



Liberty Middle School Campus Improvement Plan 2025-2026

Submitted for Board Approval on Tuesday, September 16, 2025

Board Approved Date: Monday, September 22, 2025

PSJA 2025 -2026 School Board

Dr. Cynthia Gutierrez

Carlos G. Villegas Jr.

Diana Serna

Yolanda Castillo

Ricardo Rodriguez

Griselda Quintanilla

Ramona Barron

Superintendent's Cabinet

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- Ranulfo Marquez, *Assistant Superintendent for Academics*
- Rebecca Gonzales, *Assistant Superintendent for Finance*
- Dr. Rebeca Garza, *Assistant Superintendent for Human Resources*
- Rafael Gonzalez, *Assistant Superintendent for School Operations*
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Vision

- Every PSJA student is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

Mission

- As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career.

As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success

2025-2026 STRATEGIC DIRECTION

Every PSJA student is prepared to participate, compete, and excel in a global society to foster multi-generational prosperity.

As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career.

As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

Our Vision & Mission

Student performance

District and school climate

Our Goals

Leadership Growth



Effective Teaching & Learning



Family & Community Empowerment



Student Support



Our Strategic directions

Technology & Resources | Communication | Health, Safety & Services

Key enablers for '20-'21

Spirit of the PSJA Team

Spirit of the PSJA Student

One PSJA Family

Our Foundation



What We Believe In Guiding Principles

- Commitment to Greatness
- Passion For our Work
- Live the Golden Rule
- No Excuses
- Accountability

What We Want to Accomplish

Every student will graduate bi-literate, college ready, college connected, and college complete.



LMS Vision

Our vision at LMS is to help develop and inspire students to be caring, principled, knowledgeable, well-rounded members of society who continue to be life-long learners.

LMS Mission

Our mission at LMS is to provide a safe and healthy community that fosters a well-balanced, multicultural experience; to prepare students with the 21st-century [Approaches to Learning (ATL)] skills required to succeed globally.

Revised and Revised by LMS IB Leadership Team (IBLT), 5/20/2025

2025-2026

Campus Leadership Team:

SBDM:

Site Based Decision
Making/Leadership Team

MEMBERS:

ROLE	NAME
Principal	Michelle Fox
Dean of Instruction	Julia Mason
Asst. Principal 7 th	Miguel Salinas
Asst. Principal 8 th	Vianey Villegas
Asst. Principal 6 th	Alicia Flores
Counselor	Anabelle Jaime
CLL	Jacquelyn Estrada
Librarian	Danica Simons
IB Representative	Emma Saenz
Math Dept. Head	Martin Chavez
Science Dept. Head	Mike Vargas
RLA Dept. Head	Debra Villarreal
Social Studies Dept. Head	Miguel Torres
SPED Representative	Tiffani Galaviz
Athletics Representative	Mark Gonzalez
Fine Arts Representative	Aldo Peralta
Language Representative	Gerardo Monrreal

SBDM Quarterly Meetings:

Month	Date
1 st Quarter	August 15, 2025
2 nd Quarter	November 6, 2025
3 rd Quarter	February 5, 2026
4 th Quarter	June 11, 2026

** Campuses must post SBDM agenda and minutes to campus website within 10 days following meeting.*



Executive Summary

Campus Improvement Plan: School Year 2024-2025

Campus Name: Liberty Middle School

Mission: At Liberty Middle School, we envision our students as principled, knowledgeable, well-rounded members of society who continue to be life-long learners. It is our mission to provide our students a safe and healthy community that fosters a well-balanced, multicultural experience and prepares students with the 21st century skills required to succeed globally.

Demographics Summary: The enrollment at Liberty Middle School as of September 1, 2025 is 710 students. Liberty’s student population is 99% Hispanic and 1% White. Our student population is largely economically disadvantaged (93.9%) and serve .7% of our students as migrants. Over 17% of our student population receives special education services, an additional 10% receive accommodations under 504 and an additional 8 % of our population is serviced through RtI. Our gifted and talented population accounts for approximately 10.3% of our student population. We serve an English Learner population of over 38.3%. For 2024-2025, the attendance rate for the campus was 93 %.

Comprehensive Needs Assessment Summary: Based on 2025 accountability, Liberty Middle School received an overall grade of 86 (B Rating) in the three domains. In the Student Achievement domain, which is based on performance on the STAAR, Liberty’s scaled score was 76. In the School Progress domain which measures student improvement from year to year and performance relative to similar campuses, Liberty’s score was an 89 due to Relative Performance and in the Closing the Gaps domain which measures student groups against annual targets, Liberty’s scaled score was a 78. Liberty earned 6 distinctions: ELA/Reading, Mathematics, Social Studies, Science, Comparative Closing the Gaps, and Post-Secondary Readiness.

Curriculum and Instruction and Assessment: Liberty Middle School is an authorized International Baccalaureate World School promoting a well-rounded education and the ten attributes of the Learner Profile. IB learners strive to be balanced, caring, communicators, inquirers, knowledgeable, open-minded, principled, reflective, risk takers, and thinkers. Teachers are encouraged to write and implement units of study that make natural connections within and among the content areas. Liberty boasts a strong commitment to the District’s Dual Language Enrichment and Academic UIL Programs as well as participation in athletics and the arts. In order to address achievement gaps in ELA/R and mathematics, all 6th, 7th and 8th graders have been scheduled to 90-minute blocks. Enrichment classes in 8th grade science and social studies have been created to serve English Learners and an intentional 8th grade cohort of students respectively. Liberty follows the District curriculum for the content areas and assesses regularly to monitor the performance and progress of students. Assessment data is used to determine direction in instruction and in planning appropriate interventions.

Summary of Goals: In our pursuit of excellence and student success, Liberty Middle School has identified the following three areas for improvement this year: to promote literacy across the content areas by engaging students in the receptive (listening and reading) and productive (speaking and writing) language domains consistently; to refine lesson planning to include details and specificity for engaging, rigorous and relevant instruction; to enrich our data analysis by consistent, continual progress monitoring by students, teachers, and administration and by appropriate responses to the data with interventions providing the necessary supports to students so they can be successful. In addition, our goal for Student Achievement is to have at least 75% of our students at the “approaches” level, 50% at the “meets” level and 25% at the “masters” level on STAAR. With regard to School Progress, our goal is to have at least 80% of our students show academic growth on STAAR. We believe that if we are successful in attaining the prescribed goals, we will be successful in Closing the Gaps.

Principal Signature

Member Signature

Parent Signature



THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.

Objective #2: Students will be encouraged and challenged to meet their full educational potential.

Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Liberty Middle School

Comprehensive Needs Assessment 2025-2026

Based on 2025 accountability, Liberty Middle School received an overall grade of 86 (B Rating) in the three domains. In the Student Achievement domain, which is based on performance on the STAAR, Liberty's scaled score was 76. In the School Progress domain which measures student improvement from year to year, Liberty's score was 73. In performance relative to similar campuses, Liberty's score was an 89, and in the Closing the Gaps domain which measures student groups against annual targets, Liberty's scaled score was 78.

Based on the district's attendance report, Liberty's yearly attendance increased from 93% to 94%. Plans of action for the 2025-2026 school year will be initiated with consistent progress monitoring to ensure Liberty increases in performance and attendance.

Liberty Middle School Comprehensive Needs Assessment 2025-2026

(Data from 2024-2025)

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
<p>Domain 1: Student Achievement</p>	<ul style="list-style-type: none"> Algebra continues to perform at 100%. Mathematics overall scored at the 71% Approaches level, 43% Meets, and 19 % Masters level Reading overall scored at the 76% Approaches, 51 % Meets, and 25% Masters level 	<ul style="list-style-type: none"> 7th Grade Math Approaches was at 42%, Meets was at 17%, and Masters at 3%. 7th Grade Overall Scale Score was a 49 6th Grade Math Meets was at 32% dropping from 36% 	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> Mathematics 7th Grade and 6th Grade Provide targeted small group instruction in mathematics
<p>Domain 2: Student Progress</p>	<ul style="list-style-type: none"> Math Algebra was at 93 % growth which gave a Scale Score of 97 7th Grade Reading was 71% growth which gave a Scale Score of 82 8th Grade Math was 79% growth which gave a Scale Score of 89 	<ul style="list-style-type: none"> 6th Grade Math was 46% growth which gave a Scale Score of 55 7th Grade Math was 49% growth which gave a Scale Score of 56 6th Grade Reading was 59% growth which gave a Scale Score of 67 	<ul style="list-style-type: none"> Address the needs of identified students to meet the progress measure in 2025- 2026 in Reading and Mathematics Campuswide use of consistent progress monitoring tool. Monitor all Continuous Enrolled and Special Education students.

Liberty Middle School Comprehensive Needs Assessment 2025-2026

(Data from 2024-2025)

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities																														
<p style="text-align: center;">Domain 3: Closing the Achievement Gap</p>	<p><u>Academic Achievement Status:</u> ELA/Reading – Met all Targets</p> <p><u>Growth Status:</u> ELA/Reading – Met all Targets Math – No Targets</p> <p>TELPAS met target with a 62 improving 23 points from previous year</p>	<ul style="list-style-type: none"> • Did not Meet targets: • <u>Academic Achievement Status: Did not Meet Targets</u> <table border="0" style="margin-left: 20px;"> <tr> <td style="padding-right: 10px;">Math</td> <td style="text-align: center; border-bottom: 1px solid black;">Meets or Above</td> <td style="text-align: center; border-bottom: 1px solid black;">Target</td> </tr> <tr> <td style="padding-right: 10px;"><i>All Students</i></td> <td style="text-align: center;">43%</td> <td style="text-align: center;">47%</td> </tr> <tr> <td style="padding-right: 10px;"><i>Cont. Enrolled</i></td> <td style="text-align: center;">44%</td> <td style="text-align: center;">49%</td> </tr> </table> • <u>Growth : Did not Meet Targets</u> <table border="0" style="margin-left: 20px;"> <tr> <td style="padding-right: 10px;"></td> <td style="text-align: center; border-bottom: 1px solid black;">Component Score</td> <td style="text-align: center; border-bottom: 1px solid black;">Target</td> </tr> <tr> <td style="padding-right: 10px;"><i>All Students</i></td> <td style="text-align: center;">61%</td> <td style="text-align: center;">67%</td> </tr> <tr> <td style="padding-right: 10px;"><i>Cont. Enrolled</i></td> <td style="text-align: center;">60%</td> <td style="text-align: center;">67%</td> </tr> <tr> <td style="padding-right: 10px;"><i>Hispanic</i></td> <td style="text-align: center;">61%</td> <td style="text-align: center;">64 %</td> </tr> </table> • <u>Student Success Status: Did not Meet Targets</u> <table border="0" style="margin-left: 20px;"> <tr> <td style="padding-right: 10px;"></td> <td style="text-align: center; border-bottom: 1px solid black;">Component Score</td> <td style="text-align: center; border-bottom: 1px solid black;">Target</td> </tr> <tr> <td style="padding-right: 10px;"><i>All Students</i></td> <td style="text-align: center;">45%</td> <td style="text-align: center;">47%</td> </tr> <tr> <td style="padding-right: 10px;"><i>Cont. Enrolled</i></td> <td style="text-align: center;">46%</td> <td style="text-align: center;">48%</td> </tr> </table> 	Math	Meets or Above	Target	<i>All Students</i>	43%	47%	<i>Cont. Enrolled</i>	44%	49%		Component Score	Target	<i>All Students</i>	61%	67%	<i>Cont. Enrolled</i>	60%	67%	<i>Hispanic</i>	61%	64 %		Component Score	Target	<i>All Students</i>	45%	47%	<i>Cont. Enrolled</i>	46%	48%	<ul style="list-style-type: none"> • EB, and Special Ed. population groups will receive additional support and intensive interventions in reading, writing, math, science, and social studies. • Set and monitor goals for achievement, provide interventions.(approaches, meets, masters) • Intentional interventions for EBs for listening speaking, reading, and writing.
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Liberty Middle School Comprehensive Needs Assessment 2025-2026

(Data from 2024-2025)

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
<p style="text-align: center;">Distinctions</p>	<p>Campus Distinctions (6)</p> <ul style="list-style-type: none"> • ELA/Reading • Mathematics • Science • Social Studies • Comparative Closing the Gaps • Postsecondary Readiness 	<p><u>Not Earned (1)</u></p> <ul style="list-style-type: none"> • Academic Growth 	<ul style="list-style-type: none"> • Provide Professional development to ensure teachers understand the level of rigor on the state assessment for their content. • Utilize strategies of the Common Instructional Framework • Assess and Monitor frequently through common formative assessments • Consistent progress monitoring

Liberty Middle School Comprehensive Needs Assessment 2025-2026

(Data from 2024-2025)

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
Family and Community Involvement	<ul style="list-style-type: none"> • Communication in both English and Spanish • Parent Liaison campus level • Parent Volunteers • Business Partnerships 	<ul style="list-style-type: none"> • Secondary parent involvement is low • Low Average of parents with high school diplomas and/or postsecondary education 	<ul style="list-style-type: none"> • Create opportunities for parents to receive postsecondary training/education • Create opportunities for parents to attend and become involved with the Parent Advisory Council (PAC)
Technology	<ul style="list-style-type: none"> • Availability of technology resources for students and teachers, and staff. 	<ul style="list-style-type: none"> • Integration of technology in instruction and update the infrastructure, increase the use of student technology for instructional rigor. 	<ul style="list-style-type: none"> • Provide training on the implementation of technology integration; increase on-line resource use
School Culture and Climate	<ul style="list-style-type: none"> • Collaborative Learning Communities with common planning periods • Customer Service • College for All Culture • Safe and Civil Schools Initiative • ARP- Attendance Recovery Program (37% recovery) 	<ul style="list-style-type: none"> • Student attendance • Chronic Absences • PD • Culture Survey • Revisit Vision statement 	<ul style="list-style-type: none"> • Build public relations • Improve student retention • Use Attendance Recovery Program • Mentor students with high absenteeism • Increase Social Media presence • Celebrating student progress, achievement, and attendance
Staff Quality, Recruitment, and Retention	<ul style="list-style-type: none"> • Highly Qualified Staff • TTESS Evaluation Tool • High retention rate 		

Liberty Middle School

Campus Timeline

Date	Events
August 15, 2025	Campus Leadership TEAM met to disaggregate STAAR data and to conduct Campus Needs Assessment.
August 19-20, 2025	Campus Leadership TEAM met with Liberty staff to review campus data and results.
September 2025	Campus Leadership TEAM present campus assessment results by Domain to teachers. Campus staff participated in goal setting for 20253-2025 academic year. Academic Success Committee meet to work on the Targeted Improvement Plan
September 2025	Campus staff analyze STAAR data to plan interventions/support
September 2025	Interventions begin. Teachers will use the STAAR 2025 data to group students according to student growth for Math and Reading, and Meets & Above for Science and Social Studies.
November 2025	Members of the Campus Leadership TEAM revisit the goals, progress monitoring, and make any changes according to data findings.
January 2026	Campus teachers conduct student conferences based on BM2 data, goal setting, and review tutorial lists.

