



Campus Improvement Plan

Liberty Middle School

2026 - 2027

Submitted for Board Approval on September 28, 2026

Board Approved Date: September 28, 2026

Texas Accountability System



PSJA School Board

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Vision

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

Mission

Our mission at Liberty Middle School 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.

District Strategic Direction



Campus Executive Summary

Demographics:

Liberty Middle School serves students from Pharr, Texas who come from similar backgrounds and way of life.

The student body at Liberty Middle School is majority Hispanic with the following breakdown of student populations:

	All	Male	Female	SPED	EB	Migrant	ECD	GT	At-Risk
Count	708	364	344	126	277	11	684	76	483
Percent		51.4%	48.5%	17.8%	39.1%	1.5%	96.6%	10.7%	68.2%

With the district's proximity to Mexico, 39.1% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Comprehensive Needs Assessment:

Liberty has been rated an "A" Campus by the State of Texas on the 2026 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at an 78. In Domain II, School Progress (90), Academic Growth (80) and Relative Performance (90) with an Eco Dis at a 97%. And last, Domain III, Closing the Gaps, PSJA scored an 90.

The overall 2026 Accountability Rating for Liberty Middle School was a score of 90. In grades 6-8 all tested STAAR subjects, 677 test were administered with over 99% participation for the 2026-2027 school year.

Curriculum and Instruction and Assessment:

Liberty offers a rigorous curriculum that prepares students for college success and beyond with the support of highly qualified middle school teachers. Many teachers on staff possess Dual/ESL certifications, high school accredited endorsements, and master's degrees. Various courses at Liberty Middle School offer high school and dual language credits to eligible students. Students attending Liberty can participate in UIL sponsored organizations, Fine Arts, and Athletics. In addition, students in need of additional after school support are eligible for tutoring before school, after school, and during Saturday academies.

Summary of Goals:

The goals for the 2026-2027 school year are centered around attendance, student growth, academic achievement, and English language proficiency.

Campus Name Educational Improvement Committee Members

Focus Area 1: Effective Teaching & Learning	
Name	Role
Dr. Michelle Fox	Principal
Debra Villarreal	RLA Dept. Head
Jackie Estrada	CLL
Focus Area 2: Student Supports	
Name	Role
Guadalupe Garza	Assistant Principal
Martin Chavez	Math Dept. Head
Gerardo Monrreal	Foreign Lang. Dept. Head

Focus Area 3: Leadership Growth	
Name	Role
Alicia Flores	Assistant Principal
Miguel Torres	SS Dept. Head
Jackie Estrada	CLL
Focus Area 4: Family & Community Empowerment	
Name	Role
Julia Mason	Dean of Instruction
Laura Diaz	Parent Educator
Miguel Vargas	Science Dept. Head
Antonio Rocha	Electives Dept. Head

Data Sources Reviewed

1. 2024 - 2025 Attendance
2. 2025 – 2026 Attendance
3. 2025 STAAR Performance
4. 2026 STAAR Performance
5. 2025 Identification of Schools for Improvement
6. 2025 TELPAS Performance
7. 2026 TELPAS Performance
8. 2026 STAAR Alternate Data
9. Discipline Referrals
10. PEIMS Demographics
11. Walkthroughs Data
12. Parental Involvement Data
13. T-TESS Evaluation/ Teacher Incentive Allotment
15. Technology Inventories
16. District/Campus Climate Survey Results
17. Teacher Certification
18. Professional Development Plan

Campus Overall Summary

Texas Education Agency
2026 Accountability Rating Overall Summary
 LIBERTY MIDDLE (108909044) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		90	A	
Student Achievement		78	C	0%
STAAR Performance	47	78		
College, Career and Military Readiness				
Graduation Rate				
School Progress		90	A	70%
Academic Growth	68	80	B	
Relative Performance (Eco Dis: 95.8%)		90	A	✓
Closing the Gaps	71	90	A	30%

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



Retrieved on August 1, 2026 from [Texas School Report Cards | Liberty MS | Profile](#)

Identification of Schools Improvement

Texas Education Agency
2026 Identification of Schools for Improvement
 LIBERTY MIDDLE (108909044) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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- This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.
- The targeted support and improvement data table is provided for informational purposes.

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)*	Special Ed (Current)	Special Ed (Former) +	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	-	0	-	-	-	-	-	0	0	0	-	1
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	3	3	3
2026	-	3	-	-	-	-	-	3	3	3	0	3
Academic Achievement Status: Mathematics												
2024	-	3	-	-	-	-	-	3	3	3	-	1
2025	-	3	-	-	-	-	-	3	3	3	3	1
2026	-	3	-	-	-	-	-	3	3	3	0	0
Academic Growth Status: RLA												
2024	-	0	-	-	-	-	-	0	0	3	-	0
2025	-	3	-	-	-	-	-	3	3	3	3	3
2026	-	3	-	-	-	-	-	3	3	3	0	3
Academic Growth Status: Mathematics												
2024	-	0	-	-	-	-	-	0	0	3	-	0
2025	-	0	-	-	-	-	-	0	0	3	0	1
2026	-	3	-	-	-	-	-	3	3	3	-	3
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	-	3	2	-	-	-	-	3	3	3	0	1
2025	-	3	0	-	-	-	-	3	3	3	3	1
2026	-	3	0	-	-	-	-	3	3	3	3	3
Progress in Achieving English Language Proficiency (EB Current)												
2024									0			
2025									4			
2026									3			

Student Achievement: 2026 STAAR Performance

Texas Education Agency
2026 STAAR Performance
 LIBERTY MIDDLE (108909044) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	677	674	228	226	1,805	
Approaches GL or Above	529	463	163	118	1,273	71%
Meets GL or Above	377	283	116	74	850	47%
Masters GL	185	130	57	40	412	23%
Total Percentage Points						141%
Component Score						47

Student Achievement: 2026 STAAR Performance

Texas Education Agency
2026 STAAR Performance
 LIBERTY MIDDLE (108909044) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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Data Table: Additional Student Groups

