

Liberty HS

ATSI non-Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Liberty HS		120481002
Address 1		
1115 Linden St		
Address 2		
City	State	Zip Code
Bethlehem	PA	18018
Chief School Administrator		Chief School Administrator Email
Dr Renato M Lajara		rlajara@basdschools.org
Principal Name		
Brandon Horlick		
Principal Email		
bhorlick@basdschools.org		
Principal Phone Number		Principal Extension
610-691-7200		50900
School Improvement Facilitator Name		School Improvement Facilitator Email
Heather Heimer		hheimer@ciu20.org

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Brandon Horlick	Principal	Liberty High School	bhorlick@basdschools.org
Tara Richards	Principal	Liberty High School	trichards@basdschools.org
Diane Colom	Teacher	Liberty High School	dcolom@basdschools.org
Denise Eisenhauer	Teacher	Liberty High School	deisenhauer@basdschools.org
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Judson Frank	Teacher	Liberty High School	jfrank@basdschools.org
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Dr. Renato Laraja	Chief School Administrator	BASD	rlaraja@basdschools.org
Dr. Maureen Leeson	District Level Leaders	BASD	mleeson@basdschools.org
Monica Werkheiser	Parent	PAC	mlrwerkheiser@gmail.com
Nichole Padron	Parent	PAC	nicholepadron@hotmail.com
Stella Georgalas	Student	Liberty High School	GeorgalasS@basdschools.org
Nicole Bouhana	District Level Leaders	BASD	nbouhana@basdschools.org

Vision for Learning

Vision for Learning

At Liberty High School, we are committed to cultivating a learning environment where every student, regardless of ability, can thrive academically. Our vision is to ensure that students with disabilities are fully included in rigorous, high-quality instruction tailored to their individual needs, with access to the supports necessary to meet or exceed grade-level standards. Through a culture of high expectations, data-informed instruction, collaborative problem-solving, and inclusive practices, we will close achievement gaps and empower all students to reach their full potential.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All student groups have decreased...2023-2024 - 48.0% to 2024-2025 - 43.3%. LHS has implemented a school-wide focus on classroom learning walks, all teachers as literacy teachers, and KTL strategies across core classrooms.

False Strengths	True Challenges	True N/A
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Strengths

ESSA Student Subgroups	Indicator
English Learners	ELA Proficiency increased: 2023-2024 10.5% 2024-2025 14.3%
African-American/Black	ELA Proficiency increased: 2023-2024 32.1% 2024-2025 37.3%
Combined Ethnicity	ELA Proficiency increased: 2023-2024 32.3% 2024-2025 34.5%

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	ELA Proficiency has decreased: 2023-2024 13.3% 2024-2025 8.2%
White	ELA Proficiency has decreased: 2023-2024 71.3% 2024-2025 56.4%
Hispanic	ELA proficiency has steadily decreased: 2023-2024 32.9% 2024-2025 32.8%
Economically Disadvantaged	ELA proficiency has steadily decreased: 2023-2024 36.7% 2024-2025 34.4%

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All students groups have decreased 2023-2024 - 26.8% to 2024-2025 - 23.1%. LHS has implemented a school-wide focus on classroom learning walks, KTL strategies across core classrooms, and challenged math teachers to use IXL as a progress monitoring tool with intentionality. Also, LHS has adopted DESMOS for our online Algebra curriculum

False Strengths	True Challenges	True N/A
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Strengths

ESSA Student Subgroups	Indicator
Multi-Racial (not Hispanic)	None to report

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Math Proficiency has decreased: 2023-2024 4.8% 2024-2025 0.8%
English Learners	Math Proficiency has decreased: 2023-2024 5.0% 2024-2025 2.9%
White	Math proficiency has decreased: 2023-2024 44.8% 2024-2025 39.6%
Hispanic	Math proficiency has decreased: 2023-2024 14.0% 2024-2025 10.4%
African-American/Black	Math Proficiency has decrease: 2023-2024 17.0% 2024-2025 13.8%
Economically Disadvantaged	Math Proficiency has decreased: 2023-2024 17.6% 2024-2025 12.0%
Combined Ethnicity	Math Proficiency has decreased: 2023-2024 14.7% 2024-2025 11.8%