Liberty Middle School

Campus Timeline

Date	Events
February 2026	Campus Leadership TEAM meets to disaggregate STAAR data and to conduct Campus Needs Assessment and keep ourselves accountable for using the Targeted Improvement Plan. TELPAS TESTING
March 2026	Progress Monitoring check-in to ensure students are on their pathway to meet their goals.
April 2026	STAAR Academies by content area
May 2026	STAAR TESTING
June 2026	Campus Leadership TEAM meets to disaggregate STAAR data and to conduct Campus Needs Assessment.

School Profile-Demographics

	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRAN T	ECD	GT
Number	710	365	345	119	272	49	27	5	667	73
Percent	100%	51.4%	48.6%	16.8%	38.3%	6.9 %	3.8 %	0.7%	93.9 %	10.3 %

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	710	705	0	0	5	0
Percent	100%	99 %	0%	0%	.7%	0

School Profile:

Liberty Middle School

Liberty Middle School is an IB: International Baccalaureate World Scholar, located in Pharr, Texas. The campus participates in a Title I program. Student enrollment is 710. Student demographics consist of 38.3% LEP, 93.9% Economically Disadvantaged, 99 % Hispanic/Latino, 0% Asian, 0 Black and 0.7% White. Liberty Middle School is TEA B – Rated Campus

School Profile

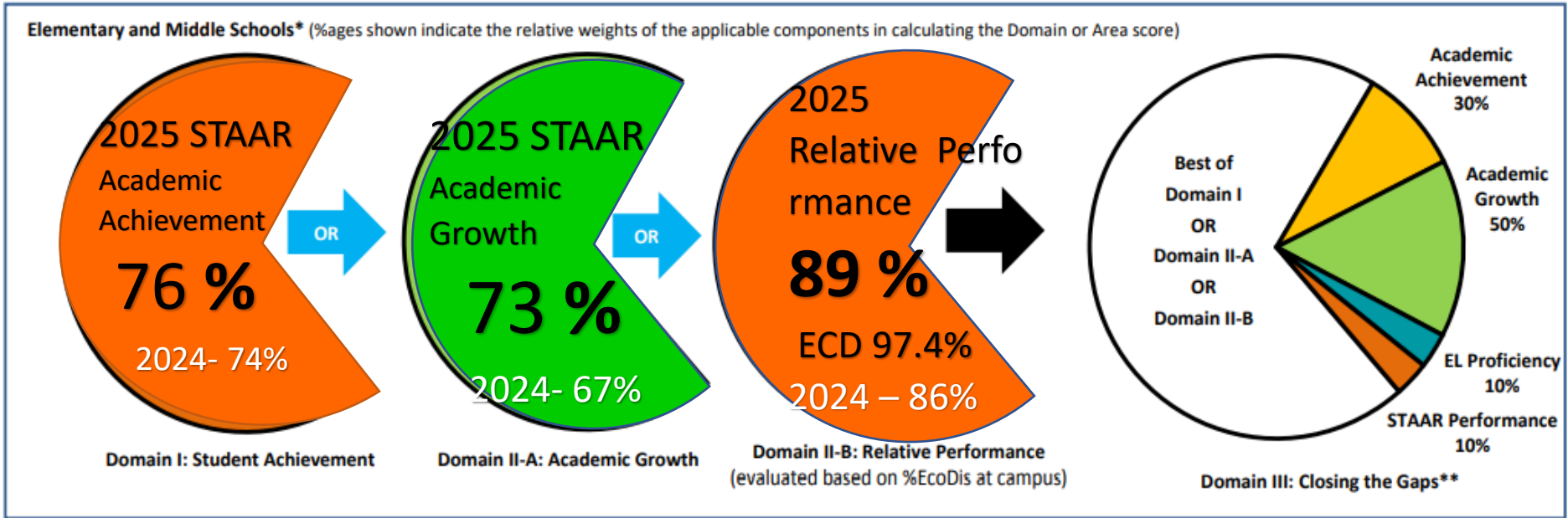
2025 Accountability Summary



Student Achievement Summary 2025

	2024 Performance	2025 Performance
Domain 1 Student Achievement	74	76
Domain 2 <ul style="list-style-type: none"> School Progress Academic Growth Relative Performance 	Academic Growth: 67 (scaled score) Relative Performance: 86 (scaled score)	Academic Growth: 73 (scaled score) Relative Performance: 89 (scaled score)
Domain 3 Closing the Gap	65	78
Distinctions	4	6

Liberty Middle School / 20253-2025 Data



Domain	Scaled Score	Better of School Progress A or B	Better of Student Achievement or School Progress	Weight	Pts.
I - Student Achievement	74				
II - School Progress Part A	67				
II- Relative Performance Part B	86	86	86	70%	60.2
III- Closing the Gaps	65			30%	19.5

Domain	Scaled Score	Better of School Progress A or B	Better of Student Achievement or School Progress	Weight	Pts.
I - Student Achievement	76				
II - School Progress Part A	73				
II- Relative Performance Part B	89	89	89	70%	62.3
III- Closing the Gaps	78			30%	23.4

