

# **Houston Independent School District**

## **324 Liberty High School**

### **2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

School Mission:

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.

## Vision

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.

## Value Statement

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 the 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.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

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 16 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 reaffirm their commitment to providing 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 the 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 provided 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 300 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 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.

### Demographics Strengths

The students who attend Liberty High School come from many diverse backgrounds. A common experience that all students at Liberty High School have is they have traveled from a place in the world to make Houston their home. They all experienced leaving their childhood homes, and traveled to a new place to

make a new home. This experience helps our students to be a source of support for each other as they share the common experience of adapting to a new city and learning a new language. An additional strength is resilience that our students have learned as they have experienced many challenging events in their lives for a variety of reasons prior to coming to Houston and upon adapting to living in a new community. Furthermore, many of our students have jobs in the community that help to provide applications where they can use the skills they are learning in school to improve their job opportunities, and the learning from their jobs also support their learning in school.

### **Problems of Practice Identifying Demographics Needs**

**Problem of Practice 1 (Prioritized):** Increased proficiency in English is a key component for the academic success of students who are newcomers to the United States. 94% of the Liberty students are classified as English language learners as defined by TEA. program, more than seventy percent of the students have been in the U.S. for two years or less. **Root Cause:** 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.

# Student Learning

## Student Learning Summary

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.

Currently, ninety-four percent of our night students are 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. 94% 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 are currently offered in the master schedule. Trend/Data: Students who stay in school through their eighteenth credit and who have passed STAAR are more likely to graduate.

## Student Learning Strengths

Out students' greatest learning strengths are their life experiences and motivation to learn the English language while their pursue a high school education. It is the goal of the campus leadership and teachers to build on the strengths that our students bring to the learning environment using the following initiatives: The leadership team and staff of Liberty High School understand 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.

### **Problems of Practice Identifying Student Learning Needs**

**Problem of Practice 1 (Prioritized):** Instruction for English language learners must support grade-level learning of content and skills. To engage English language learners in grade level work, teachers must scaffold lessons without lowering learning expectations. **Root Cause:** Students enroll with significant gaps in formal education, and at the beginner level of English proficiency.

# School Processes & Programs

## School Processes & Programs Summary

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 IAT Attendance and Dropout Prevention 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.

## School Processes & Programs Strengths

During the past sixteen 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. Time is set aside every week during department PLC to share lessons and make adjustments in preparation for the following week of instruction. During this process, each department identifies high yield objectives that help guide instructional planning and the instructional focus in each course.

## Problems of Practice Identifying School Processes & Programs Needs

**Problem of Practice 1 (Prioritized):** Graduating students with their four year cohort to meet federal expectations while providing a flexible schedule to students who have a high mobility rate and have work and family responsibilities. **Root Cause:** The federal measure for graduation rate in domain III does not distinguish between Alternative Education Campuses and Regular Education Campuses for cohort graduation rates. On the other hand, The Texas Education Agency does distinguish between Alternative and Regular education programs to determine graduation rate expectations .



# Perceptions

## Perceptions Summary

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 the 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.

## Perceptions Strengths

Liberty High School is regarded as a place in the community where newly arrived immigrant students can learn and prepare for post-secondary studies. In the most recent school satisfaction survey, 88% of the parents expressed satisfaction with the caring environment and the education their son/daughter is getting at Liberty High School. Teachers in the campus express satisfaction with working with our student population and have a high regard for their ability to work with our student population. Parents and community members express having been referred to our school by friends and bring their sons/daughters to enroll at Liberty High School.

### **Problems of Practice Identifying Perceptions Needs**

**Problem of Practice 1:** Staff have learned to use technology tools to provide flexible access to learning for students who are frequently absent due to work or family responsibilities. Capacity building is needed to manage learning platforms while increasing assignment completion rates, and student engagement. **Root Cause:** Our demographic student population works, has family responsibilities, and attends school to earn a high school diploma. School systems must adapt to this reality.

# Priority Problems of Practice

**Problem of Practice 1:** Increased proficiency in English is a key component for the academic success of students who are newcomers to the United States. 94% of the Liberty students are classified as English language learners as defined by TEA. program, more than seventy percent of the students have been in the U.S. for two years or less.

**Root Cause 1:** 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.

**Problem of Practice 1 Areas:** Demographics

**Problem of Practice 2:** Instruction for English language learners must support grade-level learning of content and skills. To engage English language learners in grade level work, teachers must scaffold lessons without lowering learning expectations.

**Root Cause 2:** Students enroll with significant gaps in formal education, and at the beginner level of English proficiency.

**Problem of Practice 2 Areas:** Student Learning

**Problem of Practice 3:** Graduating students with their four year cohort to meet federal expectations while providing a flexible schedule to students who have a high mobility rate and have work and family responsibilities.

**Root Cause 3:** The federal measure for graduation rate in domain III does not distinguish between Alternative Education Campuses and Regular Education Campuses for cohort graduation rates. On the other hand, The Texas Education Agency does distinguish between Alternative and Regular education programs to determine graduation rate expectations .

**Problem of Practice 3 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Federal Report Card Data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- PSAT and/or ASPIRE
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)

- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Board Goals

**Board Goal 1:** ELAR The percentage of 3rd grade students performing at students reading and writing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 42% in spring 2019 to 50% in spring 2024.

**Goal 1:** Meet AEA English progress target and increase STAAR percentage of students who score at approaches from 9% to 37% , at meets from 4% to 10%, and masters from 0% to 5% in domain 1.

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** Teachers in the ELA department will design 100% standards- based aligned formative and summative assessments which directly measure students' knowledge and skills for specific lesson/unit outcomes.

**Evaluation Data Sources:** Spring STAAR results, Spring TELPAS results, BOY Renaissance Screener results, Fall BOY results.





## HB3 Board Goal

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers in the ELA department will work together and with the campus academic support staff to create formative assessments that will be administered every four weeks to monitor student progress</p> <p><b>Strategy's Expected Result/Impact:</b> The strategy's expected impact is to establish a systematic process for collecting academic progress data throughout the school year and intervene in real time to support students in meeting end of course goals.</p> <p><b>Staff Responsible for Monitoring:</b> The staff who are responsible for monitoring this strategy are the ELA Administrator(Ms. Alcaraz), Literacy Coach(Mr. Ibao), the Department Chair(Ms. Vandyke).</p> <p><b>Action Steps:</b> 1. After students take the beginning of year assessments and the data is analyzed, teachers will map out an instructional plan to reach the campus end of year goal for all students in English 1 and English 2 classes. 2. Teachers create formative assessments to be administered every four weeks to measure progress toward meeting English 1 or English 2 EOC targets. 3. Teachers engage in systematic ongoing monitoring of their students' progress and making instructional adjustments throughout the school year. 4 Tutorial plans are developed to address skill and knowledge gaps for students who are not on track to pass STAAR.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Measurable Objective 2:** 100% of the teachers in the ELA department will use the Quality Teaching for English Learners and Understanding by Design

frameworks to create lesson plans.