Additional Student Groups														
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile +	Foster	Homeless	Migrant
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	71%	69%	96%	100%	55%	65%	47%	63%	72%	63%	56%	100%	-	54%
At Meets GL Standard or Above	47%	46%	77%	93%	28%	41%	27%	48%	48%	42%	28%	100%	-	24%
At Masters GL Standard	23%	22%	51%	76%	9%	19%	10%	22%	23%	20%	10%	100%	-	5%
Number of Tests														
At Approaches GL Standard or Above	1,273	1,202	71	205	377	598	152	17	1,059	214	22	2	-	20
At Meets GL Standard or Above	850	793	57	192	189	375	89	13	707	143	11	2	-	9
At Masters GL Standard	412	374	38	157	61	177	34	6	342	70	4	2	-	2
Total Tests	1,805	1,731	74	206	680	916	326	27	1,463	342	39	2	-	37
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	78%	77%	100%	99%	64%	73%	51%	70%	81%	67%	73%	100%	-	71%
At Meets GL Standard or Above	56%	54%	85%	95%	32%	47%	28%	30%	58%	48%	33%	100%	-	29%
At Masters GL Standard	27%	26%	67%	89%	10%	22%	8%	10%	29%	21%	13%	100%	-	7%
Number of Tests														
At Approaches GL Standard or Above	529	502	27	75	167	249	62	7	445	84	11	1	-	10
At Meets GL Standard or Above	377	354	23	72	83	160	34	3	317	60	5	1	-	4
At Masters GL Standard	185	167	18	68	27	76	10	1	158	27	2	1	-	1
Total Tests	677	650	27	76	261	343	122	10	551	126	15	1	-	14
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	69%	68%	93%	100%	53%	63%	43%	44%	71%	60%	44%	100%	-	40%
At Meets GL Standard or Above	42%	41%	70%	93%	25%	37%	24%	44%	43%	35%	31%	100%	-	27%
At Masters GL Standard	19%	19%	33%	64%	9%	17%	14%	11%	20%	16%	13%	100%	-	7%
Number of Tests														
At Approaches GL Standard or Above	463	438	25	76	139	217	53	4	389	74	7	1	-	6
At Meets GL Standard or Above	283	264	19	71	65	126	29	4	239	44	5	1	-	4
At Masters GL Standard	130	121	9	49	24	58	17	1	110	20	2	1	-	1
Total Tests	674	647	27	76	260	342	122	9	550	124	16	1	-	15
Science														
Percent of Tests														
At Approaches GL Standard or Above	71%	70%	100%	100%	56%	67%	46%	75%	73%	65%	50%	-	-	50%
At Meets GL Standard or Above	51%	49%	100%	96%	38%	48%	37%	75%	53%	43%	0%	-	-	0%
At Masters GL Standard	25%	23%	70%	85%	8%	21%	10%	75%	24%	28%	0%	-	-	0%
Number of Tests														
At Approaches GL Standard or Above	163	153	10	27	45	78	19	3	133	30	2	-	-	2
At Meets GL Standard or Above	116	106	10	26	30	56	15	3	96	20	0	-	-	0
At Masters GL Standard	57	50	7	23	6	24	4	3	44	13	0	-	-	0
Total Tests	228	218	10	27	80	116	41	4	182	46	4	-	-	4
Social Studies														
Percent of Tests														
At Approaches GL Standard or Above	52%	50%	90%	100%	33%	47%	44%	75%	51%	57%	50%	-	-	50%
At Meets GL Standard or Above	33%	32%	50%	85%	14%	29%	27%	75%	31%	41%	25%	-	-	25%
At Masters GL Standard	18%	17%	40%	63%	5%	17%	7%	25%	17%	22%	0%	-	-	0%
Number of Tests														
At Approaches GL Standard or Above	118	109	9	27	26	54	18	3	92	26	2	-	-	2
At Meets GL Standard or Above	74	69	5	23	11	33	11	3	55	19	1	-	-	1
At Masters GL Standard	40	36	4	17	4	19	3	1	30	10	0	-	-	0
Total Tests	226	216	10	27	79	115	41	4	180	46	4	-	-	4

School Progress: Academic Growth

Texas Education Agency
2026 Academic Growth
 LIBERTY MIDDLE (108909044) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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Calculation Report

School Progress: Academic Growth RLA and Math

	Count	Points	Calculated
Annual Growth Points Earned	860.0	1	860.00
Accelerated Learning Points Earned	144	0.25	36.00
Sum of Annual Growth plus Accelerated Learning Points			896.00
Total Tests Evaluated			1,312
Academic Growth Score			68

Annual Growth RLA and Math

	Count	Points	Calculated
Tests Earning 0 Points	374	0	0
Tests Earning 0.5 Points	156	0.5	78.0
Tests Earning 1 Point	782	1	782
Annual Growth Points Earned			860.0
Total Tests Evaluated			1,312
Annual Growth Score			66

Accelerated Learning RLA and Math

	Count	Points	Calculated
Tests Earning 0 Points	270	0	0
Tests Earning 1 Point	144	1	144
Accelerated Learning Points Earned			144
Total Tests Evaluated			414
Accelerated Learning Score			35

School Progress: Relative Performance

Texas Education Agency
2026 Relative Performance

LIBERTY MIDDLE (108909044) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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Calculation Report

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	95.8%	47	90
College, Career, and Military Readiness			
Relative Performance			90

School Progress: Closing the Gaps

Texas Education Agency
2026 Closing the Gaps

LIBERTY MIDDLE (108909044) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	15	24	62.5	30.0%	18.8
Growth Status	18	24	75.0	50.0%	37.5
ELP Status	3	4	75.0	10.0%	7.5
Student Success Status	9	12	75.0	10.0%	7.5
Closing the Gaps Score					71

School Progress: Closing the Gaps Continuation

Texas Education Agency
2026 Closing the Gaps
 LIBERTY MIDDLE (108909044) - PHARR-SAN JUAN-ALAMO ISD - HIDALGO COUNTY

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Data Table: Accountability Groups

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
Groups to be evaluated in 2027 accountability	△		△						△		
Groups evaluated in 2026 accountability	✓		✓						✓		
Academic Achievement Status											
Reading/Language Arts (RLA) 2026 Target	44%	32%	35%	59%	44%	74%	46%	56%	33%		
RLA Next Interim Target (2027-28 through 2031-32)	53%	43%	46%	66%	53%	78%	55%	63%	44%		
RLA Long Term Target (2037-38)	72%	66%	68%	80%	72%	87%	73%	78%	67%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 % at Meets GL Standard or Above	56%	100%	56%	25%	-	100%	-	-	55%		
2026 # at Meets GL Standard or Above	377	2	373	1	-	1	-	-	360		
2026 Total Tests (Adjusted)	677	2	670	4	-	1	-	-	658		
2025 % at Meets GL Standard or Above	51%	--	51%	--	-	-	-	-	49%		
Mathematics 2026 Target	47%	32%	39%	61%	47%	85%	52%	56%	36%		
Mathematics Next Interim Target (2027-28 through 2031-32)	56%	43%	49%	68%	56%	88%	60%	63%	47%		
Mathematics Long Term Target (2037-38)	74%	66%	70%	81%	74%	93%	76%	78%	68%		
Points Earned for Accountability Rating	0		3						3		
Points Evaluated for Federal School Improvement	0		3						3		
2026 % at Meets GL Standard or Above	42%	100%	42%	0%	-	0%	-	-	41%		
2026 # at Meets GL Standard or Above	283	2	281	0	-	0	-	-	270		
2026 Total Tests (Adjusted)	674	2	667	4	-	1	-	-	655		
2025 % at Meets GL Standard or Above	43%	--	43%	--	-	-	-	-	42%		
Total Points										15	24

School Progress: Closing the Gaps Continuation

Data Table: Accountability Groups

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
<i>Groups to be evaluated in 2027 accountability</i>	△		△						△		
Groups evaluated in 2026 accountability	✓		✓						✓		
Academic Growth Status											
RLA 2026 Target	63%	58%	59%	69%	63%	79%	63%	68%	58%		
RLA Next Interim Target (2027-28 through 2031-32)	73%	68%	69%	78%	73%	84%	73%	77%	68%		
RLA Long Term Target (2037-38)	93%	88%	89%	95%	93%	95%	93%	95%	88%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 Academic Growth Score	69%	100%	69%	38%	-	100%	-	-	69%		
2026 Growth Points	464.50	2.00	460.00	1.50	-	1.00	-	-	449.50		
2026 Total Tests	669	2	662	4	-	1	-	-	650		
2025 Academic Growth Score	65%	--	65%	--	-	-	-	-	64%		
Mathematics 2026 Target	67%	62%	64%	72%	67%	86%	69%	71%	62%		
Mathematics Next Interim Target (2027-28 through 2031-32)	76%	72%	74%	80%	76%	89%	78%	79%	72%		
Mathematics Long Term Target (2037-38)	95%	92%	94%	95%	95%	95%	95%	95%	92%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 Academic Growth Score	67%	100%	67%	81%	-	0%	-	-	67%		
2026 Growth Points	431.50	2.00	426.25	3.25	-	0.00	-	-	417.50		
2026 Total Tests	643	2	636	4	-	1	-	-	625		
2025 Academic Growth Score	61%	--	61%	--	-	-	-	-	60%		
Total Points										18	24

