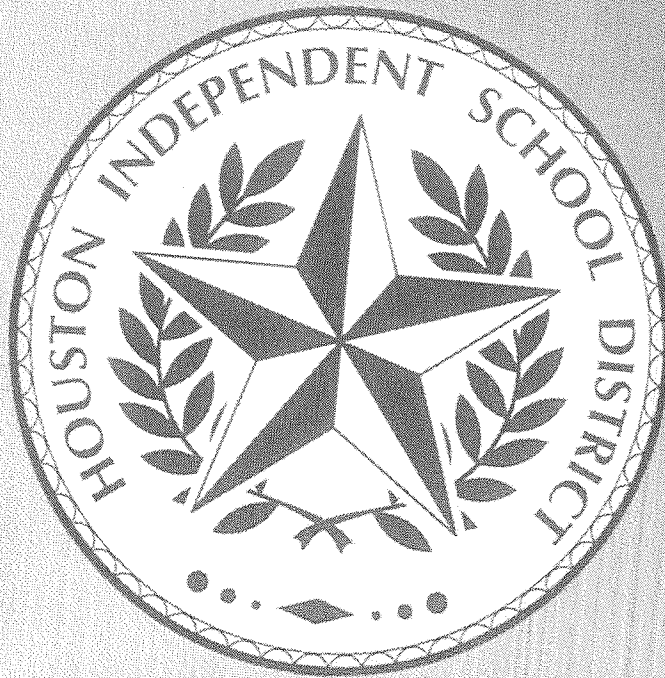


HOUSTON INDEPENDENT SCHOOL DISTRICT



Campus Name: Liberty High School

Campus Number: 324

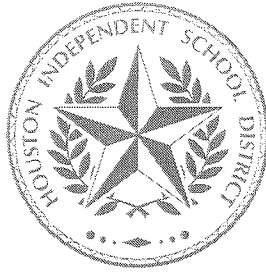
Principal Name: Monico Rivas

School Support Officer/Lead Principal Name: Mr. Tarrynce Robinson

Area Superintendent Name: Dr. James McSwain

Area School Office: West

SCHOOL IMPROVEMENT PLAN 2019-2020



Houston Independent School District

2019 Board of Education

Diana Davila, *President*

Holly Maria Flynn Vilaseca, *First Vice President*

Elizabeth Santos, *Second Vice President*

Sergio Lira, *Secretary*

Sue Deigaard, *Assistant Secretary*

Rhonda Skillern-Jones

Jolanda Jones

Anne Sung

Wanda Adams

Dr. Grenita Lathan, *Interim Superintendent of Schools*

Houston Independent School District

Hattie Mae White Educational Support Center

4400 West 18th Street

Houston, Texas 77092-8501

Web site: www.houstonisd.org

Employees of the District shall not discriminate on the basis of or engage in harassment motivated by age, race, color, ancestry, national origin, sex, handicap or disability, marital status, religion, veteran status, political affiliation, sexual orientation, gender identity, and/or gender expression.

HISD Roadmap to Success for Every Student Strategic Priorities for 2018-2019 and Beyond

Expanding Educational Opportunities

Providing students with quality education requires offering innovative curriculum that challenges students' knowledge and cultivates their creativity. The commitment to administering dynamic learning opportunities is paramount to HISD.

Ensuring Student Health, Safety and Well-being

While academics are at the heart and soul of our district, the importance of a student's health, safety and well-being cannot be understated. Ensuring students have access to safe spaces, transportation, mental health support and nutritious food must continue to be a priority of our district.

Transforming Academic Outreach

As we transform the academic performance of our students, it is critical to do what is necessary to support their academic efforts. From special education to literacy, we must provide the essential support needed for success.

Increasing Organizational Efficiency

The departments that support HISD play an integral part in ensuring we serve every student. Creating an efficient structure, streamlining efforts and operating in a transparent manner will be a key to overall success.

Cultivating Team HISD Talent

Human capital is one of our district's greatest assets. As we move toward increased academic achievement, we must attract dynamic teachers and cultivate the leaders among us.

MISSION STATEMENT

The vision of Liberty High School is to provide the highest quality secondary education to immigrant students. Therefore, we will graduate students with a high school diploma and create a pathway to higher education.

Mission and Educational Philosophy

The mission of our school is to provide a setting for young English learners where they will develop the linguistic and cognitive skills necessary for success in high school, college, and beyond.

The following values make up our school's educational philosophy:

1. We are committed to providing a flexible schedule to address students' needs.
2. We recognize that English language proficiency to comprehend and communicate is fundamental to our students' success.
3. Faculty members are knowledgeable of content area and language development methodologies allowing flexibility in accommodating different learning styles, ability levels, and providing students access to native language resources when needed.
4. We are committed to providing a challenging curriculum that prepares students to successfully master the TEKS in a variety of ways.
5. We are committed to offering a three-semester original credit school year.
6. We recognize and celebrate individual student's cultural differences.
7. We value interacting with the students' family system.
8. We value involving the larger community and its resources in the development of the student.
9. We will always reflect and respond to the ever-changing needs of our students.

School Positioning Platform:

Liberty High School is the preferred choice for newly arrived immigrant students who aspire to prepare for post-secondary education or to enter the work force by:

1. Offering the most effective high school language development program in HISD.
2. Engaging students with a rigorous curriculum to master the TEKS.
3. Offering a flexible schedule (day, night, year-round) for students who work and have family responsibilities.
4. Providing a safe and welcoming environment for learning.
5. Connecting students with available community-wide support services.
6. Increasing students' opportunity for academic scholarships through extracurricular activities (UIL).

SCHOOL PROFILE

Liberty High School was founded in 2004 as a response to the need in our community for a high school that would provide intensive English language support, flexibility for working students, and a year-round school calendar that facilitated acceleration for newly arrived young immigrant scholars. Many of the students who enroll at Liberty have few or no credits toward a high school diploma and have varying degrees of experience with formal education in their home countries. In order to meet the needs of this underserved and academically diverse population, the Gulfton community proposed to open a school with flexibility and innovative instructional methodologies. Now 15 years later, Liberty High School continues to support the academic aspirations of English language learners who live in the heart of Gulfton, in Southwest Houston and throughout the Houston Independent School District. In collaboration with community partners, the faculty and staff of Liberty High School reaffirms their commitment to provide a high-quality education to the newly arrived scholars in our community. Liberty High School (formerly Newcomer Charter) offers flexible scheduling, in the form of weekend, day, and night classes as well as a year-round academic calendar. To support the linguistic needs of students, Liberty integrates intensive English instruction across the curriculum. In addition to providing various forms of academic support, students have access to a social support system through the school advocacy program and wraparound services through partnerships with community providers. Furthermore, Liberty High School continues to embrace collaboration by building strong partnerships with the Houston community and beyond.

The HISD Newcomers Charter High School (now Liberty High School) was approved by the HISD Board of Education on September 9, 2004 and opened on January 10, 2005. With 125 students enrolled on opening night, the school opened its doors exceeding the projected starting student enrollment of 75 students.