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All Student groups increased 2023-2024 - 50.0 to 2024-2025- 82.0. LHS has implemented a school-wide focus on classroom learning walks, all teachers as literacy teachers, and KTL strategies across core classrooms. We've also began educating teachers on PVAAS and using data to make decisions on instructional leadership initiatives.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
African-American/Black	ELA Academic Growth has increased: 2021-2022 68.0 2022-2023 53.0 2023-2024 50.0 2024-2025 85.0
Hispanic	ELA Academic Growth has increased: 2022-2023 50.0 2023-2024 50.0 2024-2025 70.0
White	ELA Academic Growth has increased: 2021-2022 72.0 2022-2023 85.0 2023-2024 61.0 2024-2025 89.0
Combined Ethnicity	ELA Academic Growth has increased: 2023-2024 50.0 2024-2025 73.0
English Learners	ELA Academic Growth has increased: 2023-2024 50.0 2024-2025 70.0
Economically Disadvantaged	ELA Academic Growth has increased: 2023-2024 50.0 2024-2025 70.0
Students with Disabilities	ELA Academic Growth has increased: 2023-2024 50.0 2024-2025 51.0

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	None to report

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

All student groups have remained stagnant. LHS has implemented a school-wide focus on classroom learning walks and adopted DESMOS for our online Algebra curriculum. We've also began educating teachers on PVAAS and using data to make decisions on instructional leadership initiatives.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Math Academic Growth has increased: 2022-2023 50.0 2023-2024 50.0 2024-2025 61.0
English Learners	Math Academic Growth has increased: 2022-2023 50.0 2023-2024 50.0 2024-2025 60.0
White	Math Academic Growth is stagnant: 2023-2024 50.0 2024-2025 56.0
African-American/Black	Math Academic Growth is stagnant: 2023-2024 50.0 2024-2025 51.0

Challenges

ESSA Student Subgroups	Indicator
Hispanic	Math Academic Growth is stagnant: 2022-2023 50.0 2023-2024 50.0 2024-2025 50.0
Combined Ethnicity	Math Academic Growth is stagnant: 2022-2023 50.0 2023-2024 50.0 2024-2025 50.0
Economically Disadvantaged	Math Academic Growth is stagnant: 2022-2023 50.0 2023-2024 50.0 2024-2025 50.0

English Language Growth and Attainment

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Growth and Attainment has decreased from 2023-2024 - 14.5% to 2024-2025 - 14.1%. LHS has implemented a school-wide focus on classroom learning walks, all teachers as literacy teachers, and KTL strategies across core classrooms.

False Strengths	True Challenges	True N/A
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Strengths

ESSA Student Subgroups	Indicator
English Learners	Academic Growth has increased: 2023-2024 50.0 2024-2025 60.0
English Learners	ELA Proficiency increased: 2023-2024 10.5% 2024-2025 14.3%

Challenges

ESSA Student Subgroups	Indicator
English Learners	Math Proficiency has decreased: 2023-2024 5.0% 2024-2025 2.9%
English Learners	English Language Growth and Attainment is stagnant: 2023-2024 14.5% 2024-2025 14.1%
Economically Disadvantaged	ELA Growth is decreasing: 2023-2024 16.4% 2024-2025 15.2%

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Regular Attendance has increased from 2023-2024 - 70.1% to 2024-2025 - 72.8%. LHS has developed systems to track tardiness and implemented incentives to try to encourage positive daily attendance habits.

