

# COVER PAGE FOR SCHOOL PLANS

## SCHOOL INFORMATION AND REQUIRED SIGNATURES

**LIBERTY HIGH SCHOOL**

**SCHOOL DISTRICT OF PICKENS COUNTY**

SCHOOL RENEWAL PLAN FOR YEARS 2007 - 2012

SCHOOL RENEWAL ANNUAL UPDATE FOR 2008

### Assurances

The school renewal plan, or annual update of the school renewal plan, includes elements required by the Early Childhood Development and Academic Assistance Act of 1993 (Act 135) and the Education Accountability Act of 1998 (EAA) (S.C. Code Ann. §§ 59-18-1300 and 59-139-10 *et seq.* (Supp. 2004)). The signatures of the chairperson of the board of trustees, the superintendent, the principal, and the chairperson of the school improvement council are affirmation of active participation of key stakeholders and alignment with Act 135 and EAA requirements.

### CHAIRPERSON, BOARD OF TRUSTEES

PRINTED NAME	SIGNATURE	DATE

### SUPERINTENDENT

PRINTED NAME	SIGNATURE	DATE

### CHAIRPERSON, SCHOOL IMPROVEMENT COUNCIL

PRINTED NAME	SIGNATURE	DATE

### PRINCIPAL

PRINTED NAME	SIGNATURE	DATE

ADDRESS: 319 Summit Drive Liberty, South Carolina 29657

TELEPHONE: (864) 843-5800

E-MAIL ADDRESS: randygilstrap@pickens.k12.sc.us



<b>ACTION PLAN FOR PERFORMANCE GOAL 4 (DISTRICT PERFORMANCE GOAL 9)</b> .....	24
EVALUATION .....	24
Activity.....	24
Activity.....	25
Activity.....	26
Activity.....	28
Activity.....	29
<b>ACTION PLAN FOR PERFORMANCE GOAL 5 (DISTRICT PERFORMANCE GOAL 10)</b> .....	31
EVALUATION .....	31
Activity.....	31
<b>ACTION PLAN FOR PERFORMANCE GOAL 6 (DISTRICT PERFORMANCE GOAL 11)</b> .....	33
EVALUATION .....	33
Activity.....	33
Activity.....	34
<b>ACTION PLAN FOR PERFORMANCE GOAL 7 (DISTRICT PERFORMANCE GOAL 12)</b> .....	36
EVALUATION .....	36
Activity.....	36
<b>ACTION PLAN FOR PERFORMANCE GOAL 8 (DISTRICT PERFORMANCE GOAL 13)</b> .....	38
EVALUATION .....	38
Activity.....	38
Activity.....	39
Activity.....	40
<b>ACTION PLAN FOR PERFORMANCE GOAL 9 (DISTRICT PERFORMANCE GOAL 14)</b> .....	42
EVALUATION .....	42
Activity.....	42

## STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS

List the name of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

	<i>POSITION</i>	<i>NAME</i>
1.	PRINCIPAL	Randy Gilstrap
2.	TEACHER	Deanna Parker
3.	PARENT/GUARDIAN	Jan Whitworth
4.	COMMUNITY MEMBER	Jeff Barrett
5.	SCHOOL IMPROVEMENT COUNCIL	Sherry Haitchcock
6.	OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.)	

<i>POSITION</i>	<i>NAME</i>
<u>Student Body President</u>	<u>Ryan Gillespie</u>
<u>Student Body Vice-President</u>	<u>Katherine Duffie</u>
<u>Student Body Secretary</u>	<u>Elizabeth Thomas</u>
<u>Business Education Teacher/Instructional Coach</u>	<u>Amber King</u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>
<u> </u>	<u> </u>

\*REMINDER: If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

## ASSURANCES FOR SCHOOL PLANS

### Act 135 Assurances

Assurances, checked and signed by the district superintendent and the principal, attest that the school/district complies with all applicable Act 135 requirements.

n/a **Academic Assistance, PreK–3** The school/district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). Provide a good example of academic assistance services for PreK–3 by referencing a page number of the plan \_\_\_\_ along with the number of the goal \_\_\_\_, strategy \_\_\_\_, or activity \_\_\_\_.

**Academic Assistance, Grades 4–12** The school/district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). Provide a good example of academic assistance services for grades 4–12 by referencing a page number of the plan 16 along with the number of the goal 1, strategy 3, or activity 2.

**Parent Involvement** The school/district encourages and assists parents in becoming more involved in their children’s education. Some examples of parent involvement initiatives include making special efforts to meet with parents at times more convenient for them, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children. Provide a good example of parent involvement by referencing a page number of the plan 36 along with the number of the goal 7, strategy 1, or activity 2.

**Staff Development** The school/district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for the improvement of student academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*. Provide a good example of staff development by referencing a page number of the plan 19 along with the number of the goal 2, strategy 1, or activity 3.

