Liberty High School
School Improvement Plan
2026-2027

Carroll County Public Schools Strategic Plan 2023-2026
Pillar I: Improve Academic Achievement Objective 1: CCPS improves the early literacy proficiency level of each student group identified in the Blueprint for Maryland's Future. Objective 2: CCPS students are College and Career Ready (CCR) as identified in the Blueprint for Maryland's Future.
Pillar II: Strengthen Productive Family and Community Partnerships Objective 1: Communication between CCPS and the community demonstrates transparency, trust, and respect. Objective 2: CCPS partners with local government, businesses, and agencies to support student learning. Objective 3: CCPS will increase transparency in the public procurement process.
Pillar III: Develop and Support a Successful Workforce Objective 1: CCPS recruits qualified candidates for all teacher positions. Objective 2: CCPS supports staff to build the Blueprint for Maryland's Future career ladder. Objective 3: CCPS recruits and retains diverse employees reflective of our student community. Objective 4: CCPS maintains class sizes that support learning.
Pillar IV: Establish Safe, Secure, Healthy, and Modern Learning Environments Objective 1: CCPS promotes a culture of school security to protect and educate our students. Objective 2: CCPS maintains modern schools, facilities, and resources that support the educational program.

Liberty High School 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 25-26 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 25-26 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 8th 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 2025-2026 school year and set goals for the 2026-2027 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 recued 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 11th grade year. Currently, 12.85% of our 11th and 12th grade students are not achieving this, so we wish to align our strategic actions to support this subgroup. Specifically, 37/254 11th graders and 11.1% of 12th grade students are not achieving CCR and of those students 12/54 in 12th and 11/54 in 11th 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 9th graders, 71% of 10th graders, and 67.5% of 12th graders showing mastery, and we will plan strategic actions to increase this mastery percentage.

School Improvement Goals to Target from Needs Assessment

1. Increase the average number of students who earn a proficient score on the Algebra 1 MCAP assessment by 10%, and reduce the number of students not achieving proficiency by 10% on the English 10 MCAP assessment data.
2. 85% of students will achieve CCR by the end of their 11th grade year
3. Ensure equitable access to increased academic rigor in FARMS populations (increased from last year's baseline)
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
5. Increase attendance on early dismissal days and build school morale and school spirit in both curricular and non-curricular areas

School Improvement Goal		
1. The average number of students who earn a proficient score on the Algebra 1 MCAP assessment and English 10 MCAP assessment will increase by 10% from last year's data.		
Strategic Actions	Timeline	Measures of Success / Desired Performance Level
1.1 Flex requests for remediation	Ongoing	Math teachers will request students who underperform on baseline diagnostic tool to PAWS for remedial support. Advisors will support this action by monitoring students through their watchlist. Create a calendar for peer tutoring for PAWS to increase more tutoring opportunities.
1.2 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. Teachers will utilize Flex Tracker and notes in TAC to record second chance learning.
1.3 Identify students for drop in tutoring	Mid-September 2025- Spring 2026	Math teachers will use periodic benchmarks to check student understanding and invite students for drop-in tutoring support. 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. Advisors will create and monitor watchlists for their advisees and refer students for drop-in tutoring as needed.
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. 85% of students will achieve CCR by the end of their 11th grade year		
Strategic Actions	Timeline	Measures of Success / Desired Performance Level

2.1. Flex requests for remediation	Ongoing	English teachers will request students who underperform on a baseline diagnostic tool to PAWS for remedial support. Advisors will support this action by monitoring students through their watchlist. Create a calendar for peer tutoring for PAWS to increase more tutoring opportunities.
2. 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. Teachers will utilize Flex Tracker and notes in TAC to record second chance learning.
2. 3. Identify students for drop-in tutoring	Mid-September 2025- Spring 2026	English teachers will use periodic benchmarks to check student understanding and invite students for drop in tutoring support. 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. Advisors will create and monitor watchlists for their advisees and refer students for drop in tutoring as needed. 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.
2. 4. Use Reading Specialist resources	Ongoing	Literacy teacher will push into English classes on an as needed basis. Literacy teacher will push into Social Studies and Science classes to assist students with reading and writing. Based on reading assessments, students with lower scores will be further assessed by reading specialist to evaluate students and determine next necessary steps
2. 5. Cross curricular strategies for Literacy Goals	Ongoing	All teachers will actively engage in supporting literacy goals across content by incorporating literacy strategies in their instructional practice (ex. context clues, inferencing, etc.). Professional Development on strategies to best meet literacy goals in all content areas.

3. Ensure equitable access to increased academic rigor in FARMS populations (increased from last year's baseline)

Strategic Actions	Timeline	Measures of Success / Desired Performance Level
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 Adress chronic absenteeism and implement positive reinforcement for attendance	Ongoing	Create watch lists of students with chronic absenteeism. Administration and counselors will communicate with families to determine the cause of chronic absenteeism. Continue student of the month incentives and reward attendance and achievement. "Kid Talk" and follow through. PPW: what are the consequences for chronic absenteeism? Expectations? • 3 unexcused tardies, then start meeting with admin & receiving detentions
3.4 Scheduling Considerations for Honors/AP/Dual Enrollment		Counselors will encourage scheduling of English and Math dual enrollments offered on campus

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		
Strategic Actions	Timeline	Measures of Success / Desired Performance Level
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. Students who receive FARMs benefits but whom are not CCR will have their AP tests paid for by LHS administration budget.
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	Teachers of Level 6 courses will monitor student progress and identify students that show signs of readiness to extend to honors level/DE courses. Teachers/Advisors will use the FARMS filter in the Advanced Course Roster report to assist in the course selection process. Teachers of Level 6 courses will communicate with school counselors regarding adjustments to student course selections. Teachers of Honors courses will monitor student progress and identify students that show signs of readiness to extend to AP level/DE courses. 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.
4.4 Academic prerequisite course teachers will encourage enrollment in AP during course selection		
4.5 rotating schedule for ED days		

5. Increase attendance on early dismissal days to build school morale and school spirit in both curricular and non-curricular areas		
Strategic Actions	Timeline	Measures of Success / Desired Performance Level
5.1 Senior class leadership and school-wide activities		Senior Sunrise attendance was encouraging SGA Sources of Strength BINGO Kindness & Pride cards; kindness bears

		SOTM Breakfast Alumni Day – during in school concert day in December before winter break Walk of Fresh Air Senior Walk-Out (cap and gown visibility)
5.2		Analyze data correlating absenteeism to service hours