Turnaround Plan 2024-2025 – Liberty HS (PUA)

What is your School Improvement Strategy?

> Liberty High School's strategic focus is on empowering non-traditional, overage students by offering a second chance to graduate through innovative, research-based approaches. The school prioritizes flexible scheduling options, such as night school, combined with personalized support and rigorous academic programming. These strategies are designed to address unique challenges, close achievement gaps, and prepare students for success in both graduation and post-secondary opportunities.

How does this strategy align to your reason for CSI identification?

> Liberty High School was identified for CSI due to low graduation rates among its non-traditional, overage student population. By embedding data-driven instructional cycles, the school ensures that student progress is continuously monitored, allowing for targeted interventions that address academic gaps in real time. This evidence-based approach aligns with the need to improve student outcomes by providing personalized support, flexible scheduling, and rigorous academic programming—all aimed at increasing graduation rates and post-secondary readiness.

Define the milestones and monitoring efforts that will be taken over the next two years to fully implement the selected strategy:

> **Year 1 (2025-2026):**
> **Milestone 1: Establish a Data-Driven Culture**
>
> - Implement professional development for teachers on using data cycles to inform instruction.
> - Develop a consistent data collection and review process to monitor student progress.
> - Set baseline data using early diagnostic assessments for all students.
>
> **Milestone 2: Implement Targeted Instructional Interventions**
>
> - Conduct biweekly data meetings to analyze trends and adjust interventions.
> - Introduce personalized learning plans based on student needs.
> - Expand flexible scheduling options to address attendance and engagement barriers.
>
> **Milestone 3: Evaluate & Adjust Based on Mid-Year Data**
>
> - Assess intervention effectiveness using student growth data.
> - Adjust instructional strategies based on teacher and student feedback.
> - Refine graduation pathways to ensure students stay on track.

Year 2 (2026-2027):
Milestone 4: Scale & Strengthen Successful Strategies

- Expand data-driven interventions that proved effective in Year 1.

- Provide ongoing coaching and training for teachers on adaptive instruction.

- Strengthen community partnerships to enhance post-secondary transition support.

Milestone 5: Increase Graduation & College/Career Readiness Outcomes (January – June 2027)

- Ensure students have documented post-secondary plans (college, career, or military).

- Continue real-time progress monitoring to prevent dropouts.

- Conduct an end-of-year data review to measure success and set future goals.

Monitoring Efforts:

Quarterly Data Reviews – Track student performance trends and make real-time adjustments.

Teacher PLCs & Data Meetings – Ensure instructional decisions are guided by data.

Student Check-Ins & Personalized Interventions – Identify and address barriers to graduation.

Annual Program Evaluation – Assess impact, refine strategies, and ensure sustainability.

By embedding a **continuous improvement cycle**, Liberty HS will close achievement gaps, improve graduation rates, and prepare students for long-term success.

To effectively implement Liberty High School's improvement strategy, adjustments will be made in staffing, funding, time, and instructional resources based on findings.

What reallocation of resources (time, funding, staffing) are needed to implement your school improvement strategy based on your ESF Diagnostic findings?

1. **Instructional Support Resources**
Dedicated teachers and staff, experienced with working with students in a non-traditional instructional path, support students and ensure students receive differentiated instruction. Additionally, the campus uses APEX as a resource for students who are in credit recovery process.

2. **Staffing Enhancements**
   - Executive Director of Instruction – Provides instructional coaching to enhance teaching effectiveness.
   - Executive Director of Support – Helps manage operations, allowing the principal to focus on instruction and student outcomes.

3. **Professional Development**
   - Data-Driven Instruction – Workshops on using student performance data to improve teaching.
   - PLCs & Coaching – Collaborative learning and ongoing instructional support.
   - Engagement Strategies – Training on multiple response strategies to enhance student participation.

4. **Extended Building Hours**
To better support working students and their families, Liberty HS has extended hours (night school) outside of the instructional day.

5. **Student Experiences & Enrichment**
Liberty partners with an art studio next door to provide their students with opportunities to take part in a variety of art shows and performances. They also provide students with opportunities to visit college

How will your budget be reallocated to meet the needs of the chosen strategy?

1. Staffing Enhancements
   - The campus has a designated Executive Director of Instruction to provide principal and teacher coaching and curriculum support.

   - Maintain an Executive Director of Support to handle operational tasks, ensuring the principal can focus on instructional leadership.

   - Strategically staffing for night school by hiring teachers and interventionists to provide targeted academic support.

2. Instructional Support & Professional Development
   - Invest in ongoing PLCs and coaching cycles to improve differentiation and intervention strategies.

   - Provide training on engagement strategies to improve attendance and student persistence in a non-traditional setting.

4. Technology & Instructional Materials
   - Continue the use of APEX licenses to support credit recovery efforts.

By strategically reallocating resources, Liberty High School will strengthen its instructional capacity, student engagement, and data-driven decision-making, ensuring improved student outcomes and higher graduation rates.

How will staffing be reallocated to meet the needs of the chosen strategy?

To successfully implement the school improvement plan, Liberty High School will strategize staffing roles to enhance instructional quality, increase student support, and improve operational efficiency.

1. Instructional Support & Leadership

Executive Director of Instruction

- Focuses on coaching the campus leaders and teachers to improve instructional effectiveness.

- Leads data-driven instruction implementation and ensures the APEX credit recovery program is fully integrated into student learning plans.

Executive Director of Support

- Takes over operational and logistical responsibilities, allowing the principal to focus on instructional leadership.

- Ensures smooth coordination of extended learning programs (e.g., night school).

2. Expanded Teaching & Intervention Staff

Night School Teachers

- Supports students in credit recovery and non-traditional learning paths.

- Provides small-group and personalized instruction for struggling students.

3. Professional Development & Teacher Leadership

Teacher Leaders for PLCs

- Identified experienced teachers will facilitate PLCs, focusing on differentiated instruction and engagement strategies.

- Works alongside the Executive Director of Instruction to ensure consistent instructional coaching.

Strengthened instructional leadership by allowing the principal to focus on student learning.
More targeted student interventions through data analysis and specialized support staff.
Improved teacher effectiveness via ongoing coaching and professional development.
Expanded learning opportunities with night school and differentiated instruction.

By coaching leadership roles, supporting key support staff, and empowering teachers, Liberty High School will close learning gaps, improve engagement, and increase graduation rates for its non-traditional student population.

Identify all curriculum programs that will be utilized during the 2025-2026 school year?

Liberty High School utilizes curriculum that is district-created and teacher-created, for both Math and RLA.

Date of Public Hearing:

2/4/25

Describe how the campus solicited feedback during the development of the TAP:

A public hearing was conducted on-site at the CSI-identified campus, providing an opportunity for a Q&A session and open feedback. Additionally, a survey was distributed to gather further input and perspectives.

[Feedback Attached]

Date of TAP Board Approval:

4/16/25

Board approval is required to submit the finalized Turnaround Plan (TAP) to the Texas Education Agency (TEA). The TAP builds upon the original Targeted Improvement Plan (TIP), which was approved by the Board on 2/13/25. This update extends the original one-year strategy into a comprehensive two-year plan.

Board Approval: _____   _____

                                                                 Date