International Leadership of Texas

Liberty High School

2025-2026 Campus Improvement Plan

Mission Statement

The mission of International Leadership of Texas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish and Chinese languages, and strengthening the body, mind and character.

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Comprehensive Needs Assessment

Demographics

Summary

ILTexas Liberty High School is a college preparatory high school on it's third year with a focus on developing international leaders that speak three languages. We served a diverse population of 421 students in 9th and 10th grade for the 2023-24 year. Our teacher to student ratio is approximately 1:30 per classroom. For the 25-26 year, we are serving approximately 730 students in grades 9 to 11. We serve students that come from different educational backgrounds including private and charter schools, homeschool, and a variety of ISDs.

The student population at ILTexas Liberty High School is comprised of 48% female and 52% male students. Our largest student population consists of Hispanic-Latino students which make up 98% of the student body, followed by White and Asian students, which make up less than 2% and 1%, respectively. This past year, only 0.9% of our students were expelled.

ILTexas Liberty High School has a population of approximately 70% Emergent Bilingual students and 96% economically disadvantaged. The school services all special populations, including Special Education, Section 504, Gifted and Talented (8%), and Emergent Bilingual students. ILTexas Liberty HS requires teachers to hold a Bachelor's Degree from an accredited university. In addition, special education teachers are required to be fully certified by TEA. We strive to recruit teachers with diverse backgrounds and experiences to incorporate into the classroom. We also recruit J-1 international teachers for different positions, including LOTE Spanish and Chinese. As we continue to grow, ILTexas Liberty High School will strive to provide the best possible education by meeting the diverse needs of all students and hiring the highest quality teachers and staff.

Strengths

ILTexas Liberty HS has many strengths.

- Student population represents a community with cultural richness and diversity.
- The teaching population is culturally diverse.
- The international teachers implement the LOTE program with fidelity providing students the opportunity to learn the language from native speakers.
- Our campus reflects the ILTexas mission with celebrations throughout the year, including, National Hispanic Heritage, Chinese Lunar New Year, Black History month, and International Festival.
- We have students that want to succeed and want better.

Problem Statements Identifying Demographics Needs

	Problem Statement	**Root Cause**
1 ★	Approximately 70% of our students are emergent bilinguals who struggle academically in English.	The primary home language is Spanish thus students are not able to receive support at home. In addition, we have families with a low level of education.
2 ★	Students struggle learning due to social and emotional concerns in both, home and school.	Lack of a support system at home and/or access to resources that can provide support to our families.
3 ★	Emergent Bilingual students are scoring low on state assessments.	Teachers struggle meeting the diverse needs of students in the classroom due to lack of cultural awareness.
4 ★	Approximately 16 % of our students have failed the Reading STAAR for 2 consecutive years.	100 % of those students are emergent bilinguals who are still scoring as beginner or intermediate in TELPAS despite studying 6 years in US schools.
5	24% of students absent between 10-20 days in the school year, requiring many students to have to make up time in order to earn credit due to attendance.	Lack of parent knowledge about the importance of student attendance at the high school level.

6 ★   Having a difficult time hiring staff that have years of experience in education.

Salary may not equal what teachers are making in other districts, longer work hours and location of our campus.

7 ★   Parents not reading or receiving the communication and thinking that the school doesn't communicate often.

Wrong emails and/or phone numbers on Skyward; parents that lack of understanding of technology; phones with no memory.

8   Poor phone reception, and wifi infrastructure in the area.

Area is rural and undeveloped.

★ **= Priority**

Student Learning

Summary

Based on early EOC results for Algebra I, English I and Biology, our students are performing similarly to other schools in the area with similar student demographics. Areas of focus for the 25-26 school year, will be to support our high number of Emergent Bilingual students in all grades and subjects. The campus will identify and work closely with newcomer and long term EB students to help them with language acquisition.

The campus will continue to provide common formative assessments across all subjects and grades in addition to Unit exams, end of cycle assessments, MAP testing and interim assessment data to track student progress. The campus will strive to partner with parents and be data driven in order to meet the individual needs of every student, regardless if they require intervention or challenge.

To address struggling students, the campus will hold MTSS meetings to identify students who need additional interventions. As a result, we will continue to provide intervention through small group instruction, after school and Saturday tutoring, and Eagle Academy.