Currently, Liberty High School serves over 370 day and night students between the age of 14 and 25 who are recent immigrants to the United States and who have no or few credits toward a high school diploma. In 2012, for the first time in the seven years since it opened its doors to the Gulfton community, Liberty started a day program for immigrant students of traditional high school age. Upon enrollment, students express a strong desire to learn English and to continue with their education beyond high school. Many students also come to Liberty High School from throughout HISD when their work or family responsibilities are of such magnitude that a flexible school schedule is required to continue to have access to a high school education. Currently, our students come to us from several Latin American countries such as Mexico, El Salvador, Honduras, Nicaragua, Guatemala, Cuba, Dominican Republic, Puerto Rico, Peru, Costa Rica, Venezuela and Columbia. We also have students from Ghana, Somalia, The Republic of Congo, Burundi, Sudan, Jordan, Lebanon, Iran, Nigeria, Iraq, Syria, Turkey, The Ivory Coast, Afghanistan, Liberia, Pakistan, China, Vietnam, Burma, Bhutan and Eritrea.

SHARED DECISION MAKING (sample language provided – modify as needed)

Organizational Structure

The Campus Intervention Team (CIT) is based on the Shared Decision-Making model (SDM) designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and HISD board policy. A Professional Service Provider (PSP), and a School Support Officer or Lead Principal is a member of the Campus Intervention Team for schools under state *Improvement Required* sanctions or federal sanctions as a *Focus* or *Priority* campus. Teacher Development Specialists and other district level personnel can serve as members of the CIT according to the campus needs. The intention of the SDMC is to pull together our community in a constructive, organized, and unified body to enhance the education of all students. The CIT is responsible for development, implementation, and monitoring of the School Improvement Plan, monitoring of student performance, and determination of student interventions and support service.

The SDMC component of the CIT is the shared decision-making body. Professional staff representatives are elected by the faculty. Principal determines number of classroom teachers; then, assigns half that number to school-based staff. This complies with 2/3 - 1/3 rule for professional staff. In addition, the committee must have one non-instructional staff, one business member, at least two parents and at least two community members. Parents are elected by the PTO, PTA or PACS membership.

The Council meets monthly and as needed to discuss issues brought forth by the administration, staff, parents, or community. It is supported by standing committees that address budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. Standing committees meet as needed. Parents are encouraged to serve on standing committees.

The SDMC functions under the direction of the Principal. Members of the SDMC attend SDMC meetings for the term of his/her office, monitor the implementation of the School Improvement Plan, address issues presented by the principal, present issues for discussion and recommend resolutions to the SDMC, create ad hoc committees by consensus of the SDMC, chair standing committees and ad hoc committees, submit minutes to the principal for committee meetings, and report the recommendations to the SDMC. The SDMC is responsible for approving all professional development plans for the school.

The Principal coordinates the process of shared decision making, facilitates communication for all stakeholders, considers issues and recommendations from the community, SDMC, and standing committees, and makes decisions based on those recommendations.

Shared Decision-Making Process

Consensus is the ultimate goal of the SDMC. Agreement by all participants is not always possible or necessary for consensus. Consensus is a collective process that provides a forum for full dialogue on appropriate/applicable responses to issues.

Members of the committees discuss and make recommendations to the SDMC. The SDMC reviews recommendations and reaches consensus. Sufficient consensus is defined as a willingness to settle an issue in favor of the majority. All points of view will be considered, and general agreement must be reached before decisions will be implemented. If general agreement is not reached, further study of the issue will occur, and alternatives will be presented until agreement is reached. After all alternatives have been explored, a deadlock can be broken by a majority vote. As issues come up for discussion, the chairperson is responsible for ensuring that all present have a legitimate opportunity to state their case. The principal retains the authority to exercise a veto over decisions made by the SDMC.

Method of Communications

Members of the school community may submit non-personnel issues for consideration through the shared decision-making process. Written issues or concerns are submitted to any SDMC member or placed in the SDMC box located in the main office. A school community member may attend a meeting of any committee to discuss or present an issue. All meetings are on the monthly calendar. The SDMC delivers issues to appropriate standing committees for action. Communications from all committees is transmitted to faculty, staff, and parents.

All SDMC information must be included on the campus website. A list of meeting dates, committee members, agendas and minutes for each meeting must be able to be accessed. The home page of each campus website must include a link to the SDMC page for easy access.

Membership Composition of the SDMC

Number of Classroom Teachers	2	Number of Parents (at least 2)	2
Number of School-based Staff (Half the number of classroom teachers)	1	Number of Community Members (at least 2)	2
Number of Non-Instructional Staff	1	Number of Business Members	1
Click here to enter text.	#	Click here to enter text.	#

(Modify or insert additional lines as needed)

Name of SDMC Member	Position (Add Date Term expires)
Mr. Rivas	Principal
Ms. Hayes	Classroom Teacher
Mr. Sainz	Classroom Teacher
Ms. McGowan	School-based Staff
Ms. Abarca	Non-Instructional Staff
Mr. Alfredo	Business Member
TBD	Community Member
TBD	Community Member
Ms. A. Membreno	Parent
Mr. J. Rodriguez	Parent
NA	School-based staff
NA	Click here to enter text.

Other Campus Intervention Team members (non-SDMC):

For campuses rated *D, F, and/or Comprehensive Support Campuses:*

Name	Position
Mr. Tarrynce Robinson	School Support Officer
Glenda Shields	Effective Schools Framework (ESF) Facilitator/ Professional Service Provider (PSP) for some campuses still using this model. Click here to enter text.
NA	Teacher Development Specialist (TDS)
Sylvia Trinh	Other district personnel – position: Chief of Staff
Dr. James McSwain	Other district personnel – position: Area Superintendent
Click here to enter text.	Other: Click here to enter text.

NEEDS ASSESSMENT

Narrative of Data Analysis, Problems and Root Causes (causal factors – include % of economically disadvantaged data)

School Processes Analysis - Brief narrative summary of our gaps and how we will get to where we want to be: Programs at Liberty High School are aligned with the mission and vision of our school. From its inception, Liberty High School has recognized the essential role that explicit instruction of literacy skills play in the academic outcomes of our students. For this reason, all our teachers are not only knowledgeable about their content but are also trained in the use of literacy strategies for ELL's that develop students' writing, speaking, reading, and listening skills. As our student body brings a variety of unique needs to the learning environment, Liberty staff constantly look for ways to be responsive to their learning and socio-emotional needs by offering various types of supports. Our entire school academic program is structured to integrate content instruction with explicit English language development in speaking, listening, writing, and reading. In every subject area, students are expected to learn subject specific content, and work on building their English language proficiency every day. Administrators, the campus Literacy Coach, and Teacher Leaders work with faculty to map the curriculum for each course that is taught in a given school year. In turn, teachers identify key areas of focus, the necessary depth of coverage for specific standards, apply strategies for differentiating instruction, and determine pacing given the amount of time available to cover the TEKS. To accomplish this, instructors plan during common planning time, and make use of the curriculum resources in HISD's HUB. All our students participate in our advocacy program, which we consider to be a key part of our academic program at Liberty High School. In the advocacy classes, every student is assigned a caring adult who is a member of the instructional staff. Students meet with their advocate twice per week to discuss relevant topics ranging from time management and developing their graduation plan, to balancing family and education successfully.

