

Liberty County School District

Liberty County High School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	18
Positive Culture & Environment	20
Budget to Support Goals	20

Liberty County High School

12852 NW CR 12, Bristol, FL 32321

lchsbulldogs.com

Demographics

Principal: Eric Willis

Start Date for this Principal: 6/29/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	56%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	18
Title I Requirements	0
Budget to Support Goals	20

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	69%
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	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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<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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Willis, Eric	Principal	
Davis, Tim	Assistant Principal	
Summers, Donna	School Counselor	
Spikes, Kristina	Teacher, K-12	ELA
Harger, Ivy	Teacher, K-12	Social Science
Hosford, Georgia	Teacher, K-12	Math
Austin, Sharon	Teacher, K-12	
Mercer, Candace	Teacher, K-12	

Demographic Information

Principal start date

Tuesday 6/29/2021, Eric Willis

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

26

Total number of students enrolled at the school

340

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22

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	87	105	67	79	338	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	33	28	30	41	132	
One or more suspensions	0	0	0	0	0	0	0	0	0	11	13	9	5	38	
Course failure in ELA	0	0	0	0	0	0	0	0	0	6	6	7	0	19	
Course failure in Math	0	0	0	0	0	0	0	0	0	5	5	8	0	18	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	28	34	21	15	98	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	21	25	18	0	64	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	36	31	15	14	96	

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	66	84	69	49	268	

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

Date this data was collected or last updated

Tuesday 6/29/2021

2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	99	89	71	77	336
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	41	38	33	42	154
One or more suspensions	0	0	0	0	0	0	0	0	0	0	28	22	8	7	65
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	4	9	0	0	13
Course failure in Math	0	0	0	0	0	0	0	0	0	0	2	3	1	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	79	82	57	72	290	

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	2	2	1	5	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

2020-21 - 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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	99	89	71	77	336
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	41	38	33	42	154
One or more suspensions	0	0	0	0	0	0	0	0	0	0	28	22	8	7	65
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	4	9	0	0	13
Course failure in Math	0	0	0	0	0	0	0	0	0	0	2	3	1	0	6
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	79	82	57	72	290

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	2	2	1	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				66%	66%	56%	66%	66%	56%
ELA Learning Gains				58%	58%	51%	74%	74%	53%
ELA Lowest 25th Percentile				44%	44%	42%	76%	76%	44%
Math Achievement				63%	63%	51%	56%	56%	51%
Math Learning Gains				66%	66%	48%	64%	64%	48%
Math Lowest 25th Percentile				79%	79%	45%	53%	53%	45%
Science Achievement				75%	75%	68%	58%	58%	67%
Social Studies Achievement				78%	78%	73%	69%	69%	71%

Grade Level Data Review - State Assessments

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	2021					
	2019	62%	62%	0%	55%	7%
Cohort Comparison						
10	2021					
	2019	68%	68%	0%	53%	15%
Cohort Comparison		-62%				

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
2021					
2019	69%	69%	0%	67%	2%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	78%	78%	0%	70%	8%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	58%	62%	-4%	61%	-3%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	66%	66%	0%	57%	9%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Liberty County High School uses the following progress monitoring tools: Common Lit, STAR Reading and Math, Write Score and Performance Matters (Biology)

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	87		
	Economically Disadvantaged	34		
	Students With Disabilities	8		
	English Language Learners	N/A		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	87		
	Economically Disadvantaged	36		
	Students With Disabilities	8		
	English Language Learners	N/A		
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A		
	Economically Disadvantaged	N/A		
	Students With Disabilities	N/A		
	English Language Learners	N/A		
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A		
	Economically Disadvantaged	N/A		
	Students With Disabilities	N/A		
	English Language Learners	N/A		

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	104		
	Economically Disadvantaged	33		
	Students With Disabilities	5		
	English Language Learners	N/A		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	104		
	Economically Disadvantaged	35		
	Students With Disabilities	5		
	English Language Learners	N/A		
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	104		
	Economically Disadvantaged	38		
	Students With Disabilities	5		
	English Language Learners	N/A		
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A		
	Economically Disadvantaged	N/A		
	Students With Disabilities	N/A		
	English Language Learners	N/A		

