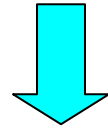


2026-2027 Action Plan

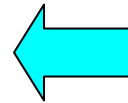
Draft

Liberty High School

Monico Rivas



Parameters
and metrics
established by
the District



School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

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.
- 100% 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 meets and master levels.

-51% 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 2025 results indicate (50)% of the students taking Reading STAAR scored at the approaches level and (20)% at the meets level. In Math, (76)% of the students scored at the approaches, (40)% at the meets level, and (22)% at the master's level.

Needs related to improving the quality of instruction

Our 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 understands the importance of having common standards that are understood by all students, parents, and teachers. Teacher Leaders collaborate with members of their department to develop learning targets that are measured every four weeks (in addition to using DOL formative assessments to measure daily progress as well as every semester to measure student learning during key points in the school year. The formative benchmarks are utilized to help our school and teachers provide timely interventions during the semester and our summative end of unit/semester assessments measure the overall progress on 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 formative and student work to make timely adjustments in pacing, content and concept coverage while adding support for students who are experiencing challenges to learning.

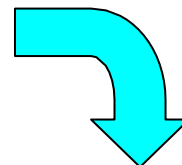
As more than 40% of our students enroll with significant gaps in their formal education and begin their education at Liberty High School at the beginner level of English proficiency, it is imperative that instruction for emergent bilingual learners includes scaffolds and language supports that provide 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.

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 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 align pacing to district specifications and to accelerate content and language learning while ensuring quality instruction given the amount of time available to cover the TEKS. To accomplish this, instructors follow HISD's instructional planning cycle during common planning time and make use of the curriculum resources in HISD's Learning Management System (Canvas). All our students participate in our advisory program, which we consider to be a key part of our academic program at Liberty High School. In the advisory classes, every student is assigned a caring adult who is a member of the instructional staff. Students meet with their advisor 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.

KEY ACTION ONE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Grow staff capacity to deliver high quality instruction to increase academic achievement
	Indicators of success <i>(Measurable results that describe success.)</i>
	● By the end of the academic year, the campus average for instruction on the Spot form in IRT #3 & #4 will be nine or higher. ● By the end of the academic year, 85% or more of the core teachers will score at least a nine or higher in instruction, as measured by the monthly average spot.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	● Campus instructional leaders plan with teachers individually and during PLCs to refine customized lessons using our Superintendent’s Sweet Sixteen that provide for high levels of rigor while making learning accessible to newcomer emergent bilingual students. ● Instructional leaders facilitate job-embedded, in the moment coaching to build high levels of proficiency in the use of multiple response strategies, checks for understanding, use of student response data to inform next teacher moves, aggressive monitoring while students work and in the use of timely adjustments based on observed student outputs.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	● Plan individually and collaboratively to customize and internalize instructional units and daily lessons with members of their department and use feedback from instructional leaders. ● Use feedback from the instructional leaders to refine instructional plans and adjust teacher moves during instruction to maximize learning for all students.

Key Action One: Staff Development

Who: Teachers, tutors, department chairs, administrators

What: Dept. PLCs, District Professional Development Days, Individual Planning Time.

When: Daily(designated planning time), Thursday PLC, Scheduled District Professional Development Days.

Where: Campus, online.

Key Action One: Budget

Proposed item	Description	Amount
Staff development	Daily planning, weekly PLCs	\$20,000
Materials/resources	Time for day and night teachers, curriculum.	\$5,000
Purchased services	NA	
Other	NA	
Other	NA	
TOTAL		\$25,000

Funding sources:
Title 1

KEY ACTION TWO	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Improve English Proficiency for Emergent Bilingual Students.
	Indicators of success <i>(Measurable results that describe success.)</i>
	- By January 2027, at least 50 % of teachers serving Emergent Bilingual students will earn full credit (1 point) in the use of scaffolds as measured in the Spot form. By June 2027, 75% or more of teachers will earn full credit in the use of scaffolds. - By January 2027, at least 50% of teachers serving Emergent Bilingual students will earn full credit (2 points) in the use of structured writing activities as measured in the Spot form. By June 2027, 75% or more of teachers will earn full credit in the use of structured writing activities. - By January 2027, at least 50% of teachers serving Emergent Bilingual students will earn full credit(1 point) in the use of listening and speaking activities as measured in the Spot form. By June 2027, 75% or more of teachers will earn full credit in the use of structured listening and speaking activities.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	- Coach staff to differentiate and scaffold lessons as well as instruction to facilitate rigorous grade-level learning for newcomer (emergent bilingual) students across the curriculum. - Coach and train staff across content areas to effectively engage students in reading, writing, listening, speaking, and thinking to build their English language proficiency.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	- Plan lessons that engage students in reading, writing, listening, and speaking 95% of the time during each lesson. - Use daily DOL data and strategic seating to monitor and adjust instruction and collaborative work informed by student outputs and emerging English language proficiency. - Use high quality resources to accelerate the development of academic and English language proficiency.

Key Action Two: Staff Development

Who: Tutors, Teachers, Dept. Chairs, and Administrators

What: Professional development that builds teacher capacity to accelerate language acquisition through reading, writing, listening, and speaking.

When: Weekly PLC, District Professional Development.

Where: Campus

Key Action Two: Budget

Proposed item	Description	Amount
Staff development	Instructional practices that build reading, writing, speaking, and higher order thinking skills.	NA
Materials/resources	Activities in daily instructional plans, Summit K-12 platform, Dual Lingo Application.	\$5000
Purchased services	Dual Lingo licenses.	
Other	NA	
Other	NA	
TOTAL		\$5000

Funding sources:

KEY ACTION THREE	Key Action <i>(Briefly state the specific goal or objective.)</i>
	Increase leadership density to develop and support teachers with delivery of high-quality instruction
	Indicators of success <i>(Measurable results that describe success.)</i>
	• The average score for IRT#1 will be 13 or higher as measured by the Spot form. By IRT#2, the average campus score will improve to 13.5 or higher as measured by the Spot form. • The average score for IRT#3 will be 14 or higher as measured by the Spot form. By IRT#4, the average campus score will improve to 14.5 or higher as measured by the Spot form.
	Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i>
	• School leaders engage in weekly calibration walks and observation/coaching debriefs to inform PLC focus and targeted support for teachers. • The school principal schedules weekly at-bats with the campus leadership team to practice coaching moves to be used when supporting teachers in the classroom. • School leaders review and facilitate feedback to teachers on weekly lessons for refinement prior to implementation to strengthen Tier 1 instruction.
	Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i>
	• Staff provide feedback to instructional leaders using a survey on the clarity and steps that are communicated on Spots and during coaching in the moment to align understanding and the next steps. • Staff customize and upload lessons for the upcoming week by Wednesday of the week prior to implementation for feedback from instructional leaders. • Staff engage in peer-class visits at least once every month with an instructional leader to observe with a focus on a current area for refinement.

Key Action Three: Staff Development

Who: **Administrators, Dept. Chairs, Teachers**

What: Strengthen and develop leadership density across leadership members that will result in the daily use of effective instructional practices in all content areas.

When: Daily instructional laps, Instructional Leadership Team, District PD, Dept. PLCs.

Where: Campus and District level training.

Key Action Three: Budget

Proposed item	Description	Amount
Staff development	Add leadership density across areas that result highest growth in student achievement.	
Materials/resources	Performance Trackers, Spot Form, OnTrack, LEAD, DOL	
Purchased services	NA	
Other	NA	
Other	NA	
TOTAL		\$0
Funding sources:		