-11%
Same Grade Comparison		20%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	57%	57%	0%	65%	-8%
2017	45%	45%	0%	63%	-18%
Compare		12%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	69%	69%	0%	68%	1%
2017	72%	72%	0%	67%	5%
Compare		-3%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	0%	59%	-59%	62%	-62%
2017	18%	62%	-44%	60%	-42%
Compare		-18%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	54%	54%	0%	56%	-2%
2017	27%	27%	0%	53%	-26%
Compare		27%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	42	56	50	36							
BLK	47	80									
HSP	52	81		50			57				
WHT	70	72	74	56	65	58	60	68		89	90
FRL	62	70	85	55	65	55	52	70		87	85
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD		27		8						64	

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
BLK	27	45		7	9						
HSP	44	50		13	25						
WHT	47	42	37	30	41	38	48	78		91	84
FRL	37	47	48	22	28	21	37	56		82	64

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title Attendance

Rationale Higher attendance correlates to higher achievement

Intended Outcome Improved attendance for the 2018-2019 school year which should result in higher performance

Point Person Eric Willis (eric.willis@lcsb.org)

Action Step

Description Implementing an attendance policy based on Florida Statute 1003.439(1)(a) which requires a minimum of 135 hours of instruction in the classroom (seat time) to receive credit for each course attempted. Students that do not meet the required seat time will receive an Incomplete for the attempted course until the allotted time has been completed in summer school.

Person Responsible Eric Willis (eric.willis@lcsb.org)

Plan to Monitor Effectiveness

Description Attendance report will be reviewed on a weekly basis to assess at-risk students. Students deemed at-risk will be notified that they are in danger of not fulfilling the seat time requirement. If attendance does not improve, a child study team may be implemented to improve attendance.

Person Responsible Eric Willis (eric.willis@lcsb.org)

Activity #2

Title Algebra I EOC

Rationale Less than 12% of Algebra I students scored level 3 or higher in 2017-2018 school year

Intended Outcome At least 62% of students will score a level 3 or higher

Point Person Aaron Day (aaron.day@lcsb.org)

Action Step

Description General 8th grade math students are placed in Liberal Arts Math as 9th graders to ensure that basic math skills are reinforced before attempting Algebra I.

Person Responsible Aaron Day (aaron.day@lcsb.org)

Plan to Monitor Effectiveness

Description Monitoring daily/unit assessments to ascertain improvement in basic math skills and implementing IXL skills program to practice basic math and algebra skills to prepare for Algebra I EOC.

Person Responsible Georgia Hosford (georgia.hosford@lcsb.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

See Parent Involvement Plan

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Administrators and guidance counselor have an open door policy. Students can visit these individuals at any time without having to make an appointment. Most of the time the students just need to talk. However, sometimes the situation is a little more complicated. At this point, the guidance counselor tries to schedule counseling sessions with the student. If the situation is severe, the guidance counselor refers the student to an outside agency.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The principal and guidance counselor travel to the K-8 schools to converse with the 8th grade students at the end of the school year. During this meeting, the 8th grade students plan their classes for the next

year at the high school. This planning meeting gives the guidance counselor and principal an idea of what the student wishes to accomplish throughout his/her high school career.

The 8th grade students also travel to the high school at the end of their 8th grade year to familiarize themselves with the high school teachers and the layout of the school. The faculty at the high school prepare speeches about the different clubs, athletic teams, and academic scholarships that are available.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The MTSS team collaborates with the SLT and department level teams to maintain an active problem solving process. Department level teams will meet and review universal screening data to identify at-risk students. Department level teams will send a representative to the SLT/MTSS meetings to present the department level universal screening data and number of students identified as "at-risk". Universal screening data will be reviewed at least three times per school year to identify "at risk" students. Each department level team representative will provide the Leadership Team with monthly updates on progress monitoring data.

Title II provides ongoing inservice and PD to assist teachers and staff in core academic subject areas. Planning meetings were held to examine the needs of the district based on the needs of disadvantaged children and youth. Areas of deficiencies included reading, math, science and writing. Professional development activities were planned to address these needs utilizing research based professional development activities. Research based inservice activities include: PD in the area of the Florida Continuous Improvement Model, curriculum development/alignment, positive behavior support, monitored independent reading and support for leadership teams to engage in the analysis and disaggregation of school data.

Through the coordinated use of funds parent involvement opportunities are provided to support activities identified in the parent involvement plan. These activities include parent information nights and other activities designed to increase parent involvement and student achievement.

Title II sets aside money to support teachers to become highly qualified. This funding provides reimbursement for teachers to add subject areas to their teaching certificate, leading to highly qualified status.

Title I, Part C - Migrant

The district coordinates with the PAEC Migrant Liaison to provide migrant services and support to students/parents to ensure student needs are met.

Title I, Part D

The district allocates funds to provide counseling and transition services for students returning to the district from DJJ facilities.

Title II

Planning meetings were held to identify the needs for PDs based on student achievement data. Areas of deficiencies included reading, math, science and writing. Title II, Title I, IDEA and other programs coordinate to provide research based PDs activities in the areas of curriculum development/alignment, differentiated instruction, FCIM, monitored independent reading, leadership teams, and other areas as

needs are identified.

Title X - Homeless

Services are provided for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

SAI

The SAI allocation is used to support guidance and data entry positions. Guidance counselors support teachers and student instruction through the coordination of RTI, assistance with curriculum alignment, data disaggregation, and facilitation of the progress monitoring assessments and printing of reports.

Violence Prevention Programs

The school offers non-violence and anti-drug programs to students that incorporates community service and counseling.

Career and Technical Education

Programs are provided in the areas of Child Development, Culinary Arts, Construction Technology, Welding, Allied Health, Business Education, and Digital Design.

Job Training

Exceptional students have the opportunity to participate in a job training program provided on campus.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

The school offers students elective courses in Business, Creative Photography, Construction, Welding, Chorus, Band, Music Theory, Culinary Arts, JROTC, and Allied Health. Many of these courses focus on job skills. Industry certification/s can be earned in the following courses: Business, Creative Photography, Agricultural Foundations, Agritechnology II, Welding, Culinary Arts, and Allied Health.

The school also offers Dual Enrollment Labs (online courses at LCHS). Dual Enrollment classes of ENC 1101, ENC 1102, MAC 1140, and MAC 1114 are taught by a teacher on our campus during the school day. Edgenuity is used for credit recovery and online courses. FLVS is used for regular and honors online courses. An AP class in Human Geography is taught on campus. Also, ACT/SAT prep classes are available for identified students in grades 9-12.

Every year, after EOC and FSA testing, students are informed of course choices for next year's curriculum. Students meet one-on-one or in small groups with a guidance counselor and/or teacher to decide what classes will be taken. Parents can attend these meetings. Final course selection can be viewed on FOCUS.

Part V: Budget

Total:	\$23,525.00
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