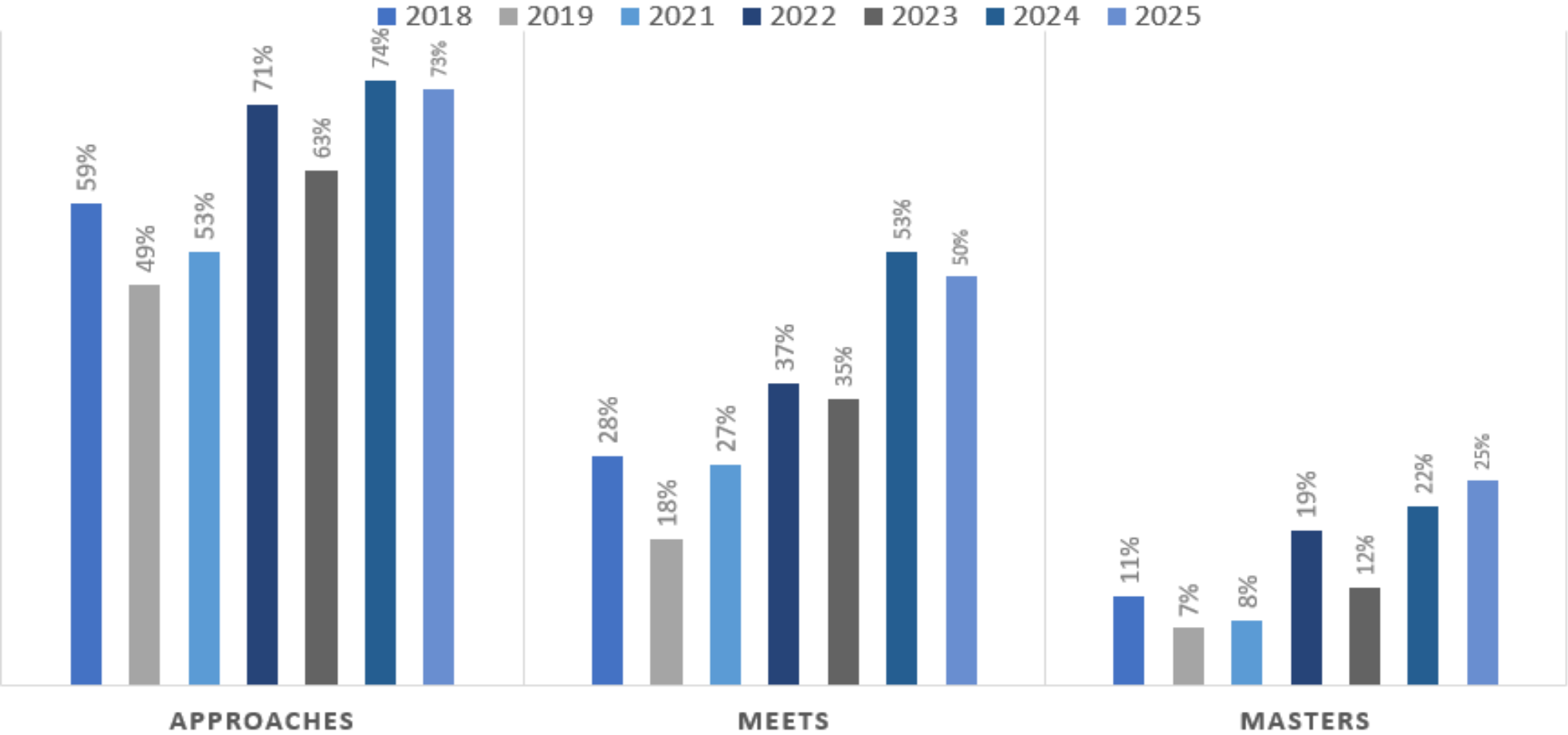
2024

Overall 79.7/80 = B

2025

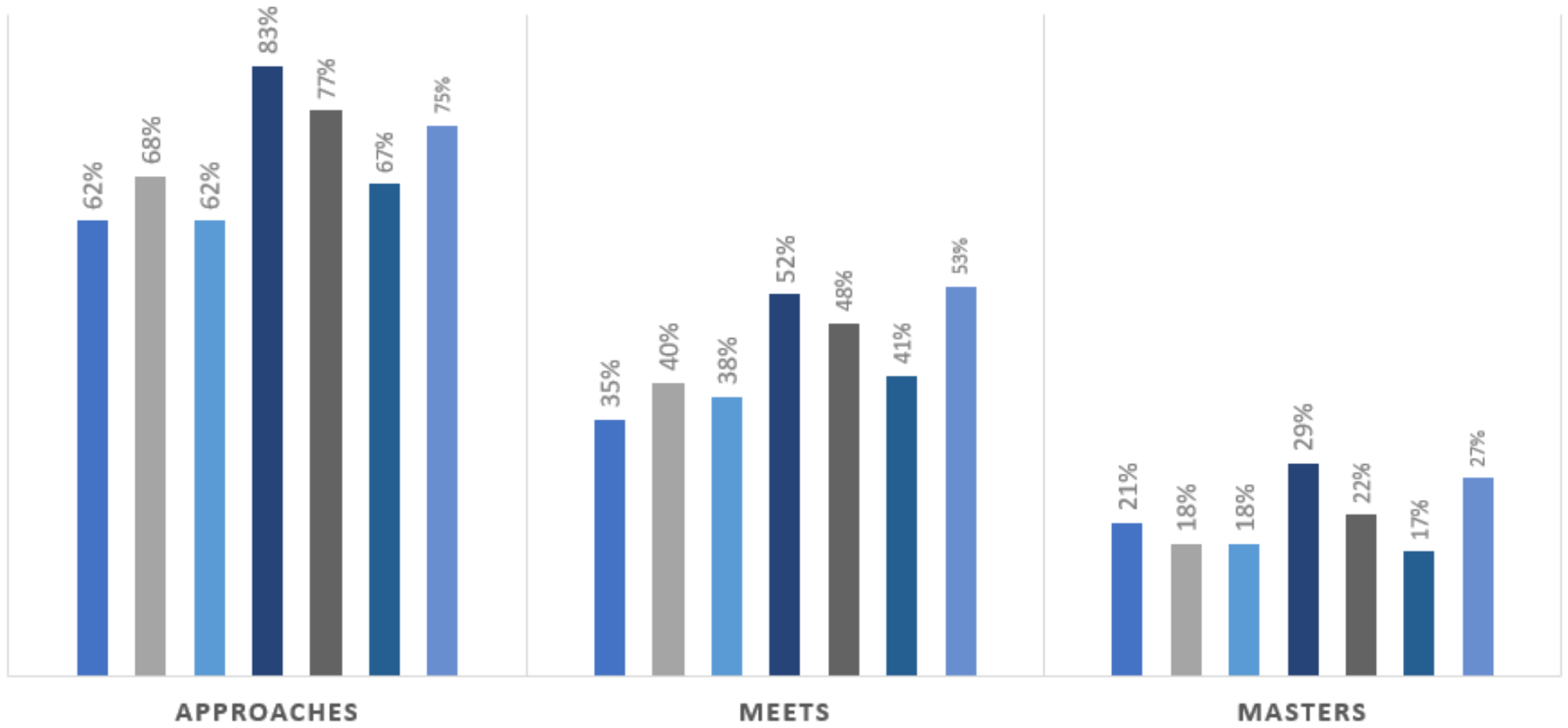
Overall 86 = B

6TH READING



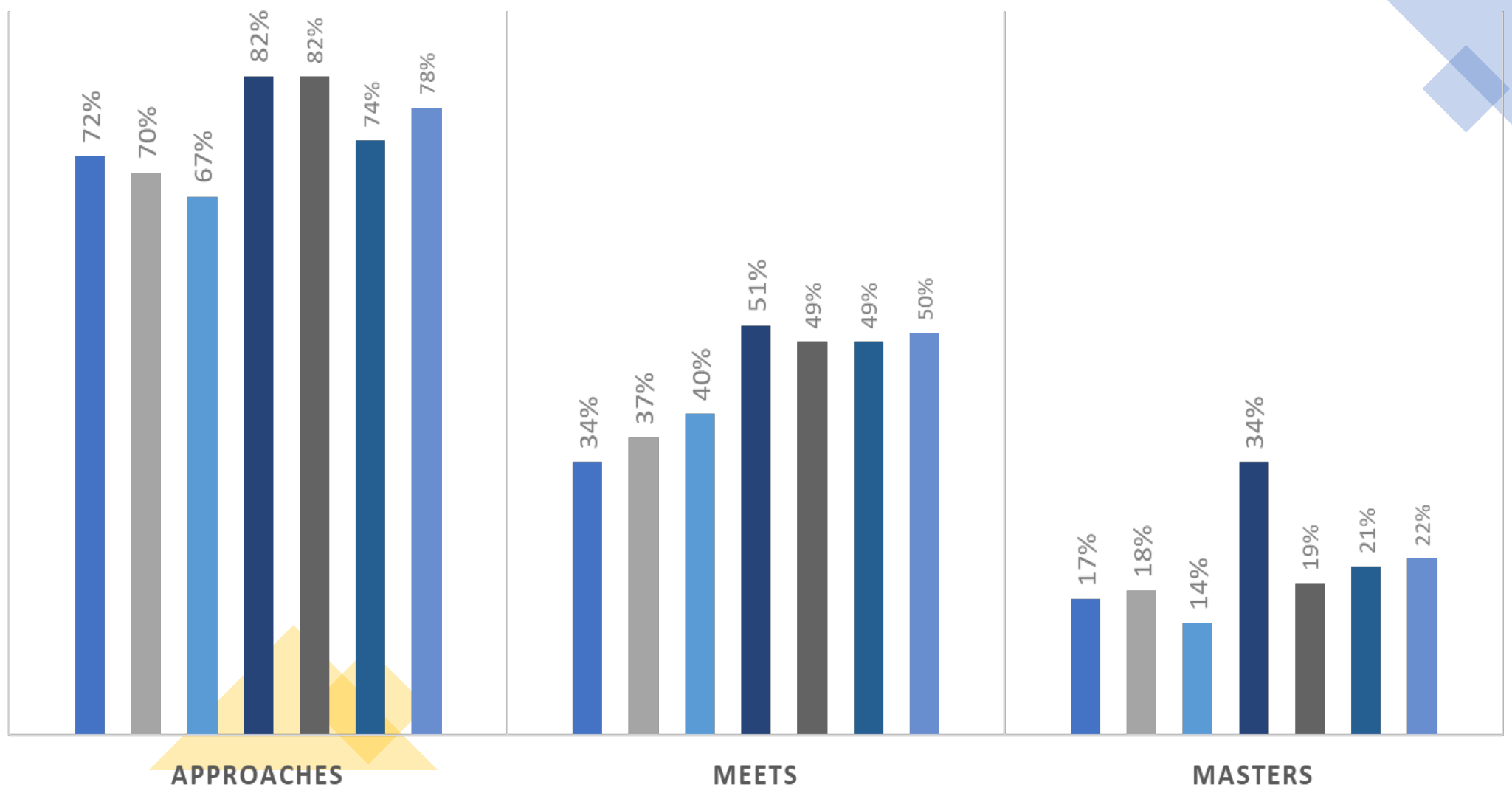
7TH READING

■ 2018 ■ 2019 ■ 2021 ■ 2022 ■ 2023 ■ 2024 ■ 2025



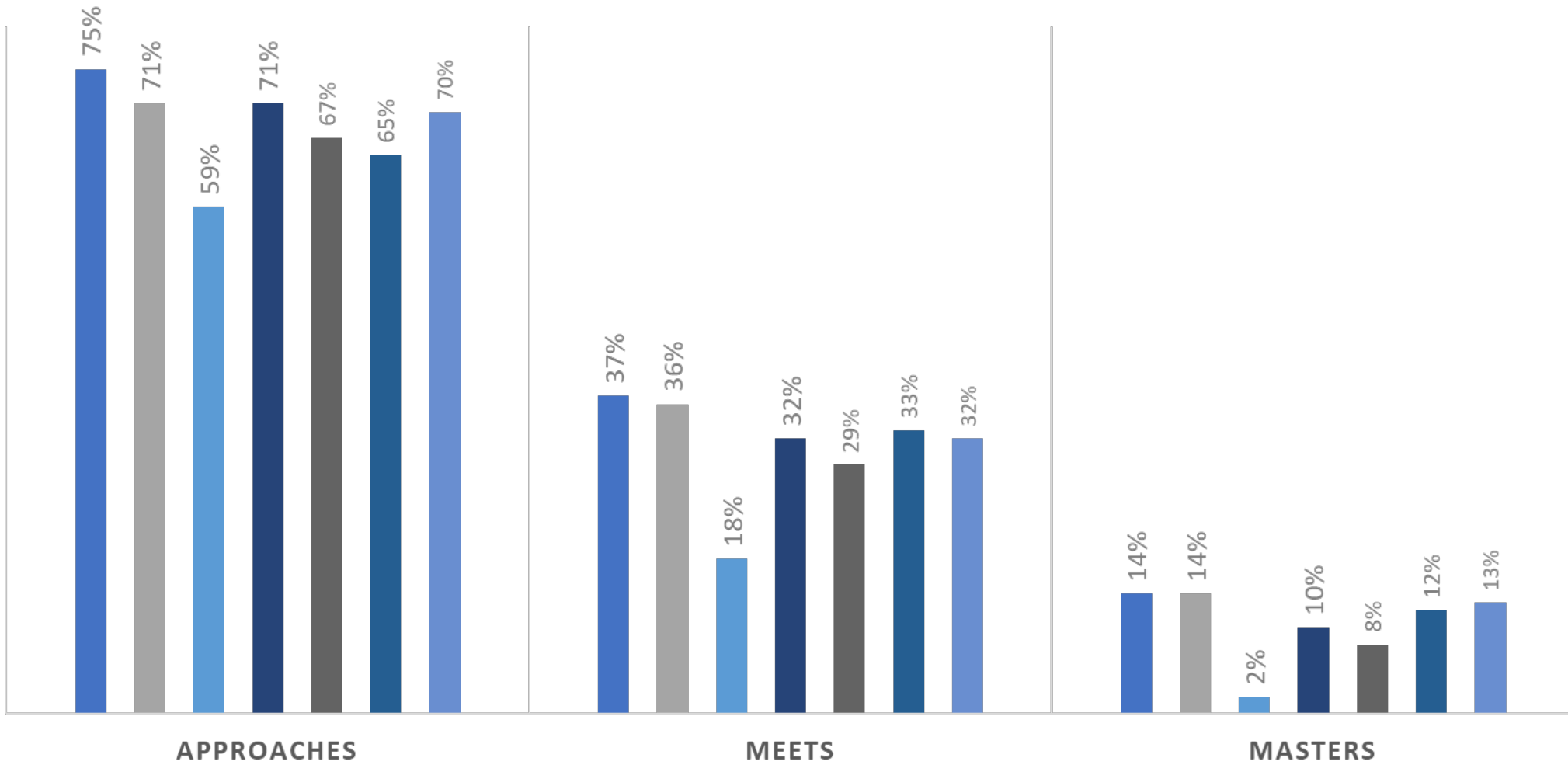
8TH READING

■ 2018 ■ 2019 ■ 2021 ■ 2022 ■ 2023 ■ 2024 ■ 2025



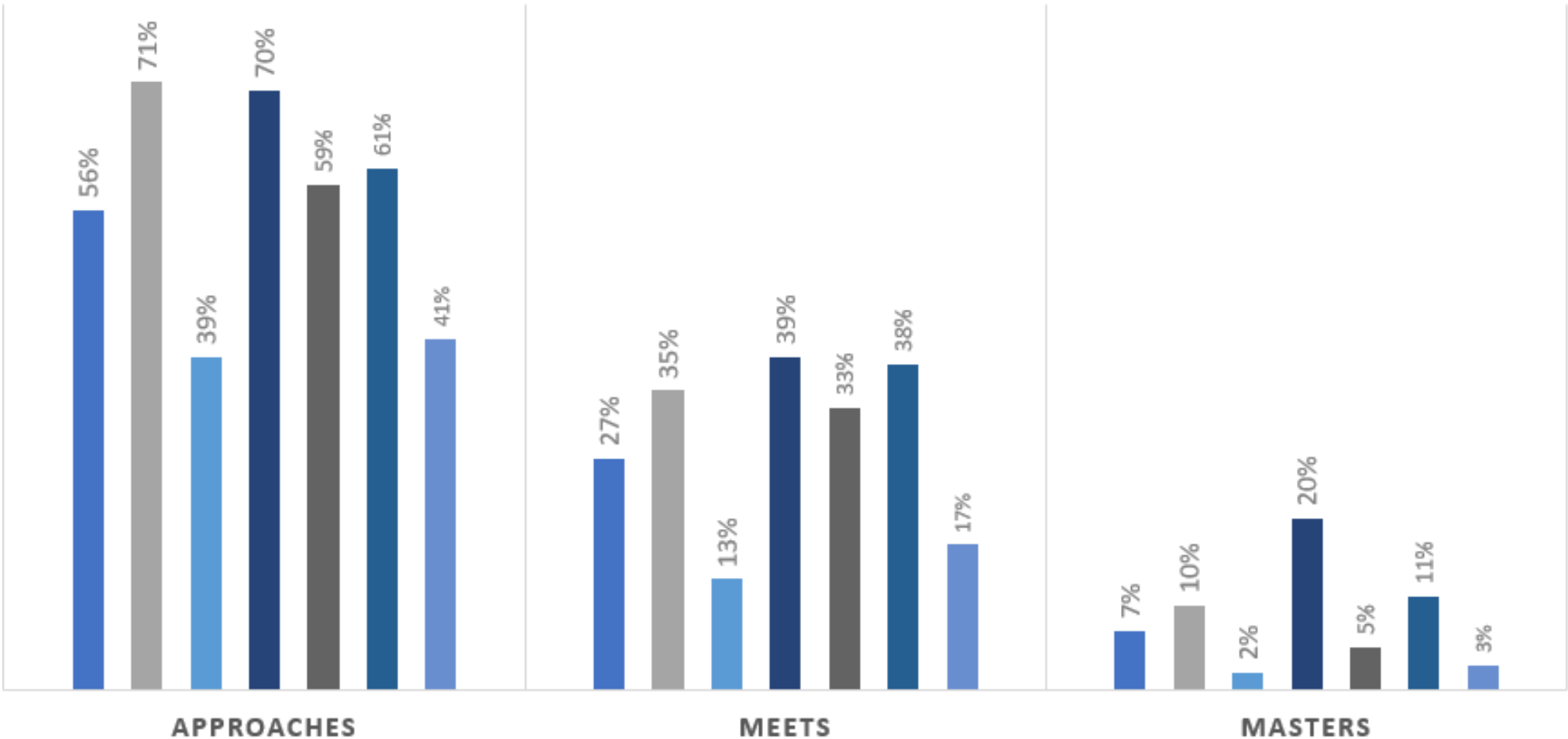
6TH MATH

■ 2018 ■ 2019 ■ 2021 ■ 2022 ■ 2023 ■ 2024 ■ 2025



7TH MATH

■ 2018 ■ 2019 ■ 2021 ■ 2022 ■ 2023 ■ 2024 ■ 2025



APPROACHES

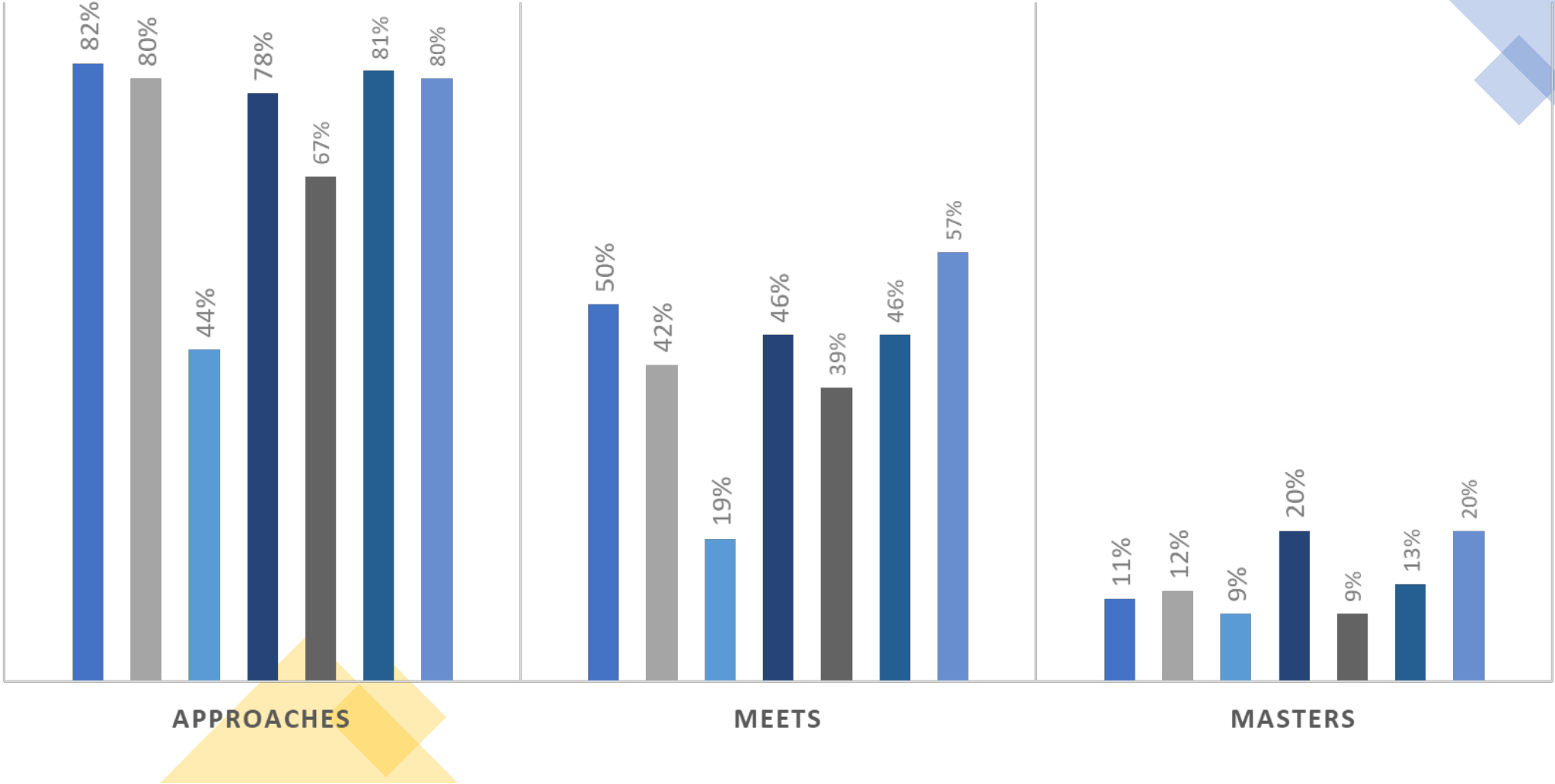
MEETS

MASTERS



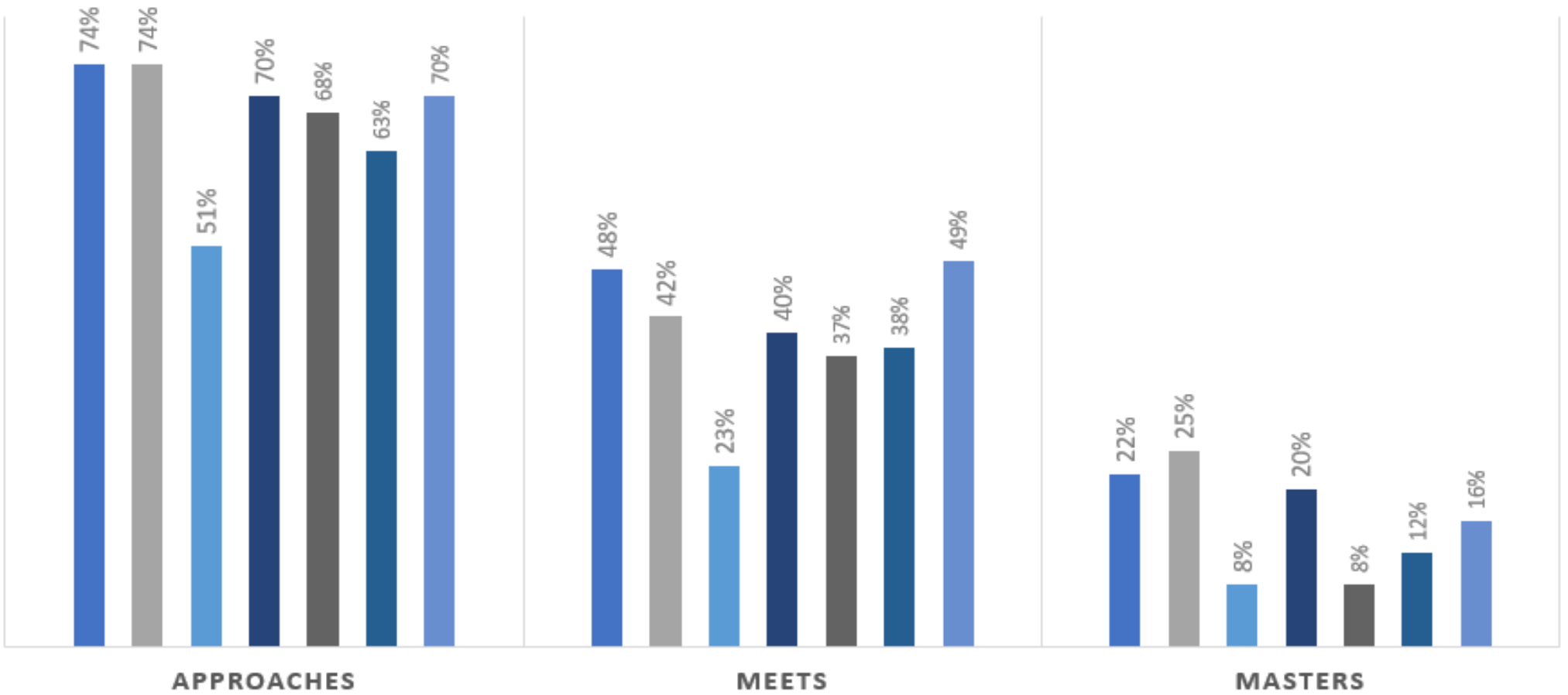
8TH MATH

2018 2019 2021 2022 2023 2024 2025



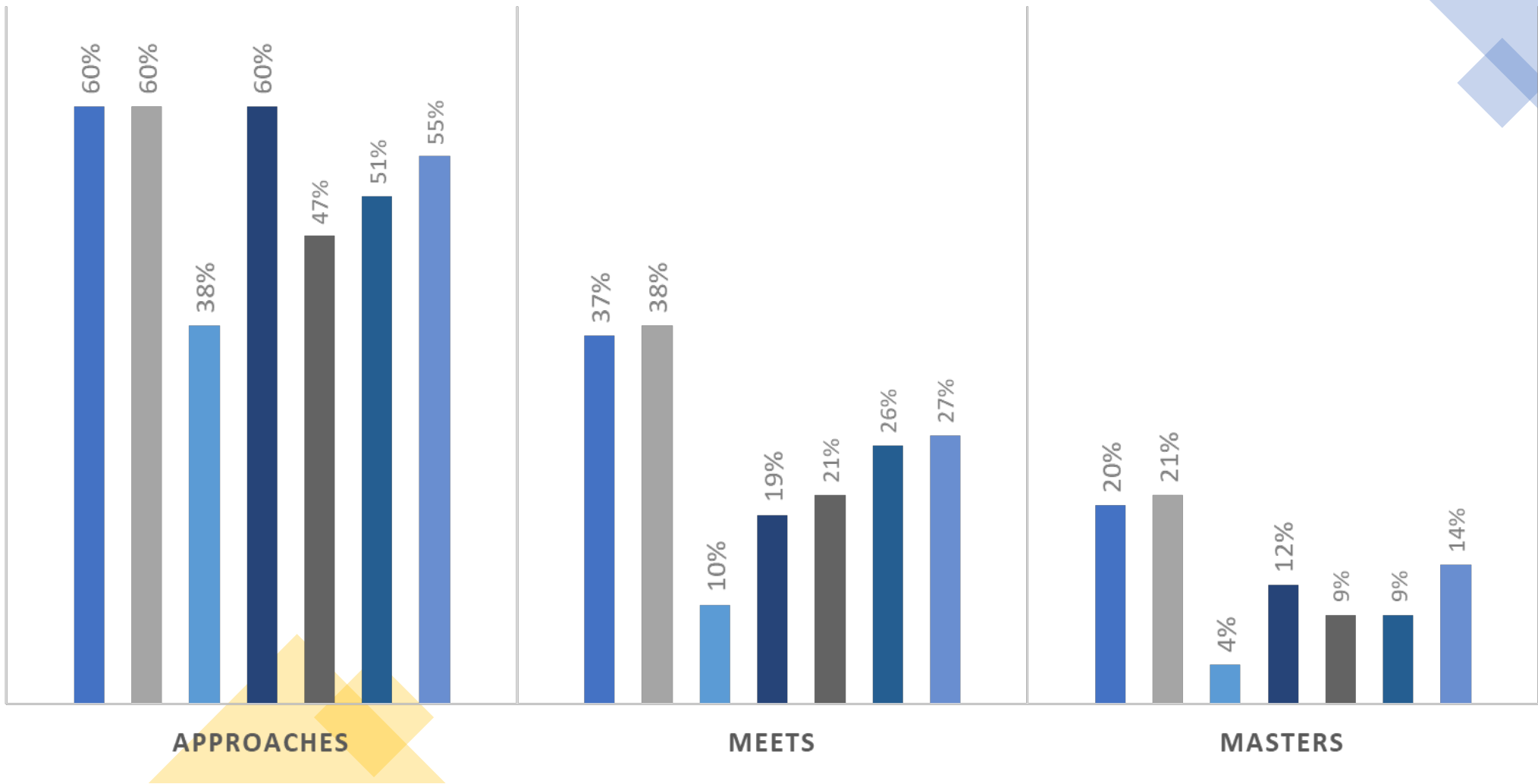
SCIENCE

■ 2018 ■ 2019 ■ 2021 ■ 2022 ■ 2023 ■ 2024 ■ 2025

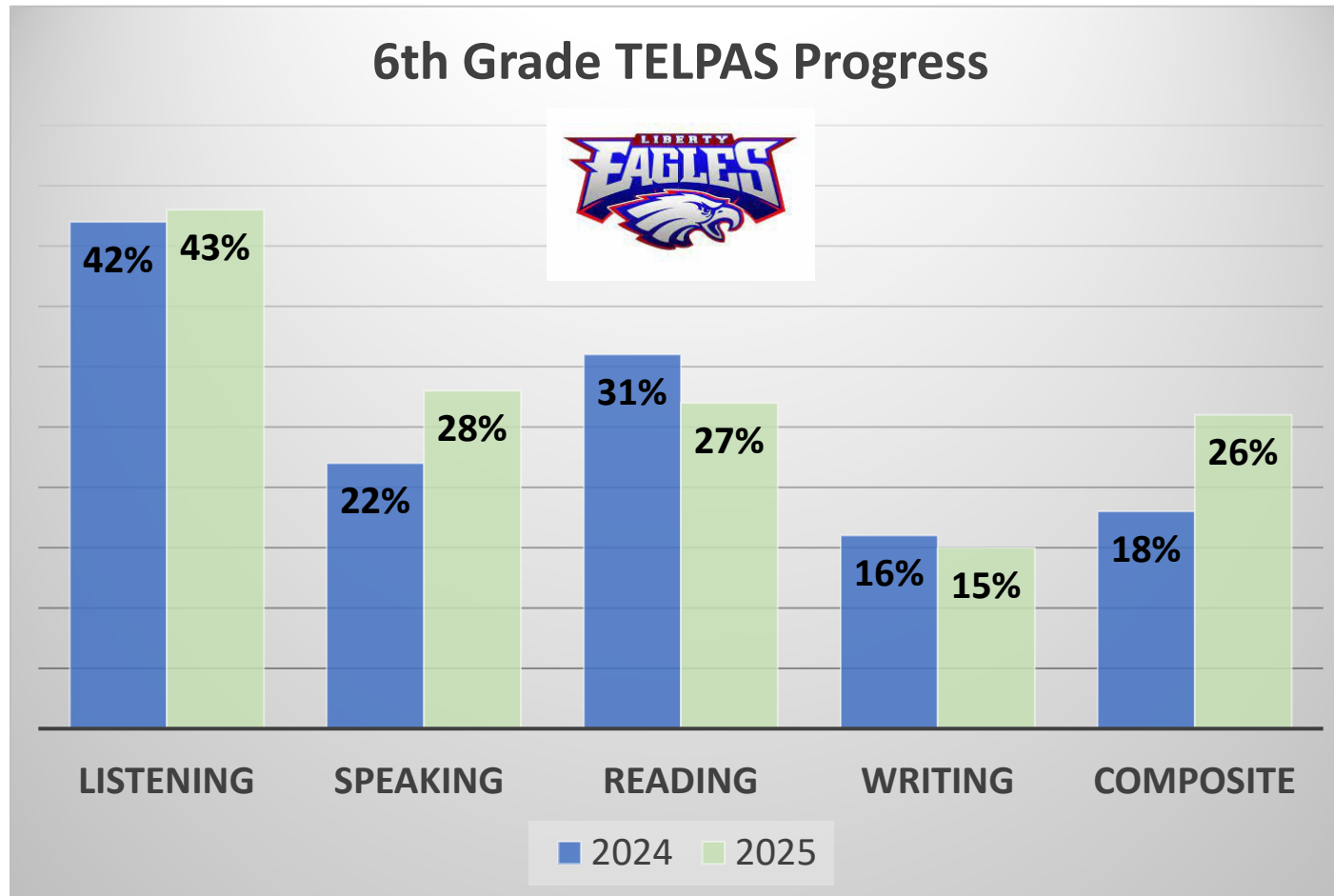


SOCIAL STUDIES

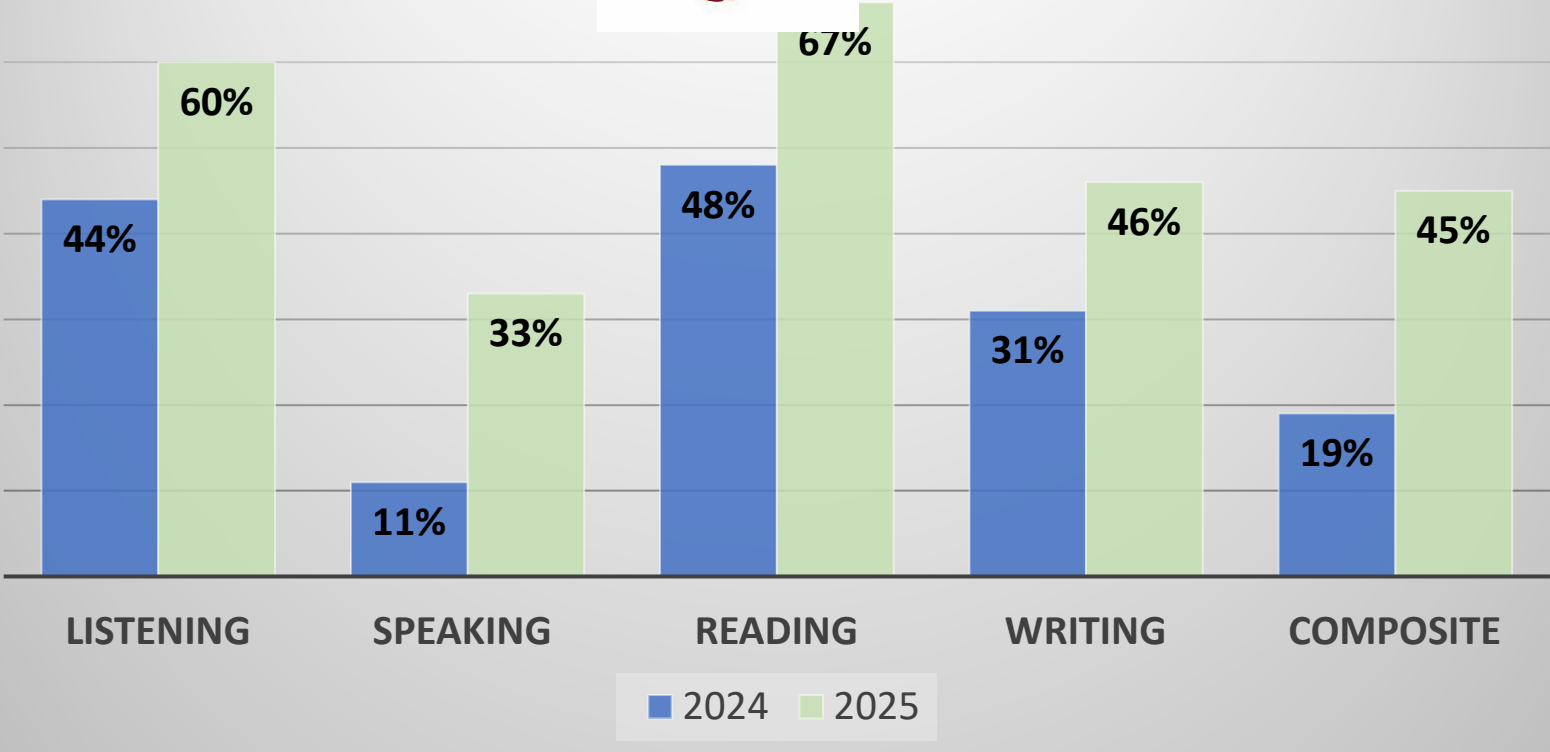
2018 2019 2021 2022 2023 2024 2025



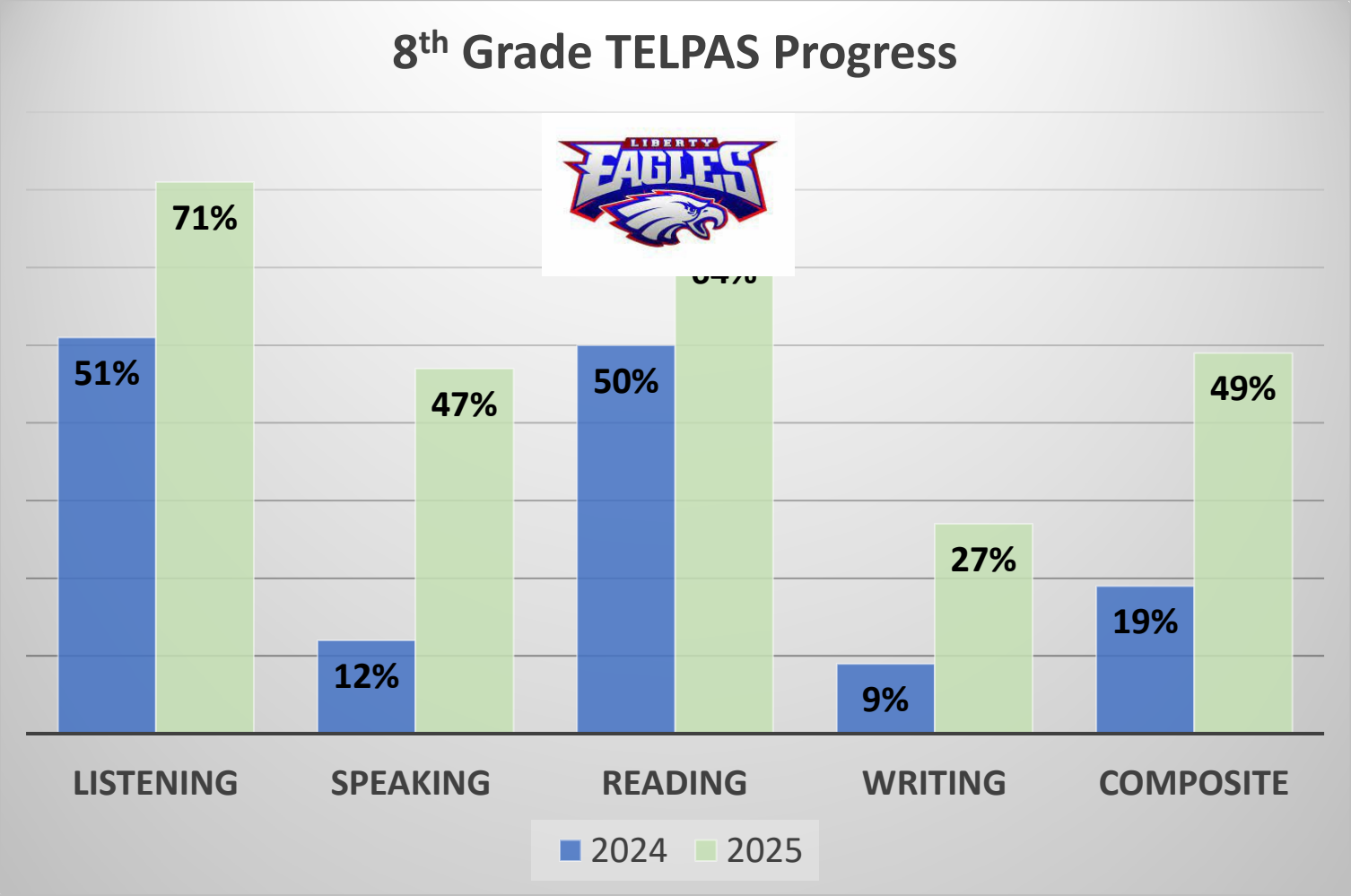
6th Grade TELPAS Progress



7th Grade TELPAS Progress



8th Grade TELPAS Progress



Goal Area 1: Student Achievement

Goal Area 1:		Student Achievement					
Annual Goal 1:		By June 2026, Liberty Middle School will improve to the following levels on STAAR Reading at least 80% at Approaches, 50% at Meets, 30% at Masters.					
Objective:1		By June 2026, all students will improve Reading performance in grades 6th, 7th, and 8th by implementing an effective systemic literacy plan across the content areas.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Campus CLCs will serve as a vehicle to implement a systemic literacy plan.	Classroom Teachers AVID Teacher Life Coach/Department Chairs Librarian Administrators	Library and Collection STAR Reading Program/Data MyON/Accelerated Reader Data: STAAR 2025 and TELPAS 2025 Benchmark Data – 2025 and 2026 AVID Strategies Literacy Committee Planning/Meeting Times PearDeck,Google Classroom	August 2025 through August 2026	Literacy Committee Documentation (Agendas/Attendance/Minutes) Literacy Plan CLC Agendas/Attendance Documentation Individualized Student Plans Walkthrough Documentation	Gains: Local Assessments Gains: STAAR Assessment Gains: AR Tests Gains: Class Performance Gains: STAR Reading Level	*Formative: Checks for Understanding Assignment Grades *Summative: Weekly Assessments CBAs Benchmarks STAAR AR Tests Lexiles	Title I - 4: High-Quality and Ongoing Professional Development a. Required: select professional development to meet the needs of teachers b. Best Practice: utilize professional learning communities to meet the needs and schedules of teachers. c. Best Practice: Rearrange the school day to provide a block of time for collaborative planning. Title I,II,II State Compensatory Fund, Bilingual Funds Local Funds
Action Steps							
Assemble a literacy committee for program implementation and development.							
Analyze the results of the 2025 Reading STAR diagnostic assessment, STAAR 2025, TELPAS 2025, and 2025 benchmark data to personalize the instructional needs of all students.							
Develop a plan to implement and monitor literacy (reading and writing) practices across all contents.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Targeted interventions will be implemented and monitored based on identified areas of concern.	