As for Advanced Placement courses, our student enrollment will be around 50% in the following AP courses: AP Human Geography, AP World History, AP Spanish Language, AP English and AP US History.

Strengths

Student Academic Achievement Strengths

- The focus for ILTexas Liberty HS is to provide a rigorous curriculum to all students based on the TEKS.

- Focus is to hire strong teachers in core content areas, especially tested subjects.
- All students receive instruction in Spanish, Mandarin Chinese, and English.
- Instruction and learning is supported through character education taught through the Leadership courses.
- The campus provides PLC opportunities with district and/or campus-wide daily and weekly.
- Ongoing formative assessments are utilized at regular intervals during the learning cycles to gauge mastery learning.
- Data Days are set aside for teachers to understand where students are and to purposefully plan for instruction, remediation, and extension.
- Area instructional coaches are available to support teachers in academic planning and lesson modeling.

Problem Statements Identifying Student Learning Needs

	Problem Statement	**Root Cause**
1 ★	Approximately 70% of our students are emergent bilinguals who struggle academically in English.	The primary home language is Spanish thus students are not able to receive support at home. In addition, we have families with a low level of education.
2 ★	Approximately 16 % of our students have failed the Reading STAAR for 2 consecutive years.	100 % of those students are emergent bilinguals who are still scoring as beginner or intermediate in TELPAS despite studying 6 years in US schools.
3 ★	Emergent Bilingual students are scoring low on state assessments.	Teachers struggle meeting the diverse needs of students in the classroom due to lack of cultural awareness.
4 ★	Teachers struggle utilizing data to create differentiated lesson plans and implementation.	Teachers do not understand how to disaggregate multiple forms of data and apply to create differentiated lesson plans.
5 ★	Having a difficult time hiring staff that have years of experience in education.	Salary may not equal what teachers are making in other districts, longer work hours and location of our campus.

6

High number of students failing classes and having to attend Summer School for credit recovery.

Lack of motivation from students and creating a better system for Eagle Academy.

7
★

Parents perceive that teachers do not communicate often with them about positive events with their students.

Many of our parents do not know English so teachers use email communication often| Language barriers in the communication between teachers and parents.

8
★

Students struggle learning due to social and emotional concerns in both, home and school.

Lack of a support system at home and/or access to resources that can provide support to our families.

9
★

Parents not reading or receiving the communication and thinking that the school doesn't communicate often.

Wrong emails and/or phone numbers on Skyward; parents that lack of understanding of technology; phones with no memory.

★ **= Priority**

School Processes & Programs

Summary

Curriculum and instruction

The district goal is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the body, mind and character via high quality, uniform and unified curriculum, instruction, professional development, and supportive operational and technological infrastructures.

The curriculum for all content areas is the Texas Essential Knowledge and Skills (TEKS). Assessments are a combination of formative and collaborative common assessments at the district level, and End of Cycle exams. The district also utilizes The Measure of Academic Progress (MAP) assessments to assess and project student learning on STAAR tested subjects.

Students' language proficiency is tested based on ACTFL Proficiency Levels in Spanish and Chinese as well as AAPPL exams that are administered from grades 3-12. TELPAS (Texas English Language Proficiency Assessment System) assesses the progress of English Language Learners.

ILTexas offers students the opportunity for additional support in their classes and missing assignments through Eagle Academy after school.

Professional development

Teachers are provided a planning period, a grade level and content Professional Learning Community (PLC) periods to ensure adequate time for lesson preparation and collaboration regarding student achievement. Lesson plans are designed to include a Content and language objective, warm up activities, a focused lesson including an introduction/ purpose,ending with a reflection/closing.

To continue to support teachers throughout the year, the district provides data days and professional development days in the academic calendar. Teachers also have access to the area instructional coaching team who provide additional coaching and modeling support.

Staff recruitment and retention

ILTexas Liberty HS staff is hired through a selected interview committee composed of administrators and subject matter experts. We also offer or participate of job fairs and post to job boards to attract highly qualified teachers.

