# 2024-2025 Action Plan

**Many Cultures, Many Minds, One Goal…Academic Success**

## Liberty High School

## Monico Rivas, Principal

**School Action Plan – Needs Assessment**

**Needs related to improving the quality of instruction.**

Out students' greatest learning strengths are their life experiences and motivation to learn the English language while they 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 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.

As more than 40% of our students enroll with significant gaps in their formal education and begin their education at Liberty High School at the beginner level of English proficiency, it is imperative that instruction for emergent bilingual learner includes scaffolds and language supports that provide access to grade-level learning of content and skills. To engage English language learners in grade level work, teachers must scaffold lessons without lowering learning expectations.

**Needs related to student achievement data.**

**-**Emergent bilingual students make up 96% of the student population at Liberty High School with 64% classified as Newcomers.

**-**98% of Liberty High School students are classified as At-Risk as defined by the Texas Education Agency.

**-**34% of the student population works full-time during the day and can only attend classes at night.

**-**Upon enrollment, more than 80% of Liberty High School day and night students are starting in a U.S. school for the first time and must meet the same requirements for graduation students who have been in U.S. school since elementary. These requirements include completing 26 credits and pass the Texas STAAR assessments.

**-**Given the performance trends during the past three years, Liberty High School emergent bilingual students are showing improvement at the approaches level, but more improvement is needed to increase the number of EB students performing at the meet and master levels.

-45% of the students in the campus accountability group improved by one level or more on TELPAS exceeding the state standard of 36%.

**-**The campus has one identified Special Education Student.

**-**STAAR 2023 results indicate 14% of the students taking Reading STAAR scored at the approaches level and 3% at the meets level. In Math, 70% of the students scored at the approaches, 23% at the meets level, and 10% at the master’s level.

District philosophy and guiding framework:

**Theory of Action**

**Vision**

**Core Beliefs**

**System evaluation (**philosophy, processes, implementation, capacity)

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

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 plays 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 emergent bilingual students 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 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 Learning Management System (Canvas). 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.

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 coming 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, daily demonstrations of learning, and benchmark results will help measure our progress throughout the school year.

**School Action Plan Template**

|  |  |
| --- | --- |
| **KEY ACTION ONE** | **Key Action** *(Briefly state the specific goal or objective.)*  ***Effectively address the instructional and learning needs of special populations such as students with learning disabilities and emergent bilingual students to access grade-level curriculum.*** |
| **Indicators of success** *(Measurable results that describe success.)* |
| * By October 2024, out of 20 spot observations by the campus instructional leadership team, at least 75% of the teachers will effectively use differentiated activities to address various language proficiency levels and scaffolding strategies to access grade level content as measured in the “engage and deliver” section of the Spot Observation form. The scaffolds will support students with daily writing, reading, listening, and speaking lesson activities that build English language proficiency and mastery of the content. This percentage will increase to 85% by the end of February and 100% by June 2025. |
| * Of the teachers at Liberty High School, 80% of the scores for using MRS with scaffolds to support access to on-grade curriculum will be proficient or higher on the Spot Observations in the “monitor and adjust” section of the SPOT form conducted in October by the campus administration; that percentage will increase to 85% by February and to 100% by June 2025. |
| * By October of 2024, 80% of the teachers at Liberty High School will effectively implement class routines and procedures that support emergent bilingual students as well as students with disabilities to engage in discussions, writing, and reading practices that accelerate English language acquisition. The percentage of teachers implementing class routines and procedures effectively will increase to 90% by February and to 100% by June 2025. |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish the* |
| *objective?)*   * Facilitate meetings to share the student-level data and goals with campus administrators, staff, and teachers. * Communicate with the student body frequently about habits for success and incorporate culturally relevant, growth-oriented practices. * Establish partnerships with all stakeholders to make informed decisions and provide equitable opportunities for all students. * Establish a multi-tiered, high quality intervention system and communicate frequently to staff, family, and students about the progress being made within the system of support. * Monitor effective use of customized lessons designed using the HISD lesson internalization protocol and informed by targeted classroom observations by campus leaders. * The campus instructional leaders provide training and consistent, job embedded coaching so that teachers effectively use high-quality instructional materials and research-based teaching practices including critical-thinking skills, multiple response strategies, and differentiated and scaffolded support for students with disabilities, emergent bilingual, and other student groups. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * Ensure students are reading, writing, thinking, and discussing 95% of the time during a lesson cycle. * All teachers will create and submit weekly lesson plans that include clear objectives, opening activities, time allotmentsfor each step of the lesson, differentiated paths of instruction to clearly defined learning goals to meet the needs of students with disabilities and emergent bilingual learners. * All teachers create lessons informed by student data and include frequent checks for understanding aligned to the objective using multiple response strategies. * Teachers engage in ongoing professional development to effectively address the needs of students with learning disabilities and emergent bilingual students. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Key Action One: *Effectively address the instructional and learning needs of special populations such as students with learning disabilities and emergent bilingual students to access grade-level curriculum.*** | | |
| **Staff Devel.** | Who: Teachers and support staff | | |
| What: Scaffolding and differentiation strategies for emergent bilingual students. | | |
| When: Summer break, staff induction days and weekly PLCs | | |
| Where: Liberty HS | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development | Differentiated sessions for teachers to use student data, plan, and prepare activities that support access to learning for students that are in the initial stages of English language development.  Coaching cycles including unit and lesson planning, at-bats/lesson implementation, and debrief sessions. | Summer extra pay  $5000  $10,000 |
| Materials/resources | HISD Curriculum documents and lessons. Books: Scaffolding the Academic Success of English Language Learners. Amplifying the Curriculum. | Consultation, supplemental books, videos for EB best practices. |
| Purchased services | NA | WestEd consultation |
| Other | NA |  |
| Other | NA |  |
| **TOTAL** | | $15000 |
| Funding sources: Title 1, Small School Subsidy, Targeted Support Funds | | |