Classroom Teachers AVID Teacher Life Coach/Department Chairs Administrators Tutors	Planning Time Summit K12 Galaxy/Lexia Istation Google Classroom AVID Strategies Time/Schedule for Tutorials (before, during, or after school) Technology: computers,	October 2025 through August 2026	Intervention Lists (appr/meets/masters) Attendance Lists for Tutorials Home Contact Logs Completion of Assignments/Lessons Reports (Education Galaxy, Lexia, Summit K12, Istation) Walkthrough Documentation	Gains: Local Assessments Gains: STAAR Assessment Gains: Class Performance	*Formative: Checks for Understanding Assignment Grades *Summative: Weekly Assessments CBAs Benchmarks STAAR Lexiles	Title I - 9: Effectively and Timely Assistance to Students Experiencing Difficulty a.Required: Analyze individual student data to identify needs and provide additional learning opportunities for all students who need it. b.and c. Best Practices: Provide individualized and small group learning sessions; incorporate computer-assisted instruction Title I,II
Action Steps							
Conduct campus review sessions through CLCs to identify and immediately address areas of concern.							
Use a blended learning approach for targeted interventions (Istation, Lexia, Education Galaxy, Summit K12, Progress Learning)							
Use small group instruction to provide additional support to students in need (by classroom teachers, SE teachers, retired ELA/R teachers, university students).							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Close reading activities will be implemented across all contents	Classroom Teachers AVID Teacher Life Coach/Department Chairs Administrators Tutors	PLORE Class Posters Newsela Subscription Newsela Passages by Content Questions (STAAR Format) Writing Prompts for Passages AVID Strategies PearDeck Google Classroom	October 2025 through August 2026	Lesson Plans Newsela Binders by Content Student Work/Annotations Walkthrough Documentation	Gains: Local Assessments Gains: STAAR Assessment Gains: Class Performance	*Formative: Checks for Understanding Assignment Grades Newsela Activity Grades *Summative: Weekly Assessments CBAs Benchmarks STAAR	Title I - 2: Reform Strategies a. Required: Review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically-based research. c. Best Practice: Identify scientifically-based research programs that increase the amount and quality of learning time. Title I,II,II State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
Align close reading passages from Newsela to content area timelines.							
Monitor the implementation of close reading.							
Implement PLORE reading strategies across the disciplines.							

Goal Area 1:		Student Achievement					
Annual Goal 2:		By June 2026, 50% of Liberty Middle School EB students will improve TELPAS Writing performance by 1 level or more.					
Objective: 1		By June 2026, all students will improve in WRITING at every performance level by implementing differentiated data-driven instruction to meet the needs of all students.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
A plan will be developed to implement and monitor best practices in writing.	Literacy Committee Members ELA/R Teachers AVID Teacher Language Support Teachers Life Coach/Department Chairs Content Administrator	DMAC Access/Reports TELPAS Data - 2025 STAAR Data – 2025 and 2025 Mini-Assessment Data Benchmark Data Google Classroom SIOP Lesson Plans Common Instruction Framework 60/30 Instructional Framework	October 2025 through June 2026	Literacy Plan CLC Agendas/Attendance Review Session Agendas/Findings Classroom Observations Walkthrough Documentation Use of AVID Strategies	Gains: Local Assessments Gains: STAAR Assessment Gains: Class Performance	*Formative: Checks for Understanding Assignment Grades Grades *Summative: Weekly Assessments CBAs Benchmarks STAAR	Title I - 8: Teacher Decision-Making Regarding Assessments a. Required: Include teachers in the decisions and planning regarding use of assessments. c. Best practice: Provide professional development on using data to make instructional decisions, improve curriculum, and design assignments.