For staff retention, ILTexas provided this year our staff with competitive salaries and stipends. In addition, we will partner with PTO to provide teachers with various types of incentives and encouragement to recognize their hard work. New teachers are provided the support of a mentor and new teacher professional development and onboarding.

This past year, Liberty HS retained 80% of their teachers.

School Organization

Liberty High School Campus #

ILTexas Liberty HS is supported financially through local, state and federal funding, In addition, Club sponsors and Student Council conduct fundraisers to support with field trips, activities for students, etc.

Technology

The devices utilized in classrooms include document cameras, interactive projectors and peripherals associated with the projector including smart pens. Windows devices are provided to the teachers as well as students are given Chromebooks for in class use and may be checked out to take home. The campus houses a technology specialist who is available for tech support when needed. District training has been provided for teachers in using the Google Application Suite as well as digital learning tools for students.

Additionally, ILTexas provides multiple instructional platforms such as Google classroom, ClassWize, SeeSaw, EduSmart, among others. Each student receives a chromebook for use in the classroom and at home to complete assignments or receive additional support through platforms such as Mathia or iXL.

Strengths

Curriculum and instruction

- We also provide tutoring after school for EOC and AP courses as needed.
- Eagle Academy offers students with after school mastery and homework support.
- Focus on leadership, languages and character
- Multiple avenues for assessing student's language proficiency and core curriculum knowledge
- Multiple opportunities for teacher collaboration and professional development

Staff recruitment and retention

- Campus considers applicants from a wide variety of sources.
- Campus actively recruits highly qualified and international teachers.
- The charter offers incentives for TEA certified teachers.
- Our teachers can qualify for the Teacher Incentive Allotment (TIA) incentives for quality instruction and student growth.
- Campus offers incentives for hard to fill positions as well as high school/CTE incentive.

School Organization:

- High Quality Instructional Curriculum and resources (Perfection Learning, Carnegie, SAAVAS)
- New teacher support - mentor teachers
- Data days built into the academic calendar
- Planning and Professional Learning community time for teachers is provided
- Tiered Administrative support - GLA, AP, Principal - on campus

Technology

- 1:1 campus where each student has access to a chromebook.
- Teachers incorporate technology into their instruction.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	**Root Cause**
1 ★	Parents not reading or receiving the communication and thinking that the school doesn't communicate often.	Wrong emails and/or phone numbers on Skyward; parents that lack of understanding of technology; phones with no memory.
2 ★	Parents perceive that teachers do not communicate often with them about positive events with their students.	Many of our parents do not know English so teachers use email communication often| Language barriers in the communication between teachers and parents.
3	Not fully developing teacher leaders in other capacities.	Lack of time for GLAs to develop teachers in their team due to other responsibilities.
4	Not having enough student participation in athletics or the different clubs/organizations.	Students who are not in these programs have lower expectations/standards for themselves.| Lack of knowledge of the opportunities for them.
5 ★	Having a difficult time hiring staff that have years of experience in education.	Salary may not equal what teachers are making in other districts, longer work hours and location of our campus.

6 ★

Emergent Bilingual students are scoring low on state assessments.

Teachers struggle meeting the diverse needs of students in the classroom due to lack of cultural awareness.

7 ★

Teachers struggle utilizing data to create differentiated lesson plans and implementation.

Teachers do not understand how to disaggregate multiple forms of data and apply to create differentiated lesson plans.

8 ★

Approximately 70% of our students are emergent bilinguals who struggle academically in English.

The primary home language is Spanish thus students are not able to receive support at home. In addition, we have families with a low level of education.

9 ★

Approximately 16 % of our students have failed the Reading STAAR for 2 consecutive years.

100 % of those students are emergent bilinguals who are still scoring as beginner or intermediate in TELPAS despite studying 6 years in US schools.

10 ★

Students struggle learning due to social and emotional concerns in both, home and school.

Lack of a support system at home and/or access to resources that can provide support to our families.

★ = Priority

Perceptions

Summary

Family and community engagement

At ILTexas Liberty HS, multiple opportunities will be provided for family and community to be involved with our community. We recently reached out to parents with a PTO interest survey and we had multiple parents reach out showing interest in supporting our campus and students. In addition, multiple intercultural events/celebrations will be held throughout the year such as Hispanic Heritage Month, Lunar New Year, Black History Month, Veterans Day and the International Festival for parents to participate and attend. This campus hosted parent teacher conferences, a Health Fair and intercultural committee celebrations.