**Technology** The school/district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. Provide a good example of the use of technology by referencing a page number of the plan 24 along with the number of the goal 4, strategy 1, or activity 4. (additional technology assurances for **districts** follow the Act 135 assurances)

**Recruitment** The school/district makes special efforts to **recruit** and give **priority** in parenting and family literacy activities to **parents** of at-risk 0–5 year olds. The recruitment program is not grade specific, but normally would be most appropriate for **parents** of children at the primary and elementary school levels and below, and for secondary school students who are **parents**.

√ **Collaboration** The school/district (regardless of the grades served) collaborates with health and human services agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).

n/a **Developmental Screening** The school/district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program normally is appropriate at primary and elementary schools, although screening efforts could take place at any location.

n/a **Half-Day Child Development** The school/district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.

n/a **Best Practices in Grades K–3** The school/district provides in grades K–3 curricular and instructional approaches that are known to be effective in the K–3 setting.

n/a **Developmentally Appropriate Curriculum for PreK–3** The school/district ensures that the scope and sequence of the curriculum for PreK–3 are appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.

√ **Parenting and Family Literacy** The school/district provides parenting activities and opportunities for parents of at-risk 0–5 year olds to improve their educational level. This program is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Some districts operate the program at various schools, an early childhood development center, or some other location, while other districts operate the program through home visits.

√ **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The school/district ensures as much program effectiveness as possible by developing a districtwide/schoolwide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.

√ **The School-to-Work Transition Act of 1994 (STW)** The school/district provides required STW programs for grades 6–12, and STW concepts are a part of the developmentally appropriate curriculum for K–12.

\_\_\_\_\_  
 Superintendent's Printed Name  
 (for district and school plans)

\_\_\_\_\_  
 Superintendent's Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Principal's Printed Name

\_\_\_\_\_  
 Principal's Signature

\_\_\_\_\_  
 Date

As chairperson of the SACS CASI Quality Assurance Review Team, I certify that \_\_\_\_\_  
School has a continuous improvement plan that meets all requirements of the South Carolina Department  
of Education's model planning process as specified in State Board of Education Regulation 43-261 and  
that the school meets SACS CASI accreditation requirements.

**Quality Assurance Review**

\_\_\_\_\_  
**QAR Team Chair's Signature**

\_\_\_\_\_  
**Date**

Team Chair Printed Name

## **EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS**

The mission of Liberty High School focuses on the continuous improvement of instructional services to our students. The success of Liberty High School students depends upon the collaborative effort of the faculty and staff, school improvement council, parents, students, and community members to ensure that every student has the opportunity to achieve at the highest level. Using test data analysis, parent, staff, and student surveys, we were able to identify some areas of need. Based on this information, action plans were developed to address student needs, standards and assessment, professional development, instructional strategies, curriculum, and communication.

### **HSAP**

Overall, we have seen a slight increase in the students passing both sections of HSAP on their first attempt from 77.6% in 2005 and 2006 to 79.9% as reported in the 2007 School Report Card. This 79.9% is also higher than that of other high schools like us who experienced a 78.9% first attempt passage rate on both sections of the HSAP reported in 2007.

### **End of Course Test**

*English 1* passage rates declined from 75.7% in 2006 to 64.8% in 2007. This passage rate of 64.8% was still slightly above other schools like us with a 61.6% passage rate according to the 2007 report card. *Physical Science* passage rates significantly dropped over the past 3 years to 44.6% in 2007. This passage rate is well below other schools like us (51.2%). *Algebra I/Math Tech 2* scores increased from 73.7% to 80.1% in 2007. However, this is still somewhat lower than other schools like us at 83% as reported on the 2007 School Report Card. However, our

highest performing students traditionally take Algebra I in the 8<sup>th</sup> grade, so these students are not a part of the EOC test group for math.

Females significantly outperform males at Liberty High School on the EOC tests. Females have a passage rate of 69.3% versus the males only passing at a rate of 56.1%. We are addressing this disparity this year by offering single gender classes in both Math and English.

### **Graduation Rate**

Our graduation rate was 67.7% in 2007 compared to other schools like us at 71.5%. We are implementing the key practices of High Schools That Work, and through a daily advisement period are hoping to make more positive connections in order to increase our graduation rate. Each student will be assigned an advisor whom they will meet with every day for all 4 years of high school.

### **Advanced Placement**

While participation in the Advanced Placement program was slightly down to 13.1% as reported in the 2007 School Report Card from 14.9% in 2006, the percentage scoring 3 or better increased from 53.1% in 2006 to 58.9% in 2007. However, more students are taking advantage of dual enrollment opportunities through area colleges.

### **Teacher Quality**

The percentage of teachers returning from the previous year is 88.2 down from 91.0, but still higher than schools like ours as reported in the 2007 School Report Card. Teacher attendance

rates are at 96.6% up from 95.8 last year. Sixty-three percent of our teachers had advanced degrees in 2007 up from 59.6% the previous year.