True Strengths	False Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Students with Disabilities	Regular attendance rates improved from 2023-2024: 60.5% to 64.6% in 24-25.
White	Regular attendance rates improved: 2023-2024 77.5% 2024-2025 81.9%
Hispanic	Regular attendance rates improved: 2023-2024 62.1% 2024-2025 65.7%
Economically Disadvantaged	Regular attendance rates improved: 2023-2024 60.8% 2024-2025 65.5%
Combined Ethnicity	Regular attendance rates improved: 2023-2024 70.1% 2024-2025 72.8%
English Learners	Regular attendance rates improved: 2023-2024 59.2% 2024-2025 63.4%
Multi-Racial (not Hispanic)	Regular attendance rates improved: 2023-2024 69.5% 2024-2025 70.0%

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Regular attendance rates decreased: 2023-2024 76.2% 2024-2025 72.1%
Asian (not Hispanic)	Regular attendance rates decreased: 2023-2024 96.1% 2024-2025 87.0%

Career Standards Benchmark

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Overall, Career Standards Benchmark has decreased 2023-2024- 73.3% - 2024-2025- 63.3%. GC's work closely with their groups of student to ensure all career standards benchmarks are met.

False Strengths	True Challenges	False N/A
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Strengths

ESSA Student Subgroups	Indicator
Asian (not Hispanic)	None to report

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Career Standards Benchmark decreased: 2023-2024 100.0% 2024-2025 58.1%
African-American/Black	Career Standards Benchmark decreased: 2023-2024 66.7% 2024-2025 49.2%
Hispanic	Career Standards Benchmark decreased: 2023-2024 63.5% 2024-2025 53.2%
White	Career Standards Benchmark decreased: 2023-2024 88.4% 2024-2025 80.2%
English Learners	Career Standards Benchmark decreased: 2023-2024 32.8% 2024-2025 32.5%
Economically Disadvantaged	Career Standards Benchmark decreased: 2023-2024 69.1% 2024-2025 59.2%
Combined Ethnicity	Career Standards Benchmark decreased: 2023-2024 64.4% 2024-2025 52.6%

High School Graduation Rate Four-Year Cohort

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Overall, LHS has dropped slightly 2023-2024 - 85.6% to 2024-2025 - 85.3%. Liberty utilizes academic recovery and summer school to help support credit recovery to get students to graduation.

False Strengths	True Challenges	True N/A
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Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	The 5-Year graduation rate increased from 2023-2024 80.7% 2024-2025 80.9%
African-American/Black	The 4-Year graduation rate increased from: 2022-2023 73.5% 2023-2024 84.2% 2024-2025 85.7%
Hispanic	The 4-Year graduation rate has varied but is up from last year: 2023-2024 78.3% 2024-2025 78.8%
White	The 4-year grad rate has remained steady: 2023-2024 92.8% 2024-2025 92.7%
English Learners	The 4-Year graduation rate has varied but is up from last year: 2023-2024 59.5% 2024-2025 63.6%

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	The 4-Year graduation rate is stagnant: 2023-2024 79.1% 2024-2025 76.6%
Combined Ethnicity	The 4-Year graduation rate has been stagnant over the last two years: 2023-2024 80.2% 2024-2025 80.3%

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

The 5-Year graduation rate increased from 2023-2024: 83.5% to 2024-2025: 87.6% and is up from 76.3% in 2018-2019
Career Standards Benchmark increased: 2021-2022 23.1% 2022-2023 24.2% 2023-2024 32.8% 2024-2025 32.5%

Regular attendance rates improved from 2021-2022: 39.4%, 2022-2023: 56.6%, to 2023-2024: 60.5% and 64.6% in 24-25.
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Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Math Proficiency has decreased: 2022-2023 5.3% 2023-2024 5.0% 2024-2025 2.9%
Math Proficiency has decreased: 2023-2024 4.8% 2024-2025 0.8%
Math Proficiency has decreased: 2022-2023 5.3% 2023-2024 5.0% 2024-2025 2.9%
ELA Proficiency has decreased: 2022-2023 10.8% 2023-2024 13.3% 2024-2025 8.2%