Processes for intervention: Currently, ninety-four percent of our student body attending classes at night is employed in various sectors of Houston's diverse economy to help support their families. In the day school program, more than seventy percent of the students have been in the U.S. for two years or less. Root causes for areas of focus: 1. Increased proficiency in English is a key component for the academic success of students who are newcomers to the United States. 92% of the Liberty students are classified as English language learners as defined by TEA. Trend/Data: There is a strong correlation between English language proficiency, class passing rate, and performance on high stakes exams. 2. Yearly Academic Progress is a major factor leading to graduation. Full time and part-time students must earn at least 6.5 credits during the school year to graduate with their cohort. Our Reality: Students at Liberty High School attend school based on their availability while they balance full-time work and family responsibilities. The academic and social services support components of our school work with students throughout the school year to ensure that enough courses are taken and successfully completed every semester to make progress towards graduation. Additionally, challenging courses that prepare students for post-secondary education/work will be added. Trend/Data: Students who stay in school through their eighteenth credit and who have passed STAAR are more likely to graduate. 3. Parent and student feedback indicates that 92% are satisfied with the education being provided by their school. It is our goal to increase the overall satisfaction to 96% or more for the 2019-20 school year. Our Reality: Until August 2012, Liberty High School only offered classes during the evening and on weekends. We planned and launched a day program with one hundred and fifty –five students. At its peak of enrollment during the 2014-15 school year, 228 students enrolled in the day program. Another 241 students enrolled in the evening/night school program. Trend/Data: Although the campus continues to be impacted by the temporary relocation to Sharpstown International, enrollment in the day program is expected to grow while the night program is experiencing a decrease in enrollment due to longer distance students must travel to get to school. Liberty will continue to adapt to the changing needs of our students and our community. 4. Since our students have many responsibilities outside of school (i.e. work and family), and because poor attendance is a major risk factor for dropping out and for graduation, we must continue to collaborate with families, and our community to help students overcome barriers that result in poor attendance. Our Reality: 94% of our night students work, 25% of our students are parents, and our students have a high mobility rate. 30% of our daytime students work. Trend/Data: Attendance during the 2018-19 school year took the biggest dip during the second nine weeks each

semester. 5. School location, and hours of operation require increased attention to school safety. The number of student discipline cases for school violence or possession of controlled substances will be less than 10% of all referrals. Time will be scheduled during the advisement period to provide guidance to students about steps to resolve issues using peaceful conflict resolution and steps to prevent the onset of substance abuse. Our Reality: Classes meet from 8:00 a.m. to 10:55 p.m. Monday through Friday. Many of our students are new to the American education system and are unfamiliar with rules and guidelines in U.S. schools. During the evening, most of our students travel from work to school and have family responsibilities. Trend/Data: During the 2018-19 school year, 94% of all office referrals were due to minor classroom or campus infractions. Safety threats from outside of the school (from non-students) occurred during the evening hours. Given the multiple responsibilities that our students must balance every day, and the academic support needs of our students, our school's plan for intervention takes a multi-pronged approach for providing student support. We believe that prevention is an important component of an intervention program. When our students enroll, they participate in an orientation facilitated by our counseling staff, assistant principals and the school principal; during orientation, students and parents learn about support programs that are in place at Liberty High School. This information is reinforced during follow up sessions with the counseling staff and with their advocate during advocacy class. In the area of academics, our school will implement a process for early intervention that begins with the classroom teacher and is supported by tutors, the Wraparound services Specialist, the Literacy Coach, Teacher Leaders and the school's administration. Students who fall behind academically (due to absences or low skill level) will be required to participate in our school-wide academic support program. As there is a strong correlation between attendance and academic achievement, our school's attendance intervention team (Persistence Committee) will support teachers by collaborating with students and their families to resolve emerging and existing attendance issues. The Persistence Committee meets on a weekly basis to monitor student attendance.

Brief narrative summary of how we will evaluate our efforts: Common and Authentic Assessments. Liberty High School is a small school that understands the importance of having common standards that are understood by all students, parents, and teachers. Teacher Leaders will collaborate with members of their department to develop learning targets that are measured every four weeks (in addition to using other formative assessments to measure daily and weekly progress), as well as every semester to measure student learning during key points in the school year. The formative benchmarks will be utilized to help our school and teachers provide timely interventions during the semester and our summative end of unit/semester assessments will measure the overall level of mastery in each content area by our students. Teacher Leaders in each core and elective area will review and analyze the results of formative assessments with members of their department on a regular basis during PLC time to measure the academic progress of students in their content areas. Teachers are expected to use the results of benchmark assessments to make timely adjustments in pacing, content and concept coverage while adding support for students who are experiencing challenges to learning.

Implementation and Monitoring Systems: The success of our academic and student social support systems depend not only on thoughtful planning, but also on consistent implementation and frequent evaluation. To have the highest possibility for success to achieve our plans and goals this school year, every strategy and program will be reviewed on a regular basis (every grading cycle) to determine if it is moving student learning toward the expected outcomes. Our school will use a common unit and lesson plan template that contains the essential planning elements for effective instruction for our student population. A common system for weighing grades has been established to ensure that grading practices are consistent with the mission and goals of our school. Classroom observations and benchmark results will help measure our progress throughout the school year. Improvement in the area of attendance and lowering of dropout rates will be monitored by the Persistence Committee on a weekly basis to adjust strategies as needed, and progress will be communicated to the staff and faculty. Our efforts to increase community involvement to forge partnerships for the attainment of our school goals will be monitored by the school principal by tracking the number of family members who participate in school related activities, and by monitoring the number of students who are connected to mentors and jobs. Needs Assessment: During the past thirteen years since the opening of our school, we have given emphasis to the "what" and the "how" of our academic program by focusing on the essential knowledge and skills students must learn to succeed in their classes and in the high stakes exams that are mandated by our state. By focusing on this approach, we have seen steady academic growth. As most of our students are learning English as a second language, we understand the strong correlation between English language proficiency and academic achievement. For this reason, we insist that teachers use instructional methodologies that accelerate language proficiency in all the academic areas while students learn content. The "how" in our school involves focusing on the way in which we engage our students in the learning process. Liberty High School is utilizing HISD's Literacy Empowered and the

Quality Teaching for English Learners (QTEL) frameworks as school-wide pillars to strengthen literacy development and build the English language proficiency of our students. Campus Teacher Leaders have analyzed the district curriculum to develop specific learning targets when planning “what” students will be learning in each of their classes. During this process, each department identifies high yield objectives that help guide instructional planning and the instructional focus in each course.

Narrative of Priority Needs and Root Causes – Include Special Education Needs

Areas for Improvement: Our longitudinal school data has provided clear indications that we must continue to be strategic about instructional planning, so that not only our teachers have a clearly defined instructional path for the school year, but also so that students have a well-defined understanding of the expected outcomes for each of the courses they take. Secondly, given the protracted amount of time our students must build English proficiency to meet the graduation requirements, we must continue to build capacity within our faculty on the use of effective English literacy development practices that are to be used to teach content. Furthermore, we must continue to monitor the effective implementation of effective pedagogical practices for ELLs and give feedback to teachers while offering opportunities for refinement of skills during and after classroom visits. We are continuing to improve our process for providing timely academic support through effective analysis of formative assessment results and are improving systems to provide support services to accomplish “real time” intervention when students are not succeeding academically.

A major area of focus at Liberty High School this school year will be to continue to improve our student support systems such as access to counseling in and outside of school and our ability to provide focused, targeted support to improve writing, and reading comprehension. Additionally, a major initiative during the 2019-20 school year will involve building collaborative relationships with a variety of stakeholders from our community to expand the support services that are currently offered to our students on campus. Finally, we will seek employer partnerships with businesses that will support the academic aspirations of our students.

Following the in-depth data analysis, needs assessment and development of the campus SIP, the campus must indicate on this table that any domains rated D or F have been addressed:

Performance Domain	Rating	Subject(s) / Measure(s)?	Student Group(s) Contributing to low rating?	Needs addressed in the following SIP Goal(s):
Texas Accountability System – Domains Rated D or F				
I. Student Achievement	C	NA	NA	Raise graduation rate
II. School Progress	B	NA	NA	NA
III. Closing the Gaps	B	Graduation rate, college readiness	Hispanic, Continuously & non-continuously enrolled, All Students	Raise percentage of students who score at the meets level on ELA and increase number of students who earn CCMR points.