|  |  |
| --- | --- |
| **KEY ACTION TWO** | **Key Action** *(Briefly state the specific goal or objective.)*  **Cultivate a culture of high-quality data driven instruction.** |
| **Indicators of success** *(Measurable results that describe success.)*   * By the end of October 2024, 75% of the teachers will effectively use formative assessment daily (DOL) to inform and adjust instruction as measured in domain 1 of the Spot Observation form and T-TESS.  That percentage will increase to 85% by January 2025 and to 100% by June 2025. * At least 80% of the teachers will create current visual representations in every classroom of student progress that are aligned to the campus measurable goals by the end of October. The percentage of teachers effectively creating student progress representations will increase to 90% by January 2025 and to 100% by June 2025 as measured by the spot observations and teacher evaluation rubric. * At least 80% of teachers can correctly identify the key conceptual and procedural gaps between student work and exemplar (with expected level of rigor, and knowledge and skills) by October 2024. That percentage will increase to 85% by January, and to 100% by June 2025 as measured by the campus student work analysis rubric. * By the end of October 2024, 75% of the staff are consistently scoring 2 points on the spot observations on the use of transitions and routines that support high expectations for all students and use asset-based language when interacting with students about performance and challenges.  That percentage will increase to 85% in January and to 100% by June 2025. * 80% or more of the students, teachers, staff, and parents will indicate they agree or agree strongly that students are held to high expectations and are highly supported at Liberty High School as measured by a campus school climate survey in December 2024.  The percentage of students, teachers, staff, and parents who agree or strongly agree will increase to 90% or higher by the same survey that is administered in June 2025. |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish* |
| *the objective?)*   * Campus instructional leaders create a PLC schedule that includes one day per week in which content teams meet and use protocols to discuss formative and interim student data, effective instructional strategies, and adjustments to instructional delivery. * Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. * Leaders provide coaching and support to teachers informed by the data, including analysis of student work samples to assess curricular rigor and the impact of instruction. * Communicate practices and policies of high performance connected to the HISD core values that are captured in writing and consistently implemented with fidelity. * Train teachers on the use of classroom routines that support high expectations that result in high performance including exemplars and ongoing coaching support. * Schedule opportunities throughout the school year in the campus master calendar to engage stakeholders in refining the campus mission, vision, and values that are aligned with the district’s core values. * Procure access to school climate surveys from the HISD school support office to administer in December and in May 2025. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. * Teachers unpack standards into knowledge and skills, create or internalize teacher and student exemplars to confirm expected level of rigor, and ensure knowledge and skills reflect all appropriate paths to mastery. * On a weekly basis, all teachers use a student tracking system that includes assessment information, course grades, teacher referrals, and attendance to monitor individual student progress including intensity and interventions. * Teachers demonstrate high expectations daily for all students and use asset-based language in staff to student interactions around performance, challenges, and strategies to ensure all students succeed. * Students have opportunities to practice and reinforce behaviors (Habits of Success) during their advisory period that promote high performance. * Artifacts in the classrooms and hallway reinforce the campus and district expectations promoting high performance. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Key Action Two: Cultivate a culture of high-quality data driven instruction.** | | |
| **Staff Devel.** | Who: Teachers and school administrators | | |
| What: Leverage district resources to design effective assessments, collect data, interpret data, and create actionable plans that maximize the opportunities for student success throughout the school year. | | |
| When: Summer break, staff induction days (Aug), and during weekly PLC sessions | | |
| Where: Liberty High School | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development | Topics: Understanding and unpacking the TEKS and ELPS, creating valid and reliable exams, using district resources (including OnTrack platform) to design assessments, interpreting student results, using data to raise students’ motivation, goal setting, and using data to create student groups, and using data for intervention. | $7000 |
| Materials/resources | Test items, OnTrack, books: Data Wise. Building Assessment Literacy | NA |
| Purchased services | NA |  |
| Other | Extended time on selected days for deep analysis of student data and campus trends. | $8000 |
| Other | NA |  |
| **TOTAL** | | $15,000 |
| Funding sources: General Funds, Title 1, Targeted Improvement Funds, High School Allotment. | | |

