

Liberty High School School Improvement Plan 2023-2024

Mission

We the community of Liberty High School are dedicated to fostering the skills and applications necessary to create service minded, responsible digital and global citizens in a positive and supportive learning community by motivating, educating, challenging, and encouraging perseverance therefore creating life-long learners with skills that transfer to the college and career setting.

Needs Assessment

Liberty High School has a history of academic success, but still has areas of need. FARMS students and students in 9th grade, especially boys in Level 6 courses are underperforming. It is important to focus attention on guiding students to further academic rigor to avoid plateauing academically and diversifying experiences to become CCR.

The SIT team met in June to review the 2022-2023 school year and set goals for the 2023-2024 school year. Upon reviewing data from last year, it became apparent that our strategies for targeting our 9th grade students were successful. Due to the importance of preparing students for CCR, we want to further expand upon raising the stakes for students. As a team, we determined that Liberty wants 9th grade students to earn 7 credits and not fail any of the core four subjects. We are extending this goal to encourage our level 6 9th graders to work towards expanding to honors level courses.

According to the Blueprint for Maryland's Future, students are considered Career and College Ready if they score a 3 or 4 on English 10 Spring MCAP AND a 3 or 4 on the Algebra 1 Spring MCAP or a score of 520 on the Math SAT. Since the majority of our students take Algebra I prior to beginning at Liberty, we want to focus on the Algebra II statewide assessment, as this will be a greater measure of the impact of our strategic actions. Our team also decided to look at the four module composite assessment in 10th grade English. These modules include 2 writing and 2 reading assessments that target nonfiction and literary conventions that largely impact students' final grades in the course. We determined that our 9th and 10th graders that are also enrolled in the literacy course are a group that we need to target with strategic actions for support.

Our FARMS students are disproportionately represented in our lowest performing group. Currently, 13.8% of our students qualify for Free and Reduced Meal status, but they are twice as likely to have a cumulative GPA under 3.0. Overall, 21% of students at Liberty High School earn below a 3.0, however, 42% of FARMS students earn below a 3.0 cumulative GPA. As a team, we reviewed ways that our FARMS students are impacted both inside and outside of the classroom to determine necessary supports to close the gap between these students and their more economically advantaged peers. Pillar I of the Carroll County Public Schools Strategic Plan focuses on providing multiple pathways for student success and meeting the individual needs of all students. Grades, course rigor (levels), and

academic supports were reviewed. Additionally, student engagement in this population warrants review. Student engagement in extracurricular activities is often tied to academic success and engagement. We want to continue our academic supports for these students in order to see a decrease of the number of FARMS students below a 3.0 GPA.

School Improvement Goals to Target from Needs Assessment

1. 65% of students will score above a 70% on the Algebra II Performance Matters Assessment.
2. 80% of 10th grade English class students receive a 80% or higher final course grade.
3. 70% of FARMS students will achieve a weighted GPA of 3.0 or above
4. 65% of students will score above a 70% on the Algebra 1 Performance Matters Assessment.

School Improvement Goal

1. 65% of students will score above a 70% on the Algebra II Performance Matters Assessment.

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
1.1. Flex requests for remediation	Ongoing	<p>Math teachers will request students who underperform on baseline diagnostic tools to PAWS for remedial support.</p> <p>Advisors will support this action by monitoring students through their watchlist.</p> <p>Create a calendar for peer tutoring for PAWS to increase more tutoring opportunities.</p>
1.2. Second Chance Learning	Ongoing	<p>Offer second chance learning opportunities on assignments that correlate to objectives and standards that relate to Performance Matters Assessments and have teachers self report offers and use of this opportunity..</p> <p>Teachers will utilize Flex Tracker and notes in TAC to record second chance learning.</p>

1.3. Identify students for drop in tutoring	Mid-September 2023- Spring 2024	<p>Math teachers will use periodic benchmarks to check student understanding and invite students for drop in tutoring support.</p> <p>Provide additional student academic assistance in the form of student tutors to the support room for further tutoring support for those requiring support room accommodations.</p> <p>Advisors will create and monitor watchlists for their advisees and refer students for drop in tutoring as needed.</p> <p>Administrators will mail home letters and/or have counselors contact parents inviting students who receive an D/F during the first quarter to join tutoring groups.</p>
1.4 Integrate engaging components into instruction to support learning styles of Level 6 students	Ongoing October 2023	<p>Teachers will increase student engagement in content by adding interactive components to instruction whenever possible.</p> <p>Professional Development provided to increase strategies for engaging lessons</p>
1.5 Purchase licenses for MathIXL	Ongoing	Teachers and counselors will identify students at risk for not meeting CCR and request MathIXL licenses for them.