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	67		
	Economically Disadvantaged	36		
	Students With Disabilities	5		
	English Language Learners	N/A		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	67		
	Economically Disadvantaged	36		
	Students With Disabilities	5		
	English Language Learners	N/A		
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A		
	Economically Disadvantaged	N/A		
	Students With Disabilities	N/A		
	English Language Learners	N/A		
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A		
	Economically Disadvantaged	N/A		
	Students With Disabilities	N/A		
	English Language Learners	N/A		

Grade 12				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	78		
	Economically Disadvantaged	48		
	Students With Disabilities	3		
	English Language Learners	N/A		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	78		
	Economically Disadvantaged	51		
	Students With Disabilities	3		
	English Language Learners	N/A		
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A		
	Economically Disadvantaged	N/A		
	Students With Disabilities	N/A		
	English Language Learners	N/A		
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	N/A		
	Economically Disadvantaged	N/A		
	Students With Disabilities	N/A		
	English Language Learners	N/A		

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	30	55	70	29	33		38	43			
BLK	60			18				42			
HSP	71	71		33	20					100	79
WHT	68	69	71	61	33	57	57	67		90	94
FRL	58	60	65	50	32	59	47	48		87	89

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

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	636
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
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	40
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
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	67
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	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Liberty County High had to go back two years to determine area of increases and decreases. This was due to the State of Florida suspending testing for the previous school year. LCHS had two areas of increases and eight areas of decreases. The two areas of increase were in the ELA Learning gains and the certifications earned. While these increases were significant our ELA scores did not increase as much as we intended indicating that we need to continue placing an emphasis on closing learning gaps in ELA core content through grade level standards based intervention. Whereas the decreases were in all areas of math, two areas of ELA, science, history and the graduation rate. The ELA learnings were in the top ten for both the 9th and 10th grade classes.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The lowest quartile students in Algebra I had 0% for learning gains on the Algebra I EOC; therefore, our focus for the 2021/22 will be the Algebra I Lowest Quartile students.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Due to the nature of partial virtual learning as well as increased absences we recognize that many students did make the growth necessary to meet learning gain levels in Algebra I EOC. We have made a change to the teacher assigned to teach Algebra I for the 2021-22 school year.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Based on the 2021 school data the most the considerable improvements were in the ELA learning gains, with an increase of 10% from two years ago.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Students were provided with small group instruction with our most highly effective teachers, ongoing progress monitoring through formative assessments, increased rigor and collaboration between the 9th and 10th grade teachers.

What strategies will need to be implemented in order to accelerate learning?

We will continue to use data to drive instructional decisions for both curriculum and instructional delivery. Students will be given actionable feedback with accountability to ensure that they are focusing on targeted areas of improvement during intervention with ongoing formative assessments to meet their goals. Lastly, we are ensuring that teachers are providing bell to bell instruction each period.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will be provided with professional developmental opportunities through The Panhandle Area Educational Consortium for the following topics: Engaging students from Bell to Bell, Raising the Rigor with High Level Questioning and Discussion Strategies (Danielson Framework).

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Teachers will be provided feedback through their classroom walk throughs (Danielson Framework) and formal and informal observations. We have assigned beginning teachers with a mentor teacher to assist them with observations and curriculum.

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Attendance

Area of Focus

Description and Rationale: Higher attendance correlates to higher achievement

Measurable Outcome: Improved attendance for the 2020 - 2021 school year which should result in higher performance

Monitoring: 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.

Person responsible for monitoring outcome:

Eric Willis (eric.willis@lcsb.org)

Evidence-based Strategy:

Principal, Assistant Principal and Guidance Counselor

Rationale for Evidence-based Strategy:

Principal, Assistant Principal and Guidance Counselor will meet periodically with students that are in danger of becoming truant.

Action Steps to Implement

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.

Person Responsible

Eric Willis (eric.willis@lcsb.org)

#2. Instructional Practice specifically relating to Math**Area of Focus****Description and Rationale:**

Math Learning Gains and Lowest Quartile

Measurable Outcome:

Only 23% of the students had learning gains, with 0% of the students in the Lowest Quartile had learning gains on the MATH for the 2020-2021 school year.