Local Assessment

English Language Arts

Data	Comments/Notable Observations
FALL 2025: ELA Common Assessments have been implemented in grades 9-12	Final Exam FICTION: Grade 9 LIBERTY 70.7% Grade 10 LIBERTY 81.2% Grade 11 LIBERTY 80.3% Grade 12 LIBERTY 86.5% Non-Fiction: Grade 9 LIBERTY 79.1% Grade 10 LIBERTY 81.5% Grade 11 LIBERTY 82.7% Grade 12 LIBERTY 86%
SPRING 2026: ELA Common Assessments have been implemented in grades 9-12	Final Exam - Fiction/Non Fiction Grade 9 - Part 2 - 74.4% Grade 9 - Part 1 - 67.9% Grade 10 - Part 1 - 75.7% Grade 10 - Part 2 - 78.1% Grade 11 - Part 1 - 75.1% Grade 11 - Part 2 - 93.3% Grade 12 - Part 1 - 85.3% Grade 12 - Part 2 - 85.8%

English Language Arts Summary

Strengths

All LHS teachers attended six 45-min Collaborative Learning Group (CLG) sessions, including six 20-min learning walks.
51 of 133 noted that the Content Literacy CLG focus had an impact on their instruction this year
19 of 133 noted that the Content Literacy CLG focus had the biggest impact on their instruction this year
Strong Curriculum Tool - StudySync grades 9-12

Challenges

Increase the capacity of non-ELA teachers to become experts in disciplinary literacy within their subject areas.
Instructional Fidelity in ELA class

Mathematics

Data	Comments/Notable Observations
172 students with IEPs showed positive IXL growth (school-wide)	The tutoring center was implemented and sustained along with curriculum connections.
9th Grade IEP Students - 53% (71/134) IEP positive growth	The tutoring center was implemented and sustained along with curriculum connections.
IXL Growth: All Students ? 637 BOY and 741 EOY. Reg Ed Students ? 650 BOY and 760 EOY. Students w/ IEPs ? 499 BOY to 563 EOY.	More balanced and intentional focus on IXL as a benchmarking and progress monitoring tool.

Mathematics Summary

Strengths

March Madness IXL 6-week challenge.
9th graders went from 17% at or above grade level to 25% at EOY on the IXL Diagnostic in the spring semester.
Tutoring Programming - This growth speaks to the power of targeted supports and tutoring — and it's worth exploring how we can scale these supports more broadly to all SPED learners

Challenges

All 9th-grade students ? (637 BOY and 741 EOY) are still significantly below grade level as an average (741 is midway through 7th grade).
IXL as a tool for proficiency of recommended skills - fidelity across 9th and 10th-grade classrooms.
Students are entering with a lack of foundational skills to be successful in ALG14

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
High failure rates in Biology	Student lack foundational skills/instructional fidelity issues

Science, Technology, and Engineering Education Summary

Strengths

Availability of academic resources: academic coaching, tutoring, homework club, academic recovery program

Strong Project Lead The Way programming - alumni reporting high success rate in college programs
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Challenges

In need of a diagnostic & practice program (IXL equivalent) or CDT's for Biology
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Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark decrease: 2021-2022 78.7% 2022-2023 73.9% 2023-2024 73.3% 2024-2025 63.3%	Students with disabilities: 2019-2020 -18.5%, 2020-2021- 46.7%, 2021-2022- 57.0%, 2022-2023 - 56.6%, 2023-2024- 100.0%, 24-25 - 58% White grew from 22-23: 84.1% to 23-24: 88.4% Economically Disadvantaged grew from 22-23: 67.3% to 23-24: 69.1% English Learner grew from 22-23: 24.2% to 23-24: 32.8% All Student Group decreased from 22-23: 73.9% to 23-24: 73.3% Hispanic decreased from 22-23: 65.9% to 23-24: 63.5%

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

Freshman & Junior Seminar courses - college/career readiness content
High variety of course offerings to align with career objectives - Career Pathway model
A multitude of college / career services & resources: C/C fairs, panels, guest speakers, shadowing/internships