School Progress: Closing the Gaps Continuation

Data Table: Accountability Groups

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
<i>Groups to be evaluated in 2027 accountability</i>	△		△						△		
Groups evaluated in 2026 accountability	✓		✓						✓		
Federal Graduation Rate Status											
2026 Target	90.0%	86.3%	88.1%	93.8%	87.4%	96.7%	88.3%	90.8%	86.5%		
Next Interim Target (2027-28 through 2031-32)	92.7%	90.2%	91.4%	95.2%	90.9%	97.1%	91.5%	93.2%	90.3%		
Long Term Target (2037-38)	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%	98.0%		
Points Earned for Accountability Rating											
Points Evaluated for Federal School Improvement											
2025 % Graduated	-	-	-	-	-	-	-	-	-		
2025 # Graduated	-	-	-	-	-	-	-	-	-		
2025 Total in Class	-	-	-	-	-	-	-	-	-		
2024 % Graduated	-	-	-	-	-	-	-	-	-		
Total Points											
Progress in Achieving English Language Proficiency (EB Current)											
2026 Target									30%		
Next Interim Target (2027-28 through 2031-32)									32%		
Long Term Target (2037-38)									36%		
Points Earned for Accountability Rating									3		
Points Evaluated for Federal School Improvement									3		
2026 TELPAS Progress Rate									34%		
2026 TELPAS Progress									88		
2026 TELPAS Total									262		
2025 TELPAS Progress Rate									42%		
Total Points										3	4

School Progress: Closing the Gaps Continuation

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
Student Success (Student Achievement Domain Score (STAAR Component Only))											
2026 Target	47	37	41	58	45	74	49	55	38		
Next Interim Target (2027-28 through 2031-32)	57	47	51	68	55	81	59	65	48		
Long Term Target (2037-38)	77	67	71	88	75	95	79	85	68		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3	0					3		
2026 STAAR Component Score	47	71	47	14	-	50	-	-	46		
2026 % at Approaches GL Standard or Above	71%	100%	71%	33%	-	100%	-	-	70%		
2026 % at Meets GL Standard or Above	47%	75%	47%	8%	-	50%	-	-	46%		
2026 % at Masters GL Standard	23%	38%	23%	0%	-	0%	-	-	22%		
2026 Total Tests	1,805	8	1,783	12	-	2	-	-	1,755		
2025 STAAR Component Score	45	--	45	55	-	-	-	-	44		
Total Points										9	12
School Quality (College, Career, and Military Readiness Performance)											
2026 Target	63%	47%	60%	71%	58%	84%	51%	63%	56%		
Next Interim Target (2027-28 through 2031-32)	73%	57%	70%	79%	68%	88%	61%	73%	66%		
Long Term Target (2037-38)	93%	77%	90%	95%	88%	95%	81%	93%	86%		
Points Earned for Accountability Rating											
Points Evaluated for Federal School Improvement											
2025 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-		
2025 # Students Meeting CCMR	-	-	-	-	-	-	-	-	-		
2025 Total Students	-	-	-	-	-	-	-	-	-		
2024 % Students Meeting CCMR	-	-	-	-	-	-	-	-	-		
Total Points											
Participation 2025-26											
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%		
RLA											
% Participation	100%	100%	100%	100%	-	100%	-	-	100%		
# Participants	710	2	703	4	-	1	-	-	691		
Total Students	713	2	706	4	-	1	-	-	694		
Mathematics											
% Participation	99%	100%	99%	100%	-	100%	-	-	99%		
# Participants	704	2	697	4	-	1	-	-	685		
Total Students	708	2	701	4	-	1	-	-	689		

Comprehensive Needs Assessment

AREA LEADS: Michelle Fox, Jacquelyn Estrada, Debra Villarreal



GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING**Areas Reviewed: Student Performance****Strengths**

Liberty provides the teachers with a standards-aligned Guaranteed and Viable Curriculum and scope and sequence. The district curriculum is developed and adjusted after the district content-based assessments and benchmark data are analyzed. The development and adjustment of the district curriculum is led by the Curriculum & Instruction Department, and includes teachers, district content coordinators, and district Executive Officers for each level. The district also provides teachers and campus leaders access to assessments aligned to the standards and expected levels of rigor. A data assessment platform to capture immediate assessment data by item and student is inclusive as part of the curriculum practices and curriculum implementation. In addition:

- Curriculums and assessments are aligned to Texas Essential Knowledge and Skills (TEKS) and included in a year-long scope and sequence. After each assessment, campus and district staff conduct data review sessions and adjustments are immediately made to the scope and sequence and resources are evaluated.
- The scope and sequence, units of study, and assessments are aligned to the standards for all state assessed subjects and grade levels in grades Pk-2nd, 3rd-5th, middle and high school.
- Assessments that are aligned to state standards at the appropriate level of rigor are administered strategically throughout the year to determine student progress. Corrective instruction is built into the curriculums and scope and sequence.
- Instructional materials with key ideas, essential questions, and recommended materials including content-rich texts, are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups.
- Professional development is provided throughout the year in response to classroom observations, formative assessments and campus performance.

Challenges

The area of **Mathematics continues to be a significant area of need for Liberty Middle School**, and the 2025–2026 STAAR results indicate a need to increase the percentage of students demonstrating grade-level mastery and advanced performance. The 2026 Student Achievement data resulted in a **Domain 1 score of 47**, with **39% of STAAR results at Meets Grade Level or Above across all subjects** and only **30% of Grade 6–8 results at Meets Grade Level or Above in both Reading and Mathematics**. Additionally:

- The **overall percentage of STAAR results at Meets Grade Level or Above was 39%**, indicating a continued need to move students from Approaches to Meets and from Meets to Masters.
- **Only 30% of Grade 6–8 STAAR results were at Meets Grade Level or Above in both Reading and Mathematics**, demonstrating a need for continued cross-curricular support in reading comprehension, academic vocabulary, writing, mathematical reasoning, and problem-solving.
- **Mathematics continues to require focused instructional attention**, particularly in increasing the percentage of students demonstrating Meets and Masters-level performance.
- **Grade-level differences in student performance require continued analysis** to identify effective instructional practices and determine where additional intervention and accelerated instruction are needed.
- **Student-group performance remains an area for continued monitoring**. Liberty's 2026 enrollment included **39.1% Emergent Bilingual students and 17.8% students receiving special education services**, requiring intentional analysis of disaggregated STAAR data and appropriate instructional supports.
- **Academic language development continues to be an important instructional consideration** given the size of the Emergent Bilingual population. Language supports must be embedded within rigorous grade-level instruction across all content areas.
- **Students receiving special education services require continued monitoring of progress toward grade-level standards**, including consistent implementation of accommodations, specially designed instruction, and targeted interventions.
- **Cross-curricular writing and literacy practices require continued strengthening** to ensure students regularly read, write, explain, justify, and communicate their thinking in all content areas.
- **Professional development and collaborative planning should remain closely aligned to STAAR data**, with TLCs/PLCs using student performance, item analysis, and student work to identify standards requiring reteaching, intervention, or acceleration.
- **Intervention effectiveness must continue to be monitored** to ensure that students receiving additional support demonstrate measurable progress toward grade-level expectations.
- **Middle school curriculum implementation will continue to be monitored for alignment, rigor, and effectiveness** based on student performance and progress-monitoring data.

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: Student Achievement

By the end of the 2026-2027 school year, Liberty Middle School will increase its Academic Achievement raw score (Domain 1) from 45 to 49.

OBJECTIVE 1: The percentage of all students, in all content areas, that score at Approaches, Meets, and Masters level of performance will demonstrate an increase of 4 points, taking Liberty from a “C” in Domain 1, to a “B”.

