

Liberty High School Improvement Plan

2014 - 2015 Virginia Indistar (Rapid Improvement Report)

Indistar is a Web-based tool that guides a division or school team in charting its improvements and managing the continuous improvement process. Indistar is premised on the firm belief that division and school improvement is best accomplished when directed by people closest to the students. While the state provides a framework for the process, each division team and school team applies its own ingenuity to achieve the results it desires for its students.

Rapid improvement school indicators form the foundation of Indistar. These indicators of effective practices are concrete, behavioral expressions of professional practice that research demonstrates contribute to student learning.

Liberty High School

Key Indicators are shown in RED.

Virginia Indistar (Rapid Improvement)

School Leadership and Decision Making		
Establishing a team structure with specific duties and time for instructional planning		
Indicator	ID10 - The Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs.(45)	
Assessment	Level of Development:	Initial: Limited Development 01/08/2014
	Describe current level of development:	October 13, 2014 The Liberty High School Leadership will continue to meet one time each month. During these meetings, the Leadership team will redesign the walk through check list to focus efforts on collaborative teaching, student centered classrooms, student engagement and rigor in questioning students for higher order thinking skills. Once this information is observed through peer monitoring and self-videos, the data will be presented to the Leadership Team to focus on specific instructional strategies to be used schoolwide.
Plan	Assigned to:	The Principal
	How it will look when fully met:	The Leadership team collaborates with school administration, school faculty and staff, and division level support staff to identify and analyze all data used in making decisions regarding, and

		providing services for, all students at Liberty High School. The Leadership team will actively participate in the monitoring of classroom instruction through peer observations and walk-throughs. Through this data collection process, professional development needs will be identified, planned and provided.
	Target Date:	04/30/2015

REQUIRED for Targeted Interventions

Targeted Intervention Indicators

Indicator	TA01 - REQUIRED - The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions. (2931)	
Assessment	Level of Development:	Initial: Limited Development 11/21/2013
	Describe current level of development:	<p>October 13, 2014</p> <p>Liberty High School Leadership team's goal is to build collaboration among colleagues who are building a professional learning community so that they can recognize that they must work together to achieve their collective purpose of learning for all. Therefore, they create structures to promote a collaborative culture.</p> <p>The plan is to organize teachers into committees to oversee different facets of the school's operation, such as discipline, technology, and social climate. The powerful collaboration that characterizes professional learning communities is a systematic process in which teachers work together to analyze and improve their classroom practice. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning. This process, in turn, leads to higher levels of student achievement. Through their work, they will also structure cross curricular tiered interventions.</p>
Plan	Assigned to:	The Principal
	How it will look when fully met:	There will be an established identification process used across content areas and course levels.
	Target Date:	05/23/2014

Indicator	TA02 - REQUIRED - The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students). (2932)	
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Assessment	Level of Development:	Initial: Limited Development 12/04/2013
	Describe current level of development:	<p>October 13, 2014 The Liberty High School staff will be provided by professional development in the area of tiered interventions that are appropriate for high school.</p> <p>Teachers identify students of concern by submitting the names to guidance. Guidance will meet with the administrative team to discuss these students and then lead teachers will work through the remediation process.</p> <p>Liberty High School will develop an individual learning plan format to be used for tracking. This will be used with the term graduates to monitor progress.</p>
Plan	Assigned to:	The Principal

Indicator	TA03 - REQUIRED - The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness. (2933)	
Assessment	Level of Development:	Initial: Limited Development 12/04/2013
	Describe current level of development:	<p>October 13, 2014 Liberty High School has identified that the current teaching staff requires more training in the areas of technology. This was identified through the Professional Development provided by SBO at the beginning of the year. This PD required an exit ticket from the teachers that participated. These exit tickets showed that teachers do not feel that they are proficient in the areas of technology in regards to educational strategies.</p> <p>This school year, all professional development will include training with technology: Smart Board Interactive Achievement Document Cameras/LCD Differentiation with the use of technology Remind 101 communication Google Accounts as an educational tool Personalized Blended Learning: Learning Management Systems Web Designing</p>

		<p>Utilizing IEP on Line</p> <p>Writing good professional goals</p> <p>Tiered Intervention Strategies to use in your classroom</p> <p>I-Ready</p> <p>The faculty will also have the opportunity to communicate with the Leadership team as the year progresses to identify further learning needs.</p>
Plan	Assigned to:	The Principal

Formative Assessment		
Formative and Summative Assessments		
Indicator	VA10 - Staff members create effective classroom discussions, questions, and learning tasks that elicit evidence of learning. These include strategies for gathering information such as on-the-fly, planned, and curriculum embedded assessments.(1609)	
Assessment	Level of Development:	Initial: Limited Development 01/08/2014
	Describe current level of development:	<p>October 13, 2014</p> <p>Liberty High School will be developing Professional Learning Communities to build collaborative cross-curricular lesson plans.</p> <p>Liberty High School Leadership team wants to build collaboration among colleagues who are building a professional learning community so that they can recognize that they must work together to achieve their collective purpose of learning for all. Therefore, they create structures to promote a collaborative culture.</p> <p>The plan is to organize teachers into committees to oversee different facets of the school's operation, such as discipline, technology, and social climate. The powerful collaboration that characterizes professional learning communities is a systematic process in which teachers work together to analyze and improve their classroom practice. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning. This process, in turn, leads to higher levels of student achievement.</p> <p>As Liberty High School has worked through the traditional master schedule, some students have been unable to achieve their highest learning</p>

		<p>potential either in the course work or assessments.</p> <p>Liberty High School will be working through the personalized, blended learning model to enhance the student learning. In doing this, Liberty High School would like to implement an EDGE lab both in the morning and the afternoon to provide students learning opportunities. These learning opportunities are defined as: credit recovery classes, remediation for classes that have been passed but assessments have not been achieved, simultaneously working in a scheduled class during the school day and having the student completing the same course on line to assess with weak skills and pacing to achieve learning success.</p> <p>Therefore, Liberty High School will be working through the personalized, blended learning model through the current master schedule to identify term graduate students and work through data collection to assess the areas of weaknesses. Once those areas have been identified, those students will be assigned a math lead teacher to work with the guidance department to schedule remediation. This remediation is unique in that it will be composed of a layered program of education: Student Performance by Question, current grades, informal assessments, and communication with students and parents. With this information, an individual plan will be executed for these students with strict monitoring of the progress.</p>
Plan	Assigned to:	The Principal
	How it will look when fully met:	All teachers will create a classroom culture which develops an environment that fosters evidence of student learning.
	Target Date:	05/22/2015