Collaborative teams are being utilized to increase teachers' instructional proficiency. Grade level core content teachers have a common planning period designated in the master schedule to allow them to work together as a component of the ten key practices of High Schools That Work.

### **School Climate**

School data show that 92.2% of teachers are satisfied with the learning environment. 100% of teachers are satisfied with the social and physical environment. 68.6% of teachers are satisfied with home/school relations.

School data show that 74.5% of students are satisfied with the learning environment. 73.5% of students are satisfied with the social and physical environment. 74.3% of students are satisfied with home/school relations.

School data show that 89.8% of parents are satisfied with the learning environment. 81.3% of parents are satisfied with the social and physical environment. 77.5% of parents are satisfied with home/school relations.

## **MISSION, VISION, VALUES, AND BELIEFS**

### **Mission**

The mission of Liberty High School is to prepare all students to be adaptive and productive citizens through emphasis on academic excellence, career preparation, and life-long learning in a safe and caring environment supported by community involvement.

### **Beliefs**

- Learning is a lifelong process.
- Attitude and commitment affect involvement and learning.
- Every individual has the potential to learn and experience success.
- Every individual is unique and deserves to be treated with dignity and respect in a safe and nurturing atmosphere.
- Individual students respond to different teaching styles.
- Education is a cooperative effort of parents, students, educators, and the community.
- The community and the school are resources for each other, and our school is committed to career preparation and character development.
- Students share the responsibility for their education.
- Parents share the responsibility for the education of their children, and parental involvement is essential in promoting learning.
- Extracurricular activities and the arts are vital parts of the educational process.
- Every student deserves the opportunity to be well prepared for high achievement on assessments.
- State and national standards provide the foundation for effective curriculum, instruction, and assessment.

# School Renewal Plan for LIBERTY HIGH

DATE: FALL 2008

Performance Goal Area: Use student assessment and program evaluation data to advance student learning.

Student Achievement       Teacher/Administrator Quality       School Climate (Parent Involvement, Safe and Healthy Schools, etc.)       School Priority

**LHS PERFORMANCE GOAL 1 (District Performance Goal 6):**

On MATH HSAP, percentage of students who score "Level 3" or "Level 4" on first attempt will increase from 66.7% in 2007 to 89.2% in 2012.  
  
On ELA HSAP, percentage of students who score "Level 3" or "Level 4" on first attempt will increase from 73.3% in 2007 to 92.3% in 2012.

**INTERIM PERFORMANCE GOAL:**

On MATH HSAP, percentage of students who score "Level 3" or "Level 4" on first attempt will increase to 80.6% in 2010.  
  
On ELA HSAP, percentage of students who score "Level 3" or "Level 4" on first attempt will increase to 84.7% in 2010.

**DATA SOURCE(S):**

High School Assessment Program (HSAP Score) Reports

**OVERALL MEASURES:**

Math	2007 Baseline	2008	2009	2010	2011	2012
Annual Results Projection		71.5	76.3	80.6	84.9	89.2
Annual Results	66.7	69.9				

  

Reading/ELA	2007 Baseline	2008	2009	2010	2011	2012
Annual Results Projection		77.1	80.9	84.7	88.5	92.3
Annual Results	73.3	74.4				

<b>ACTION PLAN FOR PERFORMANCE GOAL 1 (DISTRICT PERFORMANCE GOAL 6)</b>	<b>EVALUATION</b>
---	-------------------

**STRATEGY#1.1(DPG 6.1) Provide and support curriculum aligned to South Carolina academic standards.**

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor Completed YES/NO  Continue  Modify/Modified Date
1. Implement district approved curriculum in all content areas.	2007 - 2012	Principal/Instructional Coach/Teachers			
2. Encourage professional development to assist teachers in the development and analysis of formative and summative assessments.	2007 - 2012	Principal/Instructional Coach/Department Chairs/Collaborative Teams	\$5,000	Instructional Professional Development	
3. Develop individual HSAP intervention plans for students not passing HSAP 1 <sup>st</sup> attempt.	2007 - 2012	Instructional Coach/Student Advisors			

**STRATEGY#1.2 (DPG 6.2) Provide and support instructional strategies and practices for students based on short and long term assessments.**

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor Completed YES/NO Continue Modify/Modified Date
<ol style="list-style-type: none"> <li>1. Differentiate instructional practices based on analysis of assessment results.</li> <li>2. Provide teachers professional development to implement literacy across all content areas.</li> <li>3. Provide for and implement the use of appropriate technology resources and software support of instruction, utilizing school-based technology resource teachers                             <ol style="list-style-type: none"> <li>a. Provide on-going professional development for teachers to become proficient in appropriate technology resources and software.</li> <li>b. Provide professional development to enable teachers to fully integrate new and existing technology with instruction.</li> </ol> </li> </ol>	<p>2007 - 2012</p> <p>2007 - 2012</p> <p>2007 - 2012</p>	<p>Principal/Instructional Coach/Teachers</p> <p>Principal/Instructional Coach/Teachers</p> <p>Technology Resource Teacher</p>	<p></p> <p>\$5,000</p> <p>\$5,000</p>	<p></p> <p>Professional Development</p> <p>Technology Funds</p>	