STAFF DEVELOPMENT PLANS – INCLUDE BELOW

Day	Time	Activity	Facilitator	Location
Monday August 12th	8:00 – 8:30	Welcome & Introductions	Rivas	Workroom
	8:30 – 9:30	Mission & Vision	Leadership	Workroom
	9:30 - 11:00	Data Analysis	Rivas	Workroom
	11:00 – 12:00	Lunch on your own		
	12:00- 2:30	Goal setting & SIP	Oprea/Rivas	Workroom
	2:30 – 4:00	Compliance	Individual	Choice
Tuesday August 13th	8:00 – 9:00	Wraparound	McGowen	Workroom
	9:00 – 10:00	Addressing Trauma	Tx Children's Hospital TAG	Workroom
	10:00 – 11:00	Safety and Security	Rivas	Workroom
	11:00 – 12:00	Lunch on your own		
	12:00 – 2:00	Handbook	Sainz	Workroom
	2:00 – 3:00	Compliance	Individual	Choice
	3:00 – 4:00	Research Projects/ Compliance	TEAMS	Choice
Wednesday August 14th	8:00 – 3:30	Job Alike/ Libraries & Digital Resources	By Content Area	See Attachment
Thursday August 15th	8:00 – 8:30	Instructional Framework	Oprea	Workroom
	8:30 – 10:00	Calendaring, Assignment Database	Munoz	Workroom
	10:00 – 11:00	OnTrack & Student Goal Setting	Blessinger	Workroom
	11:00 – 12:00	Lunch on your own		
	12:00 – 1:00	Departmental Goal Setting	Department Heads	Rooms 101,104,105,106, and 107
	1:00 - 2:00	Research Projects	TEAMS	Choice
	2:00 – 4:00	Compliance	Individual	Choice
Friday August 16th	8:00 – 9:30	TADS	Oprea	Workroom
	9:30 – 10:30	IAT	Fraga	Workroom
	10:30-11:30	Advocacy/Activity	Lawlace	Workroom
	11:30 – 12:30	Lunch on your own		
	1:00 – 2:00	Research Project Presentations	TEAMS	Workroom
	2:00 – 3:00	Compliance	Individual	Choice

	3:00 – 4:00	Instructional Planning	Individual	Choice
Day	Time	Activity	Facilitator	Location
Monday August 19th	8:00 – 4:00	Classroom and Materials Preparation		
Tuesday August 20th	8:00 – 4:00	HISD Academic PD Day, See attachment		
Wednesday August 21st	8:00 – 9:30	QTEL PD Share	Teachers who attended training in SF	Workroom
	9:30 – 11:00	Instructional Unit Plans	Hayes	Workroom
	11:00 – 12:00	Lunch on your own		
	12:00 – 2:30	Planning w/ support	SFT	Choice
	2:30- 4:00	De-Escalation	McGowan	Workroom
Thursday August 22nd	8:00 – 2:30	Instructional Planning	Individual	Choice
	2:30-4:00	Restorative Practices	Lawlace	Workroom
Friday August 23rd	8:00 – 8:30	Breakfast Provided by St. Philip Presbyterian church		
	8:00 – 4:00	Instructional Planning	Individual	Choice

	Benchmark	Actions & Responsibilities	Events
Sept	Introduce and practice 5 pivotal tasks which will be used throughout the year. Teachers demonstrate how to lead students framing the task, using crisp directions, and connecting the task to the next one.	<ul style="list-style-type: none"> Select key tasks to implement. Prepare/share lesson plans that incorporate key tasks. 	Coaching Cycle 1: Sept. 17-19; led by QTEL staff Pre-planning: Sept.13 Post Debrief: Sept 19

Teachers use at least one (1) QTEL task in each lesson throughout the year.

Focus on preparing learners through minimally 2 tasks that move students closer to working with a text or concept. The structure of tasks enables students to participate in sustained and reciprocal talk.

For example, teachers provide students with open-ended prompts that engage students in higher order thinking about the topic, synthesizing, hypothesizing, generalizing and arguing

- Prepare/share lesson plans that include clear goals and preparing tasks that lead students closer to those goals.
- Clearly plan for and implement task structures that require students to engage in quality interactions.

Instructional Rounds 1 with a focus on **Quality Interactions**; led by Liberty staff

QTEL Distal Check In 1; led by QTEL staff
See Sept. Dates
Conduct IR on Oct 8

Oct. Demonstrate the ability to design and implement a jigsaw project which includes the three moments in a lesson

So that the teacher can elaborate on the purposes for text structure and language used in different genres, providing support for students to analyze linguistic choices that writers and speakers make.

- Select a variety of texts that are thematically or conceptually linked to be used in a jigsaw project.
- Design and implement a lesson that uses this structure

Coaching Cycle 2; led by Liberty staff
Pre-Planning: Oct 18
Coaching Day: Oct 22
Debrief: Oct 22

Nov Demonstrate the ability to engage students in the reading of a complex text by using appropriate tasks

For example, most students talking to each other, elaborating (qualifying, expanding, challenging) on each other's' ideas.

- Identify high quality complex texts to use in lessons.
- Design and implement lessons with a variety of tasks to scaffold the reading of texts and invite broad participation.

Coaching Cycle 3: Nov. 4-5; led by QTEL staff
Pre-planning: Nov 1
Debrief: Nov 5

Demonstrate the ability to go beyond a text or concept, linking it to other ideas, solving novel problems, and using analytical thinking

For example, students build on each other's' contributions to move toward deeper understandings and co-constructing meaning.

- Prepare/share lesson plans that include a variety of extending understanding tasks that promote student's analytical thinking and application.

Instructional Rounds 2 with a focus on the **Quality Interactions**; led by Liberty staff
QTEL Distal Check In 2; led by QTEL staff
Pre-planning: Nov 15
Instructional Rounds: Nov 21
Debrief: Nov 21

Jan.	<p>Focus on designing for and implementing rigorous lessons which are well scaffolded</p> <p><i>For example, use more complex vocabulary and expressions as they engage in collaborative learning activities and presentations using oral and written language.</i></p>	<ul style="list-style-type: none"> • Design and implement high challenge/high support lessons. • Focus on students' making connections and using higher order thinking through ample opportunities 	<p>Instructional Rounds 3 with a focus on <i>Sustaining a Language Focus</i>; led by Liberty staff</p> <p>QTEL Distal Check In 3; led by QTEL staff</p> <p>Pre-planning: Jan 21</p> <p>Instructional Rounds: Jan 23</p> <p>Debrief: Jan 23</p>
Feb.	<p>Demonstrate the design of pedagogical scaffolding in support of students writing complex texts in specific genres</p> <p><i>For example, provide students with generative language structures that facilitate linguistic growth.</i></p>	<ul style="list-style-type: none"> • Identify genres to focus on for writing. • Design and implement lessons with a variety of tasks to scaffold the writing of texts in the selected genres. • Display or publish samples of student writing. 	<p>Coaching Cycle 4; led by Liberty staff</p> <p>Pre-planning: Feb 10</p> <p>Coaching Day: Feb 13</p> <p>Debrief: Feb 13</p>
Mar	<p>Design and implement text engineering to help students accelerate their development of reading and extending their understanding</p> <p><i>For example, provide ample opportunities to produce and/or reflect on disciplinary specific language.</i></p>	<ul style="list-style-type: none"> • Identify high quality complex texts to engineer. • Design and implement lessons with a variety of tasks to scaffold the reading of complex texts. 	<p>Instructional Rounds 4 with a focus on <i>Sustaining a Language Focus</i>; led by Liberty staff</p> <p>QTEL Distal Check In 4; led by QTEL staff</p> <p>Pre-Planning: Mar 2</p> <p>Ins Rounds: Mar 4</p> <p>Debrief: Mar 4</p> <p>Coaching Cycle 5; led by Liberty staff</p> <p>Pre-Planning Mar 24</p> <p>Coaching Day: Mar 26</p> <p>Debrief: Mar 26</p>
Apr.	<p>Design and enact a harmonious, high challenge/high support lesson in three moments</p>	<ul style="list-style-type: none"> • Design and implement high challenge/high support lessons. • Focus on integrating all QTEL Principles in lessons in three moments. 	<p>Instructional Rounds 5 with a focus on <i>Quality Interactions and Sustaining a Language Focus</i>; led by Liberty staff</p> <p>QTEL Distal Check In 5; led by QTEL staff</p> <p>Pre-planning: Apr 14</p> <p>Instructional Rounds: Apr 16</p> <p>Debrief: Apr 16-17</p>