Communication avenues with parents include a weekly newsletter that is emailed, School Messenger, Facebook, phone calls, and family access to Skyward.

School culture and climate

It is our goal at IL Texas Liberty HS to create a safe and positive learning environment for all of our students. Teachers are well trained in security and safety protocol and the campus has a police officer on campus full time. Students and parents are provided multiple opportunities to participate in a variety of school activities, such as athletic teams, fine arts, clubs, leadership opportunities and school community activities. Our mission stresses servant leadership and putting others before self, and the culture promotes respect and sets high expectations for all students.

Family and community members have multiple opportunities to engage in meaningful school activities that support student learning throughout the year. The campus plans to host curriculum nights, and provide opportunities for the parents and community members to volunteer at the school. Volunteer opportunities include, but are not limited to, PTO, decorations, etc.

ILTexas Liberty HS will strive to have strong relationships with the families and communities we serve. Creating opportunities for parental input and maintaining open lines of communication with the parents is a priority. Communication avenues include Skyward access to student progress, School Messenger, parent newsletters, Website, Facebook, tip411, email, parent conferences, coffee with the principal, PTO meetings, and other events.

Strengths

- Maintaining open channels of communication with parents is one of our priorities. So far, parents are happy with the communication from our campus.
- Students and parents perceive that our campus has safety as a top priority.
- Parents perceive that our curriculum provides advanced academics opportunities.
- Multiple opportunities and events for parent/community involvement.
- Intercultural Events: Hispanic Heritage Celebration, Veterans Day, International Festival, Lunar New Year Celebration, Black History Month program
- Opportunity to create a PTO to provide incentives for both, students and staff.
- Social Media presence

Problem Statements Identifying Perceptions Needs

	Problem Statement	**Root Cause**
1	Students struggle with the perception that other ILTexas campuses have about our students/school.	Level of maturity of 9/10th grade students, not having a building.
2	Many students have no aspirations to attend college or would like to do trades such as welding, nursing, etc.	Community lacks a professional level of education and many students lack of knowledge of what is out there.
3 ★	Parents perceive that teachers do not communicate often with them about positive events with their students.	Many of our parents do not know English so teachers use email communication often Language barriers in the communication between teachers and parents.
4	Students think they are missing the high school experience due to not having a building and lack of CTE programs.	Students compare with other ISD schools they may be coming from.
5	Lack of motivation from the students in learning or completing assignments.	Students do not see enough opportunities or have a lack of knowledge of professional careers/ opportunities.
6 ★	Parents not reading or receiving the communication and thinking that the school doesn't communicate often.	Wrong emails and/or phone numbers on Skyward; parents that lack of understanding of technology; phones with no memory.

7 Students struggle learning due to social and emotional concerns in both, home and school.

Lack of a support system at home and/or access to resources that can provide support to our families.

★ **= Priority**

Priority Problem Statements

	Problem Statement	**Root Cause**
1 ★	Emergent Bilingual students are scoring low on state assessments.	Teachers struggle meeting the diverse needs of students in the classroom due to lack of cultural awareness.
2 ★	Students struggle learning due to social and emotional concerns in both, home and school.	Lack of a support system at home and/or access to resources that can provide support to our families.
3 ★	Approximately 70% of our students are emergent bilinguals who struggle academically in English.	The primary home language is Spanish thus students are not able to receive support at home. In addition, we have families with a low level of education.
4 ★	Approximately 16 % of our students have failed the Reading STAAR for 2 consecutive years.	100 % of those students are emergent bilinguals who are still scoring as beginner or intermediate in TELPAS despite studying 6 years in US schools.
5 ★	Parents not reading or receiving the communication and thinking that the school doesn't communicate often.	Wrong emails and/or phone numbers on Skyward; parents that lack of understanding of technology; phones with no memory.
6 ★	Having a difficult time hiring staff that have years of experience in education.	Salary may not equal what teachers are making in other districts, longer work hours and location of our campus.

7 ⭐

Teachers struggle utilizing data to create differentiated lesson plans and implementation.