Action Steps							
A literacy committee will be assembled to for program implementation and development.							
Teachers will analyze data from TELPAS 2025, STAAR 2025 to identify areas of concern; teachers will use mini-assessment and benchmark data (2025) to drive instructional practice in writing.							
The campus will conduct a review session bi-weekly and at the end of the Six Weeks to identify areas of concern in: written composition; revising; editing.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Writing exercises/activities will be implemented across the contents.	Classroom Teachers AVID Teacher Life Coach/Department Chairs Administrators	Lesson Plans Writing Prompts by Content AVID Strategies Designated Planning Time TELPAS Embedded Writing Common Instruction Framework 60/30 Instructional Framework	August 2025 through June 2026	Lesson Plans/Annotations Student Work Use of AVID Strategies Walkthrough Documentation	Gains: Local Assessments Gains: STAAR Assessment Gains: Class Performance	*Formative: Checks for Understanding Assignment Grades Newsela Activity Grades *Summative: Weekly Assessments CBAs Benchmarks STAAR	Title I - 2: Reform Strategies a. Required: Review program documentation to ensure that all instructional programs/instructional strategies are supported by scientifically-based research. c. Best Practice: Identify scientifically-based research programs that increase the amount and quality of learning time. Title I,II,II State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
Write-to-Learn exercises/activities will be incorporated into lessons across the contents.							
Teachers will produce evidence of writing in their respective classes.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Targeted interventions will be implemented and monitored based on identified areas of concern.	ELA/R Teachers AVID Teacher Life Coach/Department Chairs Language Support Teachers Tutors Content Administrator	Planning Time Summit K12/ Istation Education Galaxy Lexia AVID Strategies Google Classroom Time/Schedule for Tutorials (before, during, or after school; Saturdays) Technology: computers, document readers, slates, etc.	October 2025 through June 2026	Intervention Lists (appr/meets/masters) Attendance Lists for Tutorials Home Contact Logs Completion of Assignments/Lessons Reports (Education Galaxy, Lexia, Summit K12, Istation) Use of AVID Strategies Walkthrough Documentation	Gains: Local Assessments Gains: STAAR Assessment Gains: Class Performance	*Formative: Checks for Understanding Assignment Grades *Summative: Weekly Assessments CBAs Benchmarks STAAR	Title I - 9: Effectively and Timely Assistance to Students Experiencing Difficulty a. Required: Analyze individual student data to identify needs and provide additional learning opportunities for all students who need it. b. and c. Best Practices: Provide individualized and small group learning sessions; incorporate computer-assisted instruction Title I,II,II State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
Teachers will analyze classroom and assessment data to identify areas of concern.							
Teachers will provide small group instruction to students within and beyond the class period							
Tutors (retired ELA/R teachers and university students) will provide additional support to students within and beyond the class period.							