FORMATIVE ASSESSMENT PLAN – INCLUDE TYPE AND FREQUENCY

Liberty High School selected option B from the HISD assessment plan options.

This plan will provide for gathering baseline data to assist with student and teacher goal setting. Also, teachers create their own benchmarks in collaboration with PLC cohort campuses to ensure there are high quality questions that measure student progress at the correct instructional level. The campus will administer the district fall benchmark (DLA) and spring benchmark (DLA). Throughout the school year, the students at Liberty High School will have their progress monitored using HISD's resources for students who need tier 2 and tier 3 support.

SCHOOL WAIVERS FROM BOARD POLICY/GUIDELINES

Our campus has approved waivers from HISD Board Policy and/or Guidelines, as outlined below, for the 2019-2020 school year.

YES ☐ NO ☒

If you checked "Yes", the Waiver section below must be completed.

#1-High Schools – Credits and Curriculum Waiver of Local Board Policy EIA (LOCAL)and EIC (LOCAL)

The purpose of this waiver is to offer a pass/fail grade option to high achieving junior and senior AP/Dual Credit students to encourage them to pursue their interests in extracurricular or multiyear programs, including their interests in physical fitness, sports, and Physical Education (PE) related courses, without having their GPA negatively affected. It is recommended by the HISD Curriculum Department that this waiver be approved, contingent upon a numerical grade being assigned to a student's first PE course: any additional PE courses can be offered with a pass/fail grading option. The support for the calculation of GPA will not be available from the District. Students must carry a full load of AP coursework. All other eligibility requirements will be determined by the school. The specific objective is to increase the number of students taking Advanced Placement/Dual Credit courses and is identified in the school's SIP. The success of this waiver will be determined by the number of students that request the pass/fail option and participate in extracurricular activities as compared to the year before. If this is a renewal waiver, a Waiver Detail Form is required and must be completed.

YES ☐ NO ☐

Rationale for Waiver

Click here to enter text.

Metrics of Success	Click here to enter text.
#2-All Schools - HISD Early Dismissal Days Waiver - Attend Full Day Instead of Releasing Early This waiver allows a school to be exempt from the district early dismissal calendar days of September 27th, October 18th, November 8th, January 17th and February 14th of the 2019-2020 school year. Students can attend school for a full day instead of releasing early those days. Schools will be responsible for the additional cost of transportation that is incurred by this waiver as well as the responsibility of notifications to parents of the altered schedule change that is brought about by this waiver.	
YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
Rationale for Waiver	Click here to enter text.
Metrics of Success	Click here to enter text.

#3-All Schools - Nine (9) Week Grading Cycle – Grading Cycle Waiver of Local board Policy EIA (LOCAL) The purpose of this waiver is to use a nine-week grading cycle. This will provide teachers with additional instructional time with students before grading periods. Student achievement will be positively impacted by providing students more time to improve their grades following the distribution of progress reports. The nine-week cycle will align and provide for consistent communication with parents. This does not waive required UIL three-week progress reporting. With a 9-week grading cycle, students have extended time to progress and have a longer opportunity to develop and demonstrate mastery on TEKS.	
YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
Rationale for Waiver	Click here to enter text.

Metrics of Success	Click here to enter text.
#4-High Schools - Modified Schedule/State Assessment Days (State General Waiver) This Waiver allows the district or charter school to modify the schedule of classes for high school students (Grades 9-12) only who are not being tested to report to and attend the school after the state assessment testing period has ended, therefore, reducing the interruptions during the testing period. All students must be scheduled for at least 240 minutes of instruction. The time students test can be included as instructional time. If this is a renewal, a Waiver Detail Form is required and must be completed.	
YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
Rationale for Waiver	Click here to enter text.
Metrics of Success	Click here to enter text.

#5-High Schools - Foreign Exchange Student Waiver of TEC §25.001(E) Districts and charter schools may request a waiver to limit the number of foreign exchange students admitted into the district under Texas Education Code §25.001(e). The purpose of this waiver is to include 5 or more foreign exchange students per high school. This must be submitted as a general waiver application. The approval of this waiver is not retroactive and takes effect on the date that the agency approves the application. The districts and charter schools are required to enroll foreign exchange students who arrive in the district or who have requested enrollment in the district prior to the waiver approval date.	
YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
Rationale for Waiver	Click here to enter text.

Metrics of Success	Click here to enter text.
---------------------------	---------------------------

CUSTOM WAIVERS – Complete for any custom waivers that were approved.

Note: This would include the Alternate Start/End Times waiver that was granted for specific campuses

Title: Click here to enter text. Click here to enter text.	
YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>	
Rationale for Waiver	Click here to enter text.
Metrics of Success	Click here to enter text.

Title: Click here to enter text. Click here to enter text.	
YES <input type="checkbox"/> NO <input type="checkbox"/>	

Rationale for Waiver	Click here to enter text.
Metrics of Success	Click here to enter text.

Student Achievement: *Reading/Language Arts/Literacy

See: Campus Literacy Plan (a copy of the Campus Literacy Plan is kept with this template- ([please see attachment](#)))

The Liberty High School literacy plan aims to address the fundamental factors impacting student success with ELL students. As 94% of the students attending Liberty are classified as ELL's, and the other 6% are former ELL's, it is essential that all content area teachers contribute to the linguistic development of English language skills for success in high school and beyond. To accomplish this goal, the literacy plan focuses on developing students' skills around the four key domains that are essential for learning the English language and to succeed academically. The four areas are writing, reading, listening (comprehension), and speaking. Research-based practices from careful analysis of pedagogy and programming that is appropriate for instructing ELLs have been adopted.

Concurrently, the Liberty High School Literacy Plan will prioritize continuous improvement in meeting state standards. Liberty HS met the state standard for the 2018-2019 school year in all three domains. We will continue to improve on our academic successes and address areas where academic achievement is critical. The 2019-20 Literacy Plan will specifically target the areas of reading, writing, and speaking for domains I, II, and III. Our goal is to meet the metric for the state progress measure on STAAR English language arts and, increase English language proficiency at least one level as measured by TELPAS. Additionally, data obtained from walkthroughs, lesson plans and formative assessments during the school year will reflect effective use of the backwards planning process to inform instruction and interventions to ensure students are on track to meet end of year expectations.