Teachers do not understand how to disaggregate multiple forms of data and apply to create differentiated lesson plans.

8 ⭐

Parents perceive that teachers do not communicate often with them about positive events with their students.

Many of our parents do not know English so teachers use email communication often| Language barriers in the communication between teachers and parents.

⭐ **= Priority**

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **District goals**
- ☑ **Campus goals**
- ☑ **Campus/District improvement plans (current and prior years)**
- ☑ **Planning and decision making committee(s) meeting data**
- ☑ **State and federal planning requirements**

Accountability Data

- ☑ **Student Achievement Domain**
- ☑ **Effective Schools Framework data**

Student Data: Assessments

- ☑ **STAAR End-of-Course current and longitudinal results, including all versions**
- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- ☑ **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- ☑ **Student failure and/or retention rates**

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 and participation data**
- ☑ **Male / Female performance, progress, and participation data**
- ☑ **Special education/non-special education population including discipline, progress and participation data**
- ☑ **Homeless data**

Student Data: Behavior and Other Indicators

- ☑ **Attendance data**

- ☑ **Discipline records**

- ☑ **Student surveys and/or other feedback**

Employee Data

- ☑ **Professional learning communities (PLC) data**

- ☑ **Staff surveys and/or other feedback**

- ☑ **Teacher/Student Ratio**

- ☑ **Campus department and/or faculty meeting discussions and data**

- ☑ **T-TESS data**

Parent/Community Data

- ☑ **Parent surveys and/or other feedback**

Goals

Goal 1

By the end of the 25-26 school year, 85% of ILTexas campuses will receive an overall rating of C or higher for their statewide accountability rating, an increase from 75% achieving a C or higher.

Performance Objective 1   ✅ High Priority

By the end of the 25-26 school year, LHS will earn a B or higher on Domain 2A.

Strategy 1

Teachers will implement the PACE writing strategy to promote writing across all curriculum. PD will be provided to all teachers on how to successfully implement the strategy .

Strategy's Expected Result/Impact: Increased student performance on the English I EOC.

Staff Responsible for Monitoring: GLA, Admin

Funding Sources: Copies, training materials 420 - State, $300

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Students that struggle in Reading and Math will be placed in remediation courses. In addition, they will attend after-school or Saturday tutorials.

Strategy's Expected Result/Impact: Increased student mastery and academic achievement on both courses to increase scores on EOC.

Staff Responsible for Monitoring: GLA, Admin

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

Campus Administrators will provide observation and feedback using the GBF waterfall and coaching cycle to improve tier 1 instruction especially when it comes to EB students.

Strategy's Expected Result/Impact: Teachers will be able to provide good tier 1 instruction that addresses the needs of all learners, particularly english learners.

Staff Responsible for Monitoring: Admin, GLA

Funding Sources: Copies and instructional materials to provide instructional strategies. 420 - State, $300

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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Strategy 4   ☑ **Targeted Support Strategy**

Provide instructional materials for students in Reading/ILA, Social Studies, Math and Science to include consumable resources, manipulatives, bilingual dictionaries, library books to support literacy, as well as STAAR aligned resources to aid in preparation of State Assessments an AP Exams (STAAR Master, Measuring UP, MAP, etc.)

Strategy's Expected Result/Impact: Increased student academic achievement

Staff Responsible for Monitoring: CAO, Academic Directors, Instructional Technologists, Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists, teachers

Funding Sources: 211 - Title 1-A, $20,000, CMO 1 FY23, $12,000, 263 - Title III, $3,500

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 5

Campus will set STAAR and TELPAS goals with our Emergent Bilingual students and monitor their progress during data days.

Strategy's Expected Result/Impact: Increased EB student performance on TELPAS and STAAR EOC.

Staff Responsible for Monitoring: Principal, AP, GLAs

Funding Sources: Paper copies 461 - Campus Activity,

ESF Levers: Lever 3: Positive School Culture

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Strategy 6

Campus will provide parents of Emergent Bilingual students learning opportunities to support their children at home, understand the importance of state assessments, and receive college and career information.

Strategy's Expected Result/Impact: Increased parent participation and increased EB student achievement.