**STRATEGY#1.2** *(continued from previous page)* Provide and support instructional strategies and practices for students based on short and long term assessments.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor Completed YES/NO Continue Modify/Modified Date
4. Implement the Ten Key practices of High Schools That Work to enhance instructional strategies and improve student performance.	2007 - 2012	Principal/Instructional Coach/High Schools That Work Planning Team	\$10,000	High Schools That Work Funding Conferences Professional Development	

**STRATEGY#1.3 (DPG 6.3) Support intervention systems that address social and academic needs of students.**

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor Completed YES/NO Continue Modify/Modified Date
<ol style="list-style-type: none"> <li>1. Analyze prior HSAP assessment for curriculum deficiency trends.</li> <li>2. Provide interventions based on individual HSAP intervention plans.</li> </ol>	<p>2007 - 2012</p> <p>2007 - 2012</p>	<p>Principal/Instructional Coach</p> <p>Teachers/Student Advisors</p>			

**School Renewal Plan for LIBERTY HIGH**

**DATE: FALL 2008**

**Performance Goal Area: Motivate more students to meet high expectations by integrating high expectations into classroom practices and giving students frequent feedback.**

Student Achievement       Teacher/Administrator Quality       School Climate (Parent Involvement, Safe and Healthy Schools, etc.)       School Priority

**LHS PERFORMANCE GOAL 2 (District Performance Goal 7):**  
 On Algebra 1/Math Tech 2 End of Course exam, passage rate will increase from 80.1% in 2007 to 94.1% in 2012.  
 On English 1 End of Course exam, passage rate will increase from 64.8% in 2007 to 89.8% in 2012.  
 On Physical Science End of Course exam, passage rate will increase from 44.6% in 2007 to 84.1% in 2012.

**INTERIM PERFORMANCE GOAL:**  
 On Algebra 1/Math Tech 2 End of Course exam, passage rate will increase from 80.1% in 2007 to 88.5% in 2010.  
 On English 1 End of Course exam, passage rate will increase from 64.8% in 2007 to 79.8% in 2010.  
 On Physical Science End of Course exam, passage rate will increase from 44.6% in 2007 to 68.3% in 2012.

**DATA SOURCE(S):** End of Course Score Reports

<b>OVERALL MEASURES:</b>	Alg1/MT2	2007 Baseline	2008	2009	2010	2011	2012
	Annual Results Projection		82.9	85.7	88.5	91.3	94.1
	Annual Results	80.1	60.4				
	English 1	2007 Baseline	2008	2009	2010	2011	2012
	Annual Results Projection		69.8	74.8	79.8	84.8	89.8
	Annual Results	64.8	68				

	Physical Science	2007 Baseline	2008	2009	2010	2011	2012	
	Annual Results Projection		52.5	60.4	68.3	76.2	84.1	
	Annual Results	44.6	70.2*					

- Certificate level students' zeros excluded.

<b>ACTION PLAN FOR PERFORMANCE GOAL 2 (DISTRICT PERFORMANCE GOAL 7)</b>	<b>EVALUATION</b>
---	-------------------

**STRATEGY#2.1 (DPG 7.1) Provide and support curriculum and assessment for courses in EOCEP.**

Activity (List the steps taken by the group to fully implement the strategy. Include professional development, scientifically based research, innovation initiatives, etc.)	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	Monitor Completed YES/NO Continue Modify/Modified Date
1. Use MAP scores and PACT scores to identify students who may have difficulty performing at target level.	2007 - 2012	Principal/Instructional Coach/Teachers			
2. Develop common formative assessments aligned with South Carolina academic standards for EOCEP courses.	2007 - 2012	Principal/Instructional Coach/Teachers	\$2,000	Local Funds	
3. Provide professional development to content teachers of EOCEP on content standards, support documents, and EOCEP-like assessments.	2007 - 2012	Instructional Coach	\$2,000	Local Funds	
4. Identify and implement common re-teaching strategies for students who do not demonstrate mastery of standards on common formative assessments.	2007 - 2012	Instructional Coach/Teachers	\$2,000	Local Funds	

**School Renewal Plan for LIBERTY HIGH**

**DATE: FALL 2008**

**Performance Goal Area: Use student assessment and program evaluation data to advance student learning.**

Student Achievement     Teacher/Administrator Quality     School Climate (Parent Involvement, Safe and Healthy Schools, etc.)     School Priority

**LHS PERFORMANCE GOAL 3 (District Performance Goal 8):**

The average SAT and ACT composite scores will be above the state and national average each year.

**INTERIM PERFORMANCE GOAL:**

The average SAT and ACT composite scores will be above the state and national average each year.