Strategy 1: Weekly lesson internalization will be scheduled with each content area administrator and teachers

Timeline: September 2026 – August 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Department Heads

Action Steps:

- **CLL will meet with administrators to ensure understanding of internalization guide and probing questions:**
Make this process part of Monday weekly administrative meetings to ensure follow through for the week.
- **Administrators will guide teachers on annotating TEKS and lessons:**
Ensure each teacher has updated copies of the pacing guide and lessons for the week
- **Facilitate Collaborative Planning with seating charts:**
Use each session to collaboratively walk through lesson objectives, anticipate student misunderstandings, and provide opportunities for teachers to make annotations on questioning for different student populations.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates • Lesson Internalization Guide • Pacing Guides • State and local student data • Seating Charts	• Curriculum documents • Lesson plans with annotations • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains on benchmarks and STAAR • Targeted instruction • Walkthrough feedback • Results Driven Accountability	• Formative assessments • Benchmarks [BM] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test

Goal Area 1: Effective Teaching and Learning

Strategy 2: Campus Leadership Teams will develop a plan for intervisitation learning walks as opportunities to develop consistent best practices.

Timeline: September 2026 – August 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: School administration, Content teachers, Department Heads, CLL, Teachers

Action Steps:

- **Identify teachers' areas of strength and refinement:**

Develop a matrix of campus teacher strengths and areas of refinement

- **Identify best practices that yield high level results:**

Implement a consistent observation plan where teachers observe their peers and reflect on the best practices observed, and how they can implement strategies in their classrooms

- **Debrief and Provide Timely Feedback:**

After each walkthrough, hold brief debrief sessions to identify trends and immediately share actionable feedback with teachers to support instructional improvement.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Walk-through documents • Pacing Guides • Curriculum • Instructional Rounds Documentation • Feedback Forms • Lesson Plans • Calibration training for administration	• Walkthrough documents • Feedback forms	• BM1 and BM2 scores show increases in student achievement and student performance growth	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning

Strategy 3: Integration of Blended Learning 2x/week to enhance learning for student groups and close the achievement gaps.

Timeline: September 2026 – August 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Teachers

Action Steps:

- Use Data-Driven Grouping and built-in scheduling
- Schedule interventions and tutorials, before/after school, or during blended learning block to minimize disruption to core instruction.
- Train and Support Teachers and Intervention Staff

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Training Material/Agenda •District Curriculum •Pacing guide •Year- at- a- Glance, •Weekly Lessons •State and Local Data •Lexia Core 5 •Mathia •I-Ready •TCMPC/TEKS Analysis training	•Training Agenda •Collaborative Learning Community Meetings •Tutorial lesson plans •Attendance sheets	•BM1 and BM2 scores show increases in student achievement and student performance growth •Increase level of performance in STAAR/EOC	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS •Results Driven Accountability •I-Ready & Mathia Usage and Analysis

Goal Area 1: Effective Teaching and Learning**Annual Goal 1: Student Achievement**

OBJECTIVE 2: Implement targeted, data-driven instruction and interventions in Reading and Math that support individual student growth and ensure that at least 70% of the ALL STUDENTS group demonstrate measurable academic progress on the STAAR, as defined by the student progress in Domain 3.

Strategy 1: Monitor all students' progress on a biweekly basis in the areas of Reading and Math

Timeline: September 2026 – August 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Teachers

Action Steps:

- **Data-Driven Small Group Instruction:**

Teachers will implement targeted small group instruction in Reading and Math at least 2 times per week, using formative assessment and progress monitoring data to address specific student learning needs.

- **Tiered Intervention Implementation:**

Students performing below grade level, as identified through assessment data, will receive targeted tutoring interventions.

- **Ongoing Teacher Collaboration and Planning:**

Weekly TCLCs (Teacher Collaborative Learning Communities) to analyze student data, plan differentiated instruction and align lessons to TEKS and STAAR readiness standards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system • Tutorial sessions 1-2 times/week • Academic Academies •	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • Mathia • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 1: Effective Teaching and Learning

Strategy 2: Monitor all student progress on a weekly basis in the areas of Reading and Math in ACCELERATION Classes

Timeline: September 2026 – August 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Data-Driven Small Group Instruction:**

Teachers will implement targeted small group instruction in Reading and Math at least 2-3 times per week, using formative assessment and progress monitoring data to address specific student learning needs in ACCELERATION classes

- **Tiered Intervention Implementation:**

All ACCELERATION students will receive data-informed intervention, with progress monitored biweekly and adjustments made as needed.

- **Ongoing Teacher Collaboration and Planning:**

Daily department planning and weekly TCLCs (Teacher Collaborative Learning Communities) to analyze student data, plan differentiated instruction and align lessons to TEKS and STAAR readiness standards.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System (TCMPC) • Curriculum Templates/Calendar • I-Ready & Mathia • State and local student data • Campus based progress monitoring system	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • Results Driven Accountability • Data Reports	• Formative assessments • Benchmarks [BM's] • STAAR • Mathia Usage Reports • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 1: Effective Teaching and Learning**Strategy 3:** Use Progress Monitoring to Drive Goal Setting and Student Ownership**Timeline:** September 2026 – August 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Teachers, Students**Action Steps:**

- Set individual academic progress goals for every student, using STAAR progress targets as benchmarks.
- Teach students to track their own progress using data folders, goal sheets, or reflection journals.
- Hold regular student-teacher conferences to discuss growth and adjust learning strategies.
- Parent STAAR Night during Meet the Teacher/Goal-oriented meeting

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready & Mathia • State and local student data • Campus based progress monitoring system • Student trackers provided by the district. • STAAR Student Report	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • Mathia • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 1: Effective Teaching and Learning**Annual Goal 2: Emergent Bilingual Students**

By the end of the 2026-2027 school year, Emergent Bilingual students will increase TELPAS growth from 31% to 36%, meeting the middle school long-term growth target.

OBJECTIVE 1: Increase the percentage of EB students demonstrating growth from 31% to 36% by the end of the academic year, demonstrating a **5% point increase** through targeted instruction and consistent progress monitoring.

Strategy 1: Summit K12 will be used 2 times a week for all EB students.

Timeline: September 2026 – August 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach, TELPAS Team, Teachers

Action Steps:

- **Implement Intentional Instructional Practices for All Core Content Areas:**
Use TELPAS and Summit K12 data to conduct an Instructional Needs Assessment to target Listening, Speaking, Reading, and Writing
- **Schedule TELPAS Conferences:**
Align quarterly TELPAS progress monitoring with students by TELPAS Team with effective progress monitoring, Summit K12 usage and analysis
- **Establish TELPAS Team Roles and Responsibilities:**
Backward planning to ensure progress monitoring, Summit K12 implementation, and tutorials are properly implemented

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Summit K12 • TELPAS Data • EB Class Rosters • Progress Monitoring from DL Dept • TELPAS-Released Items • TELPAS Rubrics	•Summit K12 Reports •Monitoring •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization checklists	•Student Achievement gains •Results Driven Accountability •Reports *TELPAS growth reports	•Formative assessments •Progress Monitoring •Results Driven Accountability *Summit K12 Data Analysis *TELPAS Data Analysis *Student Conference Data

Goal Area 1: Effective Teaching and Learning**Strategy 2:** Provide Targeted Interventions for Emergent Bilingual Students**Timeline:** September 2026 – August 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach, TELPAS Team, Teachers**Action Steps:**

- **Provide Targeted Tutorials for Emergent Bilingual Students:**

Use Summit K12 data to tailor each student's area of need.

- **Conduct TELPAS Parent Meetings:**

Schedule TELPAS Night first and second semester to analyze student data with parents and create EOY goals.