Staff Responsible for Monitoring: Principal, AP, GLA

Funding Sources: 263 - Title III, , 420 - State,

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Performance Objective 2

Support the percent of graduates that demonstrate College, Career, and/or Military Readiness from 2023-2027

Strategy 1

Provide Career & Technical Education resources including but not limited to teacher professional development, hardware, software, peripherals, online resources, and industry based tools to support the established Programs of Study at each high school.

Strategy's Expected Result/Impact: Increase Academic Achievement

Staff Responsible for Monitoring: Deputy Superintendent of Academics & Student Services, Exec. Director of CTE, Campus Principals, Deans of Instruction, Instructional Coaches

Funding Sources: 244 - Carl Perkins,

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

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Strategy 2

All high school students in all grade levels will receive SAT prep.

Strategy's Expected Result/Impact: Increase in campus performance.

Staff Responsible for Monitoring: Principal

Funding Sources: 211 - Title 1-A,

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

Monitor enrollment of students in Advanced Placement courses and exams.

Strategy's Expected Result/Impact: Provide more opportunities for students to earn CCMR point.

Staff Responsible for Monitoring: Principals, College Board Campus Coordinator, AP teachers

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Strategy 4

Monitor enrollment of Dual Credit courses and credits earned.

Strategy's Expected Result/Impact: Students will have additional opportunities to earn the CCMR point and the Dual-Credit CCMR point.

Staff Responsible for Monitoring: Principal, AP, Counselors

TEA Priorities: Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 3

By the end of the 25-26 year, 30% of all LHS students will perform at the meets level of achievement for EOC Algebra and English, and 25% of the EB students will perform at the meets level of achievement on EOC Algebra and English.

Evaluation Data Source: EOC

Strategy 1

Campus Administrators will provide observation and feedback using the GBF waterfall and coaching cycle with modeling to improve tier 1 instruction especially when it comes to EB students.

Strategy's Expected Result/Impact: Struggling teachers will be able to improve instruction to support academic achievement.

Staff Responsible for Monitoring: Principal and APs

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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Goal 2

By the end of the 25 - 26 school year, at least 75% of students graduate meeting their language goals (students enrolled at ILTexas 7 years or more are at least at Intermediate or above), 95% of students will have completed their service hour requirements and 75 % of graduates will have met their Interactive Health Technology goals.

Performance Objective 1 ☑ High Priority

By the end of the 25-26 school year, 80% of Liberty HS students will grow one sub-level of language proficiency in Chinese and Spanish and demonstrate growth in TELPAS if EB.

Evaluation Data Source: TELPAS results

Strategy 1

Observation/feedback and coaching related to the 7 Steps of a language rich classroom to implement strategies that will support emergent bilingual learners.

Strategy's Expected Result/Impact: EB students will be able to demonstrate growth in TELPAS.

Staff Responsible for Monitoring: GLA, Admin

Funding Sources: Instructional materials to provide strategies, headphones 211 - Title 1-A, $2,000

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 2

Incorporate the three pillars of trilingual instruction throughout everything we do including morning announcements, events, and parent events. Provide parental support to parents by providing training and holding meetings that model best practices for parents in helping their child in being successful at school. Provide online access to CNA/CIP.

Strategy's Expected Result/Impact: Increase students language proficiency in Spanish and Chinese by using language in every day activities.

Staff Responsible for Monitoring: Language teachers

Funding Sources: Posters, flyers, trilingual resources 420 - State, $500

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

Students will use Seesaw as a routine classroom resource to measure performance and assessment in all languages.

Strategy's Expected Result/Impact: Students will increase their language performance in speaking and writing in all languages.

Staff Responsible for Monitoring: Teacher, AP

Funding Sources: SeeSaw (charter provided), headphones 420 - State, $2,000

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Performance Objective 2

By the end of the 24-25 school year, 95% of students will have completed their service hour requirements.

Strategy 1

Students will use a tracker to keep track of their service hour requirements which will be verified by the school counselor.

Strategy's Expected Result/Impact: Students will meet the requirement of service hours.

Staff Responsible for Monitoring: Counselor, AP

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

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Performance Objective 3

By the end of the 25-26 school year, 100% of students at LHS will be tested by AAPPL in both Chinese and Spanish and receive score reports.

