

LIBERTY HS

1115 Linden St

ATSI non-Title 1 School Plan | 2023 - 2024

VISION FOR LEARNING

Work to have every student identify their passion & purpose Establishing a School of Wellness All students are engaged in learning and contributing to the school community All students are connected to college and career opportunities. All students feel supported and equipped with resiliency skills.

STEERING COMMITTEE

Name	Position	Building/Group
Harrison Bailey III	Principal	Liberty High School
Tara Richards	Assistant Principal	Liberty High School
Kumari Ghafoor-Davis	Parent	PAC
Eleanor Mayer	Parent	PAC
Diane Colom	ESOL Department Chair	Liberty High School
Denise Eisenhauer	Special Education Department Chair	Liberty High School
Stephanie Corrigan	English Department Chair	Liberty High School
Judson Frank	jfrank@basdschools.org	Liberty High School
Nicole Beauchamp	Community Member	Community in Schools
Mark James	Supervisor of Professional Learning, Technology Integration, and Secondary Mathematics Coordinator, BASD Cyber Academy	Bethlehem Area School District

Name	Position	Building/Group
Chris D'Emilio	Teacher	Liberty High School
Dr. Jack Silva	Chief School Administrator	Bethlehem Area School District
Dr. Maureen Leeson	District Level Leaders	Bethlehem Area School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Continue to develop mental health programming by way of support systems and school community education on wellness.	Wellness
Significantly improving student attendance to above the state average in each subgroup must be a major focus if we expect to improve student learning.	Regular Attendance
Our teachers must be adept at implementing appropriate assessment practices to meet the demands of our new assessment policy.	Professional learning

ACTION PLAN AND STEPS

Evidence-based Strategy	
Qualitative Analysis	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Mental Health Services	Increase, evaluate, and improve mental health services and wellness educational opportunities for students.
Assessment Practices	All teachers will continuously improve their assessment and grading practices to support student skill

Goal Nickname**Measurable Goal Statement (Smart Goal)**

development through attending building-based professional development

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Deliver student questionnaire (MH) / Deliver teacher questionnaire (Assessment)

2023-08-28 -
2024-05-31

J. Lasso / H.
Bailey

MH Questionnaire developed Assess.
Questionnaire needs to be developed

Provide PD for Assessment development

2023-08-28 -
2024-05-31

T. Richards /
H. Bailey

Peer Taught

Anticipated Outcome

Improvement in MH services / Improvement in the assessment of learning

Monitoring/Evaluation

Lead people / quarterly / survey & observation

Evidence-based Strategy

Quantitative Analysis & Program Development

Measurable Goals**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Student Attendance

Improve and maintain student attendance rate to exceed state levels (82.2%).

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Assess historical rate by variables / develop programming / employ programming	2023-08-14 - 2024-05-31	A. Traca / H. Bailey / C. D'Emilio	Data Reporting

Anticipated Outcome

Improvement of student attendance rate beyond state level

Monitoring/Evaluation

Leaders/ Quarterly

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase, evaluate, and improve mental health services and wellness educational opportunities for students. (Mental Health Services)	Qualitative Analysis	Provide PD for Assessment development	08/28/2023 - 05/31/2024
All teachers will continuously improve their assessment and grading practices to support student skill development through attending building-based professional development (Assessment Practices)			

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

School Improvement Facilitator Signature

Building Principal Signature

Harrison Bailey III

2023-07-07

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Five-Year Cohort Graduation - Exceeded overall statewide average: 1% higher

Math & Literature Keystone Assessment - Exceeded overall statewide average: 18% & 5.7% above

Black, Hispanic, & Econ. Dis. made improvements on all 3 KS exams: B/T 3 - 30%

Comprehensive programming: Study Sync 9-12

Highly effective & supportive staff

Availability of academic resources: academic coaching, tutoring, homework club, academic recovery program, Prof. Dev. in literacy

Highly dedicated & supportive staff

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

Challenges

Statewide average for Attendance: 4 subgroups 40% below statewide average (Hisp., BI., ELL, Spec. Ed.)