- **Provide TELPAS Academies:**

Schedule TELPAS Academies for Beginner-Intermediate students to address growth goal targets.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Summit K12 • TELPAS Data • EB Class Rosters • Progress Monitoring from DL Dept • TELPAS-Released Items • TELPAS Rubrics	• Summit K12 Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

Goal Area 1: Effective Teaching and Learning**Strategy 3:** Engage Teachers Through Literacy-Focused Instruction (L,S,R,W)**Timeline:** September 2026 – August 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Reading Coach**Action Steps:**

- **ELPS Training for ALL Teachers:**

Implement “Every Eagle, Everyday” opportunities for students to Listen, Speak, Read, and WRITE daily

- **Analysis of TELPAS Writing Rubric for ALL Teachers:**

Writing will be implemented across all content areas consistently.

- **Integrate Writing strategies in all classrooms**

Use CIF and WICOR strategies to strengthen writing skills across all grade levels

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Little Book of CIF strategies • AVID WICOR Best Practices • Costa’s Critical Thinking • AVID Teacher	• Progress Monitoring Reports • Monitoring • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization checklists	• Student Achievement gains • Results Driven Accountability • Summit K 12 Reports	• Formative assessments • Progress Monitoring • Results Driven Accountability

AREA LEADS: Guadalupe Garza, Martin Chavez, Gerardo Monrreal



GOAL AREA 2: Student Supports
Areas Reviewed: Student Performance

Strengths

Liberty Middle School demonstrates a strong foundation in standards-aligned instruction and data-driven continuous improvement.

- The campus experienced overall improvement in STAAR performance from 2024 to 2025, increasing Meets Grade Level or Above from 42% to 45% and Masters performance from 16% to 20%.
- ELA/Reading remains a significant area of strength, with 76% of students performing at Approaches Grade Level or Above, 51% at Meets Grade Level or Above, and 25% at Masters in 2025.
- The campus also demonstrated positive academic growth, with the School Progress score increasing to 89 (B) and ELA/Reading growth increasing from 56% to 63%.
- Additional gains were evident in Mathematics Masters performance, Science achievement, and Social Studies Masters performance.
- Liberty's Relative Performance score of 90 (A) further demonstrates the campus's ability to produce comparatively strong outcomes within its high economically disadvantaged student population. These results reflect a campus culture focused on rigorous, standards-aligned instruction, collaborative data analysis, continuous monitoring of student progress, and instructional responsiveness.

Challenges

Liberty Middle School's 2025–2026 STAAR and accountability data indicate a continued need to strengthen targeted and individualized student supports.

- In 2026, 47% of STAAR results were at Meets Grade Level or Above across all subjects, and 30% of students met grade level or above in both Reading and Mathematics.
- Additionally, 39.1% of the campus population was identified as Emergent Bilingual and 17.8% received special education services, requiring consistent academic, language, and individualized supports.
- Mathematics performance, particularly the percentage of students reaching the Meets and Masters levels, further emphasizes the need for targeted intervention and accelerated instruction.
- The campus will continue to strengthen the identification of students requiring intervention, alignment of supports to specific student needs, implementation of IEP accommodations and language supports, and progress monitoring to ensure interventions result in measurable academic growth.
- While Liberty's 97% attendance rate represents a campus strength, continued monitoring of students with attendance concerns will be important to ensure consistent access to instruction.

Goal Area 2: Student Supports**Annual Goal 3: Rigorous Instruction (Domain 3-Meets Level of Performance)**

By May 2027, Liberty will increase the Meets level of performance from 45% to 50% for All Students to meet the interim goal for Domain 3, Closing the Gap.

OBJECTIVE 1: Increase academic rigor and student achievement in all middle school core content areas through the implementation with a focus on higher-order questioning

Strategy 1: Intentional Questioning Using Costa's Three Levels

Timeline: September 2026 – August 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Embed Stems in Daily Content Objectives & Tasks:**

Include at least one question from each Costa's level in every lesson plan.

- **Use questioning stems aligned to each level during instruction**

Embed STAAR-released question stems aligned to each level

- **Increase the percentage of Level 2 and Level 3 questions throughout the school year.**

Provide opportunities for students to demonstrate deeper understanding via justification and application of knowledge

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • District Curriculum Templates/Calendar • Costa's Level of Thinking • State and local assessments • TCMPC • District Writing TELPAS prompts	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • District visits from specialists	• Student Achievement gains on the STAAR • Lesson plans • Classroom Walk-through Data • Performance on BM1-BM2 • Data Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 2: Student Supports**Strategy 2:** Embed Costa's Levels into Collaborative Learning Tasks**Timeline:** September 2026 – August 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

- **Design academic discussions, problem-solving tasks, and projects that require students to answer questions at all three levels.**
Use instructional protocols such as Socratic Seminars, Accountable Talk, Think-Pair-Share, Philosophical Chairs, and Collaborative Problem Solving to promote higher-order thinking and academic discourse.
- **Require students to support responses with evidence from texts, data, or content-specific resources.**
Establish a campus-wide expectation that all student responses include a claim and supporting evidence
"According to the text..."
"The data shows..."
"Evidence from the graph indicates..."
"Based on the experiment results..."

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • Costa's Levels of Thinking Question Stem Guides and Posters • State and local student data • AVID Resources • District adopted curriculum	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas of structures in place for: -Socratic Seminar protocols -Philosophical Chairs -Accountable Talk Stems -Four-Corners Discussion -Gallery Walk -Jigsaw Activities • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Teacher retention • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BM's] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic

Goal Area 2: Student Supports**Strategy 3: Using Assessment Data to Increase Rigor****Timeline:** September 2026 – August 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL**Action Steps:**

- **Assessment Results Analysis**

Use assessment results to identify areas where students need additional support in higher-order thinking skills.

- **Set grade-level targets for increasing Level 2 and Level 3 items.**

Review and adjust lessons, assessments, and questioning to increase the cognitive demand placed on students.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • State and local student data • Campus based progress monitoring system • On Going Professional Development on Costa's Levels of Thinking • AVID/WICOR Strategies	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization and Annotations	• Student Achievement gains on the STAAR and benchmarks • TELPAS • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BM's] • STAAR • TELPAS

Goal Area 2: Student Supports

OBJECTIVE 2: Increase academic achievement for Special Education students by ensuring access to grade-level instruction, targeted interventions, and appropriate accommodations, as evidenced by growth on progress-monitoring assessments, classroom performance, and state assessment outcomes.

Strategy 1: Increase academic achievement for Special Education students by ensuring access to grade-level instruction, targeted interventions, and appropriate accommodations, as evidenced by growth on progress-monitoring assessments, classroom performance, and state assessment outcomes.

Timeline: September 2026 – August 2027

Title I School Components: Title I, Title II, Title III, Special Ed. Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, Inclusion Teachers, Unit Teachers, CLL

Action Steps:

- **Analyze student performance data (IEP goals, benchmark assessments, classroom assessments, and intervention data) during PLC meetings to identify learning gaps and instructional needs.**
Use progress monitoring tools that directly align with each student's IEP goals in areas for reading and math.
- **Develop targeted instructional plans aligned to individual student needs and IEP goals.**
Tutorials will be held to address the plan for targeted instruction and the use of supplemental aids.
- **Implement frequent progress monitoring cycles to track student growth and adjust interventions as needed.**
Use data meetings to determine instructional next steps, intervention effectiveness, and needed supports.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • I-Ready • State and local student data • Campus based progress monitoring system	• Curriculum documents • Lesson plans • Student Data Trackers • Intervention Plans • Progress monitoring charts	• Student Achievement gains on the STAAR • Increased student mastery of IEP goals • Growth on Benchmarks • Results Driven Accountability • Increased student engagement	• Formative assessments • Benchmarks [BM's] • STAAR • TELPAS • Results Driven Accountability

Goal Area 2: Student Supports**Strategy 2:** Increase Access to Rigorous Grade-Level Instruction Through Effective Supports**Timeline:** September 2026 – August 2027**Title I School Components:** Title I, Title II, Title III, Special Ed.**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Inclusion Teachers, Unit Teachers**Action Steps:**

- **Schedule Quarterly Meetings with Staff:**

Set dates at the beginning of the year for data review meetings and invite all relevant staff—Special Education teachers, general education teachers, interventionists, and administrators.