**Evaluation Data Sources:** It's Learning(HUB), OneNote, Department folders for instructional plans, Literacy Coach and Administrator logs.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> English language arts teachers will use the It's Learning and OneNote platforms to create lessons with the three QTEL moments and will adapt the HISD master courses to meet the needs of their students while teaching on-grade level content.</p> <p><b>Strategy's Expected Result/Impact:</b> The strategy's expected result is to have all teachers use a common framework for instructional planning and for teaching students content and language.</p> <p><b>Staff Responsible for Monitoring:</b> ELA department teachers, Ms. Alcaraz(AP), Mr. Ibao(Literacy Coach), and Mr. Coronado(Multilingual Manager)</p> <p><b>Action Steps:</b> 1. Prior to pre-service, members of the Instructional Leadership Team(ILT) identified elements that would be required in the HISD HUB platform to create effective lessons for Liberty High School students. 2. During pre-service training for teachers, the essential elements and exemplars were communicated to all teachers while they prepared their lessons for the start of the school year. 3. During the first week of classes, all teachers received feedback on their lessons in the HUB(It's Learning Platform) to provide further direction on how to organize the learning experiences for students. 4. Every week, teachers will receive feedback from their appraiser, literacy coach, and TDS to continue to work on creating effective lessons for Liberty HS students. 5. Teacher Coaching during class, and planning during PLC days will be focused on supporting teachers with the development and use of effective plans and instructional methodology.</p> <p><b>Title I Schoolwide Elements: 2.4 - TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Measurable Objective 3:** 100% of students identified as not on track to pass ELA STAAR will attend the scheduled supplemental academic support sessions.

**Evaluation Data Sources:** tutorial logs, tutorial planning documents

**HB3 Board Goal**



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> By the sixth week of the fall semester, all students in ELA classes will have participated in academic-goal setting conferences with their teachers to establish goals for ELA EOC assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact of this strategy is to extend learning opportunities for students who have not met the STAAR English passing standard.</p> <p><b>Staff Responsible for Monitoring:</b> Ms. Alcaraz(IAT Liaison and Administrator over ELA department), Sally Lawlace (school counselor), ELA teachers, Mr. Ibao (Literacy Coach), Monico Rivas(Principal)</p> <p><b>Action Steps:</b> 1. Students who are identified for support based on Renaissance and BOY results will be invited to attend targeted tutorial sessions. 2. Teachers will facilitate goal-setting meetings with all students who are testing to establish goals for the school year. 3. ELA teachers will be scheduled during times when a maximum number of students can attend the support sessions.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>Comprehensive Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>				





**Board Goal 2: MATH** The percentage of 3rd grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase 8 percentage points from 46% in spring 2019 to 54% in spring 2024.

**Goal 1: MATH - Meet Alternative Accountability math progress targets and increase the percentage of STAAR testers who score at approaches from 38% to 70%, at meets from 6% to 35%, and masters level from 0% to 5%. in domain 1.**

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** 100% of the math teachers will analyze data after BOY, benchmarks, and other significant assessments to inform instructional planning and additional supports for students.





**Evaluation Data Sources:** TEA Beginning of Year assessments, results from 2021 Spring STAAR assessments, Beginning of Year Renaissance screener results, Teacher observations.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pinpoint learning standards not met for targeted intervention. Develop individualized learning paths to address skill gaps early in the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> The strategy's expected impact is to develop a data driven culture among staff.</p> <p><b>Staff Responsible for Monitoring:</b> Math department teachers, Ms. Alcaraz(AP), Mr. Ibao(Literacy Coach)</p> <p><b>Action Steps:</b> 1. The math dept. took the first step by engaging in analysis of historical data during the August 16 data and goal-setting session. Using historical data, they established baseline goals for the year. 2. To gain current data from all students, the math dept. will administer BOY assessments to establish real-time goals. 3. Prior to mid-October, teachers in the math dept. will meet with individual students to set goals for their classes and EOC assessments. 3. Every four weeks, or as needed, math teachers will evaluate the progress of their students, analyze the data, and use the results to inform their instructional plans.</p> <p><b>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Measurable Objective 2:** 100% of students identified as not on track to pass Algebra 1 STAAR will attend the scheduled supplemental academic support sessions.

**Evaluation Data Sources:** Formative benchmarks, district snapshots, and district level assessments.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> By the seventh week of the fall semester, all students in math classes will have participated in academic-goal setting conferences with their teachers to establish goals for math EOC assessments. <b>Strategy's Expected Result/Impact:</b> The strategy's expected impact is to have aligned goals between teachers, students and parents. <b>Staff Responsible for Monitoring:</b> Ms. Alcaraz(IAT/Rti Liaison), Sally Lawlace (school counselor), math teachers, Marilou Alcaraz( Administrator over math department), Mr. Mario Ibaos( Literacy Coach),Monico Rivas (Principal) <b>Action Steps:</b> 1. Following the BOY and analysis of the results, the math department creates a list of students who need additional academic support in math. 2. The math department teachers hold individual academic conferences with their students and notify those who need to attend targeted tutorial sessions. 3. After every benchmark or snapshot, the math dept. analysis the data and updates the list of students in need of additional support and areas of focus. 4. This process is cyclical and ongoing throughout the school year. <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy</b>		Formative			Summative
		Nov	Jan	Mar	June

 No Progress
 Accomplished
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 Discontinue

**Measurable Objective 3:** 100% of the teachers in the Math department will use the Quality Teaching for English Learners and Understanding by Design frameworks to create lesson plans.

**Evaluation Data Sources:** Lesson plans in the Its Learning district platform, OneNote platform, Department PLC sessions.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Math teachers will use the It's Learning and Teams platforms to create lessons with the three QTEL moments and will adapt the HISD master courses to meet the needs of their students while teaching on-grade level content. <b>Strategy's Expected Result/Impact:</b> The expected impact of this strategy is to have a common approach across		Formative			Summative
		Nov	Jan	Mar	June

the campus for the development of instructional plans that focus on rigorous instruction and language development.

**Staff Responsible for Monitoring:** Math teachers, Ms. Alcaraz(AP), Mr. Ibao(Literacy Coach),

**Action Steps:** 1. Process for developing instructional plans is established by the campus ILT. 2. Expectations for developing instructional plans and examples of the elements that must be in the plans are communicated to staff during pre-service. 3. The math department writes lessons using the designated process and is provided with differentiated levels of support to increase implementation. 4. Support the math dept. during planning to achieve 100 percent implementation for developing lesson plans using the required elements.

