

# Liberty High School

## School Improvement Plan

### 2025-2026

#### ***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. Students who qualify for special education services and students in Level 1 and 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.

We reviewed Algebra 1 assessment data from the 24-25 school year to determine a need for academic growth. There are 7 Units in Algebra 1 that are assessed via Performance Matters. On average in the 24-25 school year, 55% of LHS students scored a combined average of 80% or higher on all PM assessments. The average scores overall are 79% in LHS and 74% in CCPS. Since most of our students take Algebra I prior to beginning at Liberty (in 8<sup>th</sup> grade at our feeder school), most of these students are taking Algebra 1 at the foundational or academic level (1 or 6).

The SIT team met in June to review the 2024-2025 school year and set goals for the 2025-2026 school year. Upon reviewing data from last year and the Maryland School Report Card, it became apparent that our strategies for targeting our students who are receiving special education services needed to be improved to best support these students. These students are disproportionately represented in our lowest performing group. As of the last Maryland School Report Card, only 10% of our students receiving special education services are considered proficient in mathematics and English Language Arts (ELA) compared to 47% in the general population for Mathematics and 80.9% in the general population for ELA.

We also recognize disproportionate enrollment in AP courses for students receiving free and reduced meals (FARMS) populations at LHS. 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 than their peers. Overall, 20% of students at Liberty High School earn below 3.0, however, 44% of students with FARMS status earn below a 3.0 cumulative GPA. As a team, we reviewed our previous strategies and discussed actions that could enhance the academic experience for our students in this target group. We recognize that our students who qualify for FARMS are impacted both inside and outside of the classroom and determined 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 support for these students to see an increase in the number of students with FARMS status enrolling in Advanced Placement courses and taking Advanced Placement tests. Last year's enrollment shows that 31 FARMS students are taking 49 AP courses. This is approximately 14-15 students per grade level. Further, we want to maintain enrollments in the general student population.

According to the Blueprint for Maryland's Future, students are considered Career and College Ready (CCR) if they score a 3 or 4 on English 10 MCAP AND a 3 or 4 on the Algebra I MCAP or a score of 520 on the Math SAT. There are a variety of ways for students to additionally earn CCR status, and we would like to see all students earn CCR by the end of the 11<sup>th</sup> grade year. Currently, close to 20% of our students are not achieving this, so we wish to align our strategic actions to support this subgroup. Specifically, 107/501 11<sup>th</sup> and 12<sup>th</sup> grade students are not achieving CCR and of those students 12/54 in 12<sup>th</sup> and 11/54 in 11<sup>th</sup> currently have an IEP.

Based on our student achievement in English, our team determined there was need to target our underclassmen students in English 9, 10, and 11 to align with the English department WIGs. The four-module composite assessments in Performance Matters include 2 writing and 2 reading assessments that target nonfiction and literary conventions that largely impact students' final grades in the course. Writing data currently shows 67% of 9<sup>th</sup> graders, 71% of 10<sup>th</sup> graders, and 67.5% of 12<sup>th</sup> graders showing mastery, and we will plan strategic actions to increase this mastery percentage.

### School Improvement Goals to Target from Needs Assessment

1. 60% of students will score above an 80% on the Conceptual Algebra, Algebra I, Geometry, or Algebra II Performance Matters Final Assessments.
2. 75% of underclassmen enrolled in English 9, 10, and 11 will show achievement of over 70% in Module 1 SLWA and SLRA and Module 2 SIWA and SIRA mastery-based assessments
3. 90% of students will achieve CCR by the end of their 11<sup>th</sup> grade year (currently 63 out 506 11<sup>th</sup> and 12<sup>th</sup> graders not achieving).
4. enrollment in AP courses will be maintained or increased in general and FARMS populations; 75% of students will achieve a 3 or higher on AP Tests

### School Improvement Goal

1. 60% of students will score above an 80% on the Conceptual Algebra, Algebra I, Geometry, or Algebra II Performance Matters Final Assessments.

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 tool 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 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 2025- Spring 2026	<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>
1.4 Increased regular formative assessment mid Mod	On-going	Math teachers would create student groups in real time based on mid-mod student assessment

2. 75% of underclassmen enrolled in English 9, 10, and 11 will show achievement of over 70% in Module 1 SLWA and SLRA and Module 2 SIWA and SIRA mastery-based assessments

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> <p>Create a calendar for peer tutoring for PAWS to increase more tutoring opportunities.</p>
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 2025- Spring 2026	<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>Literacy teacher will push into Social Studies and Science classes to assist students with reading and writing.</p> <p>Based on reading assessments, students with lower scores will be further assessed by reading specialist to evaluate students and determine next necessary steps</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>

3. 90% of students will achieve CCR by the end of their 11 <sup>th</sup> grade year (currently 63 out 506 11 <sup>th</sup> and 12 <sup>th</sup> graders not achieving)		
<b>Strategic Actions</b>	<b>Timeline</b>	<b>Measures of Success / Desired Performance Level</b>
3.1 Assess historic data and analyze past years to determine the students who have not achieved CCR	October 2025	Teachers and counselors will have a list of students to watch to help support achieving CCR
3.2 Identify academic supports available and determine if these students are currently accessing the supports.	Ongoing	Students and parents are informed of available support and students are utilizing the available support.
3.3 Address chronic absenteeism and implement positive reinforcement for attendance	Ongoing	<p>Create watch lists of students with chronic absenteeism.</p> <p>Administration and counselors will communicate with families to determine the cause of chronic absenteeism.</p> <p>Continue student of the month incentives and reward attendance and achievement.</p>

4. Enrollment in AP courses will be maintained or increased in general and FARMS populations; 75% of students will achieve a 3 or higher on AP Tests		
<b>Strategic Actions</b>	<b>Timeline</b>	<b>Measures of Success / Desired Performance Level</b>

4.1 Identify students that qualify for FARMS and compare with the list of students enrolled in AP classes.	Fall 2025	Create a list of students who are not currently enrolled in an AP class and see if this would be a good fit and determine if a schedule change can be made.
4.2 Identify academic supports available, as well as the benefits of AP classes, and determine if these students are currently accessing the supports.	Ongoing	Students and parents are informed of available support and information about the benefits of AP classes. <b>Students who receive FARMS benefits but whom are not CCR will have their AP tests paid for by LHS administration budget.</b>
4.3 Enroll FARMS students in an Honors/AP/ Dual Enrollment class at least once by the time they graduate to meet CCR.	September 2025- January 2026	<p>Teachers of Level 6 courses will monitor student progress and identify students that show signs of readiness to extend to honors level/DE courses.</p> <p>Teachers/Advisors will use the FARMS filter in the Advanced Course Roster report to assist in the course selection process.</p> <p>Teachers of Level 6 courses will communicate with school counselors regarding adjustments to student course selections.</p> <p>Teachers of Honors courses 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>
4.4 Academic prerequisite course teachers will encourage enrollment in AP during course selection		