

Liberty High School

Campus #324

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 a 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
Arabic
Farsi
Urdu

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
- Arabic
- Farsi
- Urdu

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