Biology Keystone Exam - All students overall did not meet statewide average: 37.3% below

Black, Hispanic, Econ. Dis., ESL, & Spec. Ed. had 4 Yr. graduation rates below the state average: 86.7% BI - 69.1%, His - 76.5%, Econ. Dis. - 73.4%, ESL - 78.1%, Spec Ed - 77.1%

Active engagement in and out of class

Skills assessment prior to starting Alg 1 and at mid-pt of course

Need to increase knowledge of literacy across the curriculum

Need to increase active engagement in and out of class

Need to increase culturally inclusive curriculum

Improve post-secondary education attending rates

Improving college / career programming across grade levels 6-12

Strengths

Increased parent involvement

Strong AP program - scores very high (22-23 SY)

Employment of Data Coordinator - providing teachers frequent feedback, IXL coaching, Admin. liaison, & recognition program

Black, Hispanic, & Econ. DIs. all made improvements on all 3 KS exams

Data Coordinator available (when we have system to manage)

Highly dedicated & supportive staff

Availability of academic resources: academic coaching, in-person/virtual tutoring, academic recovery program

IXL Diagnostic & skills practice program - completed with fidelity & buy-in achieved (students & staff) / significant growth achieved

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

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices

Improve mental health concerns across the school

Implement evidence-based strategies to engage families to support learning

Assessments show frequent splintered skills in writing

Assessments show splintered skills across standards

Active engagement in and out of class

Need more cohesive science curriculum alignment K-9

Sustained academic engagement: altering instructional approaches

Students seeing a high value in school earlier in school: attendance, grades, graduation

Literacy acquisition

Partner with local businesses, community organizations, and other agencies to meet the needs of the school

In need of a diagnostic & practice program (IXL equivalent) or

Strengths

Support programming: After-school academic support, mentoring

Individual attendance plans

Use multiple professional learning designs to support the learning needs of staff

Implement an evidence-based system of schoolwide positive behavior interventions and supports: Emphasis on social & emotional needs of students

Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school

Foster a culture of high expectations for success for all students, educators, families, and community members

Individual graduation plans

Staff professional development

Challenges

CDT's for Biology



Most Notable Observations/Patterns

Multiple key factors were indicated as impacting academic growth for EL students and performance on Keystones for students with special needs. Mental health and targeted instruction were identified as critical hurdles to success for both subgroups.

Challenges	Discussion Point	Priority for Planning
Statewide average for Attendance: 4 subgroups 40% below statewide average (Hisp., Bl., ELL, Spec. Ed.)	Attendance is directly inhibiting student learning and performance. We need to get them to school more consistently.	✓
Improving college / career programming across grade levels 6-12		
Improve mental health concerns across the school	The mental health of our students continues to be the most significant hurdle to learning. We must address it.	✓
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	With the change of our grading and assessment processes, the employment of effective assessments become even more critical.	✓
Need to increase knowledge of literacy across the curriculum	Literacy instruction is at the core of our district mission. All teachers must approach this topic with fidelity.	
Need to increase active engagement in and out of class		
Need to increase culturally inclusive curriculum		
Literacy acquisition		
In need of a diagnostic & practice program (IXL equivalent) or CDT's for Biology		

ADDENDUM B: ACTION PLAN

Action Plan: Qualitative Analysis

Action Steps	Anticipated Start/Completion Date
Deliver student questionnaire (MH) / Deliver teacher questionnaire (Assessment)	08/28/2023 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Lead people / quarterly / survey & observation	Improvement in MH services / Improvement in the assessment of learning

Material/Resources/Supports Needed	PD Step
MH Questionnaire developed Assess. Questionnaire needs to be developed	no

Action Steps**Anticipated Start/Completion Date**

Provide PD for Assessment development

08/28/2023 - 05/31/2024

Monitoring/Evaluation**Anticipated Output**

Lead people / quarterly / survey & observation

Improvement in MH services / Improvement in the assessment of learning

Material/Resources/Supports Needed**PD Step**

Peer Taught

yes

Action Plan: Quantitative Analysis & Program Development

Action Steps	Anticipated Start/Completion Date
Assess historical rate by variables / develop programming / employ programming	08/14/2023 - 05/31/2024
Monitoring/Evaluation	Anticipated Output
Leaders/ Quarterly	Improvement of student attendance rate beyond state level
Material/Resources/Supports Needed	PD Step
Data Reporting	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase, evaluate, and improve mental health services and wellness educational opportunities for students. (Mental Health Services)	Qualitative Analysis	Provide PD for Assessment development	08/28/2023 - 05/31/2024
All teachers will continuously improve their assessment and grading practices to support student skill development through attending building-based professional development (Assessment Practices)			



PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Assessment development and peer sharing	All faculty	Assessment development
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Advanced discussion / product sharing / implementation in classrooms	08/21/2023 - 05/31/2024	T. Richards / H. Bailey
Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:	
	Language and Literacy Acquisition for All Students	

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Present to LHS Department Chairs	Overview of Plan	Meeting	LHS Department Chair	August 2023
Posted on BASD Website	SIP Plan	Website Posting	Public	28 Days (Starting in July)
Board Adoption - School Board Meeting	Overview of Plan & Approval of ATSI Plan	Monthly Board Meeting	BASD School Directors & Public	Summer Board Mtg
Plan Updates	Reshare progress with staff	Building Meetings	LHS Staff	Mid-point of Year (Jan.)