School Improvement Goal		
2. 80% of 10th grade English class students receive a 80% or higher final course grade.		
Strategic Actions	Timeline	Measures of Success / Desired Performance Level
2.1. Flex requests for remediation	Ongoing	<p>English teachers will request students who underperform on a baseline diagnostic tool to PAWS for remedial support.</p> <p>Advisors will support this action by monitoring students through their watchlist.</p>

		Create a calendar for peer tutoring for PAWS to increase more tutoring opportunities.
2.2. Second Chance Learning	Ongoing	<p>Offer second chance learning opportunities on assignments that correlate to Performance Matters Assessments and have teachers self report offers and use of this opportunity.</p> <p>Teachers will utilize Flex Tracker and notes in TAC to record second chance learning.</p>
2.3. Identify students for drop in tutoring	Mid-September 2023- Spring 2024	<p>English teachers will use periodic benchmarks to check student understanding and invite students for drop in tutoring support.</p> <p>Provide additional student academic assistance in the form of student tutors to the support room for further tutoring support for those requiring support room accommodations.</p> <p>Advisors will create and monitor watchlists for their advisees and refer students for drop in tutoring as needed.</p> <p>Administrators will mail home letters and/or have counselors contact parents inviting students who receive an D/F during the first quarter to join tutoring groups.</p>
2.4. Use Reading Specialist resources	Ongoing	<p>Literacy teacher will push into English classes on an as needed basis.</p> <p>Provide an after school literacy program for students with the highest need for extra support.</p>
2.5. Cross curricular strategies for Literacy Goals	Ongoing	<p>All teachers will actively engage in supporting literacy goals across content by incorporating literacy strategies in their instructional practice (ex. context clues, inferencing, etc.).</p> <p>Professional Development on strategies to best meet literacy goals in all content areas.</p>

School Improvement Goal

3. 70% of FARMS students will achieve a weighted GPA of 3.0 or above

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
3.1 Identify students that qualify for FARMS and compare with the list of lowest performing students (GPA under 3.0).	October 2023	13.8% (end of 2023 school year) of LHS students qualify for Free and Reduced Meal Status, but FARMS students make up a disproportionate amount of our lowest performing academic group (GPA under 3.0).
3.2 Identify academic supports available and determine if these students are currently accessing the supports.	Ongoing	Students and parents are informed of available supports and students are utilizing the available supports.
3.3 Create extracurricular opportunities/clubs to increase student engagement.	Ongoing	75% of students are actively engaged in the school community through participation in sports/club/extracurricular groups. Engagement among FARMS students should be equal to total student body engagement. Track student engagement and participation through advisor reported attendance at meetings and events.
3.4. Communicate financial supports to qualified students and their parents.	Ongoing	Counselors will communicate ability to access college application fee waivers, AP test fee waivers, etc. for qualified students.
3.5. Enroll FARMS students in an Honors/AP/ Dual Enrollment class at least once by the time they graduate to meet CCR.	September 2023- January 2024	Level 6 teachers will monitor student progress and identify students that show signs of readiness to extend to honors level/DE courses.

		<p>Teachers/Advisors will use the FARMS filter in the Advanced Course Roster report to assist in the course selection process.</p> <p>Level 6 teachers will communicate with school counselors regarding adjustments to student course selections.</p> <p>Honors teachers will monitor student progress and identify students that show signs of readiness to extend to AP level/DE courses.</p> <p>Counselors will review student transcripts of FARMS students and meet with students at the beginning of the fall and spring semesters to identify potential courses for enrollment.</p>
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School Improvement Goal		
4. 65% of students will score above a 70% on the Algebra 1 Performance Matters Assessment.		
Strategic Actions	Timeline	Measures of Success / Desired Performance Level
4.1. Flex requests for remediation	Ongoing	<p>Math teachers will request students who underperform on baseline diagnostic tool to PAWS for remedial support.</p> <p>Advisors will support this action by monitoring students through their watchlist.</p>
4.2. Second Chance Learning	Ongoing	Offer second chance learning opportunities on assignments that correlate to Performance Matters Assessments and have teachers self report offers and use of this opportunity.

4.3. Identify students for drop in tutoring	Mid-September 2023- Spring 2024	Math teachers will use periodic benchmarks to check student understanding and invite students for drop in tutoring support.
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