Student Achievement: *Math					
*Goal:		84% or more students will score at the approaches level, 45% at the meets, and 16% at the masters to meet growth expectations in all three domains.			
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		Expanding Educational Opportunities			
*Summative Evaluation: (Year-End)		STAAR EOC End of course exams as measured by STAAR, AP math, TSI, and SAT			
*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
Formative assessment data will be analyzed the week after every benchmark to evaluate student progress and therefore meet standard on STAAR in the EOC.	Pinpoint learning standards not met for targeted intervention. Develop individualized learning plans to address skill gaps early in the school year.	Math Dept., Campus data tracking and assessment specialist, assistant principal (C. Molina), Principal (M. Rivas)	Spring and summer EOC results, spring TELPAS results, BOY benchmark results, on-track assessment tool.	August 12 Pre service week - conduct data analysis. Analyze benchmark results by class and dept. every three weeks during team planning sessions.	Daily observation/evaluation of student work, analysis of benchmark results to recommend further interventions
Academic conferences with students and family system will be held after BOY, and formative assessments to discuss progress and supports if needed.	Use team approach to establish collaboration between student, family, and teachers to meet and exceed	Teachers in math, advocacy teachers, assistant principal (C. Molina), Principal (M. Rivas)	Individual teacher planning time, PLC's, advocacy advisement period.	Meet with all students who have not passed Algebra 1 EOC by September 20. Meet with all students who are	Review student tutorial sign in logs to determine level of participation. Evaluate results of benchmark assessments to determine progress

	passing standard in Algebra 1 EOC.			enrolled in Algebra 1 by the end of fourth week of classes.	toward passing standard.
All students who are identified in need of academic support will attend tutorials before or after school, and on Saturdays.	Use QTEL pedagogy to develop students' literacy skills necessary for success in Algebra 1 EOC	Teachers in math dept., counselor, assistant principal (C. Molina), Principal (M. Rivas)	Math tutors, math teachers working with identified students before, during, after classes, and on Saturdays. Use Title I, Compensatory Ed funds, Priority Grant funds.	Schedule students during the first week of classes, and continue with tutorials every week for all administrations until achieving EOC passing standard	Use daily work, and benchmark assessment results to evaluate the effectiveness of targeted tutorials

Student Achievement: Post-Secondary Readiness					
*Goal:		55% or more of graduating seniors will have completed ELA and Math college preparation courses, successfully completed an AP course, or earned an industry-based certification.			
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		Expanding Educational Opportunities, Transforming Academic Outcomes			
*Summative Evaluation: (Year-End)		Graduating seniors will have completed two college preparation courses or completed three industry-based courses.			
*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
100% of graduating seniors who have not scored at meets level on STAAR in ELA and MTH will be enrolled in college prep courses or in industry-based classes.	Enroll eligible seniors who need a fourth credit for math or English in college prep. Courses.	Sally Lawlace (school counselor)	High School allotment, HISD curriculum dept., Bilingual education funds, Targeted funding.	August 27 through May 31, 2019	Review senior schedules at the end of the first two weeks of classes, evaluate completion rate at the end of fall, enrollment in January, and completion in May, 2020
100% of juniors and seniors will have the opportunity to take industry certification courses at HCC.	Facilitate orientation during first cycle to evaluate areas of interest for certification.	Sally Lawlace (school counselor), Naomi Brito (College Success Advisor), Monico Rivas (School Principal)	CTE funding, HISD-HCC partnership to pay for college classes, High School allotment, Targeted funds.	August 26 for graduating seniors. All other students interested start in January 2020.	By September 20, determine number of seniors who have completed applications and selected a certification area.
100% of juniors and seniors who have scored at the college readiness level will have the opportunity to	Facilitate orientation prior to start of school year and during fall to evaluate types of	Sally Lawlace (school counselor), Noemi Brito (College Success Advisor), Monico Rivas (School Principal)	HISD-HCC partnership, High School allotment, General funds.	Orientation during the fall. All other students who are eligible start in January 2020.	By September 20, determine student eligibility for dual credit enrollment and application completion.

take dual credit classes at HCC.	courses students can take.				Enroll in second start classes. Evaluate completion rate in December 2019, check enrollment status in January and completion of courses in May 2020
Teachers and the school counselor will identify students who are candidates to take AP courses.	Open course sections after school and during the evening for students to attend classes during flexible hours	Mr. Rivas (Principal), Ms. Lawlace (School Counselor).	High School Allotment, CTE, College Board materials.	August 26-May 29, 2020	All students taking AP classes and students who are preparing for AP exams will be enrolled by October 15.

Student Achievement: *Attendance				
*Goal:		Improve attendance rate from 81.39% to 84.0%		
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		Expanding Educational Opportunities, Transforming Academic Outcomes		
*Summative Evaluation: (Year-End)		Raising attendance rate will positively impact academic outcomes at the end of year by reducing students dropping out from school.		
*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline
100% of students will sign Student/Parent attendance agreement during first two weeks of class during advocacy period.	Inform the parent/guardian and student of HISD attendance guidelines and the importance of attending school every day.	Attendance officer (Ms. Hernandez) Advocacy teachers, classroom teachers, School counselor (S. Lawlace), Principal (M. Rivas)	Student handbook, HISD attendance guidelines, Liberty High School attendance intervention protocol, advocacy period.	August 2020 through school year 2021 to the end of school year
When a student accumulates three absences, personalized early outreach will be provided: Student/parent conferences to develop attendance contract.	Timely intervention at the onset of attendance issues to get students back on track as soon as possible. Use campus attendance intervention protocol	Classroom teachers initiate contact and make referrals once a student accumulates 3 absences. Mr. Rivas (administrator over attendance) applies steps of attendance protocol. Attendance officer (Ms. Hernandez),	Advocacy period, Office of Student Support, Persistence Committee members. Compensatory Education funds, Title I funds.	Through school year 2021. Once a student accumulates three absences, a conference will be held with parent and student.

1/21/2020 5:24 PM

*State Requirement ** Federal Requirement

Sources: TEC 11.253, HISD Board Policy BQ(LEGAL), and Every Student Succeeds Act (ESSA)

	with fidelity and adjust as needed.	Eileen McGowan (Wraparound Specialist) initiate interventions.			
Monitor attendance data and effective attendance taking practices: Advocacy teachers will monitor weekly student attendance.	Advocacy teachers will assist with monitoring weekly attendance. Recognize students with weekly perfect attendance and recognize advocacy classes with 100% weekly perfect attendance.	Mr. Rivas will monitor compliance, Attendance Officer (Ms. Hernandez) will provide attendance reports, and Eileen McGowan (Wraparound Services Specialist) will support interventions. Advocacy teachers.	Advocacy period, Persistence Committee members, automated call out system, district level attendance intervention specialists. Title 1, Comp. Ed., Priority Grant Funds.	Starting during the first week of classes on August 26, ongoing daily through the end of the school year in July 2020.	Weekly, cycle, and semester attendance reports will be used by administrator over attendance and Principal to evaluate the outcome of interventions to improve attendance.

