Liberty County High School

2019-20 Schoolwide Improvement Plan

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Liberty County High School

12852 NW CR 12, Bristol, FL 32321

lchsbulldogs.com

Demographics

Principal: Eric Willis

Start Date for this Principal: 11/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	56%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (69%) 2017-18: A (70%) 2016-17: C (51%) 2015-16: C (53%) 2014-15: B (60%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

This plan was approved by the Liberty County School Board on 10/8/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	A	A	C	C

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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	Job Duties and Responsibilities
Willis, Eric	Principal	
Summers, Donna	School Counselor	
Harger, Ivy	Teacher, K-12	
Spikes, Kristina	Teacher, K-12	
Davis, Tim	Assistant Principal	Assistant Principal
Hosford, Georgia	Teacher, K-12	
Austin, Sharon	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	108	88	74	92	362
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	50	47	27	46	170
One or more suspensions	0	0	0	0	0	0	0	0	0	18	14	8	12	52
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	13	4	8	0	25
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	20	16	4	1	41
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	85	80	60	71	296

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	2	1	0	1	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
28

Date this data was collected or last updated
Friday 8/9/2019

Prior Year - 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	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 with two or more early warning indicators:

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

Prior Year - 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	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 with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	66%	66%	56%	46%	46%	53%
ELA Learning Gains	58%	58%	51%	43%	43%	49%
ELA Lowest 25th Percentile	44%	44%	42%	35%	35%	41%
Math Achievement	63%	63%	51%	26%	26%	49%
Math Learning Gains	66%	66%	48%	36%	36%	44%
Math Lowest 25th Percentile	79%	79%	45%	35%	35%	39%
Science Achievement	75%	75%	68%	44%	44%	65%
Social Studies Achievement	78%	78%	73%	72%	72%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	108 (0)	88 (0)	74 (0)	92 (0)	362 (0)
Attendance below 90 percent	50 (40)	47 (48)	27 (61)	46 (29)	170 (178)
One or more suspensions	18 (13)	14 (18)	8 (7)	12 (5)	52 (43)
Course failure in ELA or Math	13 (4)	4 (4)	8 (3)	0 (0)	25 (11)
Level 1 on statewide assessment	20 (12)	16 (23)	4 (7)	1 (0)	41 (42)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (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.

NOTE: 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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	62%	62%	0%	55%	7%
	2018	69%	69%	0%	53%	16%
Same Grade Comparison		-7%				
Cohort Comparison						
10	2019	68%	68%	0%	53%	15%
	2018	59%	59%	0%	53%	6%
Same Grade Comparison		9%				
Cohort Comparison		-1%				

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
2019	69%	69%	0%	67%	2%
2018	57%	57%	0%	65%	-8%
Compare	12%				

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	78%	78%	0%	70%	8%
2018	69%	69%	0%	68%	1%
Compare	9%				

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	58%	62%	-4%	61%	-3%
2018	0%	59%	-59%	62%	-62%
Compare		58%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	66%	66%	0%	57%	9%
2018	54%	54%	0%	56%	-2%
Compare		12%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	41	68	50				80			83	20
BLK	39	50		40							
HSP	56	56		69							
WHT	71	60	52	67	70	77	79	79		90	77
FRL	60	61	46	54	65	73	68	79		77	74
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	
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

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A

ESSA Federal Index	
OVERALL Federal Index – All Students	69
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	693
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	57
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	66
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

ELA lowest quartile was the data component that performed the lowest.

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

ELA lowest quartile showed a decline of 32% from 2018 to 2019.

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.

ELA lowest quartile. Factors that contributed to this gap were extenuating circumstances due to Hurricane Michael.

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

Math lowest quartile showed the most improvement from 2018 to 2019. Yes, it is a trend.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Attendance is a potential area of concern

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

1. To support the ELA lowest quartile to make gains in reading from previous year's state assessment results
2. To decrease attendance issues using seat time policy
3.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Attendance
Rationale	Higher attendance correlates to higher achievement

State the measurable outcome the school plans to achieve	Improved attendance for the 2019-2020 school year which should result in higher performance.
Person responsible for monitoring outcome	Eric Willis (eric.willis@lcsb.org)
Evidence-based Strategy	Grad coach
Rationale for Evidence-based Strategy	Grad coaches meet periodically with students that are in danger of becoming truant.

Action Step	
Description	1. Implementing an attendance policy based on Florida Statue 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 in summer school. 2. Attendance report will be viewed 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 student attendance. 3. A grad coach will be provided for each grade level, who will periodically meet with students that are in danger of reaching the seat time limit. 4. 5.
Person Responsible	Eric Willis (eric.willis@lcsb.org)

#2	
Title	ELA Lowest Quartile
Rationale	Only 44% of the students in the Lowest Quartile had learning gains on the ELA for the 2018-2019 school year.
State the measurable outcome the school plans to achieve	60% of the students in the Lowest Quartile will have learning gains on the ELA for the 2019-2020 school year.
Person responsible for monitoring outcome	Tim Davis (timothy.davis@lcsb.org)
Evidence-based Strategy	Write Score, Common Lit, Tutoring and Grad coach
Rationale for Evidence-based Strategy	Write Score will provide formative assessments, resulting data, and instructional resources for the Lowest Quartile students. Common Lit will provide research based instructional materials to support literacy development for the Lowest Quartile students. Grad coaches meet periodically with the Lowest Quartile students. Teachers will provide tutoring to the Lowest Quartile students in ELA after school.
Action Step	
Description	1. Write Score will provide hand-scored data that aligns to State Standards. 2. Common Lit will provide quarterly assessments allowing student growth to be tracked. 3. A grad coach will be provided for each grade level, who will periodically meet with the Lowest Quartile students. 4. Tutoring will assist the Lowest Quartile students in ELA. 5.
Person Responsible	Tim Davis (timothy.davis@lcsb.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

NA

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 Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 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 the district mental health counselor or 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. . Universal screening data will be reviewed at least three times per school year to identify "at risk" students.

Title II provides ongoing in service and PD to assist teachers and staff in core academic subject areas. These activities include parent information nights and other activities designed to increase parent involvement and student achievement. 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 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.

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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Attendance	$6,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	120-Classroom Teachers	0021 - Liberty County High School	Title, I Part A		$2,000.00
			Notes: Grad coach			
	5100	360-Rentals	0021 - Liberty County High School			$4,000.00
			Notes: Rentals, software ParentSquare, utilized to contact parents regarding student attendance.			
2	**III.A.**	**Areas of Focus: ELA Lowest Quartile**				**$9,116.12**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	360-Rentals	0021 - Liberty County High School	Title, I Part A		$2,916.12
			Notes: Write Score			
	5100	360-Rentals	0021 - Liberty County High School	Title, I Part A		$1,200.00
			Notes: Common Lit			
	5100	120-Classroom Teachers	0021 - Liberty County High School	Title, I Part A		$2,000.00
			Notes: Grad coach			
	5100	120-Classroom Teachers	0021 - Liberty County High School	Title, I Part A		$3,000.00
			Notes: Tutoring			
					Total:	**$15,116.12**