Monitoring:

Progress monitoring through IXL and Math Nation

Person responsible for monitoring outcome:

Tim Davis (timothy.davis@lcsb.org)

Evidence-based Strategy:

IXL, Math Nation and tutoring

Rationale for Evidence-based Strategy:

IXL provides students with differentiating instruction and pinpoints items to target for improvement, track activity in real time, and identify strategies for meeting state standards goals.

Math Nation is a math instruction and practice site where students can watch instructional videos, workbooks, quizzes, tests, and other support content for Algebra and Geometry.

Teachers will provide tutoring to the Lowest Quartile students in math after school.

Action Steps to Implement

IXL will track activity and identify strategies for student improvement.

Math Nation will provide quarterly assessments allowing student growth to be tracked.

Tutoring will assist the Lowest Quartile students in math

Person Responsible

Tim Davis (timothy.davis@lcsb.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Liberty County High School reported 2.1 incidents per 100 students. This rate is less than the Statewide high school rate of 3.3 incidents per 100 students. There were 0.92 violent incidents, 0 property incidents and 1.23 drug/public order incidents per 100 students.

Liberty County High School reported 8.6 suspensions (28 in school) per 100 students. This rate is less than the Statewide high school rate of 13.5 suspensions per 100 students.

One area of concern is related to the drug/public order incidents within Liberty County High School. Students will have to pay a \$25 dollar citation fee and take a drug (vape) course through the Liberty County Health Department if they receive a referral for any type of drug incident. The School Safety Director is working on purchasing smoke detectors for the school restrooms to assist in monitoring students that are vaping. Lastly, teachers have been provided with professional developmental opportunities in Tobacco Prevention.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

We strive to maintain a positive school culture and environment through our dedication, enthusiasm and open mindedness by speaking to parents, students and stakeholders with a positive tone.

We strive for high academic standards for all students by using frequent checks for understanding and implementing researched based best teaching practices.

We strive to have a collaborative staff by working in teams of subject areas and using current and relevant data to drive instruction

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Rex Lumber of Bristol through the Robert and Kathryn McRae Scholarship for Chipola College Engineering Technology Program offers multiple scholarships to current or recent graduates of Liberty County High School. Each scholarship award is for a one-year scholarship toward 30 semester hours of tuition and/or books and supplies for classes required for the Engineering Technology program. If awarded the scholarship students can pursue an Associate of Science degree in Engineering Technology specializing in Advanced Manufacturing: Pneumatics, Hydraulics, and Motors Certification at Chipola College.

Rex Lumber of Bristol has also participated in the mock interview and application process for students of Liberty County High School. Students enrolled in the government course fill out a Rex Lumber application for employment. Once the forms are completed, members of the human resource department of Rex Lumber look over and provide feedback for each application. The two students with the best application then participate in a mock interview, allowing the government students to witness and learn about proper interview techniques

Part V: Budget

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

1	III.A.	Areas of Focus: Other: Attendance				\$45,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	360-Rentals	0021 - Liberty County High School	Title, I Part A		\$40,000.00

			<i>Notes: Rentals, software ParentSquare, utilized to contact parents regarding student attendance.</i>			
	5100	130-Other Certified Instructional Personnel	0021 - Liberty County High School	General Fund		\$5,000.00
			<i>Notes: Salary, other support personnel, guidance</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$62,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	5100	360-Rentals	0021 - Liberty County High School	Title, I Part A		\$5,000.00
			<i>Notes: Web based instructional software, IXL</i>			
	5100	120-Classroom Teachers	0021 - Liberty County High School	Title, I Part A		\$45,000.00
			<i>Notes: Highly Qualified Math teachers</i>			
	5100	529-Technology-Related Textbooks	0021 - Liberty County High School	Other		\$3,000.00
			<i>Notes: Math Nation</i>			
	5100	120-Classroom Teachers	0021 - Liberty County High School	Title II		\$3,000.00
			<i>Notes: Stipends for teachers to participate in math professional development.</i>			
		120-Classroom Teachers	0021 - Liberty County High School	Title II		\$1,000.00
			<i>Notes: Salary for mentor teacher to support new teacher.</i>			
	5100	120-Classroom Teachers	0021 - Liberty County High School	Title IV		\$5,000.00
			<i>Notes: Salary for instructional technology coach to support teachers to ensure fidelity of implementation of instructional technology programs.</i>			
Total:						\$107,000.00