**DATA SOURCE(S):**

ACT and SAT scores

**OVERALL MEASURES:**

ACT	2007 Baseline	2008	2009	2010	2011	2012
Annual Results Projection		20.4	20.9	21.1	21.9	22.3
Annual Results	19.4	20.5				
SAT	2007 Baseline	2008	2009	2010	2011	2012
Annual Results Projection		992	1003	1010	1017	1023
Annual Results	968	995				

<b>ACTION PLAN FOR PERFORMANCE GOAL 3 (DISTRICT PERFORMANCE GOAL 8)</b>	<b>EVALUATION</b>
---	-------------------

**STRATEGY#3.1 (DPG 8.1) Provide programs focused on advanced learning opportunities.**

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor Completed YES/NO  Continue  Modify/Modified Date
1. Analyze instructional strategies in CP and Honors courses to ensure rigor for college entrance exams.	2007 - 2012	Principal/Instructional Coach/Teachers/Collaborative Teams			
2. Conduct data analysis to determine trends or curriculum adjustments based upon Explore and PLAN results.	2007 - 2012	Principal/Instructional Coach/Teachers/Collaborative Teams			
3. Include SAT or ACT like assessment items on common assessments in English and Math CP and Honors classes.	2007 - 2012	Instructional Coach/Teachers/Advisors			
4. Recommend CP and Honors students to take SAT/ACT prep classes or workshops prior to taking entrance exams.	2007 - 2012	Student Advisors			
5. Utilize multiple resources for the SAT/ACT Prep curriculum.	2007 - 2012	Teachers/Instructional Coach			

<p>6. Develop guidance procedures for counseling students in the selection of appropriate post-secondary entrance and placement exams.</p>	<p>2007 - 2012</p>	<p>Guidance/Student Advisors</p>			
<p>7. Encourage teacher participation in Advanced Placement training.</p>	<p>2007 - 2012</p>	<p>Administrative Team</p>			
<p>8. Develop vertical teaming opportunities for all Honors and Advanced Placement teachers.</p>	<p>2007 - 2012</p>	<p>Teachers/Instructional Coach</p>			

**School Renewal Plan for LIBERTY HIGH**

**DATE: FALL 2008**

**Performance Goal Area: Develop positive relationships that ensure completion of a program of study with an academic or career/technical concentration.**

- Student Achievement    
  Teacher/Administrator Quality    
  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)    
  School Priority

**LHS PERFORMANCE GOAL 4 (District Performance Goal 9):** Graduation rate will increase from 67.7% in 2007 to 90.7% in 2012, and the dropout rate will decrease from 5.1% in 2007 to 1.6% in 2012.

**INTERIM PERFORMANCE GOAL:** Graduation rate will increase from 67.7% in 2007 to 81.5% in 2010. Dropout rate will decrease from 5.1% in 2007 to 3% in 2010.

**DATA SOURCE(S):** School Report Card  
SASI

OVERALL MEASURES:	Graduation Rate						
	Grad Rate	2007 Baseline	2008	2009	2010	2011	2012
	Annual Results Projection		72.3	76.9	81.5	86.1	90.7
	Annual Results	67.7	62.2				
Drop-Out Rate	Drop-out						
		2007 (05-06) Baseline	2008 (06-07)	2009	2010	2011	2012
	Annual Results Projection		4.4	3.7	3	2.3	1.6
	Annual Results	5.1	6.91				

<b>ACTION PLAN FOR PERFORMANCE GOAL 4 (DISTRICT PERFORMANCE GOAL 9)</b>	<b>EVALUATION</b>
---	-------------------

**STRATEGY#4.1 (DPG 9.1) Provide comprehensive curriculum that allows students multiple opportunities to earn a standard diploma in four years.**

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor Completed YES/NO Continue Modify/Modified Date
1. Monitor student progress to assure appropriate placement in courses that meet academic needs and challenges.	2007 - 2012	Principal/Instructional Coach/Teachers/Guidance/Collaborative Teams			
2. Use math and language strategies courses to assist students in course mastery and establish evaluation of courses.	2007 - 2012	Principal/Instructional Coach/Teachers/Collaborative Teams			
3. Develop articulation agreements with post secondary institutes for dual credit enrollment courses.	2007 - 2012	Instructional Coach/Guidance			
4. Facilitate the use of virtual courses to meet scheduling and instructional needs of students.	2007 - 2012	Instructional Coach/Guidance/Technology Resource Teacher/School Test Coordinator			

**STRATEGY#4.2 (DPG 9.2) Implement counseling and scheduling procedures in accordance with the Education and Economic Act.**