Improve Safety, Public Support, and Confidence: *Violence Prevention & Safety <i>(Including Drug, Tobacco, Alcohol, Suicide, Bullying, Child Abuse, & Sexual Abuse Prevention as well as Dating Violence Awareness)</i>					
*Goal:		Increase safety on campus by lowering incidence of level III referrals from 8% to 4% during the 2019-20 school year. Increase student and family satisfaction with school quality from 85% to 90% percent as evidenced in a school-wide survey.			
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		Ensuring Student Health, Safety and Well-Being			
*Summative Evaluation: (Year-End)		Faculty and staff training in the use of effective student management and relationship building practices will lower number of suspensions and increase parents' satisfaction with school safety. Students and parents will take a school satisfaction survey at the end of the fall and spring semesters.			
*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
100% of students enrolled will participate in Bullying awareness lessons to be facilitated during Advocacy period.	Establish a bully free campus	School counselor coordinates character development curriculum, Advocacy teachers teach the curriculum to all students. Guest speakers are invited	Materials from Student Support Services Dept., School Counselor (Ms. Lawlace), Advocacy Teachers.	Lessons to develop awareness of bullying and prevention strategies will be taught during the first and fourth cycle.	Referral review every four weeks to determine if prevention and intervention strategies are working.
All faculty and staff will participate in Discipline Management training.	Apply restorative discipline strategies to manage student behavior.	Teachers use positive behavior modification practices to foster student behavior that is conducive to academic success. Support staff and administrators support the	HISD Student code of conduct, training from Office of Student Support, Advocacy curriculum to help build positive relationships between teachers and students.	August 13, pre-service training. Ongoing teacher training throughout school year.	Evaluate types of discipline referrals sent to the office on a monthly basis to determine extent to which students and teachers are using win – win strategies to maintain

		application of positive behavior modification.			a positive classroom climate.
100% of students enrolled will participate in Drug, Tobacco, and Alcohol Prevention lessons facilitated during Advocacy period.	Reduce the incidence of drug, tobacco, and alcohol possession/use on campus.	Administrative team, School counselor, Advocacy teachers	Embed drug, tobacco, and alcohol prevention curriculum in advocacy/advisory class	Lessons introduced during second and fifth instructional cycle.	Monthly review of referrals and interventions related to drugs and alcohol.
All students enrolled will have access to coordinated Health programs provided by campus, neighborhood partners, and HISD health services.	Campus nurse and Wraparound Specialist will work with ECHOS, Neighborhood Centers, and other service providers to build seamless access to health services for our students and their families.	School counselor, Wraparound Specialist, and Assistant Principal coordinate with community health providers.	School nurse and community-based organizations that provide health related services in Southwest Houston.	August 26 through the end of the 2019-20 school year.	Track the number of health service providers who gave on-site screenings for conditions that can impact school achievement. I.e. vision, hearing, speech, and emotional well-being.

Improve Safety, Public Support, and Confidence: *Parent and Community Involvement					
*Goal:		At least 80% of parents or guardians will attend school related events during the 2019-20 school year. Increase participation in school-related committees from three to five parents.			
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		Transforming Academic Outcomes, Ensuring Student Health, Safety, and Well-Being			
*Summative Evaluation: (Year-End)		Title 1 coordinator will record family visits to the school throughout the school year and determine if the goal was met at the end of the school year.			
*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
Feedback surveys will reflect parents' view of Liberty as an important center for their community.	Parents are invited to visit the school to learn about their child's progress, to provide input, and to learn about services available to students and families.	Assistant Principal (C. Molina), counselor, Title I coordinator, Wraparound Services Specialist (Eileen McGowan).	Wraparound Services Specialist, Priority Grant funds, School Counselor, Title I funds, Compensatory Education Funds.	Surveys administered at the end of fall and spring semesters during 2019-20 school year.	Survey parents every semester to evaluate parents' perception on the number of opportunities available to participate in school related activities.
Liberty will establish partnerships with service providers in the community.	Liberty serves as liaison between families and community-based providers to address non-academic student needs.	School Counselor, Wraparound Services Specialist, School Principal.	Community provider directories, at-risk funds, HISD Office of Student Support.	August through the end of the summer semester session in July 2020.	Conduct a needs assessment during the first four weeks of school and connect with service providers by the end of the first six weeks. Update needs assessment in January 2020.

Liberty identifies and builds partnerships with businesses in the community.	Local businesses and Liberty work together to offer students work, internship, and mentorship opportunities.	School Counselor, Wraparound Services Specialist, college access support office, School Principal.	Community volunteers, CTE department	September 20 through the end of the summer semester in 2020.	Conduct outreach visits by the end of the fourth week of school to meet with potential partners and update contacts every nine-week cycle.
--	--	--	--------------------------------------	--	--

Special Populations: *Special Ed., Gifted and Talented, English Learners, Economically Disadvantaged, Dyslexia, At-Risk, etc					
*Goal:		At least 45% of English language learners who have a baseline score on TELPAS will make a year or more of progress compared to 40% in 2019. For ELA EOC, at least 40% of students who are in the accountability group will reach the approaches level, and at least 15% will reach the meets level.			
Strategic Priority Alignment: *Expanding Educational Opportunities *Ensuring Student Health, Safety and Well-Being *Transforming Academic Outcomes *Increasing Organizational Efficiency *Cultivating Team HISD Talent		Expanding Educational Opportunities, Transforming Academic Outcomes, transforming academic outcomes.			
*Summative Evaluation: (Year-End)		TELPAS assessment, STAAR ELA EOC			
*Measurable Objective	*Strategy	*Title of Staff Member Responsible	*Resources – include funding sources (i.e. GT, Title 1, State Comp. Ed., Bilingual/ESL, Special Ed., CTE, etc.) (Add dollar amounts)	*Timeline	*Formative Evaluation
45% of the students tested and Identified (from the past accountability cycle and for 2019-20) as economically disadvantaged will meet their growth or passing target in English language arts	Analyze results from baseline and previous STAAR assessments to target key learning objectives.	Ms. Alcaraz (Assistant Principal), Ms. Wycough (Effective Practice Specialist) ELA Department teachers, Cornelia Oprea (Literacy Coach) Monico Rivas, Principal	Historical assessment data, current skills baseline, formative assessments. Title I funds, Bilingual education and Title III funds	August 26 through May 2020	Students are assessed using department benchmarks every three weeks to chart progress toward readiness for EOC assessments
100% of the students identified as Economically disadvantaged and ELL who are not on track to meet standard will participate in preparation tutorials.	Students will receive targeted support during, before, and after class to ensure proficiency is achieved prior to taking STAAR ELA.	Ms. Alcaraz (Assistant Principal), Mrs. Fraga (IAT Liaison) ELA Department teachers, Cornelia Oprea (Literacy Coach) Monico Rivas, Principal	Campus literacy plan, formative assessment data, Title I funds, Bilingual education funds, and Title III funds.	Starting in September 2019 and continue through the end of the 2019-20 accountability cycle in May, 2020.	Formative assessment data is analyzed every three weeks to identify objectives that need further study and reinforcement

100 % of students that have been identified for intervention will maintain an attendance rate of at least 80%	Weekly reports will be run to monitor student attendance as there is a strong correlation between attendance and academic achievement.	Mr. Rivas C Principal), Attendance Officer (Ms. Hernandez), Wraparound Specialist (Eileen McGowan),	Daily attendance records, referrals from teachers, Compensatory education funds, and State High School allotment.	Starting in September 2019 and monitor attendance through the end of May 2020.	Weekly attendance reports are reviewed to ensure students are attending class and tutorial sessions.
All students identified as needing support to meet growth target or pass ELA STAAR will attend supplemental academic support sessions.	Facilitate academic goal-setting conferences with students and parents to get commitment for attendance to tutorials	Ms. Alcaraz (Assistant Principal), Tonya Fraga (IAT coordinator), Cornelia Oprea (Literacy Coach), Advocacy teachers.	Read 180, System 44, formative assessments, Renaissance, campus literacy plan, Title I funds, Title III funds, and general funds.	Starting September 2019 through the end of June 2020.	Tutorial logs will be reviewed every week to determine time and frequency of participation in targeted academic sessions.