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Improve post-secondary education attending rates
Improving college / career programming across grade levels 6-12

Equity Considerations

English Learners

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
WIDA	15 students receiving a 4.5 or better meeting the criteria to further look into exiting, or being reclassified as a non-ESOL student. If they meet a separate writing requirement taken from in class assignments, they are then considered non-ESOL and monitored for 4 years, or until graduation. 28 students 9-12th grade received a 4 - 4.4, only 8 of those were this year's seniors.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Special Ed Tutoring IXL Growth	172 students with IEPs showed positive IXL growth (school-wide)
Special Ed Tutoring IXL Growth (9th Grade)	53% (71/134) IEP positive growth

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
Keystone Proficiency has decreased for Math: 2021-2022 30.9% 2022-2023 9.7% 2023-2024 17.6% 2024-2025 12.0%	
Keystone Proficiency has decreased for ELA: 2021-2022 46.0% 2022-2023 36.0% 2023-2024 36.7% 2024-2025 34.4%	

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Implementation of Special Ed tutoring lab center and Curriculum Connections
Year 2 of the Desmos curriculum for math

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Instructional fidelity

Attendance and class skips

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Emerging
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Emerging
Continuously monitor implementation of the school improvement plan and adjust as needed	Emerging

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Emerging
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Emerging
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Operational

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

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Strong multi-tiered system of support for academics and behavior
Strong school culture
Implementation of Collaborative Learning Groups
Shared Vision and Teacher Efficacy

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

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Identify and address individual student learning needs
Instructional fidelity in the core classes
Improve the availability of mental health resources across the school

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
The 5-Year graduation rate increased from 2023-2024: 83.5% to 2024-2025: 87.6% and is up from 76.3% in 2018-2019	False
Career Standards Benchmark increased: 2021-2022 23.1% 2022-2023 24.2% 2023-2024 32.8% 2024-2025 32.5%	False
Regular attendance rates improved from 2021-2022: 39.4%, 2022-2023: 56.6%, to 2023-2024: 60.5% and 64.6% in 24-25.	False
ELA Proficiency increased: 2022-2023 34.0% 2023-2024 32.1% 2024-2025 37.3%	False
LHS has implemented a school-wide focus on classroom learning walks, all teachers as literacy teachers, and KTL strategies across core classrooms.	False
LHS has implemented a school-wide focus on classroom learning walks, KTL strategies across core classrooms, and challenged math teachers to use IXL as a progress monitoring tool with intentionality.	False
The 4-Year graduation rate increased from: 2021-2022 69.1% 2022-2023 73.5% 2023-2024 84.2% 2024-2025 85.7%	False
Math Proficiency has increased: 2022-2023 7.8% 2023-2024 17.0% 2024-2025 13.8%	False
Math Proficiency has increased: 2022-2023 9.7% 2023-2024 17.6% 2024-2025 12.0%	False
Regular attendance rates improved: 2022-2023 55.5% 2023-2024 62.1% 2024-2025 65.7%	False
LHS has implemented a school-wide focus on classroom learning walks, all teachers as literacy teachers, and KTL strategies across core classrooms. We've also began educating teachers on PVAAS and using data to make decisions on instructional leadership initiatives.	True
LHS has implemented a school-wide focus on classroom learning walks and adopted DESMOS for our online Algebra curriculum. We've also began educating teachers on PVAAS and using data to make decisions on instructional leadership initiatives.	False
LHS has implemented a school-wide focus on classroom learning walks, all teachers as literacy teachers, and KTL strategies across core classrooms.	False
Liberty utilizes academic recovery and summer school to help support credit recovery and get students to graduation.	False
2021-2022 83.3% 2022-2023 66.7% 2023-2024 66.7% 2024-2025 49.2%	False
Regular Attendance has increased from 2023-2024 - 70.1% to 2024-2025 - 72.8%. LHS has developed systems to track tardiness and implemented incentives to try to encourage positive daily attendance habits.	False
All LHS teachers attended six 45-min Collaborative Learning Group (CLG) sessions, including six 20-min learning walks.	False
51 of 133 noted that the Content Literacy CLG focus had an impact on their instruction this year	False
19 of 133 noted that the Content Literacy CLG focus had the biggest impact on their instruction this year	False
Strong Curriculum Tool - StudySync grades 9-12	False
March Madness IXL 6-week challenge.	False
9th graders went from 17% at or above grade level to 25% at EOY on the IXL Diagnostic in the spring semester.	False