Goal Area 1: Student Achievement
 Annual Goal 3: By June 2026 Liberty Middle School students will improve to the following levels on the STAAR in MATHEMATICS: at least 80% at the Approaches level; 50% at the Meets level; and 25% at the Masters level.
 Objective:1 Students will improve student achievement to the given levels in mathematics through data-driven practices: planning, instruction, and interventions.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Lesson planning and delivery of instruction will be thorough and thoughtful.	Grade Level Math Teachers Grade Level SE Teachers Life Coach/Department Chair Content Administrator	TEKS Resources Lead4Ward Resources District Curriculum IB Unit Planners Designated Planning Time Google Classroom 60/30 Model Small Group Instruction Common Instructional Framework	August 2025 through June 2026	Lesson Plans with Annotations Participation/Observation of Planning Time TCLC Agendas Walkthrough Documentation	Gains: Local Assessments Gains: STAAR Assessment	*Formative: Checks for Understanding *Summative: Weekly Assessments CBAs Benchmarks STAAR/EOC	Title I - 4: High-Quality and Ongoing Professional Development a. Required: select professional development to meet the needs of teachers b. Best Practice: utilize professional learning communities to meet the needs and schedules of teachers. c. Best Practice: Rearrange the school day to provide a block of time for collaboration.

Teachers will use the planning time allotted to collaborate and determine best practices to use in lesson delivery
 Teachers will consult resources that match the rigor of the state assessment to the rigor used in lesson assignments, activities, and projects.
 Teacher will select assignments, activities, projects for implementation that reflect the given rigor match.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Consistent monitoring of performance and progress will be observed by teachers and students.	Grade Level Math Teachers Grade Level Sp. Ed. Teachers Students Department Chair/Leadership Content Administrator	LMS Monitoring Tool Student Portfolios/Graphs DMAC Access/Reports STAAR Data Local Assessment Data Time for St. Conferences Google Classroom 60/30 Model Small Group Instruction	October 2025 through June 2026	Completed and Current Monitoring Forms Completed and Current Student Graphs Teacher/Student Conferences Walkthrough Documentation	Gains: Local Assessments Gains: STAAR Assessment Student Ownership/Goals	*Formative: Checks for Understanding Student Goal Setting *Summative: Weekly Assessments CBAs Benchmarks STAAR/EOC	Title I - 8: Teacher Decision-Making Regarding Assessments a. Required: Include teachers in the decisions and planning regarding use of assessments. Title I,II,III State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							

A consistent monitoring tool will be used and kept current by teachers and students to document performance and progress.
 Data analysis will be conducted at given intervals, including , but not limited to CBA and Benchmarks, to identify areas of concern and to develop targeted interventions accordingly.

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Targeted interventions will be implemented and monitored based on identified areas of concern synchronously and asynchronously virtually and or face to face.	Grade Level Math Teachers Grade Level Sp. Ed. Teachers Students Department Chair/Leadership Administration Tutors 6 th Grade Intervention Teacher	Planning Time Google Classroom/Meet Google Slides/Forms Imagine Math/Education Galaxy/ Progress Learning Time/Schedule for Tutorials (before, during, or after school; Saturdays)Technology: computers, document readers, slates, etc. Newline Board	October 2025 Through June 2026	Intervention Lists (appr/meets/masters) Attendance Lists for Tutorial/ Thriving Thursday Home Contact Logs Completion of Assignments/Lessons Imagine Math/Education Galaxy/ Progress Learning Reports Walkthrough Documentation	Gains: Local Assessments Gains: STAAR Assessment Gains: Class Performance	*Formative: Checks for Understanding Assignment Grades *Summative: Weekly Assessments STAAR/EOC Benchmarks	Title I - 9: Effectively and Timely Assistance to Students Experiencing Difficulty a.Required: Analyze individual student data to identify needs and provide additional learning opportunities for all students who need it. b.and c. Best Practices: Provide individualized and small group learning sessions; incorporate computer-assisted instruction Title I,II,III State Compensatory Fund
Action Steps							

Teachers will provide virtual opportunities for intervention, including, but not limited to Google Classroom/Slides/Meet and Imagine Math/ Education Galaxy
 Teachers and tutors (retired teachers and/or university students) will provide small group instruction to students within and beyond the class period.

Goal Area 2: Closing the Gaps

Goal Area 2:		Closing the Gap					
Annual Goal 1:		By June 2026,75% of our identified student groups in the Academic Achievement component in the Closing the Gaps, will meet the STAAR performance targets in Reading and Math.					
Objective 1:		All identified student groups in the Academic Achievement component will be monitored to ensure that at least 80% of the indicators are met in Reading and Math by June 2026.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Collect and assess (all subgroup) student data to monitor the progress of weekly assessments by using "meets" level stanadard in reading and math. (Reg Ed, RTI,504,SPED,GT Migrants, EB's, EP)	Principal Dean of Instruction Asst. Principals Life Coach Department Head GL Chairs Teachers Counselor	Progress Monitoirng Tool STAAR Release Data IStation Reading Imagine Math/ Education Galaxy / Progress Learning Lexia District Curriculum 60/30 Instructional Framework STAR	August 2025 - August 2026	Progress Monitoring Data Weekly Assessments TTESS Walkthroughs Student Work Sample	-Closing the achivement Gaps -Increase in academic Performance in Benchmarks and STAAR, TELPAS	Weekly Assessments BM1 & 2 STAAR TELPAS ReadingLexile measures	*Comprehensive Needs Assessment (A,B,C) *Reform stratagies (A,B,C) *Teacher Decison-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
1. Meet with Grade Level once a week to discuss progress monitoring.							
2. Use ongoing district created formative assessments to track data.							
3. Use data to drive instructional decsions and provide interventions related to students needs. Provide opportunities for small group instruction.							
4. Provide diifferentiated instruction, accommodations, and intervention plans based on students IEPs.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement action plans to ensure (all subgroup) students meet Reading and Math "Meets" Standards on district local assessments	Principal Dean of Instruction Asst. Principals Life Coach Department GL Chairs Teachers Counselor	Progress Monitoirng Tool STAAR Release Data IStation Reading Imagine Math Education Galaxy/ Progress Learning Lexia STAR District Curriculum 60/30 Instructional Framework	August 2025 - August 2026	Classroom Tracking Chart Progress Monitoring Data Weekly Assessments Professional Development Attendance for Accountability Updates TTESS Walkthroughs Student Work Sample Lesson Plans	Closing the achivement Gaps -Increase in academic Performance in Benchmarks and STAAR, TELPAS - Domain I & II	Weekly Assessments BM1 & 2 STAAR TELPAS	*Comprehensive Needs Assessment (A,B,C) *Reform stratagies (A,B,C) *Teacher Decison-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual
Action Steps							
1. Create an intervention plan that targets specific groups for skill and performance level targets.							
2. Track student progress,by identifying current levels in STAAR assessments and set goals to show progress/growth.							
3. Teachers hold conferences with student to identify, set goals and track progress virtually and or face to face.							
4. Teacher will attend Professional Development related to updates on Accountability							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Monitor and evaluate the implementaiton of action plans to ensure that (all subgroups)students are progressing to meets standards in both reading and math.	Principal Dean of Instruction Asst. Principals Life Coach Department GL Chairs Teachers Counselor	Progress Monitoirng Tool STAAR Release Data IStation Reading Imagine Math/ Education Galaxy/ Progress Learning Lexia STAR District Curriculum	August 2025 - August 2026	Classroom Tracking Chart Progress Monitoring Data Weekly Assessment TTESS Walkthroughs Student Work Sample Lesson Plans	-Closing the achivement Gaps -Increase in academic Performance in Benchmarks and STAAR, TELPAS	Progress Monitoring Tool, Action Plan, Weekly Assessments BM1 & 2 STAAR TELPAS	*Comprehensive Needs Assessment (A,B,C) *Reform stratagies (A,B,C) *Teacher Decison-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual Funds Local Funds
Acron Steps							
1. Meet with Life Coach and leadership team to evaluate the use of resources for specific target groups.							
2. Review lesson plans,discuss instructions and stratagies to target specific students needs.							
3. Provide teachers with quality intentional planning during their confrence periods and TCLC's.							

Goal Area 2:		Closing the Gap					
Annual Goal 1:		By June 2026,75% of our identified student groups in the Academic Achievement component in the Closing the Gaps, will meet the STAAR performance targets in Reading and Math.					
Objective 2:		All student groups will increase in the Growth component by at least 10 percentage points in Reading and Math performance level. In Reading from 31% to 41% and from 42% to 52% in Math.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Identify all students in STAAR 2025 assessment who can potentially meet expected growth.	Principal Dean of Instruction Asst. Principals Life Coach Department GL Chairs Teachers Counselor	Progress Monitoring Tool STAAR Release Data IStation Reading Imagine Math Education Galaxy/ Progress Learning Lexia STAR District Curriculum	August 2025 - August 2025	STAAR Data 2026 Progress Monitoring Data Weekly Assessments TTESS Walkthroughs Student Work Samples Professional Development Attendance for Accountability Updates	-Closing the achievement Gaps -Increase in academic Performance in Benchmarks and STAAR, TELPAS - Domain I & II	Weekly Assessments Benchmarks 1 & 2 STAAR	*Comprehensive Needs Assessment (A,B,C) *Reform strategies (A,B,C) *Teacher Decision-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual
Action Steps							
1. Schedule opportunities for blended learning (IStation, Imagine Math, AR, Lexia, Education Galaxy)							
2. Students will monitor/track their progress towards Meets or exceeds expected growth.							
3. Campus will employ intentional flexible scheduling.							
4. Teachers will attend Professional Development on Accountability Updates							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Create and develop a plan to ensure all teachers are delivering high-quality, best practice close reading activities during their instructional time.	Principal Dean of Instruction Asst. Principals Life Coach Department GL Chairs Teachers Counselor	Progress Monitoring Tool STAAR Release Data IStation Reading Imagine Math Lexia District Curriculum	August 2025 - August 2025	STAAR Data 2026 Progress Monitoring Data Weekly Assessments TTESS Walkthroughs Student Work Samples	-Student Growth - Closing the achievement Gaps -Increase in academic Performance in Benchmarks and STAAR, TELPAS - Domain I & II	Weekly Assessments Benchmarks 1 & 2 STAAR	*Comprehensive Needs Assessment (A,B,C) *Reform strategies (A,B,C) *Teacher Decision-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual
Action Steps							
1. Scheduled advance courses to provide more rigorous curriculum and instruction.							
2. Provide "close reading" professional development to engage the rigor of instruction at the meets and masters level.							
3. Implement and monitor instruction through walkthroughs and effective feedback.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide STAAR intervention block to teachers for Monitoring and evaluating student progress as well as reflecting on instructional time to ensure high quality best practices are being delivered to the assigned "meets" and "masters" level groups of students.	Principal Dean of Instruction Asst. Principals Life Coach Department GL Chairs Teachers Counselor	Progress Monitoring Tool STAAR Release Data IStation Reading Imagine Math/ Progress Learning Lexia District Curriculum Lesson Plans Scheduling 60/30 Instructional Framework	August 2025 - August 2026	STAAR Data 2026 Progress Monitoring Data Weekly Assessments TTESS Walkthroughs Student Work Samples 60/30 Instructional Framework	-Student Growth - Closing the achievement Gaps -Increase in academic Performance in Benchmarks and STAAR, TELPAS - Domain I & II	Weekly Assessments Benchmarks 1 & 2 STAAR	*Comprehensive Needs Assessment (A,B,C) *Reform strategies (A,B,C) *Teacher Decision-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual
Action Steps							
1. Implement STAAR aligned resources for whole group instructions for targeted intervention groups and tutoring.							
2. Develop an action plan and the identification of who, when and what skill is being targeted.							
3. Implement Close reading, informal/ formal assessments, STAAR released question stems, and open ended questions to track student progress.							