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor Completed YES/NO Continue Modify/Modified Date
<ol style="list-style-type: none"> <li>1. Provide career counseling for all students and parents as required by the EEDA.</li> <li>2. Administer a career inventory and skill assessment to assist students in career selections.</li> <li>3. Revise yearly the four-year electronic Individual Graduation Plan (eIGP).</li> <li>4. Facilitate the use of virtual courses to meet scheduling and instructional needs of students.</li> </ol>	<p>2007 - 2012</p> <p>2007 - 2012</p> <p>2007 - 2012</p> <p>2007 - 2012</p>	<p>Guidance Counselors/Administrative Team/Student Advisors</p> <p>Guidance Counselors/School Test Coordinator</p> <p>Guidance Counselors/Advisors</p> <p>Instructional Coach/Technology Resource Teacher/School Test Coordinator/Guidance</p>			

**STRATEGY#4.3 (DPG 9.3) Provide programs focused on advanced learning opportunities.**

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor Completed YES/NO Continue Modify/Modified Date
1. Analyze instructional strategies in Honors and CP classes to ensure rigor for college entrance exams.	2007 - 2012	Principal/Instructional Coach/AP Teachers			
2. Conduct data analysis to determine trends or curriculum adjustments based upon Explore and PLAN results.	2007 - 2012	Principal/Instructional Coach/School Test Coordinator/Collaborative Teacher Teams			
3. Include SAT and ACT like assessment items on common assessments in English and Math CP and Honors classes.	2007 - 2012	Instructional Coach/Teachers/Advisors			
4. Recommend CP and Honors students to take SAT/ACT prep classes or workshops prior to taking entrance exams.	2007 - 2012	Student Advisors			

<p>5. Utilize multiple resources for the SAT/ACT Prep curriculum.</p>	<p>2007 - 2012</p>	<p>Teachers/Instructional Coach</p>			
<p>6. Develop guidance procedures for counseling students in the selection of appropriate post-secondary entrance and placement exams.</p>	<p>2007 – 2012</p>	<p>Guidance/Student Advisors</p>			
<p>7. Encourage teacher participation in Advanced Placement training.</p>	<p>2007 – 2012</p>	<p>Administrative Team</p>			
<p>8. Develop vertical teaming opportunities for all Honors and Advanced Placement teachers.</p>	<p>2007 - 2012</p>	<p>Teachers/Instructional Coach</p>			

**STRATEGY#4.4 (DPG 9.4) Provide an environment with positive teacher/student relationships.**

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor Completed YES/NO Continue Modify/Modified Date
1. Provide professional development for teachers on cultural understanding and sensitivity awareness.	2007 - 2012	Administrative Team/High Schools That Work Planning Team	\$2500 - \$5000		
2. Provide professional development for teachers to build positive teacher/student relationships using a Framework for Poverty by Ruby Payne.	2007 - 2012	Administrative Team/High Schools That Work Planning Team	\$2500 - \$5000		
3. Provide professional development opportunities on establishing classroom procedures for positive climate (Harry Wong and Alderman).	2007 - 2012	Administrative Team/High Schools That Work Planning Team	\$2500 - \$5000		
4. Develop a mentor program in collaboration with community agencies and adult and student volunteers to support students in the school setting.	2007 - 2012	Administrative Team/High Schools That Work Planning Team	\$2500 - \$5000		

**STRATEGY#4.5 (DPG 9.5) Provide alternative programs for students needing school options.**

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor Completed YES/NO Continue Modify/Modified Date
<ol style="list-style-type: none"> <li>1. Provide a small community of learning to meet the needs of at-risk students.</li> <li>2. Provide counseling and educational activities focused on career and technology courses to connect students to real world experiences.</li> <li>3. Promote the alternative school as a non-traditional approach to graduation.</li> <li>4. Provide virtual courses as options to meet traditional course requirements for graduation.</li> </ol>	<p>2007 - 2012</p> <p>2007 - 2012</p> <p>2007 - 2012</p> <p>2007 - 2012</p>	<p>Administrative Team/Guidance/Student Advisors</p> <p>Administrative Team/Guidance/Student Advisors</p> <p>Simpson Academy/Guidance</p> <p>Instructional Coach/Technology Resource Teacher/Guidance/Administrative Team</p>		<p>APEX/SC Virtual High School</p>	

**School Renewal Plan for LIBERTY HIGH**

**DATE: FALL 2008**

**Performance Goal Area: Develop positive relationships that ensure completion of a program of study with an academic or career/technical concentration.**

- Student Achievement    
  Teacher/Administrator Quality    
  School Climate (Parent Involvement, Safe and Healthy Schools, etc.)    
  School Priority

<b>LHS PERFORMANCE GOAL 5 (District Performance Goal 10):</b>	The attendance rate for students and teachers will be at least 94% each year.							
<b>INTERIM PERFORMANCE GOAL:</b>	The attendance rate for students and teachers will be at least 94% each year.							
<b>DATA SOURCE(S):</b>	School Report Card SASI							
<b>OVERALL MEASURES:</b>	Student Attendance Rate	2007 Baseline	2008	2009	2010	2011	2012	
	Annual Results Projection		94	95	95.5	96	96.5	
	Annual Results	93.9						
	Teacher Attendance Rate	2007 Baseline	2008	2009	2010	2011	2012	
	Annual Results Projection		97	97.5	98	98.5	99	
	Annual Results	96.6						