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Comprehensive Support Strategy**



No Progress



Accomplished



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**Board Goal 3: SCHOOL PROGRESS** The percentage of graduates that meet the criteria for CCMR as measured in Domain 1 of the state accountability system will increase 8 percentage points from 63% for 2017-18 graduates to 71% for 2022-2023 graduates reported in 2024.

**Goal 1: SCHOOL PROGRESS:** The percentage of students meeting the college readiness criteria will increase from 47% to 53% as measured in domain 1 of the state accountability system.

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** By the end of the school year in 2024, at least 80% of Liberty High School students will graduate having met one or more of the college readiness criteria as defined by TEA.





**Evaluation Data Sources:** Enrollment in College Preparation classes for English and Math, number of students enrolled in advanced placement classes, students scoring at college readiness level on SAT and TSI.

**HB3 Board Goal**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Using teacher recommendations, self selection, and academic achievement data, campus leadership will offer students advanced placement courses to earn college level credit.  <b>Strategy's Expected Result/Impact:</b> The expected impact is to raise the percentage of students who enroll and succeed in college level courses in various courses. <b>Staff Responsible for Monitoring:</b> The staff who are responsible for monitoring the progress of this strategy are Ms. Sally Lawlace (School Counselor), Ms. Marilou Alcaraz(Assistant Principal), and Mr. Rivas(Principal). <b>Action Steps:</b> Confirm enrollments in AP classes for the fall semester with teachers. Counselor sets up meeting with students enrolled in AP classes to communicate the benefits and actions needed to succeed in AP classes. Administrators meet with students who are candidates to take AP language classes  <b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
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<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				





**Measurable Objective 2:** The master scheduler and school administration will enroll seniors who have not met the college readiness targets in College Preparation English and College Preparation Math.

**Evaluation Data Sources:** Senior schedules, counselor enrollment records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The registrar and master scheduler will meet during the first four weeks of classes to review the enrollment students who are graduating seniors to make sure students are enrolled in CPE and CPM classes.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is to increase the percentage of graduating seniors who are college and career ready.</p> <p><b>Staff Responsible for Monitoring:</b> The staff the are responsible for monitoring this strategy are Ms. Lawlace (School Counselor), and Mr. Rivas(Principal).</p> <p><b>Action Steps:</b> School counselor identifies graduating seniors who have not met college readiness targets and enrolls students in CPE/CPM classes. 2. The school counselor schedules a meeting with students enrolled in CPE/CPM classes to communicate the benefit of completing the course. 3. Administrators work with ELA and Math Dept. Chairs to establish a monitoring process for students taking the CPE/CPM courses. 4. Students who are not passing the classes or have high absentee levels have conferences with their teachers and administrators. 5. Refer students who are failing to tutorial sessions.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>Comprehensive Support Strategy</b></p>	Formative			Summative
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**Measurable Objective 3:** The CTE campus Coordinator works with the School Principal, and School Counselor to establish a collaboration plan with HISD's College Readiness Office and HCC's High School Liaison to establish process for Liberty students to take level 1 and level 2 certification classes during the spring and upcoming school year.

**Evaluation Data Sources:** Student enrollment records in CTE courses during the spring semester, CTE plan developed in collaboration with staff, parents, and students.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Coordinate meetings with key stakeholders to create a process for Liberty HS students to take level 1 and 2 certification classes at participating campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result of this strategy is to add pathways for students to graduate career ready.</p> <p><b>Staff Responsible for Monitoring:</b> The staff who are responsible for monitoring this strategy are Mr. Rivas (Principal) and Ms. Lawlace(School Counselor)</p> <p><b>Action Steps:</b> Evaluate the CTE plans that are currently in place to identify areas where changes are needed. 2. Contact HISD's CTE office for guidance on how to prepare to update CTE programming for the campus and establish deadlines. 3. Prepare needed paperwork to begin participation during the 2022-23 school year. 4. Simultaneously have students fill out interest surveys for those who are near graduation and to take eligible certification courses during the spring(Liberty paid courses). 4. Communicate certification options to students in the spring and schedule students with the collaboration of the school counselor.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>Comprehensive Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress         </div> <div>  Accomplished         </div> <div>  Continue/Modify         </div> <div>  Discontinue         </div> </div>				

**Board Goal 4: CLOSING THE GAPS** The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase 8 percentage points from 21% in spring 2019 to 29% in spring 2024.

**Goal 1: CLOSING THE GAPS - Graduation Rate:** Raise the graduation rate from 56.0% to 61.0% in domain 1.

**Strategic Priorities:** Expanding Educational Opportunities

**Measurable Objective 1:** 80% or more of all students who are continuously enrolled during the school year will earn at least 6.5 credits in a calendar year to graduate with their four or five year cohort.

**Evaluation Data Sources:** Six weeks report cards, withdrawal records, semester grades.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Dropout Prevention: Students have timely access to academic and socio-emotional supports. <b>Strategy's Expected Result/Impact:</b> The strategy's expected result is to address barriers to graduation related to gaps in skills and non-academic needs in real time. <b>Staff Responsible for Monitoring:</b> The staff who are responsible for the monitoring of this strategy are the IAT Coordinator(Ms. Alcaraz), the Literacy Coach(Mr. Ibao), the school counselor(Ms. Lawlace), the Wraparound Specialist(Ms. McGowan) and advocacy teachers. <b>Action Steps:</b> Decrease factors within the control of the school that lead to dropping out. Increase class passing rate, build flexible access to assignments for students who must be absent for an extended amount of time.  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Measurable Objective 2:** All students will have access to a rigorous curriculum to prepare for post-secondary education in all classes and have the option to take AP classes.

**Evaluation Data Sources:** Lesson plans demonstrate grade-level instruction and students have access to advanced placement and college preparation courses.





**HB3 Board Goal**



Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Accelerate acquisition of English language proficiency to increase academic achievement and raise scores in high stakes exams by establishing a language focus across content areas <b>Strategy's Expected Result/Impact:</b> The expected outcome for this strategy is to build English language proficiency in all content areas. <b>Staff Responsible for Monitoring:</b> IAT team, Literacy Coach, classroom teachers, administrative team. <b>Action Steps:</b> 1. Plan lessons that have high yield strategies to develop students' linguistic skills in reading, writing, speaking, and listening. 2. Offer advanced courses for students to prepare for post-secondary education, including advanced placement courses, dual credit, and industry certification courses.  <b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>Comprehensive Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Measurable Objective 3:** Increase the percentage of students who persist with their education leading to graduation from 56% to 61%.