- **Collaborative Planning:**

Collaboratively plan between general education and special education teachers to design accessible, rigorous learning tasks

- **Implementation of Co-Teaching Models as Specified via SPED Dept:**

Incorporate evidence-based instructional strategies such as modeling, guided practice, graphic organizers, and frequent checks for understanding during Co-teaching

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • Co-Teaching Models • Special Education Instructional Models • State and local student data • Campus based progress monitoring system	• Curriculum documents • Lesson plans • IEPs • IEP Progress Monitoring • ARDs	• Student Achievement gains on the STAAR • Teacher collaboration • Increased Mastery • Improved Performance • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Student Growth Measures

Goal Area 2: Student Supports**Strategy 3:** Enhance Collaboration and Instructional Alignment Between General and Special Education Teachers**Timeline:** September 2026 – August 2027**Title I School Components:** Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds**Persons Responsible:** Executive Officers, Content Coordinators, School administration, Content teachers, CLL, Inclusion Teacher, Unit Teacher**Action Steps:**

- **Structured Collaboration Time for General Education Teachers and SPED teachers**
Identify priority standards and determine appropriate support for Special Education students.
- **Plan and Deliver Targeted Lessons Aligned to IEP Goals:**
Develop common expectations for differentiation, accommodations, and progress monitoring across classrooms.
- **Provide Professional Learning on Inclusive Practices:**
Use high-impact instructional strategies for supporting diverse learners

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Templates/Calendar • TCLC • State and local student data • Campus based progress monitoring system • Co-Teaching Planning Tools • SuccessEd program • SPED Professional Dev Plan	• TCLC Agendas • Lesson plans • Collaborative Learning Leader instructional coaching support • Walkthrough documents • Lesson Internalization	• Student Achievement gains on the STAAR • Increased consistency in accommodations • Student growth • Reduction in achievement gaps	• Formative assessments • Benchmarks [BMs] • STAAR • Student Growth Measures

AREA LEADS: Alicia Flores, Miguel Torres, Jaquelyn Estrada



GOAL AREA 3: Leadership Growth**Areas Reviewed: Student Performance****Strengths**

Liberty Middle School campus leadership uses STAAR, academic growth, and accountability data to guide instructional decision-making and campus improvement. The 2025–2026 data provide leadership with multiple measures of student performance, including achievement, academic growth, and Closing the Gaps. In addition:

- **Campus leaders analyze STAAR and accountability data** to identify trends in student achievement and establish instructional priorities by grade level, content area, and student group.
- **Academic growth data are incorporated into leadership decisions.** Liberty earned a **2026 Academic Growth score of 62**, providing campus leaders with a measurable indicator of student progress in Reading/Language Arts and Mathematics.
- **Leadership monitors student-group performance.** In 2026, Liberty served **708 students**, including **39.1% Emergent Bilingual students** and **17.8% students receiving special education services**, allowing leaders to use disaggregated data to support equitable instructional decisions.
- **Closing the Gaps data are used to monitor equitable outcomes.** Liberty earned a **Closing the Gaps raw score of 71 in 2026**, providing leadership with evidence to monitor the performance of identified student groups and evaluate the effectiveness of campus supports.
- **Leadership examines performance by grade level and content area** to identify effective instructional practices and determine where successful strategies can be replicated across classrooms and teams.
- **STAAR data are used to establish measurable campus baselines** for student achievement and growth and to develop targeted goals for the upcoming school year.
- **Leadership uses multiple measures of student performance** rather than relying solely on STAAR achievement, allowing campus teams to consider both student proficiency and academic growth when evaluating instructional effectiveness.
- **Professional learning and collaborative planning can be aligned to identified student performance trends**, allowing campus leaders to connect teacher support and instructional coaching directly to evidence from student achievement and growth data.
- **Campus leadership uses comparative data** to place Liberty's student performance within the context of campuses serving similar student populations and to identify practices that may contribute to stronger outcomes.
- **The use of ongoing student performance data supports a continuous improvement cycle** in which leadership teams identify trends, determine instructional responses, monitor implementation, and evaluate the impact on student achievement.

Challenges

Liberty Middle School's 2025–2026 STAAR and accountability data indicate opportunities for campus leadership to strengthen systems that accelerate student achievement and academic growth. Liberty earned a **47 in Student Achievement (Domain 1)** in 2026, and **30% of students met grade level or above in both Reading and Mathematics**. Mathematics performance and differences among grade levels provide leadership with specific areas for continued instructional focus. In addition:

- **Student achievement data are used to identify campus instructional priorities**, with the 2026 Domain 1 score of 47 providing a measurable baseline for leadership to monitor improvement in overall student performance.
- **Mathematics performance remains an area for leadership growth.** The 2026 Mathematics data show **15% of students at Meets** and **5% at Masters** in the reported overall performance measures, indicating a need for continued attention to rigorous, standards-aligned mathematics instruction.
- **Grade-level differences in Mathematics performance require continued analysis.** Masters performance was **15% in Grade 6, 17% in Grade 7, and 29% in Grade 8**, providing leadership with an opportunity to identify effective practices and replicate successful strategies across grade levels.
- **Leadership must continue to monitor student growth** to ensure that students who have not yet reached grade-level standards are making sufficient progress toward proficiency.
- **Disaggregated student performance data require continued attention.** Liberty's 2026 population included **39.1% Emergent Bilingual students** and **17.8% students receiving special education services**, making targeted analysis of student-group performance an important component of leadership decision-making.
- **Cross-curricular instructional practices require continued strengthening.** With only **30% of students meeting grade level or above in both Reading and Mathematics**, leadership has an opportunity to strengthen practices that support reading comprehension, academic vocabulary, writing, reasoning, and problem-solving across content areas.
- **Professional learning should remain closely connected to student performance data.** STAAR results provide leadership with specific evidence to guide PLCs, instructional coaching, classroom observations, and professional development.
- **Leadership must continue strengthening the connection between assessment data and instructional response**, ensuring that data analysis results in specific changes to curriculum pacing, instructional strategies, intervention, and student supports.
- **Increasing the percentage of students reaching Meets and Masters should remain a leadership priority**, particularly in Mathematics, while continuing to sustain successful practices in areas demonstrating stronger performance.
- **The 2026 STAAR results provide Liberty with clear baseline data for continued leadership growth**, allowing campus leaders to establish measurable targets, monitor progress throughout the year, and evaluate the effectiveness of instructional and professional-learning initiatives.

Goal Area 3: Leadership Growth

Annual Goal 1: By the end of the 2026–2027 school year, 100% of teachers will consistently deliver high-quality, standards-aligned instruction utilizing the district curriculum with fidelity, as evidenced by lesson plan reviews, classroom observations, walkthrough data, and student academic growth measures.

OBJECTIVE 1: Strengthen instructional delivery through consistent implementation of the district curriculum, ensuring all students engage in high-quality learning experiences that support academic growth and achievement.

