Liberty County High School

2022-23 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: 6/28/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	56%
2021-22 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	2021-22: A (63%) 2018-19: A (69%) 2017-18: A (70%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	Yes	56%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	19%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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SIP Authority

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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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

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

Demographic Information

Principal start date
Tuesday 6/28/2022, Eric Willis

Number of teachers with a 2022 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.*
2

Number of teachers with a 2022 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.*
6

Total number of teacher positions allocated to the school
28

Total number of students enrolled at the school

340

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

3

Identify the number of instructional staff who joined the school during the 2022-23 school year.

3

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	97	88	91	65	341
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	22	19	13	26	80
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	1	1
Course failure in ELA	0	0	0	0	0	0	0	0	0	1	5	4	0	10
Course failure in Math	0	0	0	0	0	0	0	0	0	5	12	4	0	21
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	16	13	0	0	29
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	20	19	6	8	53
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	49	30	25	10	114

Using the table above, complete the table below with the number of students by current grade level who have 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	47	30	21	22	120

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	0	1	2
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

Wednesday 7/6/2022

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	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	

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	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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
						Grade Level								
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	

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	65%	65%	51%				66%	66%	56%
ELA Learning Gains	51%						58%	58%	51%
ELA Lowest 25th Percentile	53%						44%	44%	42%
Math Achievement	43%	51%	38%				63%	63%	51%
Math Learning Gains	50%						66%	66%	48%
Math Lowest 25th Percentile	50%						79%	79%	45%
Science Achievement	71%	43%	40%				75%	75%	68%
Social Studies Achievement	70%	50%	48%				78%	78%	73%

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

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	
2022						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	69%	69%	0%	67%	2%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	78%	78%	0%	70%	8%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	58%	62%	-4%	61%	-3%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	66%	66%	0%	57%	9%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	24	42	33	22			46				
BLK	46	58		18							
HSP	42	37		26	25						
WHT	69	51	55	52	55	56	74	76		84	92
FRL	50	47	50	30	38	40	69	59		84	83
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	626
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0

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%	0
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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

Liberty County High had a number of increases and decreases on the tested areas for the 2021/22 school year. The areas of increase came in the Biology EOC, US History EOC, and the Math Learning Gains. While these increases were significant our ELA Proficient, Learning Gains and Lowest Quartile scores decreased from the previous testing year. We will need to continue placing an emphasis on closing learning gaps in ELA and Math core content through grade level standards based intervention. Additionally, we decreased in our Graduation Rate.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The two greatest needs for improvement are within the ELA lowest quartile and the overall Algebra 1 and Geometry proficiency.

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

There were issues with the speed of the course and completion of assignments. We have made a change to the teacher assigned to teach Algebra I for the 2022-23 school year. This teacher has transferred over from another school within the school district.
The 10th grade ELA scores students were high the previous school year which made it a little harder to have gains.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on the 2022 school data the most the considerable improvements were in the Biology EOC and US History with an increase of 16% and 13% from last year.

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 Framwork) and formal and informal observations. We have assigned beginning teachers with a mentor teacher to assist them with observations and curriculum.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Algebra 1 and Geometry Proficient, Learning Gains, and Lowest Quartile
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Between the Algebra 1 and Geometry students, 43% of the students were proficient overall, with 50% of the students showing achievement in learning gains and the lowest quartile.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Progress monitoring through Algebra 1 and Geometry Nation on-ramp diagnostic exam.
Person responsible for monitoring outcome:	Tim Davis (timothy.davis@lcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Algebra 1 and Geometry Nation On-ramp Diagnostic Exam
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Algebra 1 and Geometry 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 students in math during lunch, planning periods and after school.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Algebra 1 and Geometry Nation will provide Pre, Mid and End of Year assessments allowing student growth to be tracked.

Tutoring will assist students in the all three areas - proficiency, learning gains, and lowest quartile.

Person Responsible	Tim Davis (timothy.davis@lcsb.org)

#2. Positive Culture and Environment specifically relating to Attendance	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Higher attendance correlates to higher achievement
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Improved attendance for the 2022-2023 school year which should result in higher performance
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	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: Describe the evidence-based strategy being implemented for this Area of Focus.	Principal, Assistant Principal and Guidance Counselor
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Principal, Assistant Principal and Guidance Counselor will meet periodically with students that are in danger of becoming truant.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

N/A

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

N/A

Grades 3-5: Measureable Outcome(s)

N/A

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

N/A

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Willis, Eric , eric.willis@lcsb.org

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring
N/A	Willis, Eric , eric.willis@lcsb.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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