|  |  |
| --- | --- |
| **KEY ACTION THREE** | **Key Action** *(Briefly state the specific goal or objective.)*  **Improve Math and English Language Arts Achievement in grades 9 – 12.** |
| **Indicators of success** *(Measurable results that describe success.)*   * Of the teachers at Liberty High School, 80% of the scores of spot observations in the “Engage and Deliver” section of the SPOT form that promotes reading, writing, discussing and higher order thinking the entire lesson conducted in January 2025 by the campus administration will be proficient or higher; that percentage will increase to 100% in June 2025. * By December 2024, 85% of the teachers will produce effective lesson plans at a proficient or higher level based on Spot observation data or student scores on the DOL; the percentage will increase to 100% by June 2025.By October of 2024, out of 20 spot observations by the building instructional leadership team, 80% of teachers will score at proficient 1 or higher on the use of multiple response strategies.  This percentage will increase to 90% in February, and 98% by June 2025. |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish* |
| *the objective?)*   * Campus instructional leaders produce a rubric to measure lesson plan effectiveness based on the HISD Ready Characteristics and best practices for Emergent Bilingual Students. * Campus instructional leaders build time for collaborative planning in the master schedule for cross-curricular and department teams including a half-day for department planning and internalization of units prior to the start of a new cycle. * Campus instructional leaders provide training on the Liberty internalization process protocol during pre-service. * Campus instructional leaders engage teachers in an ongoing internalization process, developed by the Liberty instructional leadership, prior to implementing the lesson. * The campus instructional leaders provide training and consistent, job embedded coaching so that teachers effectively use high-quality instructional materials and research-based teaching practices including critical-thinking skills, multiple response strategies, and differentiated and scaffolded support for students with disabilities, English learners, and other student groups. * Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to make connections with curriculum and rigorous content by reading the lesson plan and providing feedback prior to implementation. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * Participate in initial district and campus level training on effective instructional practices such as multiple response strategies, critical thinking skills, literacy practices, and scaffolded/differentiated instruction. * Engage in ongoing job embedded coaching cycles using the Liberty internalization protocol. * Plan collaboratively during calendared PLC time focused on the internalization of a lesson using the protocol and template developed by the instructional leadership team. * Implement the NES and QTEL frameworks with fidelity daily. * Use CANVAS to build and deposit units and weekly lesson plans. * Conduct an observation of another teacher once a month as calendared by needs assessment from the spot observations. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Key Action Three: Improve Math and English Language Arts Achievement in grades 9 – 12.** | | |
| **Staff Devel.** | Who: Teachers and Administrators | | |
| What: How to build literacy skills for students with gaps in formal education while developing grade level understandings in the language arts classroom.  Constructing conceptual understanding while developing numeracy skills for students with gaps in their formal education.  Acceleration of language acquisition through strategic grouping and quality interactions.  Unpacking the TEKS for English 1, English 2, and Algebra 1 to deepen understanding of how skills and knowledge are assessed in high stakes assessments. | | |
| When: Summer break, staff induction days (Aug 1-9), weekly PLCs, District Professional Development Days. | | |
| Where: Liberty High School | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development | Understanding literacy with secondary level students.  The relationship between English language acquisition and literacy  Maintaining academic rigor when teaching newcomer students to meet state standards. | $10,000 |
| Materials/resources | Webinars, books, HISD IAT dept. Multi-lingual dept. |  |
| Purchased services | Partnership with WestEd for consultation around supports for Emergent Bilingual Students | $10,000 |
| Other | NA |  |
| Other | NA |  |
| **TOTAL** | | $20,000 |
| Funding sources: Compensatory Ed, Title 1, Bilingual Ed Funds, Targeted Improvement Funds. | | |