Tutoring Programming - This growth speaks to the power of targeted supports and tutoring — and it's worth exploring how we can scale these supports more broadly to all SPED learners	False
Availability of academic resources: academic coaching, tutoring, homework club, academic recovery program	False
Strong Project Lead The Way programming - alumni reporting high success rate in college programs	False
Freshman & Junior Seminar courses - college/career readiness content	False
High variety of course offerings to align with career objectives - Career Pathway model	False
A multitude of college / career services & resources: C/C fairs, panels, guest speakers, shadowing/internships	False
Implementation of Special Ed tutoring lab center and Curriculum Connections	False
Year 2 of the Desmos curriculum for math	False
Strong multi-tiered system of support for academics and behavior	False
Strong school culture	False
Implementation of Collaborative Learning Groups	False
Shared Vision and Teacher Efficacy	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Math Proficiency has decreased: 2022-2023 5.3% 2023-2024 5.0% 2024-2025 2.9%	False
Math Proficiency has decreased: 2023-2024 4.8% 2024-2025 0.8%	False
Math Proficiency has decreased: 2022-2023 5.3% 2023-2024 5.0% 2024-2025 2.9%	False
ELA Proficiency has decreased: 2022-2023 10.8% 2023-2024 13.3% 2024-2025 8.2%	True
LHS has developed systems to track tardiness and implemented incentives to try to encourage positive daily attendance habits.	False
GC work closely with their groups of student to ensure all career standards benchmarks are met.	False
ELA Academic Growth remains stagnant: 2021-2022 50.0 2022-2023 50.0 2023-2024 50.0 2024-2025 51.0	False
Career Standards Benchmark decreased: 2021-2022 70.9% 2022-2023 65.9% 2023-2024 63.5% 2024-2025 53.2%	False
The 4-Year graduation rate is stagnant: 2021-2022 77.1% 2022-2023 74.6% 2023-2024 79.1% 2024-2025 76.6%	False
LHS has implemented a school-wide focus on classroom learning walks, KTL strategies across core classrooms, and challenged math teachers to use IXL as a progress monitoring tool with intentionality. Also, LHS has adopted DESMOS for our online Algebra curriculum	False
All student groups have decreased...2023-2024 - 48.0% to 2024-2025 - 43.3%. LHS has implemented a school-wide focus on classroom learning walks, all teachers as literacy teachers, and KTL strategies across core classrooms.	False
Growth and Attainment has decreased from 2023-2024 - 14.5% to 2024-2025 - 14.1%. LHS has implemented a school-wide focus on classroom learning walks, all teachers as literacy teachers, and KTL strategies across core classrooms.	False
Overall, LHS has dropped slightly 2023-2024 - 85.6% to 2024-2025 - 85.3%. Liberty utilizes academic recovery and summer school to help support credit recovery to get students to graduation.	False