Evaluation Data Source: AAPPL

Strategy 1

Campus CTC will follow district assessment calendar and coordinate AAPPL testing.

Strategy's Expected Result/Impact: 100% completion of AAPPL testing before the deadline.

Staff Responsible for Monitoring: CTC, Principal, Directors of Spanish and Chinese

ESF Levers: Lever 1: Strong School Leadership and Planning

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Performance Objective 4

By the end of the 25-26 school year, 25 % of the EB students will score Advance High in TELPAS and pass the English EOC in order to reclassify and exit the EB program.

Evaluation Data Source: TELPAS

Strategy 1 ☑ Targeted Support Strategy

Meet with EB students to set TELPAS goals and monitor student progress.

Strategy's Expected Result/Impact: Increase in TELPAS scores.

Staff Responsible for Monitoring: Principal, LPAC AP, EB Coordinator, LPAC lead

Funding Sources: 461 - Campus Activity,

ESF Levers: Lever 5: Effective Instruction

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Strategy 2 ☑ **Targeted Support Strategy**

Identify students who have passed English EOC, but have achieved AH on TELPAS to provide targeted support in class and after school tutorials.

Strategy's Expected Result/Impact: More students will be able to reclassify.

Staff Responsible for Monitoring: Principal, LPAC AP, LPAC Lead, EB Coordinator

Funding Sources: 263 - Title III,

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Goal 3
By the end of the 25-26 school year ILTexas will retain at least 75% of teachers.

Performance Objective 1 ☑ High Priority

By the end of the 25-26 school year, LHS will retain at least 70% of teachers.

Strategy 1

Support Teacher implementation of high quality instructional materials through observation/feedback and coaching.

Strategy's Expected Result/Impact: Teachers will feel confident in implementing charter-wide curriculum.

Staff Responsible for Monitoring: AP, Area SME

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Support teacher growth through professional development to incorporate best practices in instruction.

Strategy's Expected Result/Impact: Increasing student performance in class and teacher retention.

Staff Responsible for Monitoring: Principal, AP, Area SME

Funding Sources: Materials to provide PD or send teachers to outside PD opportunities 420 - State, $2,000

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Performance Objective 2 ✅ High Priority

Provide onboarding training for all new teachers in the classroom throughout the 25-26 School year.

Strategy 1

Before new teachers enter the classroom, new teacher onboarding and training will be provided by the curriculum departments and the campus staff.

Strategy's Expected Result/Impact: Increase teacher retention

Staff Responsible for Monitoring: Curriculum departments, campus administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

November	January	May	June

Goal 4

Strengthen partnerships with families and community stakeholders to support academic success, promote school readiness, and increase meaningful engagement in the educational process.

Performance Objective 1

By the end of the 2025-2026 school year, we will increase opportunities for parent and family engagement by implementing at least three high-impact events aligned to academic priorities and ensure 100% compliance with Title I parent involvement requirements, as measured by documented activities, attendance logs, and stakeholder feedback.

Strategy 1

Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost.

Strategy's Expected Result/Impact: Strengthen partnerships with parents and community stakeholders.

Formative Reviews

November	January	May	June

Strategy 2

Develop jointly with, and distribute to parents, a school-parent compact, which will describe the shared responsibility for learning among staff, families and students. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the compact will be made available at no cost.

Strategy's Expected Result/Impact: Strengthen partnerships with parents and community stakeholders.

Formative Reviews

November	January	May	June

Strategy 3

Provide at least two opportunities, on two different dates and times, throughout the school year for parents and families to engage in meaningful discussions about the Title I, Part A Schoolwide Program and review the Campus Improvement Plan, ensuring transparency and promoting shared responsibility for student success.

Strategy's Expected Result/Impact: Strengthen partnerships with parents and community stakeholders.