**Evaluation Data Sources:** Leaver reports, weekly attendance, six week grade report cards, semester reports.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Flexible scheduling, academic supports, college and career counseling. <b>Strategy's Expected Result/Impact:</b> The expected result of this strategy is to support students staying school through graduation. <b>Staff Responsible for Monitoring:</b> School counselor, Assistant Principal, School Principal, Wraparound Specialist. <b>Action Steps:</b> 1. The school counselor identifies students early in their first high school year who are off-track to graduation. 2. Students who are chronically absent or failing more than two classes are scheduled for intervention (academic and non-academic). 3. Students are monitored until they are back on track with their scheduled courses and attendance has improved.  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>Comprehensive Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Board Goal 5: N/A - Additional Campus Goals

### Goal 1: ATTENDANCE: Improve attendance rate from 71.3 % to 75.0%

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

#### Measurable Objective 1: Improve attendance rate from 71.3% to 75.0%

**Evaluation Data Sources:** Daily, weekly, and monthly attendance for day and night students. Number of students who have excused and unexcused absences.

#### HB3 Board Goal

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Facilitate informational sessions for all students and parents during the first six weeks of classes to communicate attendance guidelines and the impact of low attendance on academic outcomes. <b>Strategy's Expected Result/Impact:</b> The strategy's expected outcome is to raise awareness among students and parents of the impact excessive absences have on academic outcomes. <b>Staff Responsible for Monitoring:</b> The staff that are responsible for monitoring student attendance are the attendance clerk, school counselor, the assistant principal, the school principal, the wraparound specialist, and classroom teachers. <b>Action Steps:</b> Inform parents and students during enrollment about the new guidelines for attendance during virtual learning. 2. Instructors communicate attendance guidelines to their students during class sessions. 3. The campus administration communicates to parents the attendance guidelines during open house. 4. Teachers and administrators reinforce understanding of the attendance guidelines daily during interactions with students and parents. <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b>		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All staff follow the district and campus protocols for attendance-taking and conduct outreach to students who are absent every day. The campus attendance officer follows up on students who accumulate three or more absences.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result of this strategy is to intervene at the onset of barriers to strong attendance.</p> <p><b>Staff Responsible for Monitoring:</b> The staff who are responsible for monitoring this strategy are the campus attendance clerk, school counselor, assistant principal, principal, and teachers.</p> <p><b>Action Steps:</b> 1. Teachers contact students who don't attend class on a daily basis. 2. If the teacher learns of a barrier that requires counselor, wraparound or admin support, a referral is written. 3. IAT Attendance Committee members follow-up on students who have consecutive absences. 4. Parent conferences are scheduled ( virtual) to discuss the reasons for the absences and to create a plan to improve attendance.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Designated staff will check all day and night classes on a daily basis to make sure attendance has been submitted on the day classes met and update on the next instructional day, if needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Accurate attendance records are essential for identification of intervention and to reward students for strong attendance records.</p> <p><b>Staff Responsible for Monitoring:</b> The staff who are responsible for monitoring this strategy are the front desk clerks, attendance clerk, assistant principal, and principal.</p> <p><b>Action Steps:</b> 1. Office staff monitor daily attendance taking by all teachers for accurate attendance recording. 2. Office staff contact individual teachers who don't take attendance at the designated time. 3. Office staff plan for teacher absences by sending rosters to substitute teachers and having procedures for collecting daily attendance. 4. Check for daily teacher updates using the attendance correction template and processing corrections within the week. Substitute teachers will have access to TeacherPro to take attendance in real time to minimize the possibility of errors.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>	Formative			Summative
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## Board Goal 5: N/A - Additional Campus Goals

**Goal 2: DISCIPLINE** Increase safety on campus by lowering incidence of level III referrals from 4% to 2% during the 2021-22 school year.

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being





**Measurable Objective 1:** 100% of the faculty and staff will participate in Discipline Management training.

**Evaluation Data Sources:** Discipline referrals, IAt referrals, attendance records

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Apply restorative discipline strategies to manage student behavior. <b>Strategy's Expected Result/Impact:</b> Reduce the incidence of level 3 disciplinary infractions by supporting students with self-management strategies. <b>Staff Responsible for Monitoring:</b> School counselor, Wraparound Specialist, <b>Action Steps:</b> 1. Every grading cycle, designate one PLC to SEL to support teachers with using restorative practices to manage student behavior in class. 2. Support individual teachers with training specific to the needs of their classroom.		Formative			Summative
		Nov	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			





**Measurable Objective 2:** 100% of students enrolled will participate in conflict resolution and anger management sessions during advocacy classes.

**Evaluation Data Sources:** Advocacy planning materials, school counselor advisement plans.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Use the scheduled advocacy period to facilitate lessons that build competency and self-awareness of trigger-points for anger. Lessons geared toward conflict resolution will also be facilitated during advocacy classes. Build awareness of supports that are available to students and families in the school. <b>Strategy's Expected Result/Impact:</b> Students learn to manage tense situations that can result in conflict with other students or with their teachers. <b>Staff Responsible for Monitoring:</b> School counselor, Principal, Assistant Principal <b>Action Steps:</b> 1. Use advocacy period to instruct students on the complications that arise with using violence to solve problems and how they can get help if they are having anger management issues or are being directly impacted by others. 2. Use community service providers to connect students and families to services to assist with anger management or abuse. 3. Communicate to students where in the campus they can find information to learn about anger management and conflict resolution.  <b>Title I Schoolwide Elements: 2.6 - TEA Priorities:</b> Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

**Measurable Objective 3:** 100% of students enrolled will have access to coordinated Health programs provided by campus, neighborhood partners, and HISD health services.

**Evaluation Data Sources:** Nurse referral and service logs, Wraparound service logs, and counselor's notes.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> 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. <b>Strategy's Expected Result/Impact:</b> Reduce barriers for students to stay connected to their education. Establish relationship with community providers to connect students to services in real time. <b>Staff Responsible for Monitoring:</b> School counselor, School nurse, Wraparound Specialist. <b>Action Steps:</b> 1. The school nurse and school counselor identify areas of need for the current student population. 2. The nurse communicates the need to the HISD head nurse and seeks resources for screening on campus. 3. The school nurse communicates the health needs of the students to the school counselor and to the wraparound specialist to support procurement of services for students.  <b>Title I Schoolwide Elements: 2.6 - TEA Priorities:</b> Improve low-performing schools		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					





## Board Goal 5: N/A - Additional Campus Goals

### Goal 3: VIOLENCE PREVENTION

**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1:** 100% of advocacy classes at Liberty High School will facilitate lessons which address student well-being and how to access help if they are experiencing drug, tobacco, alcohol, bullying, child abuse, sexual abuse or are think of hurting themselves.