Goal Area 2:	Closing the Gap						
Annual Goal 2:	By June 2026, 75% of our identified student groups in the Academic Growth status component in the Closing the Gaps domain will meet the expected growth targets in reading and math.						
Objective 2:	All student groups will meet or exceed growth expectations by at least 5% increase of academic growth in the area of Reading and Math by June 2026: from 61% to at least 66% in Reading and from 60% to at least 65% in Math.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Target Emergent Bilingual student group to demonstrate at least 5% increase in academic growth in the areas of Reading and Math.	Principal Dean of Instruction Asst. Principals Life Coach Department GL Chairs Teachers Counselor	ELPS Strategies Progress Monitoring Tool STAAR Release Data IStation Reading Imagine Math Education Galaxy / Progress Learning Lexia 60/30 Instructional Framework District Curriculum	August 2025 - August 2026	STAAR Data 2026 Progress Monitoring Data Weekly Assessments TTESS Walkthroughs Student Work Sample	-Closing the achievement Gaps -Increase in academic Performance in Benchmarks and STAAR, TELPAS - Domain I & II	Weekly Assessments Benchmarks 1 & 2 STAAR	*Comprehensive Needs Assessment (A,B,C) *Reform strategies (A,B,C) *Teacher Decision-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
1. ELs will be monitored bi-weekly through the progress monitoring tool.							
2. Teachers will be provided with quality training on how ELP Strategies are embedded in weekly lesson plans to enhance the overall instructional program for ELs							
3. Teachers will be trained and guided on the implementation of EL supplemental aids on provisions of routinely testing accommodations to personalize the need of every EL student in their classroom.							
4. Teachers will use BIC/CALP vocabulary strategies across all contents.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Target and monitor our SPED student groups to demonstrate a 5% increase of academic growth in the area of Reading and Math.	Principal Dean of Instruction Asst. Principals Life Coach Department GL Chairs Teachers Counselor	Progress Monitoring Tool STAAR Release Data IStation Reading Imagine Math Education Galaxy/ Progress Learning Lexia 60/30 Instructional Framework District Curriculum	August 2025 - August 2026	STAAR Data 2026 Progress Monitoring Data Weekly Assessments TTESS Walkthroughs Student Work Sample	-Student Growth - Closing the achievement Gaps -Increase in academic Performance in Benchmarks and STAAR, TELPAS - Domain I & II	Weekly Assessments Benchmarks 1 & 2 STAAR	*Comprehensive Needs Assessment (A,B,C) *Reform strategies (A,B,C) *Teacher Decision-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual
Action Steps							
1. Use progress monitoring tool and track student growth.							
2. Provide Lexia reading intervention for struggling readers.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Target and monitor our ECD student groups which will demonstrate a 10% increase in academic growth in the areas of Reading and Math.	Principal Dean of Instruction Asst. Principals Life Coach Department GL Chairs Teachers Counselor	Progress Monitoring Tool STAAR Release Data IStation Reading Imagine Math Education Galaxy/ Progress Learning Lexia District Curriculum Lesson Plans 60/30 Instructional Framework	August 2025 - August 2026	Lesson Plans Progress Monitoring Data Weekly Assessments TTESS Walkthroughs Student Work Sample District Curriculum	-Student Growth - Closing the achievement Gaps -Increase in academic Performance in Benchmarks and STAAR, TELPAS - Domain I & II	Weekly Assessments Benchmarks 1 & 2 STAAR	*Comprehensive Needs Assessment (A,B,C) *Reform strategies (A,B,C) *Teacher Decision-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual
Action Steps							
1. Use progress monitoring tool and track student growth.							
2. Tailor interventions to each student's needs.							
3. Communicate and reach out to parents for support and provide student with needed resources to succeed.							

Goal Area 2:	Closing the Gap						
Annual Goal 3:	By June 2026, 55% of Emergent Bilingual students will advance by at least one proficiency level of the composite rating from June 2025 to June 2026 in the TELPAS state assessment.						
Objective 1:	In grades 6th-8th grade student will at least one proficiency level or maintain Adv High in the areas of Listening by at least 75%, in Speaking by at least 40% and in Reading by at least 60%.						
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Develop, implement, and monitor a plan so all identified EB students can practice TELPAS Listening activities in their classroom	Principal Dean of Instruction Asst. Principals Life Coach Department GL Chairs Teachers Spanish Teachers	Summit K-12 TELPAS Data IStation Reading Imagine Math Education Galaxy/ Progress Learning Test Practice Items District Curriculum Scheduled Lab Time	August 2025 - August 2026	TELPAS Data 2026 Weekly Assessment TTESS Walkthroughs Student Work Sample/ Sets	Closing the achievement Gaps Summit K-12 TELPAS Pracitce Sets Domian III Walkthroughs Classroom Student engagement/participation	Practice Sets Data Summit K-12 Reports Classroom Listening Activites CIF Protocols	*Comprehensive Needs Assessment (A,B,C) *Reform strategies (A,B,C) *Teacher Decison-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual
Action Steps							
1. Provide professional development for all teachers on effective TELPAS listening activities that can be implemented across all subjects							
2. Provide students with lab time to practice Listening activites using Summit K-12 program twice a week during spanish classes.							
3. Incorporate CIF protocols, such as cold calling, to give students the opportunity to discuss in class.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Develop, implement, and monitor a plan so all identified EB students can practice TELPAS Speaking activities throughout their classroom.	Principal Dean of Instruction Asst. Principals Life Coach Department GL Chairs Teachers Spanish Teachers	Summit K-12 TELPAS Data IStation Reading Imagine Math Education Galaxy / Progress Learning Test Practice Items District Curriculum Scheduled Lab Time	August 2025 - August 2026	TELPAS Data 2026 and 2025 Weekly Assessment TTESS Walkthroughs Student Work Sample/ Sets	Closing the achievement Gaps Summit K-12 TELPAS Pracitce Sets Domian III Walkthroughs Classroom Student engagement/participation	Practice Sets Data K- 12 Summit Reports Classroom Speaking Activites CIF Protocols	*Comprehensive Needs Assessment (A,B,C) *Reform strategies (A,B,C) *Teacher Decision-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual
Action Steps							
1. Provide professional development for all teachers on effective TELPAS Speaking activities that can be implemented across all subjects							
2. Provide students with lab time to practice Speaking activities using Summit K-12 program twice a week during spanish classes.							
3. Incorporate CIF protocols, such as Think, Pair, Share to give students opportunities to speak in class discussions.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Develop, implement, and monitor a plan so all identified EB students can practice TELPAS Reading activities throughout their classroom.	Principal Dean of Instruction Asst. Principals Life Coach Department GL Chairs Teachers Spanish Teachers	Summit K-12 TELPAS Data IStation Reading Imagine Math Education Galaxy/ Progress Learning Test Practice Items District Curriculum Scheduled Lab Time	August 2025 - August 2026	TELPAS Data 2026 Weekly Assessment TTESS Walkthroughs Student Work Sample/ Sets	Closing the achievement Gaps Summit K-12 TELPAS Pracitce Sets Domian III Walkthroughs Classroom Student engagement/participation	Practice Sets Data K- 12 Summit Reports Classroom Reading Activites Close Reading Strategy CIF Protocols	*Comprehensive Needs Assessment (A,B,C) *Reform strategies (A,B,C) *Teacher Decison-Making Regarding Assessments (A,B,C) *Effective and Timely Assistance to Students Experiencing Difficulty (A,B,C) *Coordination and Intergration of Federal, State, and Local Services, Programs, and Funds (A) Title I,II,II State Compensatory Fund State Bilingual
Acirion Steps							
1. Close reading strategies routinely used across the contents.							
2. Provide student tutors for individualized reading interventions.							
3. Train teachers on TELPAS Reading rubric							
4. Provide students with lab time to practice Reading activities using Summit K-12 program twice a week during spanish classes.							

**Goal Area 3: Improve Safety, Public Support, Culture
& Climate**

Goal Area 3:		Improve Safety, Public Support, Culture and Climate					
Annual Goal 1:		To meet our annual goal of 95% attendance rate by June 2026					
Objective 1:		To monitor daily student attendance to ensure students are in school actively learning daily					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Increase student attendance.	Grade level Administrator School Community Liaison Teachers Attendance Clerk Counselors Nurse Security Guard	Attendance Rosters Grade level incentive (snacks/prizes). Trophies Banners Attendance and Tardy Logs Sign in and Sign out Forms District Portal for Attendance Recovery	August 2025 - August 2026	Attendance Reports PowerPoints Shared by District Student Profiles Completed Logs Teacher Logs Attendance Recovery Program (ARP)	Increase of student attendance Culture and Climate Survey Increase in Student Achievement	Weekly district attendance District six weeks attendance Attendance Recovery Participation (ARP) Certificates Sign-in/out sheets Yearly Attendance Rate of 97.5%	Reform Strategies 2A 2C Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10 A 10 C Title I,II,III State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
Make daily parent contact for students who are absent.							
Disseminate policy awareness presentation/ information handouts to parents.							
Require and enforce student sign-in at: front office, ccounselors, nurse							
Require students to turn in written excuses for being absent to the attendance office/School Attendance Specialist.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Enforce district/state attendance policies.	Grade Level Administrator School Community Liaison Teachers Attendance Clerk Counselors Nurse Security Guard	Non-Attendance Referral forms Warning letters. Telephone contact. Meeting date Hearing dates. Warning dates. Attendance and Tardy Logs Sign in and Sign out Forms District Portal for Attendance	August 2025 - August 2026	Attendance Reports at the Campus Weekly District Attendance PowerPoints Shared by District Student Profiles Completed Logs Teacher Logs Attendance Recovery Attendance	Increase of student attendance Culture and Climate Survey Increase in Student Achievement	Non-attendance referral forms Attendance logs Warning letter copies Parent conference dates on file Hearing dates on file Attendance Action Plan	Reform Strategies 2A 2C Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10A 10C
Action Steps							
Provide attendance clerk with rosters of planned activities.							
Encourage teachers to submit non-attendance referral forms after three unexcused absences							
Issue warning letters to parent/guardian. Give verbal reprimands.							
Make contact with students and parents after three unexcused absences.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School- wide Component
Enforce an Attendance Action Plan	Grade level Administrator School Community Liaison Teachers Attendance Clerk Counselors Nurse Security Guard	District/TEA attendance rate. Attendance and Tardy Logs Sign in and Sign out Forms District Portal for Attendance Recovery	August 2025 - August 2026	Attendance Reports at the Campus Attendance Rate comparison with State PowerPoints Shared by District Student Profiles Attendance Recovery Application	Committee Input Culture and Climate Survey Increase in Student Achievement/Attendance	Campus Meeting Sign In Measured Goals	Reform Strategies 2A 2C Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10A 10C
Action Steps							
Create an Attendance Action Plan with: attendance procedures for parents, helpful tips for parents, automated phone system calls to parents to inform them about Attendance Recovery Program (ARP)							

Goal Area 3:		Improve Safety, Public Support, Culture and Climate					
Annual Goal 2:		By June 2026, student and staff perception for their physical and psychological safety will improve by 10%					
Objective 1:		By June 2026, student social and emotional learning knowledge and skills will increase by 10%					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All students will be provided guidance lessons that build on the social emotional development of the student.	Principal Assistant Principals Counselors Teachers Security Guards School Liason	District Curriculum for Advisory Counseling and Guidance Curriculum Feedback Surveys District Training Materials Professional Development STOP IT Application District LPC	August 2025 - June 2026	Walk Through Reports Lesson Plans Student SEL (Social Emotional Learning) profile Student Guidance Lessons Ongoing assistance of emotional needs	Culture and Climate Survey Increase in student attendance Increase in student achievement	Benchmarks STAAR/EOC Campus Climate Survey Walk Through	Reform Strategies 2A 2C Effective and Timely Assistance to Students Experiencing Difficulty 9A Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10 A
Action Steps							
Schedule presentation of lessons in the classroom by counselors.							
Contact appropriate personnel and schedule presentations.							
Distribute pertinent information related to Social Emotional Learning for students and parents.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
All students and staff will be provided with information on various topics such as cyberbullying, bullying, social media, and emotional abuse.	Principal Assistant Principals Counselors Safety Committee Security Guards School Liaison Police Officer Crisis Team Threat Assessment Team	District Wraparound Services District LPC PowerPoint Presentation Student Survey STOP IT Application Training Material	August 2025 - June 2026	Agendas Counselor Sign In Sheet PEIMS Discipline Data Student Survey Data	Decrease in behavior intervention forms Student perception of school safety improved Increase in student attendance and academics	Survey Safety Audits Six Week Behavior Reports	Reform Strategies 2A 2C Effective and Timely Assistance to Students Experiencing Difficulty 9A Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10 A
Action Steps							
Provide teachers and students training on de-escalation, bullying, cyberbullying, STOP IT application, and restorative practices							
Conduct and collect student surveys to evaluate the student's perception on physical and psychological school safety							
Implement the five social emotional learning competencies into lessons: self-awareness, self-management, social awareness, relationship skills, and responsible decision making.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Increase student career awareness and promote college readiness/connection	Counselors Principal High School Principal Guidance and Counseling Department	PowerPoint Presentation School Pamphlets University Visual Packets (Website) High School pathway brochures/pamphlets AVID	August 2025 - June 2026	University Visits High School Visits Student Career inventory Career Pathway Survey University Shirts Campus Website pictures of visits Agendas	Increase interest in college Increase in academic achievement Completion of career pathways	Participation Sheets Student Survey High School Graduation Data	Reform Strategies 2A 2C Effective and Timely Assistance to Students Experiencing Difficulty 9A Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10 C
Action Steps							
Contact appropriate personnel to schedule presentations and/or visitations to high schools/university -(Virtual or in person)							
Schedule Career Pathway surveys and provide parents information of selections/interest							
Invite community speakers to provide career awareness to students such as bankers, managers, police officers, etc.							
Promote college ready initiatives throughout all contents and grade levels. (Friday Spirit Day)							