<b>ACTION PLAN FOR PERFORMANCE GOAL 5 (DISTRICT PERFORMANCE GOAL 10)</b>	<b>EVALUATION</b>
--	-------------------

**STRATEGY#5.1 (DPG 10.1) Provide proactive strategies to address attendance concerns.**

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source	Monitor Completed YES/NO Continue Modify/Modified Date
1. Implement attendance intervention procedures as prescribed by state regulations.	2007 - 2012	Assistant Principal/Attendance Clerk/Guidance/Student Advisors/Collaborative Teams			
2. Provide school/home communication for student absences by automated telephone system, School Fusion, etc.	2007 - 2012	Assistant Principal/Attendance Clerk/Data Entry Clerk			

**School Renewal Plan for LIBERTY HIGH**

**DATE: FALL 2008**

**Performance Goal Area: Provide teams of teachers from several disciplines the time and support to work together to help students succeed.**

Student Achievement     Teacher/Administrator Quality     School Climate (Parent Involvement, Safe and Healthy Schools, etc.)     School Priority

**LHS PERFORMANCE GOAL 6 (District Performance Goal 11):**

The percentage of students recommended for expulsion will decrease each year.

**INTERIM PERFORMANCE GOAL:**

The percentage of students recommended for expulsion will decrease each year.

**DATA SOURCE(S):**

Hearing Officer Data

**OVERALL MEASURES:**

Hearing Officer	2007 Baseline	2008	2009	2010	2011	2012
Annual Results Projection		4	3	2	1	0
Annual Results	5	3				

<b>ACTION PLAN FOR PERFORMANCE GOAL 6 (DISTRICT PERFORMANCE GOAL 11)</b>	<b>EVALUATION</b>
--	-------------------

**STRATEGY#6.1** (DPG 11.1) Provide an on-going discipline awareness program for students focused on behavioral expectations and student discipline procedures.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	Monitor  Completed YES/NO  Continue  Modify/Modified Date
1. Develop a proactive counseling program focused on reducing discipline infractions that may lead to expulsions.	2007 - 2012	Assistant Principal/Guidance/Student Advisors			

**STRATEGY#6.2 (DPG 11.2) Provide professional development programs for teachers addressing classroom management.**

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	Monitor Completed YES/NO Continue Modify/Modified Date
<ol style="list-style-type: none"> <li>1. Train teachers in classroom management strategies to include CPI (Crisis Prevention Intervention).</li> <li>2. Train teachers on bullying prevention.</li> </ol>	<p>2007 - 2012</p> <p>2007 - 2012</p>	<p>Assistant Principal</p> <p>Assistant Principal</p>			

**School Renewal Plan for LIBERTY HIGH**

**DATE: FALL 2008**

**Performance Goal Area: Working together to help students succeed.**

Student Achievement     Teacher/Administrator Quality     School Climate (Parent Involvement, Safe and Healthy Schools, etc.)     School Priority

**LHS PERFORMANCE GOAL 7 (District Performance Goal 12):**

The number of parents who participate in Open Houses or parent-teacher conferences as defined by the state report card will be at least 95% by the year 2012.

**INTERIM PERFORMANCE GOAL:**

The number of parents who participate in Open Houses or parent-teacher conferences as defined by the state report card will be at least 92% by the year 2010.

**DATA SOURCE(S):**

Conference Participation Records  
  
SASI Conference Atom  
  
School Report Card

**OVERALL MEASURES:**

Parent Conferences	2007 Baseline	2008	2009	2010	2011	2012
Annual Results Projection		85	88	93	94	95
Annual Results	81.3					

<b>ACTION PLAN FOR PERFORMANCE GOAL 7 (DISTRICT PERFORMANCE GOAL 12)</b>	<b>EVALUATION</b>
--	-------------------

**STRATEGY#7.1** (DPG 12.1) Encourage parents to visit/communicate with their child’s school.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	Monitor  Completed YES/NO  Continue  Modify/Modified Date
1. Continue to have a community advisory committee that works directly with superintendent.	2007 - 2012	Principal/School Improvement Council			
2. Provide opportunities for parents to visit school for workshops/training/conferences.	2007 - 2012	Administrative Team/High Schools That Work Planning Committee			
3. Utilize the School Improvement Council more effectively in decision making.	2007 – 2012	Administrative Team			
4. Utilize teacher webpages to communicate with parents.	2007 - 2012	Teachers			
5. Strive to be a “Red Carpet School”	2007 - 2012	Administrative Team			

**School Renewal Plan for LIBERTY HIGH**

**DATE: FALL 2008**

**Performance Goal Area: Working together to help students succeed.**

Student Achievement     Teacher/Administrator Quality     School Climate (Parent Involvement, Safe and Healthy Schools, etc.)     School Priority

**LHS PERFORMANCE GOAL 8 (District Performance Goal 13):** By the year 2012, at least 93% of teachers, students, and parents surveyed will indicate satisfaction with their school's social and physical environment.

