

## Alternative School Profile

### 1. Demographics

School Name	Liberty High School  3307 E. Indian Trail  Louisville, Ky 40213  Principal, Iman Talaat  (502) 485-7100  website: <a href="http://jcps.jefferson.kyshools.us/Liberty/">jcps.jefferson.kyshools.us/Liberty/</a>	
Location Number	030	
Program Type	Check One: A5 <input checked="" type="checkbox"/> A6 <input type="checkbox"/> See definitions in <b><i>Alternative Education Programs in KY</i></b>	
Program Capacity	450	
Building Capacity	500 (Plus 40 Mary Ryan Academy students housed at Liberty and monitored by Ms. Talaat and various other Liberty staff)	
Total number students served 12-13	544	
Student Enrollment on Oct 1	381 (Students enroll quarterly and graduate quarterly.)	
Diploma Awarded	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Ages Served	13-21	
Grades Served	7-12	
<b>Administrative and Instructional Staff</b>	<b>Position</b>	<b>Identify Staff Member Name</b>
	Principal –Full Time	Iman Talaat, Principal Liberty and Mary Ryan
	Assistant Principal/s –Full Time	Nina Bedford  Tami Oyler  Jennifer Watson (Liberty and Mary Ryan)
	Counselor/s – Full Time	Jessica Duffy  Tenesha Marshall (Liberty and Mary Ryan)
	Part Time Administrator/s	Karen Anderson  Robert Kelcy  (They equal 1 counselor position)
	Other Administrative Staff- Describe position/duty	n/a
	Other Instructional Staff –	Instructor III- 3

	Describe position/duty	Instructor II-1
		<b>Identify Number Of Staff</b>
	Regular Class Teacher	FTE only: 46.5
	ECE Teacher	FTE only: 2
	Instructional Assistant	FTE only: 2

## 2. Program Purpose

Mission: Liberty High School practices unity through diversity in a caring, collaborative, reflective learning community, and achieves success through opportunity for all learners by addressing the whole person: physical, spiritual, emotional, social, and intellectual.

Vision: Liberty's vision is to create a safe learning environment where all students can find success and develop the skills to be prepared for college and/or the workplace.

Describe Purpose of your program, including the ways the program supports the district's college and career readiness goals for students.

Liberty is a non-traditional safety net school designed to address the educational needs of sixteen (16) to twenty-one (21) year old high school students or middle school (ages 13-15). New students are accepted every nine weeks. During their first nine weeks of school, students participate in the Discovery program designed to teach life skills and learning habits. This program is designed with smaller classes allowing more one on one instruction. Hands-on activities are performed on a regular basis to address the different learning styles of our students. The TABE test is administered to determine student placement for classes and to monitor progress academically.

## 3. Referral/Enrollment Procedures

Criteria for Entrance:	Students must complete an application and complete an assessment at Safe and Drug Free Schools.
Procedure for Entrance	Parents and student must attend an information session to fill out an application. The parents are directed at the meeting to make an appointment at Safe and Drug Free Schools for an assessment. Once Liberty receives the assessment, a decision is made regarding the best placement for the student.
Student Assignment	Involuntary <input type="checkbox"/> Describe procedure: Voluntary <input checked="" type="checkbox"/> Describe procedure:
Parent/Student Self-Referral	Describe procedure: The information sessions on Thursdays are open to any family that is interested in any of Liberty's programs.
Enrollment Cycle	Check as appropriate: Open entry: <input type="checkbox"/> Term entry: <input checked="" type="checkbox"/> Other entry: <input checked="" type="checkbox"/>