**Evaluation Data Sources:** Discipline referrals, counselor referrals, student self-referral.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Create a virtual resource folder to be uploaded in the HUB(It's Learning) for students to access short articles, videos, and contact information of community service providers. Students will be encouraged to share the information with their family and friends.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result of this strategy is 24/7 access to support resources to all students at Liberty High School to support personal wellness.</p> <p><b>Staff Responsible for Monitoring:</b> Ms. Lawlace (School Counselor), and Ms. McGowan(Wraparound Specialist), HISD SEL Office.</p> <p><b>Action Steps:</b> The school counselor collects information about campus, district and community resources that students can use to learn about self-care. 2. In collaboration with advocacy teachers, and the Wraparound Specialist, the school counselor schedules informative sessions for students who want to discuss SEL topics that are of interest to them. 2. Students are provided the opportunity to add to the resource folder.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Measurable Objective 2:** Use the scheduled advocacy period to facilitate lessons that build awareness of the dangers associated with substance abuse. Build awareness of supports that are available on campus and in the community to fight substance addiction.

**Evaluation Data Sources:** School counselor advocacy plans, School nurse logs, Wraparound Specialist case logs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Use the scheduled advocacy period to facilitate lessons that build awareness of the dangers associated with substance abuse. Build awareness of supports that are available on campus and in the community to fight substance addiction.</p> <p><b>Strategy's Expected Result/Impact:</b> Lower the incidence of use of experimental drugs by Liberty High School students. Students communicate information about resources that are available to combat substance abuse to family members.</p> <p><b>Staff Responsible for Monitoring:</b> School counselor, Wraparound Specialist, School Nurse.</p> <p><b>Action Steps:</b> 1. The school counselor identifies dates in the calendar when selected lessons about the danger of tobacco and other substances are the focus of the advocacy lessons. 2 The counselor provides advocacy teachers with lesson activities to promote discussion and prevention.. 3. Students are provided with information about support services in the school and in the community.</p> <p><b>Title I Schoolwide Elements: 2.6 - TEA Priorities:</b> Improve low-performing schools</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Measurable Objective 3:** 100% of students enrolled will have access to coordinated Health programs provided by campus, neighborhood partners, and HISD health services.

**Evaluation Data Sources:** Nurse records, Wraparound Specialist services log

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Students are able to access support and health services in real time.</p> <p><b>Staff Responsible for Monitoring:</b> School Counselor, School Nurse, Wraparound Specialist</p> <p><b>Action Steps:</b> 1. The school nurse evaluates the needs of students in the campus for health services. 2. The school nurse contacts service providers and creates a calendar for screening at the campus. 3. The school nurse communicates to the counselor and wraparound specialist unmet needs of students who need to be referred for health related treatment.</p> <p><b>Title I Schoolwide Elements: 2.6 - TEA Priorities:</b> Improve low-performing schools</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

## Board Goal 5: N/A - Additional Campus Goals

**Goal 4: SPECIAL EDUCATION:** Students receiving special education services in our campus will pass 100% of their courses to make progress toward graduation.

**Strategic Priorities:** Transforming Academic Outreach

**Measurable Objective 1:** All students who are receiving Special Education services in our campus will pass all of the courses they are taking to make progress toward graduation.

**Evaluation Data Sources:** Progress reports, report cards, semester grades.

### HB3 Board Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Monitor academic progress weekly and provide supports as needed to earn passing grades every grading cycle.</p> <p><b>Strategy's Expected Result/Impact:</b> The strategy's expected outcome is to address academic needs that arise in real time to improve academic outcomes for each cycle.</p> <p><b>Staff Responsible for Monitoring:</b> The staff who are responsible for monitoring the academic progress of the two students are Ms. Santos(Special Ed. Chair), Ms. Alcaraz(Assistant Principal), and the students' teachers.</p> <p><b>Action Steps:</b> Students Pamela Martinez and Cuauhtemoc Anguilu will be assigned a tutor-mentor who will check in on a weekly basis to talk about their assignments and provide academic assistance as needed.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.1 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p>				
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Measurable Objective 2:** Establish well defined systems in place for referral, evaluation, and support .

**Evaluation Data Sources:** IEP, Dept Chair logs, campus liaison logs.



Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Work closely with HISD Special Education Dept, and the campus department chair to remain in compliance with state guidelines <b>Strategy's Expected Result/Impact:</b> Provide services to students with special needs within the district, state and federal guidelines. <b>Staff Responsible for Monitoring:</b> Assistant Principal, Special Education Dept. Chair, Counselor <b>Action Steps:</b> 1. By September 24, the IAT campus coordinator has visited the two students' teachers to check on their progress. 2. Teachers will confirm with administrator over the campus Special Ed program (Ms. Alcaraz) they have a received and read a copy of her IEP. 3. An IAT attendance committee member will check in with Pamela every week to go over her attendance and academic progress.  <b>Title I Schoolwide Elements: 2.6 - TEA Priorities:</b> Improve low-performing schools	Formative			Summative
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**Measurable Objective 3:** 100% of the students identified as having a learning disability will receive corresponding services that are aligned to their IEP

**Evaluation Data Sources:** IAT Coordinator(Ms. Alcaraz) will work with teachers and the school counselor to identify students who may have special learning needs. A support schedule will be created for each student who is identified as having special learning needs.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> IAT Coordinator(Ms. Alcaraz) will work with teachers and the school counselor to identify students who may have special learning needs. A support schedule will be created for each student who is identified as having special learning needs. <b>Strategy's Expected Result/Impact:</b> Early identification of special learning needs is essential for providing timely supports for academic success. <b>Staff Responsible for Monitoring:</b> Ms. Santos(Special Ed Chair), Ms. Alcaraz(IAT Coordinator), Ms. Lawlace (School Counselor), Ms. Alcaraz(Admin over SpEd). <b>Action Steps:</b> 1. The campus IAT coordinator will document student referrals by teachers to determine if classroom level interventions are effectively address the needs of students. 2.If IAT interventions that are applied with fidelity don't improve the student's outcomes, schedule a conference with the parents to communicate the current supports and observations. 3. After a pre-determined number of weeks of interventions by the IAT, evaluate student progress and communicate outcomes to the parents. 4. If additional steps are needed such as a referral for testing is needed, secure parent consent.  <b>Title I Schoolwide Elements: 2.6 - TEA Priorities:</b> Improve low-performing schools	Formative			Summative
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<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





## Board Goal 5: N/A - Additional Campus Goals

**Goal 5: SPECIAL POPULATIONS:** EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

**Strategic Priorities:** Expanding Educational Opportunities, Transforming Academic Outreach





**Measurable Objective 1:** At least 43% of English language learners who have a baseline score on TELPAS will make a year or more of progress compared to 40% in 2019

**Evaluation Data Sources:** TELPAS assessment results, formative assessments, Renaissance screener, teacher observation.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Analyze results from beginning of year assessments and writing samples from the end of spring to establish starting points and set goals for the school year. <b>Strategy's Expected Result/Impact:</b> Establish clear starting points for all English language learners at the start of the school year. <b>Staff Responsible for Monitoring:</b> The staff who are responsible for monitoring this strategy are the campus Literacy Coach(Mr. Ibao), The IAT coordinator(Ms. Alcaraz), and the department chairs in each content area. <b>Action Steps:</b> 1. All students in the TELPAS accountability group will be identified by September 24. 2.Students in the accountability group will set goals for English language proficiency with their teacher. 3. Students will know what their English proficiency level was for the previous year.  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Measurable Objective 2:** 100% of the teachers across content areas will use the Quality Teaching for English Learners and Understanding by Design frameworks to create lesson plans.