Increase the capacity of non-ELA teachers to become experts in disciplinary literacy within their subject areas.	True
All 9th-grade students ? (637 BOY and 741 EOY) are still significantly below grade level as an average (741 is midway through 7th grade).	False
Instructional Fidelity in ELA class	False
IXL as a tool for proficiency of recommended skills - fidelity across 9th and 10th-grade classrooms.	False
Students are entering with a lack of foundational skills to be successful in ALG14	False
In need of a diagnostic & practice program (IXL equivalent) or CDT's for Biology	False
Improve post-secondary education attending rates	False
Improving college / career programming across grade levels 6-12	False
Instructional fidelity	False
Attendance and class skips	False
Identify and address individual student learning needs	False
Instructional fidelity in the core classes	False
Improve the availability of mental health resources across the school	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Students with disabilities are making growth in some areas but lack foundational skill support to be successful in more rigorous classes. The tutoring program and pull-out support model will hopefully help to bridge the gaps.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
ELA Proficiency has decreased: 2022-2023 10.8% 2023-2024 13.3% 2024-2025 8.2%	Special Education students need grade-level instruction and resources to scaffold for student growth.	True
Increase the capacity of non-ELA teachers to become experts in disciplinary literacy within their subject areas.	All teachers need to develop and support high expectations for all students.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
LHS has implemented a school-wide focus on classroom learning walks, all teachers as literacy teachers, and KTL strategies across core classrooms. We've also began educating teachers on PVAAS and using data to make decisions on instructional leadership initiatives.	Continued improvement of strong instructional effectiveness.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	To cultivate a culture of excellence in teaching and learning by bringing all staff together around a shared commitment to improving the instructional environment and accelerating student learning. Through this collective effort, we will increase the number of students meeting or exceeding grade-level expectations, as measured by benchmark and Keystone assessments
	To cultivate a culture of excellence in teaching and learning by bringing all staff together around a shared commitment to improving the instructional environment and accelerating student learning. Through this collective effort, we will increase the number of students meeting or exceeding grade-level expectations, as measured by benchmark and Keystone assessments

Goal Setting

Priority: To cultivate a culture of excellence in teaching and learning by bringing all staff together around a shared commitment to improving the instructional environment and accelerating student learning. Through this collective effort, we will increase the number of students meeting or exceeding grade-level expectations, as measured by benchmark and Keystone assessments

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Students receiving support for disabilities will grow 160 pts or more on the IXL diagnostic over the course of the school year.			
Measurable Goal Nickname (35 Character Max)			
Math Goal for students with learning needs - Growth			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Students will take benchmark diagnostic and review the data with their math teacher/case manager; will grow 40 pts from BOY	The student will grow 80 pts from BOY	The students will grow 120 pts from BOY	The students will grow 160 pts from BOY

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
Students receiving support for disabilities will complete 2.0 IXL recommended skills per week over the course of the school year.			
Measurable Goal Nickname (35 Character Max)			
Math Goal for students with learning needs - Recommended Skills IXL			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter
Students will take benchmark diagnostic and review the data with their math teacher/case manager; The student will maintain 2.0 recommended IXL skills per week or more	The student will maintain 2.0 recommended IXL skills per week or more	The student will maintain 2.0 recommended IXL skills per week or more	The student will maintain 2.0 recommended IXL skills per week or more

Priority: To cultivate a culture of excellence in teaching and learning by bringing all staff together around a shared commitment to improving the instructional environment and accelerating student learning. Through this collective effort, we will increase the number of students meeting or exceeding grade-level expectations, as measured by benchmark and Keystone assessments

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
Students receiving support for disabilities will achieve a 70% average score measured by ELA/LIT local common assessments.			
Measurable Goal Nickname (35 Character Max)			
ELA Goal for students with learning needs			
Target 1st Quarter	Target 2nd Quarter	Target 3rd Quarter	Target 4th Quarter

Complete the Writing Diagnostic with a score of 70% or higher	Complete the Unit 1 Fiction CR with a score of 70% or higher	Complete the Unit 2 Nonfiction CR with a score of 70% or higher	Complete the Exam Fiction CR with a score of 70% or higher
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Action Plan

Measurable Goals

Math Goal for students with learning needs - Growth	Math Goal for students with learning needs - Recommended Skills IXL
ELA Goal for students with learning needs	

Action Plan For: ELA Goal

Measurable Goals:	
- Students receiving support for disabilities will grow 160 pts or more on the IXL diagnostic over the course of the school year. - Students receiving support for disabilities will complete 2.0 IXL recommended skills per week over the course of the school year. - Students receiving support for disabilities will achieve a 70% average score measured by ELA/LIT local common assessments.	