**INTERIM PERFORMANCE GOAL:** By the year 2010, at least 91% of teachers, students, and parents surveyed will indicate satisfaction with their school's social and physical environment.

**DATA SOURCE(S):** State surveys, percentages reported for "Mostly Agree" and "Agree"

OVERALL MEASURES:	Satisfied Teachers	2007 Baseline	2008	2009	2010	2011	2012
	Annual Results Projection		96	97	98	99	100
Annual Results	95.2	100					
Satisfied Students	2007 Baseline	2008	2009	2010	2011	2012	
	Annual Results Projection		79	84	91	92	93
Annual Results	68.9	73.5					
Satisfied Parents	2007 Baseline	2008	2009	2010	2011	2012	
	Annual Results Projection		79	84	91	92	93
Annual Results	Insufficient Sample	77.5					

<b>ACTION PLAN FOR PERFORMANCE GOAL 8 (DISTRICT PERFORMANCE GOAL 13)</b>	<b>EVALUATION</b>
--	-------------------

**STRATEGY#8.1** (DPG 13.1) Provide safety plans and current safety resources.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	Monitor  Completed YES/NO  Continue  Modify/Modified Date
1. Update emergency safety plans annually.	2007 - 2012	Administrative Team			
2. Train faculty and practice procedures of school safety plan.	2007 - 2012	Administrative Team			

**STRATEGY#** 8.2 (DPG 13.2) Provide a parenting involvement program.

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	Monitor Completed YES/NO Continue Modify/Modified Date
<ol style="list-style-type: none"> <li>1. Enhance and expand communication tools with families.</li> <li>2. Establish meaningful parent/family involvement criteria for tracking of participation.</li> <li>3. Develop organized parent volunteer programs.</li> <li>4. Provide parents with activities for home to support content skills.</li> </ol>	<p>2007 - 2012</p> <p>2007 – 2012</p> <p>2007 – 2012</p> <p>2007 - 2012</p>	<p>Administrative Team</p> <p>Administrative Team</p> <p>Administrative Team</p> <p>Administrative Team/High Schools That Work Planning Team/Teachers</p>			

**STRATEGY#8.3 (DPG 13.3) Implement business partner collaborations.**

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	Monitor  Completed YES/NO  Continue  Modify/Modified Date
<ol style="list-style-type: none"> <li>1. Develop opportunities with business for service learning, mentoring, coaching, and internships.</li>   <li>2. Seek venues to engage community members in dialogue about issues affecting education and the community.</li> </ol>	<p>2007 - 2012</p> <p>2007 – 2012</p>	<p>Administrative Team/High Schools That Work Planning Team/Teachers</p> <p>Administrative Team/High Schools That Work Planning Team/Teachers</p>			

**School Renewal Plan for LIBERTY HIGH**

**DATE: FALL 2008**

**Performance Goal Area: Working together to help students succeed.**

Student Achievement     Teacher/Administrator Quality     School Climate (Parent Involvement, Safe and Healthy Schools, etc.)     School Priority

**LHS PERFORMANCE GOAL 9 (District Performance Goal 14):**

100% of teachers who teach core academic subjects will be highly qualified by the year 2012.

**INTERIM PERFORMANCE GOAL:**

100% of teachers who teach core academic subjects will be highly qualified by the year 2010.

**DATA SOURCE(S):**

Highly qualified personnel data as defined for the Report Card

**OVERALL MEASURES:**

HQ	2007 Baseline	2008	2009	2010	2011	2012
Annual Results Projection		99	100	100	100	100
Annual Results	98.9					

<b>ACTION PLAN FOR PERFORMANCE GOAL 9 (DISTRICT PERFORMANCE GOAL 14)</b>	<b>EVALUATION</b>
--	-------------------

**STRATEGY#9.1 (DPG 14.1) Provide programs to retain a highly qualified staff.**

Activity	Timeline Start/End Date	Person Responsible	Estimated Cost	Funding Source (Title II, PDSI, K-5 and 6-8 Enhancement, academic assistance, technology, innovation, local funds, etc.)	Monitor  Completed YES/NO  Continue  Modify/Modified Date
1. Provide new hires with job responsibilities to improve communication and job understanding.	2007 - 2012	Principal/Instructional Coach/Collaborative Teams			
2. Provide an assistance team for each induction teacher to include a mentor and administrator.	2007 - 2012	Principal			
3. Provide assistance for continuing contract teachers being evaluated through the formal evaluation model (ADEPT).	2007 – 2012	Administrative Team/Instructional Coach			
4. Maintain master teachers to serve as mentors and ADEPT evaluators.	2007 - 2012	Principal/Teachers			
5. Provide time as needed for teachers to observe Master Teachers.	2007 - 2012	Administrative Team/Instructional Coach			