**Evaluation Data Sources:** It's Learning platform, unit and weekly instructional plans.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> All content area teachers will use the It's Learning(HUB) and OneNote platforms to create lessons with the three QTEL moments and will adapt the HISD master courses to meet the needs of their students while teaching on-grade level content  <b>Strategy's Expected Result/Impact:</b> The expected result for this strategy is to accelerate the rate in which Emerging Bilingual students learn the English language. <b>Staff Responsible for Monitoring:</b> Campus Instructional Leadership Team( Ms. Vandyke, Mr. Hernandez, Ms. Blessinger, Ms. Munoz, Mr. Ibao, Ms. Alcaraz, and Mr. Rivas) <b>Action Steps:</b> 1. All teachers will have information about their students' current English language proficiency level by October 1. 2. Teachers will build instructional plans using the QTEL framework to integrate listening, speaking, writing, and reading in every lesson across content areas. 3. Instructors will use the HUB and OneNote platforms to facilitate lessons which provide all students with opportunities to speak, read, and write every day.  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>Comprehensive Support Strategy</b>		Formative			Summative
		Nov	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

**Measurable Objective 3:** 100% of the students identified as Economically disadvantaged and ELL who are not on track to meet their growth targets will be scheduled for tutorial sessions.

**Evaluation Data Sources:** Progress and report cards, formative assessments

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Use selected resources to build language proficiency across reading, listening, speaking, and writing domains to accelerate English language acquisition.  <b>Strategy's Expected Result/Impact:</b> The expected result for this strategy is to support students with English		Formative			Summative
		Nov	Jan	Mar	June

<p>language acquisition using a variety of research-based materials.</p> <p><b>Staff Responsible for Monitoring:</b> Content area teachers, Mr. Ibao(Literacy Coach), Ms. Alcaraz and Mr. Rivas (Admin)</p> <p><b>Action Steps:</b> 1. Students in the TELPAS accountability group will be supported with tutorial sessions to support attainment of growth targets for the school year. 2. Students in the TELPAS accountability group who are not making the expected progress will attend support sessions using one of the identified platforms to accelerate academic progress. 3. Campus administration, in collaboration with the ILT, will select resources that will effectively accelerate language acquisition.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>Comprehensive Support Strategy</b></p>				



No Progress



Accomplished



Continue/Modify



Discontinue





## Board Goal 5: N/A - Additional Campus Goals

### Goal 6: PARENT and COMMUNITY ENGAGEMENT

**Strategic Priorities:** Expanding Educational Opportunities





**Measurable Objective 1:** At least 80% of parents or guardians will attend school related events during the 2021-22 school year using the HISD Teams platform or in person. Increase participation in school-related committees from three to five parents.

**Evaluation Data Sources:** School visitor logs, teacher-parent conference logs, open house, Teams conference records, participation in committees, and extra-curricular events.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Build systems to support parent participation in school events and committees using virtual platforms. Create webinars that build parents' understanding of how to access and participate in virtual meetings with school staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Offer parents flexible options to participate in school activities and provide input on important decisions affecting their sons and daughters.</p> <p><b>Staff Responsible for Monitoring:</b> The staff who are responsible for monitoring this strategy are the campus IT(Mr. J. Reyna), campus Wraparound Specialist(Ms. McGowan), and the Principal(Mr. Rivas).</p> <p><b>Action Steps:</b> 1. The school principal conducts outreach to families using the district telephone communication system(school messenger) to let parents know about upcoming informational meetings. 2. The school principal facilitates virtual meetings with parents and students to inform the of important school related information prior to the start of classes. 3.Liberty HS hosts a virtual open house on Sep 9 for all students and parents to learn about important beginning of year information and to meet the staff. 4. The campus Title 1 coordinator will collect parent attendance information to invite parents to serve on school committees and to gain feedback on future meeting topics.</p> <p><b>Title I Schoolwide Elements:</b> 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools</p>				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





**Measurable Objective 2:** Parent feedback surveys will reflect parents' view of Liberty as an important center for their community and their satisfaction with the school will increase from 90% to 94%

**Evaluation Data Sources:** Parent and student surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> 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. Use available virtual platform(Teams) to connect parents to join meetings and events without having to travel to school.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected impact is to see increased participation by parents in school-related activities.</p> <p><b>Staff Responsible for Monitoring:</b> Literacy Coach(Mr. Ibao), School Counselor(Ms. Lawlace), Title I coordinator(Mrs. Fraga) Wraparound Specialist (Eileen McGowan).</p> <p><b>Action Steps:</b> 1. The campus Title 1 Coordinator will create a parent and student climate survey to gain insight about perceptions of their experience with Liberty HS during the current school year. 2. The survey is presented to advocacy teachers with steps to support students with the completion of the surveys. 3. The survey is translated to all of the languages that are represented in our campus . 4. The survey is administered at the end of the fall semester. 5. A second survey is administered at the end of April 2022. The title 1 Coordinator and SDMC analyze the feedback to inform future planning to increase school satisfaction and parent participation.</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Measurable Objective 3:** Will maintain 100% of our partnerships from last school year and continue to add for this school year. Liberty will strengthen partnerships with community partners in support of our students' families.

**Evaluation Data Sources:** Wraparound services partnership database, school nurse referral logs, and school counselor referral logs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Liberty serves as liaison between families and community-based providers to address non-academic student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> The expected result of this strategy is to strengthen access to families in the community to health, nutrition, family services, and other needed resources.</p> <p><b>Staff Responsible for Monitoring:</b> Mr. Rivas(school principal), Ms. McGowan( Wraparound Specialist) Mrs. Fraga(Campus Title I Coor), Ms. Lawlace(School Counselor), and Mr. Ibao(Literacy Coach)</p> <p><b>Action Steps:</b> 1. The campus Wraparound Specialist collaborates with the campus Principal to review data from recent telephone calls to identify current areas of need. 2. The campus administration will develop a plan in collaboration with the Wraparound Specialist to connect families with services that are not currently available through existing partnerships. 3. Families will be informed of the options that are available to address their non-academic needs and when additional services will be available.</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 3.1, 3.2 - <b>TEA Priorities:</b> Improve low-performing schools</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

## Board Goal 5: N/A - Additional Campus Goals

### Goal 7: MANDATED HEALTH SERVICES

The campus will meet 100% of Mandated Health Services by the required dates for Immunization Monitoring, Vision Screening (Grades PK, K, 1, 3, 5 & 7), Hearing Screening (Grades PK, K, 1, 3, 5, & 7), Type 2 Diabetes (Grades 1, 3, 5, & 7), Spinal Screening (Grades 6 & 9), Medication Administration and AED Maintenance Checks.





