



Department of School Leadership

615 W. Missouri Avenue, Midland, Texas 79701

Office: 432-240-1000 | www.midlandisd.net

Legacy Freshman High School



Turnaround Plan (TAP)

November 2025

Campus Administration Team:

Principal: Misty Ring

Assistant Principals: Sara Anderson, Cecilia Herrera, and Cody McGuire

Principal Supervisor: Cyndi Pyles

Timeline for Development and Review of Plan Found on Page 8



Legacy Freshman Turnaround Plan (TAP)

TEA annually ranks all Title I campuses based on Closing the Gaps scaled scores. Title I campuses which rank in their school type’s bottom five percent are identified for Comprehensive Support and Improvement, or CSI. The first time a school meets CSI-Low Performance criteria, the campus is identified as CSI-Identified. Each following year a school is identified for CSI, they are CSI-Reidentified.

Legacy Freshman has been Re-identified CSI based on 2025 accountability in Domain III, Closing the Gaps. To meet the Closing the Gaps target, schools must rank above the bottom 5% of Title I campuses in Domain III Closing the Gaps. In 2022, 2024, and 2025, Legacy Freshman did not meet the Closing the Gaps target. The graph below notes the target score by year and the Legacy Freshman score. In 2023, LFHS exceeded the target; therefore in 2023, LFHS was identified as CSI Progress. However, in both 2024 and 2025, the campus did not meet the Closing the Gaps target.

School Year	Closing the Gaps Target Score	LFHS Closing the Gaps Score	Identification
2022	65	39	CSI Identified
2023	47	64	CSI Progress
2024	53	46	CSI Identified
2025	57	43	CSI Reidentified

Turnaround Plan must include specific areas of success criteria:

1. A School Improvement Strategy
2. Progress and Performance Milestones
3. Support and Capacity Building
4. Curriculum and Resources for Implementation
5. Feedback from Key Stakeholders

1. What is Legacy Freshman’s School Improvement Strategy?

Legacy Freshman has selected an overall improvement strategy of **Intensive Curriculum and Instruction Improvements**. This strategy aligns with Midland ISD Board Goals and the Midland ISD Strategic Plan. By improving our curriculum resources and instructional practices, Legacy Freshman will increase performance in Domain III, Closing the Gaps. LFHS is committed to utilizing *STEMscopes* with fidelity in all Algebra I classrooms. Midland ISD



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Teaching and Learning has committed to providing additional weekly support through Content Coordinators to all Legacy Freshman Algebra I and English I classrooms through modeling, unit plans, and district checkpoints. Domain III scores are taken from Domain I, Student Achievement and Domain II, Academic Growth. Domain III examines how particular student groups perform in Student Achievement, Domain I and Academic Growth, Domain II. At the center of Legacy Freshman's Turnaround is **Intensive Curriculum and Instruction Improvements**. Legacy Freshman leadership teams will systematically employ observation and feedback cycles in order to strengthen Tier 1 instruction. Leadership teams include: campus administration, department chairs, and Opportunity Culture teams. This will be accomplished through focus on lesson preparation, rehearsal, and internalization to ensure students are meaningfully engaging in reading, writing, and discourse as students make progress toward their learning targets.

2. What are Legacy Freshman's Progress and Performance Milestones? How will these milestones be monitored?

The re-identification as Comprehensive Support and Improvement requires specific milestones and LFHS has mapped out the 2025-2026 school year based on their Campus Improvement Plan and overall goal to move LFHS from a D rating to a C rated-school in the 2025-2026 school year. Beginning in Summer 2025, the campus reset PLC expectations such as: norms, agendas, planning, and internalization. Algebra I and English I have daily PLCs possible through strategic scheduling within the campus master schedule. Students participate in **Algebra I and English I at least 250 minutes per week**. Opportunity Culture team members facilitate PLCs and work with Department Leads to ensure time is effectively used and teachers have the support to deliver high quality instruction. Algebra I teachers and campus leadership attended summer professional development regarding STEMscopes to introduce the curriculum and resources allowing teams additional time to become familiar with the **High Quality Instruction Materials (HQIM)**, its pacing, and teacher resources.

Beginning-of-year professional development included the launch of Legacy Freshman's campus professional learning plan which includes regular communication of classroom observation look fors and trends. **Teach Like a Champion (TLAC)** techniques serve as the foundation of the plan. Legacy Freshman TLAC team members attend monthly training and turn their learning around at the campus level. In ongoing campus professional development, leadership teams train on effective lesson preparation and teachers engage in guided practice using TLAC-aligned lesson internalization strategies. This training helps establish a common understanding of high-quality planning expectations and ensures instruction is aligned and intentional.