#### 4. Program Entry/Student Program Planning

Strategy	Description
Initial Assessment:	TABE test
Program Planning: Identification of Behavioral Needs	Based on Safe and Drug Free School recommendations for services, i.e counseling, drug and alcohol prevention and intervention, Seven Counties, home services, truancy interventions, social service agency referrals, and educational and financial assistance.
Program Planning: Identification of Academic Needs	TABE test
Describe Instructional Methods	Instruction is individualized and based on students different learning styles.
Describe Instructional Tools and Technology	Instructional tools used to differentiate/individualize instruction are: smart boards, ipads, laptops, internet access, e-school, Reading Plus, SuccessMaker, Corrective Reading, math remediation, individual tutoring, Fast Forward, learning style inventory, and Discovery
Describe Program Opportunities	Check appropriate: <input checked="" type="checkbox"/> Core Content Instruction <input checked="" type="checkbox"/> Credit Recovery <input checked="" type="checkbox"/> Content Recovery <input checked="" type="checkbox"/> Credit Acceleration <input type="checkbox"/> Other, Describe
System for Monitoring Academic Progress	Students are given the TABE test twice a year or when they move from one program to another. Students are monitored through advisory using self reflection assessments each grading period. Students are also given transition courses based on ACT scores and then assessed by the COMPASS test and EOC exam. Additionally, Liberty assesses students' academic progress in content classes using diagnostic and proficiency assessments.
System for Monitoring Behavioral Progress	Students are required to follow the 7 P's which is Liberty's behavioral system and school culture. Classes regularly have circle to check in with the students. Students can also utilize the RRR (Rethink, Reflect, and Revaluate) room as a form of redirection and self assessment for behavior. Liberty High School and the Student Response Team practice progressive discipline. The Student Response Team redirects student behavior and allows the student to remain in class.
System for Parent Communication	Teachers are required to keep in regular contact with the parents. Teachers make phone calls and /or send letters home. Many parents use the parent portal and e-mail for communication. The Home School Coordinator also makes home visits when necessary. Liberty also has regular parent nights for new families and parent classes. Information sessions are held 12-14 times a year on Thursdays. Parents are encouraged at Information Sessions to contact/visit the school at any time.
System for Communication to Sending School	Liberty does not transition students back to A1 school.
Describe strategies to <b>build capacity with teachers</b> in high quality services and programming that conforms with best practices and guides all students to college and career readiness.	Teachers engage in Professional Learning Communities, twice a month, to plan meaningful, high level lessons based on student data gathered from CASCADE, TABE, and proficiency assessments. Teachers engage in professional development that focuses on best practice and leading students to college and career readiness. Through tailored professional development and being a pilot school for PGES, teachers are given the tools to learn about and implement best practices. Regular feedback is given to teachers about their practices through learning walks and PLC data.

Describe the types of programs used in your building to address individual learning needs.	<p>Corrective Reading-used with students who score 2 or more grade levels below grade level.</p> <p>Fast Forward- a supplemental reading program</p> <p>Reading Plus- used in Corrective Reading as a supplement</p> <p>Math Transition Course- developed for juniors and seniors who do not score college and career ready on the ACT</p> <p>Math Remediation Course-designed for students who score below grade level (elementary) on TABE</p>
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## 5. Transition to A1 School

Assessment Tool Used for Exit	Students are expected to graduate from Liberty.
Exit Criteria for Academic Performance	Students do not transition back to A1 school.
Exit Criteria for Behavioral Performance	Students do not transition back to A1 school.
Transition Strategies to Prepare Student for Exit	Students do not transition back to A1 school.
Transition Strategies to Support Student Following Exit	Students do not transition back to A1 school.
Attach Examples of Current Student Transition Plans	<input type="checkbox"/> See attached

## 6. Provisions of 704 KAR 19:002

Describe your building's procedures for collaboration with outside agencies involved with involuntary placements, including court order or other social service agencies to address student transition between programs.	Students are not placed here involuntarily. Placement occurs in collaboration with the parents/guardians, students, and the school. Information on the student is given to Liberty from Safe and Drug Free Schools after the student assessment. This information is used to guide the families to services if needed and wanted. Seven Counties is available in the school as well as access to a School Social Worker, the Youth Service Center, and a Home School Corrdinator.
Who will serve on the ILPA Team?	Guidance Counselors, Assistant Principals, CART
Who will guide completion of the ILPA?	The advisory teachers
Who will monitor student progress of the ILPA?	Counselors