**Strategic Priorities:** Ensuring Student Health, Safety and Well-Being

**Measurable Objective 1: IMMUNIZATION MONITORING**, data entry and state reporting requirements will be completed by a certified school nurse on or before October 22, 2021.

**Evaluation Data Sources:** Immunization data entry and state reporting for all students completed by SCHOOL NURSE: Nurse vacancy.

Estimated number of students to be screened: 150

Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.





Strategy 1 Details		Reviews			
<b>Strategy 1:</b> The campus will hire a part-time nurse to assist with data entry while the campus hires a permanent nurse. <b>Strategy's Expected Result/Impact:</b> Have immunization records that are up to date. <b>Staff Responsible for Monitoring:</b> School Principal, Campus Information Specialist <b>Action Steps:</b> The principal(Mr. Rivas) will contact neighboring schools to ask if their nurse is interested in working extra time to assist with data entry.  <b>Title I Schoolwide Elements:</b> 2.4, 2.6		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

**Measurable Objective 2: SPINAL SCREENING** at Grades 6 & 9 will be completed by a certified school nurse or screener on or before February 2, 2022.

**Evaluation Data Sources:** Screening, data entry, referral forms and state report completed/submitted by NAME & POSITION: Nurse Vacancy

Estimated number of students to be screened: 150





Note: If the school does not have a certified school nurse or screener, steps for completing this requirement will be detailed in the strategy below.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Hire part-time nurse from a neighboring school to work extra time to perform a Spinal Screening for all 9th graders by February 2, 2022. <b>Strategy's Expected Result/Impact:</b> The strategy's expected result is to have all 9th grade students screened by the district deadline. <b>Staff Responsible for Monitoring:</b> The school principal will make sure a school nurse is hired prior the district deadline to perform the required screening. <b>Action Steps:</b> Interview nurse candidates every week to find a nurse that is a good fit for Liberty High School.  <b>Title I Schoolwide Elements:</b> 2.4		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Measurable Objective 3:** MEDICATION ADMINISTRATION, including, but not limited to emergency care of students with diabetes, seizures, and life threatening anaphylaxis will be completed by a certified school nurse for the school year 2021-2022.

**Evaluation Data Sources:** PERSON RESPONSIBLE: School Nurse/Health Wellness Team

Note: If the school does not have a certified school nurse or screener, rationale for not providing this service and steps for completing this ongoing student support need will be detailed in the strategy below.





Strategy 1 Details		Reviews			
<b>Strategy 1:</b> An office staff member will be trained to keep medications in a safe location for students who are required to take medication while on campus while a full time nurse is hired. <b>Strategy's Expected Result/Impact:</b> The expected impact of the strategy is to ensure that students access their prescribed medications following a process that is understood by parents, students and office staff. <b>Staff Responsible for Monitoring:</b> The staff who are responsible for monitoring this strategy are the administrators on duty ( Ms. Alcaraz or Mr. Rivas). <b>Action Steps:</b> Schedule a part-time nurse to visit the campus after their regular hours at their home campus to train Liberty staff.  <b>Title I Schoolwide Elements:</b> 2.6		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Measurable Objective 4:** AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

**Evaluation Data Sources:** PERSON RESPONSIBLE who is certified in CPR/AED: Mr. R. Hernandez

Number of AEDs on campus: 1



Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Add the AED maintenance checks to the campus master calendar to ensure the equipment is functional at all times. <b>Strategy's Expected Result/Impact:</b> The expected result of this strategy is to have functional AED equipment in case of an emergency. <b>Staff Responsible for Monitoring:</b> Plant Operator, School Nurse. <b>Action Steps:</b> 1. Monitor monthly checks by keeping a log in the main office. 2. Service the AED equipment regularly to keep it functional. 3. Include the AED equipment in the campus map to make sure anyone can locate the equipment when needed.		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

# Comprehensive Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Teachers in the ELA department will work together and with the campus academic support staff to create formative assessments that will be administered every four weeks to monitor student progress
1	1	2	1	English language arts teachers will use the It's Learning and OneNote platforms to create lessons with the three QTEL moments and will adapt the HISD master courses to meet the needs of their students while teaching on-grade level content.
1	1	3	1	By the sixth week of the fall semester, all students in ELA classes will have participated in academic-goal setting conferences with their teachers to establish goals for ELA EOC assessments.
2	1	1	1	Pinpoint learning standards not met for targeted intervention. Develop individualized learning paths to address skill gaps early in the school year.
2	1	2	1	By the seventh week of the fall semester, all students in math classes will have participated in academic-goal setting conferences with their teachers to establish goals for math EOC assessments.
2	1	3	1	Math teachers will use the It's Learning and Teams platforms to create lessons with the three QTEL moments and will adapt the HISD master courses to meet the needs of their students while teaching on-grade level content.
3	1	1	1	Using teacher recommendations, self selection, and academic achievement data, campus leadership will offer students advanced placement courses to earn college level credit.
3	1	2	1	The registrar and master scheduler will meet during the first four weeks of classes to review the enrollment students who are graduating seniors to make sure students are enrolled in CPE and CPM classes.
3	1	3	1	Coordinate meetings with key stakeholders to create a process for Liberty HS students to take level 1 and 2 certification classes at participating campuses.
4	1	1	1	Dropout Prevention: Students have timely access to academic and socio-emotional supports.
4	1	2	1	Accelerate acquisition of English language proficiency to increase academic achievement and raise scores in high stakes exams by establishing a language focus across content areas
4	1	3	1	Flexible scheduling, academic supports, college and career counseling.
5	1	1	1	Facilitate informational sessions for all students and parents during the first six weeks of classes to communicate attendance guidelines and the impact of low attendance on academic outcomes.
5	1	1	2	All staff follow the district and campus protocols for attendance-taking and conduct outreach to students who are absent every day. The campus attendance officer follows up on students who accumulate three or more absences.
5	1	1	3	Designated staff will check all day and night classes on a daily basis to make sure attendance has been submitted on the day classes met and update on the next instructional day, if needed.
5	4	1	1	Monitor academic progress weekly and provide supports as needed to earn passing grades every grading cycle.

Board Goal	Goal	Measurable Objective	Strategy	Description
5	5	1	1	Analyze results from beginning of year assessments and writing samples from the end of spring to establish starting points and set goals for the school year.
5	5	2	1	All content area teachers will use the It's Learning(HUB) and OneNote platforms to create lessons with the three QTEL moments and will adapt the HISD master courses to meet the needs of their students while teaching on-grade level content
5	5	3	1	Use selected resources to build language proficiency across reading, listening, speaking, and writing domains to accelerate English language acquisition.

## Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
1	1	1	1	Teachers in the ELA department will work together and with the campus academic support staff to create formative assessments that will be administered every four weeks to monitor student progress
3	1	1	1	Using teacher recommendations, self selection, and academic achievement data, campus leadership will offer students advanced placement courses to earn college level credit.
4	1	1	1	Dropout Prevention: Students have timely access to academic and socio-emotional supports.
5	1	1	1	Facilitate informational sessions for all students and parents during the first six weeks of classes to communicate attendance guidelines and the impact of low attendance on academic outcomes.
5	1	1	2	All staff follow the district and campus protocols for attendance-taking and conduct outreach to students who are absent every day. The campus attendance officer follows up on students who accumulate three or more absences.
5	1	1	3	Designated staff will check all day and night classes on a daily basis to make sure attendance has been submitted on the day classes met and update on the next instructional day, if needed.
5	4	1	1	Monitor academic progress weekly and provide supports as needed to earn passing grades every grading cycle.
5	5	1	1	Analyze results from beginning of year assessments and writing samples from the end of spring to establish starting points and set goals for the school year.

## Additional Targeted Support Measurable Objectives

Board Goal	Goal	Measurable Objective	Strategy	Description
5	5	1	1	Analyze results from beginning of year assessments and writing samples from the end of spring to establish starting points and set goals for the school year.

# State Compensatory

## Budget for 324 Liberty High School

**Total SCE Funds:** \$115,097.36

**Total FTEs Funded by SCE:** 6.48

### Brief Description of SCE Services and/or Programs

During the 2021-22 school year, Compensatory Education funds will be used to pay for supplemental college and career counseling to support students with long term planning post-high school. Advisement around overcoming barriers due to work or family responsibilities will be provided. Additionally, tutorials during the school day as well as on Saturdays will be provided to prepare students for the retest in December and the spring STAAR administration, if necessary.

## Personnel for 324 Liberty High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Brito Farfan, Argenis Rafael	Academic Tutor-Hr	1
Hall, Sandra M	Tchr, ESL Secondary	1
Najera Portillo, Blanca Estela	Academic Tutor-Hr	0.25
Najera Portillo, Mercedes Abig	Academic Tutor-Hr	1
Su, Sandra K	Tchr, Hrly	0.49
Vacant	Tchr, Hrly	0.49
Vacant	Tchr, Hrly	1
Vacant	Academic Tutor-Hr	0.25
Vacant	Lecturer, Hrly - Degreed	1

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by the campus staff, and was led by the principal during the beginning of the year goal setting process.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The SIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

Stakeholders provided input on the development of the SIP during pre-planning sessions in early August and all staff was involved in data analysis, and goal-setting during the first day of pre-service in preparation for the new school year. Additionally, parents provided feedback on the campus priorities after Open House.

### **2.2: Regular monitoring and revision**

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes: Review of initiatives by the campus SDMC and Instructional Leadership Team during the designated times throughout the school year. The reviews by the SDMC occur every cycle, and ILT/Staff review of the SIP occurs every nine weeks.

### **2.3: Available to parents and community in an understandable format and language**

The SIP is available to parents in the following locations: Campus website <https://www.houstonisd.org/LibertyHS>

The SIP was made available to parents by: Providing a copy in the school website

We provide the SIP to parents in the following languages:

- English
- Spanish
- Swahili

## **2.4: Opportunities for all children to meet State standards**

Opportunities for all students to meet the TEKS include these schoolwide reform strategies:

Integration of literacy in the content areas

Extended time for learning.

Flexible schedule to access a high school education

Highly qualified teaching staff.

## **2.5: Increased learning time and well-rounded education**

Ways that we increase learning time and a well-rounded education for our students include:

Classes are offered during the day and night Monday through Friday.

Tutorial sessions are offered to students during the week(before and after school), and on Saturdays.

Supplemental classes during the regular school day to target learning gaps in English and math.

## **2.6: Address needs of all students, particularly at-risk**

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement. The strategies provided are based on evidence-based research to increase achievement for each student group on state tests and other assessments. Examples include the following:

- Building teacher capacity in their content areas and instructional areas:
- Proficient Tier 1 explicit instruction taking place in all content areas:
- Bi-weekly AT BATs:
- Small Group Instruction based on student data needs:
- Building leader capacity to effectively coach teachers and staff in key instructional practices.
- Integration of literacy in all content areas to improve writing, reading, speaking fluency.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**



### **3.1: Develop and distribute Parent and Family Engagement Policy**

The following individuals, including roles (parents, teachers, admin, etc.) assisted with the development of the Parent and Family Engagement Policy:

- Martha Noriega, Guillermina Veliz: Parents
- All faculty: Teachers,
- All support staff on campus: Paraprofessionals
- 

The PFE was distributed

- On the campus website
- Paper copies sent home

The languages in which the PFE was distributed include

- English
- Spanish
- Swahili

Four strategies to increase Parent and Family Engagement include:

- Flexible meeting times for parents who work during the day or night
- Bilingual speakers facilitate conversations with families.
- Parent resource center on campus.

### **3.2: Offer flexible number of parent involvement meetings**

The campus provided four Title I Parent Meetings and each meeting had an alternate time/date to accommodate parents' schedules. The meeting dates are listed below:

- Meeting #1 - September 9, 2021
- Meeting #1 - October 9, 2021-Alternate
- Meeting #2 - November 3, 2021
- Meeting #2 - November 19- Alternate
- Meeting #3 - January 13
- Meeting #3 - January 27 - Alternate
- Meeting #4 - March 2, 2022
- Meeting #4 - March 30- Alternate

# Addendums



## SIP APPROVAL 2021-2022

School Name and Campus #: 324 Liberty HS

Principal Name: Monico Rivas

Area Office: High School Office

Please print this document and complete.

This School Improvement Plan (SIP) was developed according to the procedures described in this document. The final draft of the plan will be submitted to the Shared Decision-Making Committee (SDMC) on October 4, 2021 as evidenced by the SDMC agenda. Through the SDMC, the SIP was reviewed with parents, community members, and the school's professional staff. In addition, the plan will be presented to the professional staff for a vote.

  
Principal

10-13-21  
Date

*Signatures below indicate review and approval of this document.*

  
PTO/PTA or other Parent Representative

Oct 4 - 2021  
Date

  
SDMC Teacher Representative

10-4-21  
Date

  
School Support Officer/Lead Principal

10/22/2021  
Date

  
Area Office Superintendent

10/25/2021  
Date

Effective Schools Facilitator (ESF) or Professional  
Service Provider (PSP)  
(If applicable or still in use under grant contract)

\_\_\_\_\_  
Date