Beginning week two of the school year, campus administration began conducting and calibrating instructional walkthroughs organized through a shared weekly plan. Teachers receive a walkthrough at least once every two weeks. Written feedback for all observations is provided through the *Grow* platform on the same day as the classroom visit. This feedback is ensured to be



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timely and aligned with the campus's current instructional look-fors for the week. Following every observation, the campus administrator will schedule a face-to-face check-in with the teacher. While not every check-in requires a full coaching conversation, this interaction is a dedicated time to ensure the written feedback is clear, to address any questions, and to positively impact future instruction. During the Spring 2026 semester, LFHS will develop a system for tracking instructional action steps stemming from the observation feedback and follow-up conversations. This effort includes ensuring administrators engage in full observation feedback cycles where they provide targeted coaching on priority action steps for teachers in the differentiated support tiers. Teachers are tiered and observed based on the need for targeted support and observed trends.

To help set the campus culture, early observation look fors focus on elements addressed in beginning-of-year professional development and continue to expand through additional professional development, implementation, and as specific needs arise. Each Friday before school, identified teachers are required to attend Friday Focus to receive targeted support based on classroom observations.

Friday Focus is principal led and driven entirely to refine instructional delivery through professional development related to direct instruction, modeling, guided practice, and rehearsal for teachers.

Legacy Freshman uses STEMscopes planning tools and unit assessments to collect data and differentiate instruction based on results. District Unit Assessments are administered at the end of each unit to measure mastery of recently taught standards.

Legacy Freshman follows the Midland ISD Assessment Calendar. This district calendar includes district checkpoints, NWEA MAP Assessments, and semester exams. Teachers utilize these tools, in addition to 8th grade STAAR performance, to set student growth goals and measure progress towards these goals to adjust instruction throughout the school year.

Only 12.81% of LFHS's current 9th grade Algebra I students met standard on their 8th grade STAAR. Data checkpoints are showing an increase in meets performance on district CFU's. Meets percentages are from 46-52%, which is a dramatic increase from how these current LFHS students performed on their 8th Grade STAAR test last school year. Masters percentages on unit assessments are also showing an increase from 8th Grade STAAR; however, LFHS recognizes these early results are snapshots of information students have learned this semester. In order to continue this positive momentum on a larger scale of meeting grade-level standards, LFHS has developed a plan spiraling past TEKS into new units, which allows the team to monitor the



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progress on previously taught TEKS. Mini reteach lessons throughout the new units allow for spiraling and interventions as needed.

42% of LFHS’s current 9th grade English I students met standard on their 8th grade STAAR. English I teachers use the district provided textbook, scope and sequence, district checkpoints, and campus developed assessments. After early year unit assessments, students are averaging 33% meeting on English I checkpoints.

In both Algebra I and English I, district Content Coordinators support one-day per week in all areas related to instructional planning and delivery. Semester Exams are administered at the end of each semester in Algebra I and English I to measure cumulative mastery. Both district checkpoints and semester exams allow teachers to examine individual student performance on tested standards to identify strengths and gaps, reteach skills, and plan for interventions or enrichments. Campus Leadership Teams and the Principal Supervisor review data from district assessments to drive instructional improvements and interventions.

Student Outcome Goals and Alignment:

Legacy Freshman Scorecard 2026-2030

Legacy Freshman All Students Testing Goals							
							
Board Goal A: All students performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades prekindergarten through second grade in accordance BQ(LOCAL).							
Grade	Subject	Baseline 2025	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2030 Goal
English I	English I	41%	44%	48%	To be determined pending legislative action on STAAR test.		
Algebra I	Algebra I	16%	38%	43%			
Biology	Biology	83%	90%	92%			
B or Above in Domain I							
Board Goal B: The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.							
	Performance Objectives	Baseline 2025	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2030 Goal
Domain 1	Beginning June 2026, the campus will increase Domain I performance by 3 percentage points each year, contributing to the districtwide goal of increasing the number of campuses earning a rating of B or higher under the Texas A-F Accountability System.	69%	72%	75%	To be determined pending legislative action on STAAR test.		
Campus All High Quality Teachers							
Board Goal D: All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS).							
	Performance Objectives	Baseline 2025	2026 Goal	2027 Goal	2028 Goal	2029 Goal	2030 Goal
High Quality	The percentage of TIA eligible teachers will increase from % to % by 2030.						
	The Percentage of certified teachers will increase from 65% to 80 % by 2030.	65%	68%	71%	74%	77%	80%
BQ (Local) EXHIBIT 1 Campus: Board Goal Annual Targets							

By the end of the 2025-2026 school year, LFHS set goals to move Algebra I meets from 16% to 38% and English I students performing at meets from 41% to 44%.



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3. What Support and Capacity Building is provided?

District Leadership met with TEA on September 22, 2025 for guidance in creation of this plan, timelines, and provided supportive resources to aid in the plan's development. A Region 18 School Improvement Consultant was assigned to support Legacy Freshman in the development and submission of this plan.

Milestone progress data will be disaggregated through, at a minimum, a monthly meeting between the campus Principal, Mrs. Ring, and the Principal Supervisor, Mrs. Pyles. During this recurring review, the leaders will assess the status of milestone completion, analyze trends identified in classroom observations and PLC team meetings artifacts, and measure the progress toward student learning goals.

The data gathered from each meeting between Principal and Principal Supervisor will inform necessary adjustments to the continuous improvement strategy, which may include modifying the frequency of the observation cadence or implementing targeted professional development to address identified needs. Mrs. Pyles provides weekly support and coaching at Legacy Freshman.