Action Step		Anticipated Start Date	Anticipated Completion Date
The student will receive weekly small-group tutoring during CORE classes for the first semester based on the data from their BOY benchmarking.		2026-08-24	2027-01-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Special Education Case Manager, Special Ed Department Chair, Assistant Principal	IXL, Desmos, Local Assessments for ELA including Studysync	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
The student will receive weekly small-group tutoring during CORE classes for the second semester based on the data from their MOY benchmarking.		2027-01-20	2027-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Special Education Case Manager, Special Ed Department Chair, Assistant Principal	IXL, Desmos, Local Assessments for ELA including Studysync	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Students will complete a bi-weekly self-assessment and conference with their case manager to review and identify strengths and areas of growth, and will develop a plan to address the areas of needed growth during the first semester.		2026-08-24	2027-01-19
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Special Education case manager/ teacher	Common Assessment results/ feedback / goal sheet	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Students will complete a bi-weekly self-assessment and conference with their case manager to review and identify strengths and areas of growth, and will develop a plan to address the areas of needed growth during the second semester.		2027-01-19	2027-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Special Education case manager/ teacher	Common Assessment results/ feedback / goal sheet	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Consistent frequency of small group pull-out tutoring sessions that include biweekly student self-reflection and teacher-student conferencing with goal setting will increase skills where there are currently deficits and improve proficiency on local and state assessments.	The case manager will collect ongoing data and complete a quarterly progress monitoring report via Synergy SE that will be discussed with the administration, special education department chair/supervisor during data meetings, students and families during conferences.

Action Plan For: Benchmarking IXL Diagnostic

Measurable Goals:
- Students receiving support for disabilities will grow 160 pts or more on the IXL diagnostic over the course of the school year. - Students receiving support for disabilities will complete 2.0 IXL recommended skills per week over the course of the school year.

Action Step		Anticipated Start Date	Anticipated Completion Date
Students with disabilities will complete the IXL diagnostic for BOY		2026-08-24	2026-09-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Teacher/Case manager	IXL diagnostic	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Students with disabilities will complete the IXL diagnostic for MOY		2027-01-20	2027-02-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Teacher/Case Manager	IXL diagnostic	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Students with disabilities will complete the IXL diagnostic for EOY		2027-05-24	2027-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Math Teacher/Case Manager	IXL diagnostic	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
After every benchmark, data is analyzed students are grouped based their currently needs. Small group pull out to increase skill where there are currently deficits.	The case manager will collect ongoing data and complete a quarterly progress monitoring report via Synergy SE that will be discussed with the administration, special education department chair/supervisor during data meetings, students and families during conferences.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

True School does not receive Schoolwide Title 1 funding.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
ELA Goal	The student will receive weekly small-group tutoring during CORE classes for the first semester based on the data from their BOY benchmarking.
ELA Goal	The student will receive weekly small-group tutoring during CORE classes for the second semester based on the data from their MOY benchmarking.

IXL/StudySync/ELA Common Assessment Training

Action Step		
- The student will receive weekly small-group tutoring during CORE classes for the first semester based on the data from their BOY benchmarking. - The student will receive weekly small-group tutoring during CORE classes for the second semester based on the data from their MOY benchmarking.		
Audience		
Special Ed Teachers		
Topics to be Included		
IXL/StudySynch/ELA Common Assessment Training		
Evidence of Learning		
Formative Assessment/Teacher feedback		
Lead Person/Position	Anticipated Start	Anticipated Completion
Supervisor of Special Education	2026-08-17	2026-08-21

Learning Format

Type of Activities	Frequency
Workshop(s)	At teacher in-service in August; throughout the year as requested
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	Date
Brandon Horlick	2026-07-02
School Improvement Facilitator Signature	Date