Goal Area 3:		Improve Safety, Public Support, Culture and Climate					
Annual Goal 2:		By June 2026, student and staff perception for their physical and psychological safety will improve by 10%					
Objective 2:		By June 2026, 100% of the district will implement safety and violence prevention protocols that will increase school safety					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide staff development for staff and students on safety procedures	Principal Assistant Principals Counselors Teachers Security Guards School Liaison Threat Assessment Team Crisis Team	Training Equipment SecurityCameras Security and Safety Audits Feedback Surveys District Training Materials Professional Development Crisis Managemen Plan	August 2025 - June 2026	Agendas Sign In Sheets Security Safety Audits School Lockdown Documentation Fire Drills Report District Crisis Audits	Increase in student safety perception Results of audits Increase in staff survey results	Safety Audits Drill Reports Survey on Students Staff Survey	Reform Strategies 2A 2C Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10 C
Action Steps							
Schedule presentation for staff, practice drills with students, and become familiar with the crisis mangament plan.							
Contact appropriate personnel and schedule presentations.							
Distribute pertinent information related to school safety.							
Conduct daily security/safety audits							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Promote school safety and train all staff in restorative practices.	Principal Assistant Principals Threat Assessment Team Teachers Counselors Safety Committee Security Guards School Liason Parental Involvement	Student Code of Conduct District Behavior Application Cameras Safety Audits Professional Development Community Speakers	August 2025 - June 2026	Agendas Sign In Sheets Security Safety Audits District Six Week Reports Counselor classroom presentations on drug prevention Red Ribbon Week	Reduce disciplinary assignments Reduce hearingfor placement Drug Prevention Material	District Six Week Reports Documented Referrals Behavior Management plan in place Sign In Sheets Student Survey	Reform Strategies 2A 2C
Action Steps							
Invite community speakers and provide information on drug awareness.							
Follow policies outlined by the distrct and in the student code of conduct manual.							
Hold team conferences with students and parents, as needed.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Ensure that all COVID 19 protocols and systems are established and followed to provide a safe and healthy environment for all stakeholders for the entire 2025-2026 school year.	Principal Nurse District Risk Management District Dierector for Health Services Assistant Principal Security Guards Custodial Staff Cafeteria Personnel Transportation Department	Center for Disease and Control Guidelines and Website District COVID 19 Resources Personal Protective Equipment Technology Visuals Cameras	August 2025 - June 2026	Visuals on campus indicating safety standards and practices Classroom Structures Agendas Sign In Sheets PowerPoint TEA Guidelines COVID 19 Team (Campus)	Recommending face coverings and social distancing Accessibility to hand sanitizer and other personal protective equipment	Distirct Audits COVID 19 Team Audits	Reform Strategies 2A 2C High Quality and ONGoing Professional Development 4A Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10 C Title I,II,II State Compensatory Fund
Action Steps							
Train staff, parents, and students on protocols and procedures at different phases of COVID 19 school openings							
Conduct daaily screening on all personnel and students on campus							
Create a COVID 19 team that will ensure that all procedures, guidelines and safety standards are being followed							

Goal Area 3: Improve Safety, Public Support, Culture and Climate

Annual Goal 3: By June 2026, 100% of our staff, students, and parents will engage and interact with the child's school

Objective 1: Encourage and collaborate with all stakeholders to increase parental involvement and interactions with school community.

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Host campus information and training sessions on varying topics using different days and times	Parental Director Parental Educator Principal Assistant Principals Counselors School Liason Nurse Teachers IB Coach	Research Based Best Practices District and Campus Policy Handbook Student Code of Conduct Handbook ESL/GED Brochures School Messenger Reading Materials District Public Relations Department	August 2025 - June 2026	Agendas Meetings Invites Campus Website Sign In Sheets PowerPoints Photos Facebook	Parent Survey Results Increase Parental Involvement Increase Student Attendance Student Achievement	Participation Counts Event Performances Benchmark STAAR Attendance Comparison in District	Strategies to Increase Parental Involvement 6A, 6B, 6C Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10 C Title I,II,II State Compensator Fund State Bilingual Funds Local Funds
Action Steps							

Provide campus sessions on multiple topics (Title I, Campus Policy and Student Handbook, Home-School Compacts, Attendance, and State Assessments) and Have district public relations (KTR) provide essential information.

Send letters home, provide updated information on the campus website and Facebook asking parents to participate.

Provide certificates and acknowledgements to parental volunteers on campus (Marquee and Bulletin Boards),

Continually recruit parents to join parental program and equip parental involvement center with needed appliances and materials.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Invite parents and community members to participate in school activities and events.	Parental Director Parental Educator Principal Assistant Principals Counselors School Liason Nurse Teachers IB Coach	Research Based Best Practices District and Campus Policy Handbook Student Code of Conduct Handbook UIL School Messenger Reading Materials District Public Relations Department	August 2025 - June 2026	Parental Participation at events Invites Campus Website Sign In Sheets PowerPoints Photos Facebook	Parent Survey Results Increase Parental Involvement Increase Student Attendance Student Achievement Decrease in Disciplinary Actions	Participation Counts Event Performances Benchmark STAAR Attendance District Behavior Reports Attendance Reports in District	Strategies to Increase Parental Involvement 6A, 6B, 6C Coordination and Integration of Federal, State, and Local Services, Programs and Funds 10 C
Action Steps							

Develop a monthly calendar with reminders, activities, and celebrations to have buy in from all stakeholders

Sponsors will coordinate with administration and librarian to promote and effectively schedule all events taking place. Recognize parental support at the events.

Utilize all means of communications to promote and inform community of events (marquee, Liberty website and Facebook page, District Public Relations)

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Action Steps							

**Goal Area 4: Increase Staff Quality, Recruitment
and Retention**

Goal Area 4: Increase staff quality, recruitment and retention							
Annual Goal 1: All teachers will be provided with resources and will be trained to deliver engaging and high-quality lessons to increase staff quality.							
Objective 1: Professional development will be offered to target research-based strategies for teachers to integrate in their classrooms.							
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Integrate and provide effective professional development to implement research based strategies to enhance student learning.	Principal Assistant Principals Life Coach Dept. Heads Teachers	TCLC's Weekly Content Planning Grade Level Meetings	August 2025-2026	Staff integrates research based strategies that are shared with them during TCLC's Teachers analyze student work.	Integration within lesson plans Observed in classroom walkthroughs Increase in student academic achievement through weekly progress monitoring tool.	Weekly Walkthroughs Observations	Title I-4 High Quality and Ongoing Profesional Development a. required- select professional development to meet th eneeds of all principals,teachers, paraprofessionals parents, and other as appropriate State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
1. Will utilize campus and grade level data to identify area of needs and provide/address effective professional development opportunities.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Intentional professional development will be afforded based on data collected in the evaluation system to show growth.	Principal Assistant Principals Life Coach Department Heads Teachers	TCLC's Weekly Content Grade Level Meetings TTESS	August 2025-2026	Walk-through data review Agendas Data Reports	Professional growth and high quality teaching Implementation of best practices Improved student performance.	Weekly walkthroughs Observations Data Student progress	Title I-4 High Quality and Ongoing Profesional Development a. required- select professional development to meet th eneeds of all principals,teachers, paraprofessionals parents, and other as appropriate State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
1. All new teachers will be provided with a teacher mentor.							
2. Collaborative instructional practices will be reviewed among staff. (e.g., instructional rounds, walkthroughs, observations, feedback)							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Action Steps							

Goal Area 4:	Increase staff quality, recruitment and retention						
Annual Goal 1:	By June 2026, all teachers will show growth in TTESS's Performance Evaluation Report by one level to improve student achievement.III						
Objective 2	Based on 2024-2025 TTESS's Performance Evaluation Reports, by the end of the 2025-2026 school year, two of the developing rating teachers will improve to effective, and 20% of the 50 teachers at effective rating will increase to accomplished by providing Intentional professional development to all staff						
Strategy 1	Person Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title I School Wide Component
Provide instructional coaching support for developing and proficient staff.	Principal Assistant Principals Life Coach Department Heads	-Teachers complete their TTESS Self-Assessments and submit their PD goals by September 8th Analyze data to create, assess, and monitor Student Learning Objectives -Provide effective feedback based on walkthroughs and observations to identify teachers' areas of needs	August 2025 to June 2026	Mentor/Coaching logs Sign-in sheets CLC's Walkthroughs Analyzing student work	-Increase in teacher satisfaction and moral improvement in student performance; better adjustments for new and all teacher personnel TTESS Teacher Evaluation Proficiency level increase Increase in scores, academic achievement and closing the gaps.	Weekly Walkthroughs Observations TTESS Student Academic Performance Rigor/Relevance Rubric	Title I-4 High Quality and Ongoing Professional Development a. required- select professional development to meet th e needs of all principals,teachers, paraprofessionals parents, and other as appropriate State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
1. Teachers participate in weekly TCLCs and job-embedded professional development on best practices.							
2. Provide teacher with feedback through classroom walkthroughs.							
3. Conduct at least 1 learning walk per teacher each semester.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Implement and monitor staff PD goals for growth throughout the 2025 -2026 school year.	Principal Assistant Principal Life Coach Department Heads Teachers	TTESS Guide Book/Rubric Evaluation Tool District Instructional Focus Walkthrough Form TEEMS	August 2025 to June 2026	Mentor/Coaching logs Sign-in sheets CLC's Walkthroughs Analyzing evidence in transformation from TCLC's student work.	Teacher growth in EOY TTESS ratings Student achievement Application	BOY, MOY, and EOY Conferences Walkthroughs and Effective Feedback	Title I-4 High Quality and Ongoing Professional Development a. required- select professional development to meet th e needs of all principals,teachers, paraprofessionals parents, and other as appropriate State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
1. Teachers complete their TTESS Self-Assessments and submit their PD goals by September 30th.							
2. Provide effective teacher feedback based on classroom walkthouhgs and observations to identify teachers' areas of need.							
3. Analyze data to create, assess, and monitor Student Learning Objectives.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
New teacher professional development and coaching support for those who need to improve delivery of classroom instruction.	Principal Assistant Principals Life Coach Department Heads	Coaching Cycle TTESS Rubic Walkthroughs and Effective Feedback TCLC	August 2025 to June 2026	Mentor/coaching logs Sign-in sheets CLCs Walkthroughs Analyzing student work	Teacher growth in EOY TTESS ratings Student achievement Application	BOY, MOY, and EOY Conferences Walkthroughs and Effective Feedback	Title I-4 High Quality and Ongoing Professional Development a. required- select professional development to meet th e needs of all principals,teachers, paraprofessionals parents, and other as appropriate State Compensatory Fund State Bilingual Funds Local Funds
Acron Steps							
1. Teachers participate in weekly TCLCs and job-embedded professional development on best practices.							
2. Provide effective teacher feedback based on classroom walkthroughs and observations to identify teachers' areas of needs.							
3. Conduct at least 1 Learning walk per teacher each semester.							

Goal Area 4: Increase staff quality, recruitment and retention

Annual Goal 1: By June 2026, all teachers will be highly qualified to teach their current assignment.

Objective 3 1a: All secondary ESL/ELA teachers will be certified by May 2026

Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Teachers will participate in district training.	Principal Dean of Instruction Content Administrator Teachers	Calendar of District Trainings Bilingual Department	August 2025 to June 2026	Sign-in logs Registration documents on file ERO Printout Sheets	Professional growth High level teaching	Highly qualified teachers resulting in a stronger learning environment Student achievement	Title I-4 High Quality and Ongoing Professional Development a. required- select professional development to meet the needs of all principals, teachers, paraprofessionals parents, and other as appropriate State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							

1. Provide a calendar of meaningful district professional development.

2. Teachers will participate in trainings offered by the district.

Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Action Steps							

Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Action Steps							

Goal Area 4:		Increase staff quality, recruitment and retention					
Annual Goal 3:		By June 2026, all teachers will be highly qualified to teach their current assignment.					
Objective 2		Campus recruitment and retention of highly qualified and certified teachers in all assignments by June 2026.					
Strategy 1	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Promote strategies for attracting/retaining highly qualified staff.	-Principal -Dean of Instruction -Content Administrator	- Survey forms -Surveys -Staff Development Plan	August 2025 to June 2026	-Highly qualified teachers resulting in a stronger learning environment and student achievement.	-Professional growth -High level teaching	- Survey results - Staff Development Plan - Teacher Evaluations of presentations - Effective trainings in higher STAAR scores	Title I-4 High Quality and Ongoing Professional Development a. required- select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and other as appropriate State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
1. Distribute staff development needs surveys.							
2. Review survey findings and target exact areas of staff development needs.							
3. Monitor progress of staff development plan							
4. Coordinate quality on-going professional development.							
Strategy 2	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Seek research-based professional development opportunities for all staff members.	-Principal -Dean of Instruction -Content Administrator -Life Coach Department Heads	Professional Development -Research Based Strategies	August 2025 to June 2026	Sign-in logs Registration documents on file ERO Printout Sheets	-Professional growth and high level teaching	Registration documents on file -ERO Print-outs - Master Schedule - Highly qualified Staff resulting in a stronger learning environment -Walkthroughs	Title I-4 High Quality and Ongoing Professional Development c. Best Practices rearrange the school day to provide a block of time for collaboration planning.
Action Steps							
1. Register for training in their content areas.							
2. Allow common planning periods for teachers to share strategies learned.							
3. Conduct vibrant TLCs for all teachers.							
Strategy 3	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School- wide Component
Provide new teacher professional development and coaching support for those who need to pass certification exams	Principal, Assistant Principal, Life Coach, Grade level chairs, ACP	TTESS Rubric, Provide effective feedback based on walkthroughs and observations to identify teachers' areas of needs. Use walkthroughs and observations evaluations to provide effective coaching and professional development for all teachers.	August 2025 to June 2026	Mentor/Coaching logs, Sign-in sheets, CLCs, walkthroughs, Analyzing student work	Increase in Teacher Performance and TTESS Teacher Evaluation Proficiency level, Increase in Student Achievement and Closing the Gaps.	Weekly walkthroughs, Observations, TTESS Student Academic Performance Rigor/Relevance Rubric	Title I-4 High Quality and Ongoing Professional Development a. required- select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and other as appropriate State Compensatory Fund State Bilingual Funds Local Funds
Action Steps							
1. Schedule TTESS trainings for all new teachers.							
2. Provide coaching support for all new teachers							
3. Provide meaningful opportunities for professional development to all new teachers							