|  |  |
| --- | --- |
| **KEY ACTION FOUR** | **Key Action** *(Briefly state the specific goal or objective.)*  **Increase the percentage of students that are College, Career and Military Ready at graduation.** |
| **Indicators of success** *(Measurable results that describe success.)* |
| |  | | --- | | • By June 2025, Liberty High School will increase the number of students in cohort 2025 by 6% to 90% compared to the estimated 84% in cohort 2024 who are TSI ready in English and Math (SAT/ACT/TSIA/TCB). | | • 100% of students in student Cohort 2025(Grade 12 students only) who are not TSI ready will enroll into Texas College Bridge Math/English and successfully complete the assigned courses. | | • By January 2025, at least 50% of qualified students for second semester as defined by CCMR team will enroll in advanced courses (Pre-AP/AP/HCC Dual Credit/UT OnRamps)  • By June 2025, Liberty High School will identify FTE positions for 100% of teachers needed to staff an increase in advanced courses as defined by CCMR department student eligibility projections. | |
|  |
|  |
| **Specific actions – school leaders** *(What specific action steps will the building leaders take to accomplish* |
| *the objective?)*   * School leaders will develop a master schedule that accommodates various advanced level courses to challenge students with college level curriculum across the content areas. * School leaders will offer training to staff throughout the school year on best practices to increase the success rate of students enrolled in advanced level course work.      * The school leaders will communicate frequently with students, families, and staff about the benefits of challenging course work and opportunities on campus. * The school leaders will create opportunities in collaboration with the CTE teacher for students to showcase their work in public forums and partner with potential employers. * School leaders will collect and analyze data during key intervals in the school year to identify students who can take advanced level courses (i.e. AP/HCC Dual Credit/OnRamps) by analyzing cycle course grades, PSAT, SAT, STAAR scores. |
| **Specific actions – staff** *(What specific action steps will the staff take to accomplish the objective?)*   * Staff teaching dual credit, Advanced Placement, and Career and Technology Education courses will attend training sessions during the summer prior to teaching the classes and will engage in continuing education sessions throughout the school year. * Staff teaching advanced level courses will participate in professional development to scaffold advanced content for students that are not yet fully proficient (EBs) in the English language. * Staff teaching advanced level courses use the HISD LMS(Canvas) to build student communities of support to supplement students’ access to resources and collaboration with other students. |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Key Action Four: Increase the percentage of students that are College, Career and Military Ready at graduation.** | | |
| **Staff Devel.** | Who: Teachers and Administrators | | |
| What: Teachers attend spring and summer trainings for On Ramps, Advanced Placement, College Bridge, and Career and Technology.  Teachers who teach advanced placement courses and CTE plan for implementation.  Teachers who teach advanced placement courses participate in continuing education sessions throughout the school year. | | |
| When: Summer Break, induction and preparation days, and district professional development days. | | |
| Where: Rice University, University of Houston, HISD PD, Liberty HS | | |
| **Budget** | **Proposed item** | **Description** | **Amount** |
| Staff development | OnRamps implementation training  AP Training  CTE certification training  College Bridge | $20,000 |
| Materials/resources | Provided by training providers |  |
| Purchased services | Rice U, University of Houston | Included in fees |
| Other | NA |  |
| Other | NA |  |
| **TOTAL** | | S20,000 |
| Funding sources: High School Allotment, General Funds | | |