District and campus leaders will ensure successful implementation through consistent data analysis, observation, and progress monitoring. Campus instructional leaders will collect and analyze Math and English I unit and district-created assessment data to measure progress toward student performance goals. They will also conduct and document observation feedback cycles, tracking teacher implementation of instructional strategies that promote rigorous instruction.

Misty Ring is in her seventeenth year with Midland ISD, with ten of those years in school administration and six as a head principal. She previously served as a high school associate principal and principal of another freshman campus before leading LFHS. Earlier in her career, she taught English I and both witnessed and participated in the critical work of school improvement. As a department chair and later as an instructional specialist, she helped launch professional learning communities, gaining a deep understanding of how structured teacher collaboration drives student success. Now in her second year as LFHS principal, Mrs. Ring has received consistent positive feedback for strengthening campus culture and implementing systems that support both teacher growth and student achievement. Her experience provides valuable insight into the unique dynamics of a freshman-only campus, where each year begins with an entirely new student body.

Cyndi Pyles, LFHS Principal Supervisor, is in her thirteenth year of school administration and third at the district level. Cyndi Pyles has worked at all levels of secondary campuses and was a high school associate principal and head junior high principal. Currently, Cyndi Pyles serves as



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the Executive Director of School Leadership, or Principal Supervisor, overseeing seven high school campuses. Mrs. Pyles was an assistant principal of two campuses during turnaround work, both at a junior high school and a comprehensive high school. Cyndi Pyles participated in work with TEA on improvement plans and monitoring. Both of these campuses exited school improvement while she served as a campus administrator. Beginning in the school year 2023, as a district leader in the School Leadership Department, Cyndi Pyles worked with junior highs, freshmen campuses, and high schools with school improvement efforts.

Performance Management:

At a minimum, Cyndi Pyles reports to the Midland ISD Executive Cabinet progress and work at any D or F rated campus once per semester. Reports include: updates and assessment data related to the comprehensive turnaround plan, staffing assessment, student attendance, and budgetary details regarding school improvement work. District initiatives such as PLC implementation and Teach Like a Champion (TLAC) are included, in addition to specific work related to the campus. The purpose of these reports is to ensure the leads of each district department are informed of their responsibilities and ways to assist campuses, such as LFHS, to ensure we use all resources to improve student achievement. Regular monitoring of district assessments will be presented to Midland ISD Executive Cabinet and Midland ISD School Board as determined by the MISD board reporting calendar.

4. What Curriculum and Resources will be utilized for Implementation?

Legacy Freshman is leveraging all tools available to implement the Turnaround Plan. As mentioned above, the strategy adopted is **Intensive Curriculum and Instruction Improvements**. This includes the Algebra I resource STEMscopes, considered HQIM, and *My Perspectives* for English I. Teach Like a Champion provides professional development supporting effective lesson delivery through minute-by-minute pacing, means of participation, checks for understanding, and step-by-step What To Do (WTD) directions. Together, the physical resource and the pedagogy tools provided through TLAC drive successful resource implementation. The LFHS Leadership Teams and Opportunity Culture Team coach teachers in lesson delivery and lesson internalization and planning. LFHS math teachers received training in Research Based Instructional Strategies (RBIS) in the 2024-2025 school year and English I teachers will begin their RBIS professional development this year. Legacy Freshman's principal also attends monthly TLAC calibrations at other campuses to build capacity in coaching and implementation of effective TLAC strategies.

5. Was Feedback solicited from key Stakeholders? What was the date of the meeting?

Midland ISD assures the Campus Intervention Team (CIT) conducted a public meeting at Legacy Freshman on **October 27, 2025** with the campus principal. Parents and community members



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reviewed the campus performance ratings and the turnaround process. Attendees were provided the opportunity to provide input in the development of Legacy Freshman’s Targeted Improvement Plan (TAP) through a digital survey. The survey asked the following questions:

Survey Responses [HERE](#)

Timeline for Development and Review:

Effective Schools Framework Diagnostic Completed	March 21, 2023
Comprehensive Needs Assessment Completed	June 30, 2025
Campus Improvement Plan Completed	July 30, 2025
Campus Improvement Plan Board Approved	August 26, 2025
Principal Completed School Improvement Orientation	September 13, 2025
Principal Supervisor Completed School Improvement Orientation	September 14, 2025
TEA and MISD Turnaround Assistance Call	September 22, 2025
Met with Region 18 School Improvement Consultant	October 2, 2025
Notice to Stakeholders regarding TAP Requirements	October 19, 2025
Met with Region 18 School Improvement Consultant	October 23, 2025
Stakeholder Meeting and survey responses collected at LFHS	October 27, 2025
Met with Region 18 School Improvement Consultant	November 4, 2025
Met with Region 18 School Improvement Consultant	November 10, 2025
Turnaround Plan Available for Review and Feedback	November 12, 2025
Met with Region 18 School Improvement Consultant	November 13, 2025
Public Hearing to discuss Turnaround Plan	November 18, 2025