Formative Reviews

November	January	May	June

Strategy 4

Provide professional development opportunities for staff and parents on best practices to create a culturally competent and inclusive environment for families.
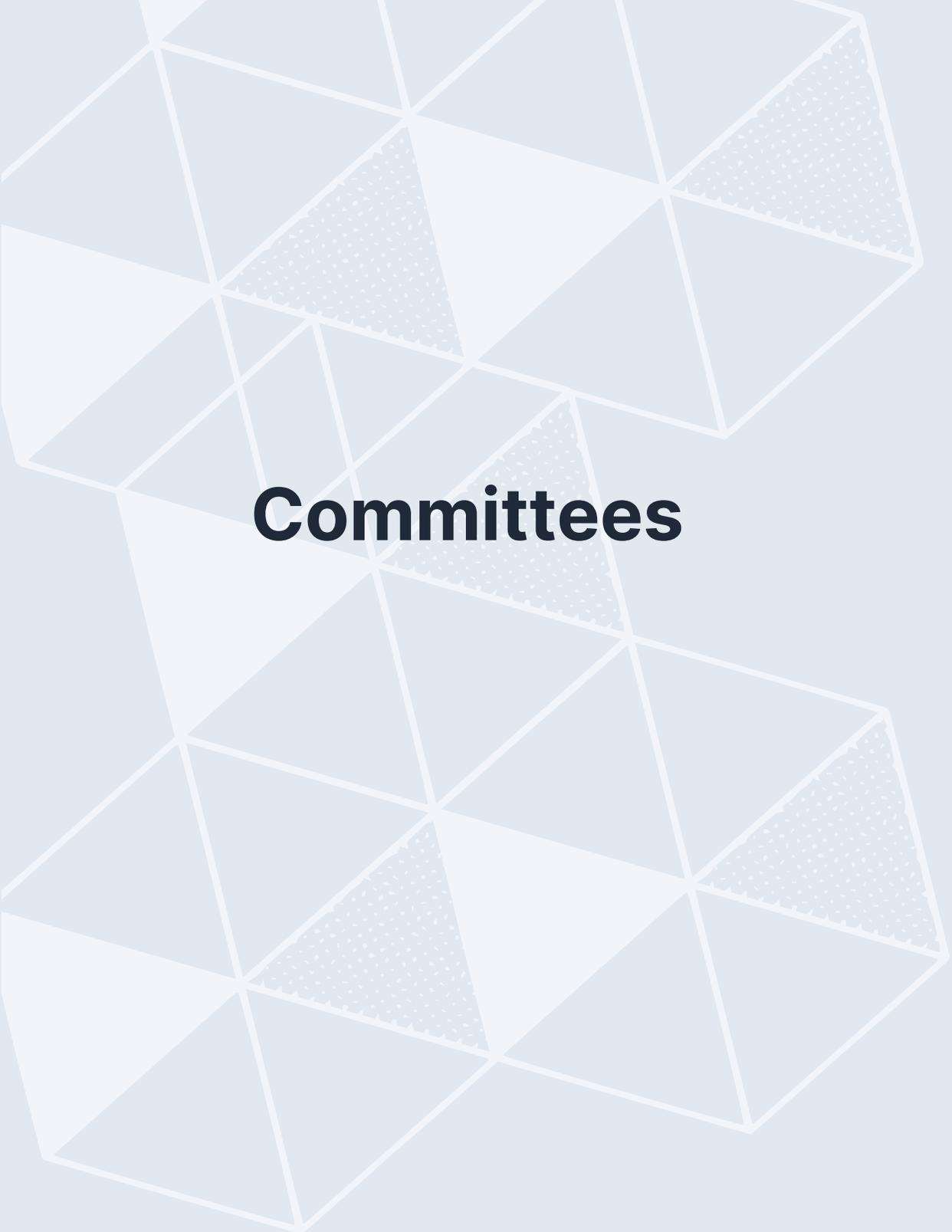
Formative Reviews

November	January	May	June

Committees

Committees

2025-2026 Campus Site-Based Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 27, 2025 @ 9:00 AM	Liberty HS	May 2025 site based committee.pdf	25-26 Site Base Committee Meeting Notes.pdf

Members

First Name	Last Name	Position	Committee Role
Griselle	Diaz	Principal	Administrator
Ana	Hernandez	Admin Assistant	Paraprofessional
Samuel	Orellana	GLA	Teacher
Lindsay	Loredo	GLA	Teacher
Nyah	Luna	Attendance Clerk	Community Representative
Victoria	Good	Chamber of Commerce	Business Representative
Rosalia	Barriga	PTO President	Parent