Strategy 1: Strengthen Curriculum Implementation Through Collaborative Planning, Instructional Monitoring, and Professional Learning

Timeline: September 2026 – August 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Implement Collaborative Planning Focused on Curriculum Alignment**
Conduct weekly TCLCs where teachers unpack standards, identify learning objectives, and align instruction to the district curriculum
- **Monitor Instructional Delivery and Provide Targeted Feedback**
Use a district walkthrough tool to collect evidence of curriculum implementation and identify trends across grade levels and content areas.
- **Provide Ongoing Professional Learning to Strengthen Instructional Practices**
Deliver professional development focused on effective instructional strategies, student engagement techniques, questioning strategies, differentiation, and formative assessment practices.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• TEKS Resource System • Curriculum Pacing Guides • District Curriculum • Department Heads • Collaborative Learning Leader	• Curriculum documents • Lesson plans • TCLC Agendas • Walkthrough documents • Coaching Logs and Feedback Forms •	• Fidelity to District Curriculum • Teacher retention • Student Mastery • TIA Teacher Designations • Academic Achievement • Student Growth	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS

Goal Area 3: Leadership Growth

Strategy 2: Enhance Instructional Rigor and Student Engagement Through Effective Teaching Practices

Timeline: September 2026 – August 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Plan and Deliver Standards-Aligned, Rigorous Instruction**

Utilize the district curriculum, pacing guides, and instructional resources to ensure lessons are aligned to grade-level standards and learning objectives.

- **Implement Effective Instructional Strategies to Increase Student Engagement**

Provide multiple opportunities for students to explain their thinking, justify responses, and demonstrate mastery of learning objectives.

- **Monitor Instructional Quality and Continuously Improve Practice**

Analyze student work, formative assessment data, and observation trends to identify strengths and areas for growth.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Curriculum • Pacing Guides • Progress Monitoring Tools • Instructional Rounds Documentation • Feedback Forms • Lesson Plans • Annotated lesson plans	• Walkthrough documents • Observation Data • Student Engagement Artifacts	• Increased fidelity of District Curriculum • Improved Classroom Observation ratings • Increased Student Performance	• Formative assessments • Benchmarks [BMs] • STAAR/TELPAS • TTESS

Goal Area 3: Leadership Growth

Strategy 3: Strengthen Formative Assessment Practices to Drive Student Learning

Timeline: September 2026 – August 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Implement Frequent Checks for Understanding Throughout Instruction**

Incorporate daily formative assessment strategies such as exit tickets, quick writes, polls, student response systems, and questioning techniques.

- **Use Formative Assessment Data to Adjust Instruction**

Adjust instructional pacing, grouping structures, and teaching strategies based on student performance.

- **Provide Timely Feedback and Opportunities for Student Reflection**

Incorporate student goal-setting and reflection activities aligned to learning targets.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Formative Assessment Tools •Exit Ticket Templates •Student Goal Setting and Reflection Documents •Teacher Feedback Records •Weekly Lessons	•Exit Tickets •Work Samples • Assessment Artifacts • Teacher Feedback Records	• Increased fidelity of District Curriculum •Improved Classroom Observation ratings •Increased Student Performance	•Formative assessments •Benchmarks [BMs] •STAAR/TELPAS

Goal Area 3: Leadership Growth

OBJECTIVE 2: By May 2027, campus leaders will effectively implement the evaluation system to strengthen staff performance, support professional growth, and improve recruitment and retention efforts.

Strategy 1: Strengthen Staff Performance Through Meaningful Evaluation, Feedback, and Professional Growth

Timeline: September 2026 – August 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Conduct Timely and Consistent Evaluations**

Ensure evaluations focus on instructional effectiveness, student engagement, and professional responsibilities.

- **Provide Actionable Feedback and Coaching Support**

Provide instructional coaching, mentoring, and follow-up support to address identified needs.

- **Align Professional Learning to Evaluation Data**

Analyze campus evaluation trends to identify common areas of need.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District evaluation system and rubric • Observation and walkthrough tools • Instructional coaches and mentors • Professional development resources • Professional growth plans	• Completed evaluations and observation records • Feedback conference documentation • Coaching logs and growth plans • Professional development attendance records	• Improved Evaluation Ratings • Teacher retention • Increased Teacher Effectiveness • TIA Designations	• Formative assessments • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures

Goal Area 3: Leadership Growth

Strategy 2: Improve Recruitment and Retention Through Staff Support, Recognition, and Leadership Development

Timeline: September 2026 – August 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: Executive Officers, Content Coordinators, School administration, Content teachers, CLL

Action Steps:

- **Establish Systems to Support and Retain High-Quality Staff**

Foster a positive campus culture focused on collaboration, recognition, and professional growth.

- **Recognize and Develop Staff Leadership Capacity**

Create opportunities for teachers and staff to serve as mentors, CLFs, instructional leaders, or committee members.

- **Strengthen Recruitment Efforts to Attract High-Quality Candidates**

Utilize retention and staffing data to identify recruitment priorities and staffing needs.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Mentoring Programs •Golden Eagle Award •Curriculum Leadership •Staff Climate Surveys	•Mentoring Logs • Reduced Turnover • Increased Employee Satisfaction	•Low Teacher Turnover	•Staff Survey Results •7Cs Data

AREA LEADS: Julia Mason, Laura Diaz, Miguel Vargas, Antonio Rocha



GOAL AREA 4: Family Community

Areas Reviewed: Student Performance

Strengths

Liberty Middle School has established family and community partnerships that support student achievement and provide multiple avenues for families to engage with the campus. The campus provides communication in both English and Spanish and utilizes a campus Parent Liaison, parent volunteers, and business partnerships to strengthen connections between school, families, and the community. In addition:

- **Communication is provided in both English and Spanish** to increase access to information regarding student achievement, academic expectations, campus activities, and available student supports. This is particularly important given that **39.1% of Liberty's 2026 students were identified as Emergent Bilingual**.
- **A campus Parent Liaison** provides a designated connection between families and the school and supports families in accessing campus information and resources.
- **Parent volunteers** provide opportunities for families to actively participate in the campus community and support student success.
- **Business partnerships** provide additional community resources and opportunities to support students and the campus.
- **Student achievement data provide opportunities for meaningful family communication.** In 2026, **47% of Liberty's STAAR results were at Meets Grade Level or Above across all subjects**, while **30% of results were at Meets Grade Level or Above in both Reading and Mathematics**. These results provide a foundation for communicating student progress and academic goals with families.
- **Student growth provides an additional opportunity for families to celebrate progress.** Liberty's Academic Growth scaled score increased from **67 in 2024 to 73 in 2025**, demonstrating improvement in student progress and providing data that can be shared with families to reinforce continued academic growth.
- **Strong attendance supports student achievement.** Liberty's **2026 attendance rate was 94%**, demonstrating strong student access to daily instruction and providing a foundation for continued family-school collaboration around attendance.
- **Academic accomplishments provide opportunities to engage families in celebrating student success.** Liberty earned **six academic distinctions in 2025**, including distinctions in ELA/Reading, Mathematics, Science, Social Studies, Comparative Closing the Gaps, and Postsecondary Readiness.
- **Family and community partnerships are aligned with the needs of the Liberty student population.** With **95.8% of students identified as economically disadvantaged, 39.1% Emergent Bilingual, and 17.8% receiving special education services**, accessible communication and strong family partnerships are important components of supporting equitable student achievement.
- **The campus has multiple structures for engaging families and community partners** and can leverage these structures to communicate academic expectations, student progress, intervention opportunities, and celebrations of student achievement.