SIP Part 3: Special Funding Goals

Goal Area: ****Title I, Part A – 3 Required Elements of Schoolwide Planning – Campus Compliance**

Note: As a Schoolwide Title 1 Part A campus, ESSA Requires the completion of the sections below (campus compliance).

1. **Comprehensive Needs Assessment** The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging state academic standards, particularly the needs of those children who are failing, or at risk of failing, to meet the challenging state academic standards and any other factors as determined by the Local Educational Agency (LEA).

- **Briefly summarize your campus' needs as identified in your Comprehensive Needs Assessment.**

Liberty High School serves a student population that is learning English as a second language, is frequently balancing full time work responsibilities with going to school which requires programming that addresses their needs. Addressing the needs of our students includes providing our staff with training to facilitate rigorous instruction while supporting students with language acquisition, providing flexible access to high school classes, and providing support services that promote persistence with continuing in school.

- **Indicate the programs and resources that are being purchased out of Title I funds.**

Classroom supplies, reading materials, extra time for teachers and tutors to work with students.

2. **School Improvement Plan Requirement (SIP) Schoolwide Plan Development:** The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Campus-specific, schoolwide reform strategies will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

- List at least four (4) campus-specific, schoolwide reform strategies that will provide opportunities for all students to meet the advanced and proficient levels of student achievement. Strategies are based on evidence-based research to increase achievement for each sub-group on state tests.

1. **Rigorous curriculum**

2. **Access to courses for post-secondary goals**

3. **Wraparound services to address non-academic needs that impact academic achievement.**

4. **Participation in extra-curricular activities that will reinforce skills in core areas.**

3. **Parent and Family Engagement:** Campuses **shall** jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that

shall describe the means for carrying out the following requirements:

Parents **shall** be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy **shall** be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Identify at least four (4) strategies specific to your campus to increase Parent and Family Engagement activities.

- 1) Parent academies
- 2) Parent conferences
- 3) Student performances and UIL participation
- 4) Health and literacy fairs

Capital Outlay Requested (Y/N)?

NO

If yes, please list the items below. **Please note, all capital outlay requests must receive approval from TEA prior to purchase.**

N/A

Positions Funded Out of Title I Funds (Please indicate the quantity of each position selected for the school year.)	
<input checked="" type="checkbox"/> Parent Engagement Rep <input checked="" type="checkbox"/> Tutor, Academic (Hourly) <input type="checkbox"/> Tutor, Associate (Hourly) <input checked="" type="checkbox"/> Tutor, Sr. Academic <input type="checkbox"/> Counselor (must have rationale that shows duties are supplemental to the regular school program) <input type="checkbox"/> Social Worker (must have rationale that shows duties are supplemental to the regular school program) <input type="checkbox"/> Psychologist (must have rationale that shows duties are supplemental to the regular school program) <input checked="" type="checkbox"/> Coach, Graduation <input type="checkbox"/> Teacher, AVID <input type="checkbox"/> Teacher Specialist <input type="checkbox"/> Instructional Specialist <input type="checkbox"/> Teacher, Intervention (Hourly) All grade levels - [General] <input type="checkbox"/> Teacher, Intervention (Hourly) All grade levels – [Math] <input type="checkbox"/> Teacher, Intervention (Hourly) All grade levels – [Reading] <input type="checkbox"/> Teacher, Intervention (Hourly) All grade levels – [Science]	<input checked="" type="checkbox"/> Teacher, Intervention [General] All grade levels (Cannot be primary teacher of record) <input type="checkbox"/> Teacher, Intervention [Math] All grade levels (Cannot be primary teacher of record) <input type="checkbox"/> Teacher, Intervention [Reading] All grade levels (Cannot be primary teacher of record) <input type="checkbox"/> Teacher, Intervention [Science] All grade levels (Cannot be primary teacher of record) <input type="checkbox"/> *Teacher, Class-Size Reduction [General] All elementary grade levels <input type="checkbox"/> *Teacher, Class-Size Reduction [Bilingual] All elementary grade levels <input type="checkbox"/> *Teacher, Class-Size Reduction [ESL] All elementary grade levels <input type="checkbox"/> *Teacher, Class-Size Reduction [All core content areas] All secondary grade levels

Indicate “Yes” or “No” below if your campus’ Title I funds will be utilized to fund the following items:

Item	Yes or No
1. In-State Travel	NO
2. Out-of-State Travel	NO
3. Professional Development	YES
4. Field Lessons	YES
5. Contracted Services	NO
6. Tutoring	YES
7. Materials and Supplies	YES

Goal Area: *State Compensatory Education (standard language provided, update data)

*Total amount of State Compensatory Education funds: \$ 104,000

*Personnel funded with State Compensatory Education funds: None

*List names here: N/A

*Total number of FTE's funded with State Compensatory Education funds: N/A

*Brief description of how these funds are utilized on your campus: Compensatory funds will supplement Campus resources to address academic needs for students who need tutorials or other forms of tiered interventions. Additionally, these funds will support the campus efforts to improve student attendance and to reduce the Incidence of dropping out from school.

*State Compensatory Education funds are coded in the Resources column of the SIP Part 2 as SCE.

*For Title I schools: These supplemental State Compensatory Education funds are used to enhance the Title I School Program at our campus.

Goal Area: *Mandated Health Services

1. Immunization Monitoring

Person Responsible for monitoring immunization requirements, data entry, and state reporting requirements: Mr. A Manyang

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before October 25, 2019 (include an estimate of number of students that must be screened): Click here to enter text.

2. Vision Screening at Grades: PK, K, 1, 3, 5, 7

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Mr. A Manyang

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 13, 2019 (include an estimate of number of students that must be screened): Click here to enter text.

3. Hearing Screening at Grades: PK, K, 1, 3, 5, 7

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Mr. A Manyang

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 13, 2019 (include an estimate of number of students that must be screened): 150

4. Type 2 Diabetes Screening at Grades: 1, 3, 5, 7

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Mr. A. Manyang

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before December 13, 2019 (include an estimate of number of students that must be screened): Click here to enter text.

5. Spinal Screening at Grades: 5 and 7 for girls (ages 10 and 12) and Grade 8 for boys (age 13)

Person Responsible for screening, data entry, completing referral forms, and submitting state report: Mr. A. Manyang

If your campus does not have a certified school nurse or screener, please explain how you will complete this on or before October 1, 2019 (include an estimate of number of students that must be screened): 150.

6. Medication Administration

Person Responsible for administering medication including, but not limited to emergency care of students with diabetes, seizures, and life-threatening anaphylaxis: Click here to enter text.

If your campus does not have a certified school nurse, please explain your rationale for not providing this service and how you will meet this ongoing student support need for the school year of 2019-2020: Note: an unlicensed individual assigned to the school clinic cannot be referred to as "the nurse" which is a protected title. The should be referred to as Unlicensed Assistive Personnel (UAP) Mr. A. Manyang

7. (AED) Automated External Defibrillators) Monthly Maintenance Check

Person certified in CPR/AED who is responsible for conducting monthly maintenance check for all AEDs and submitting report to Health and Medical Services annually. [Click here to enter text.](#)

If your campus does not have an individual certified in CPR/AED who is conducting this monthly, please explain your rationale and how you will meet this requirement for the 2019-2020 school year. (Include the number of AEDs on campus) Mr. A. Manyang.