Challenges

Liberty Middle School's 2025–2026 STAAR and accountability data indicate a continued need to strengthen the connection between student performance and family/community engagement. The 2026 Student Achievement data resulted in a **Domain 1 score of 47**, with **30% of students meeting grade level or above in both Reading and Mathematics**. These results provide an opportunity for the campus to increase family understanding of student performance and strengthen partnerships that support academic growth. In addition:

- **Family communication regarding student achievement can be strengthened** by providing families with clear information regarding STAAR performance, grade-level expectations, student progress, and specific strategies for supporting academic success at home.
- **Mathematics achievement remains an area for increased family-school collaboration.** In 2025, **43% of Liberty students achieved Meets Grade Level or Above in Mathematics**, compared with 46% statewide, creating an opportunity to provide families with resources and strategies to support mathematical reasoning and problem-solving.
- **Social Studies represents a significant area of need.** In 2025, **28% of Liberty students achieved Meets Grade Level or Above in Social Studies**, compared with 50% statewide. Family and community partnerships can be leveraged to provide additional literacy, vocabulary, and content support.
- **Bilingual family communication remains essential.** With **39.1% of Liberty students identified as Emergent Bilingual**, academic information and student-support opportunities must continue to be communicated in accessible formats and, when appropriate, in both English and Spanish.
- **The high percentage of economically disadvantaged students creates a need to ensure equitable access to family engagement opportunities.** Liberty's 2026 population was **95.8% economically disadvantaged**, requiring the campus to consider accessibility when planning academic events, conferences, tutoring, and other family opportunities.
- **Family-school collaboration for students receiving special education services should continue to be strengthened.** With **17.8% of students receiving special education services**, consistent communication regarding student goals, accommodations, progress, and interventions is essential.
- **Closing achievement gaps requires continued family and community involvement.** Liberty's 2025 **Closing the Gaps score of 78 (C)** provides evidence for continued attention to the performance of identified student groups and opportunities to engage families as partners in improving outcomes.
- **Academic growth should be communicated alongside achievement.** Liberty's 2025 Academic Growth scaled score was **73**, with **61% of students demonstrating annual growth in both RLA and Mathematics**. Sharing growth data with families can help them recognize progress while identifying the next academic steps for their students.
- **Families need opportunities to move from receiving information to actively using student-performance data.** The campus can strengthen family engagement by helping parents understand STAAR performance levels, set academic goals, monitor progress, and access intervention and enrichment opportunities.
- **Community partnerships can be more intentionally aligned to student-performance needs**, particularly in Mathematics, Social Studies, and support for identified student groups.

Goal Area 4: Family Community

Annual Goal 1: By May 2027, the campus will strengthen family and community partnerships by increasing meaningful engagement opportunities, improving communication systems, and building collaborative relationships that support student success, academic achievement, and overall school improvement.

OBJECTIVE 1: Increase meaningful family engagement opportunities by providing consistent communication, resources, and opportunities for families to actively participate in their students' academic success.

Strategy 1: Strengthen Two-Way Communication Between the Campus and Families

Timeline: September 2026 – August 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds, Parent Liaison

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Implement consistent communication systems to keep families informed and connected.**
Train staff on effective family communication practices.
- **Create a Monthly Calendar**
Share academic information, upcoming events, student progress updates, and resources to support learning at home and increase parent participation
- **Provide families with resources to support student learning and achievement.**
Host academic support sessions focused on literacy, mathematics, assessment preparation, and technology support.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Director/Liaison • Administrators • Counselor • Community Partners • Parent Workshops	• Monthly Calendar • Sign-in sheets • Agendas • Brochure • Power Point • Parent Invitations • Photos of meetings	• Parents survey • Public Relations Data • Parent Feedback based on Chat and One on One meetings • Accountability Report	• Survey results • Participation • Performance

Goal Area 4: Family Community

Strategy 2: Create Meaningful Opportunities for Families to Engage in Campus Activities

Timeline: September 2026 – August 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Increase family participation in school events and decision-making opportunities.**
Host family engagement events such as TELPAS academic nights, Open House, Meet the Teacher, IB Exhibition, parent conferences, and campus celebrations.
- **Create opportunities for families to provide input through surveys, advisory committees, and focus groups.**
- **Send Home Resources for Continued Support:**
- **Offer flexible meeting times and virtual participation options.**

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Director/Educator • Administrators • Counselor • Campus Calendar • Community Recruiters - Parent Volunteers	• Monthly Calendar • Sign-in sheets • Agendas • Brochure • Power Point • Invites • Photos of meetings	• Parents survey • Public Relations Data • Parent Feedback based on Chat - One on One meetings • Accountability Report	• Survey results • Participation • Performance

Goal Area 4: Family Community

Strategy 3 Identify and develop partnerships with local organizations and stakeholders.

Timeline: September 2026 – August 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- Establish partnerships with businesses, nonprofits, higher education institutions, and community agencies.
- Identify resources that address students academic, social, and family needs.
- Create opportunities for community partners to support campus initiatives.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• District Social Media • Parental Director/Educator • Administrators • Counselor • Local Business • Community Partners	• Monthly Calendar • Sign-in sheets • Agendas • Invites • Photos of meetings	• Parents survey • Public Relations Data • Parent Feedback based on Chat and One on One meetings • Accountability Report • Volunteer Logs	• Survey results • Participation • Performance

Goal Area 4: Family Community

OBJECTIVE 2: By May 2027, the campus will achieve and sustain an average daily attendance rate of at least 95% through the implementation of proactive attendance monitoring, targeted family engagement, community partnerships, and student-centered support systems. These efforts will promote consistent student attendance, increase academic achievement, support social-emotional well-being, and contribute to overall student success.

Strategy 1: Implement a Comprehensive Attendance Monitoring and Intervention System

Timeline: September 2026 – August 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Monitor attendance data regularly to identify attendance concerns early.**

Identify key staff members who will make phone calls by 3rd period to follow up with absences.

- **Implement tiered attendance interventions for students with attendance concerns.**

Review ARP rosters and students with 10+ absences

- **Recognize and celebrate positive attendance.**

Implement a school-wide attendance recognition program that celebrates students and classrooms with strong attendance through public recognition, rewards, and family-centered attendance events.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Counselors and Support Staff • Attendance Liaison • Mentoring Programs • 3rd Period Teachers	• Student Support-ARP • Mentoring Program Log • ARP login	• Attendance Reports • Accountability Report	• Increase student participation • Performance

Goal Area 4: Family Community

Strategy 2: Strengthen Family Engagement to Promote Regular Student Attendance

Timeline: September 2026 – August 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Improve communication with families regarding attendance expectations and student attendance data:**
Provide attendance information through newsletters, phone calls, emails, and text messages.
- **Conduct targeted outreach to families of students with attendance concerns.**
Schedule attendance conferences with families.
- **Increase family participation in attendance awareness activities.**
Communicate attendance goals and expectations during parent meetings.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program	• Parent contact • Sign-in sheets • ARP login	• Attendance Reports • Accountability Report	• Increase student participation • Performance

Goal Area 4: Family Community

Strategy 3: Utilize Attendance Data Tracking to Identify, Monitor, and Address Attendance Concerns

Timeline: September 2026 – August 2027

Title I School Components: Title I - IV, State Bilingual Funds, State Comp.

Persons Responsible: School administration, Content teachers, Counselor, Parental director, Parental educator, Community engagement recruiters

Action Steps:

- **Attendance Data Tracking:**

Continue with Lunch announcements for absentees

- **Weekly data:**

Share attendance data with campus leadership teams, counselors, and teachers during regularly scheduled meetings.

- **Intervention Plans:**

Individual Attendance Plans (IAPs), home visits, referrals for support services for students below 95% and ARP program.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• School and Classroom Tracking system • Classroom banners • Incentives • Certificates • ARP program	• Parent contact • Sign-in sheets • ARP login • Attendance	• Attendance Reports • Accountability Report	• Increase student participation • Performance

Title 1, Part A School Wide Components

1. A comprehensive needs assessment of the entire school (including considering the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low- achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupils services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who have trouble mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.