



Richardson Independent School District

Liberty Junior High School 2026-2027 Turnaround Plan

Needs Assessment and Stakeholder Engagement

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) [§39A.053](#) to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section [§39A.053](#) of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27.

Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TAP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Turnaround Plan, in accordance with Texas Education Code (TEC) [§39A.104](#), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Turnaround Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) [§39A.104](#), and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) [§39A.103](#) and [§39A.104](#), to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 19, 2026

As part of the Turnaround Plan (TAP) submission, in accordance with Texas Education Code (TEC) [§39A.104](#), the LEA must upload documentation of stakeholder feedback or the stakeholder engagement process. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted. Please upload a copy of public comments or additional documents explaining the lack of public comments:

[Minutes_Morning.pdf](#)

SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

Texas Instructional Leadership

Which, if any, program is your school system interested in to support this strategy?

Texas Instructional Leadership

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Region 10

How many district staff members will be responsible for capacity building with this campus?

5

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

ASC Salary \$78,292.35
LASC Salary \$88,471.40
School Improvement Specialists Salary \$82,000
Tutoring \$7,000

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

If we were to not receive continued grant funds through TIL, the monthly coaching touchpoints currently led by the Region 10 Coach would transition to being carried by the campus's own Lead Academic Success Coach and Academic Success Coach, supplemented by more frequent check-ins from the Area Superintendent. The Area Superintendent's coaching relationship with campus leadership is a district-funded function independent of the grant, so that layer of support would continue uninterrupted regardless of TIL's funding status, what would change is the loss of Region 10's external coaching capacity and the structured monthly touchpoint calendar it provides.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

The district has appointed a strong, experienced principal with a track record of success to lead the campus, along with an equally experienced and strong assistant principal. Additionally, Liberty's Lead Academic Success Coach and Academic Success Coach positions reflect the district's shift away from allocating instructional coaching purely at each principal's discretion, toward a standardized model where coaching capacity is assigned based on campus need. The district has also prioritized more frequent Area Superintendent engagement alongside the standard TIL coaching cadence, so that leadership coaching capacity is proportionate not only to the campus's identified academic needs but to the transition support a new admin team requires. The district has also appointed a certified full time interventionist to work with students throughout the day.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

225

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

225

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

174

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Quarterly	Quarterly Common Interim Assessments (CIAs) serve as benchmark checkpoints designed to measure student mastery of grade-level TEKS and evaluate academic growth each quarter of the school year. The purpose of CIAs is to generate timely, high-leverage performance data that directly drives PLC weekly data meetings where teachers and ASCs collaboratively identify standard-level gaps and share effective instructional strategies. CIAs ensure that educators can immediately target intervention and reteach efforts during dedicated What I Need (WIN) time and targeted tutoring sessions. This continuous assessment cycle creates a responsive instructional framework, allowing campuses to track progress toward targeted improvement goals and make proactive adjustments well before end-of-year summative evaluations.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	MAP	District	BOY/MOY/EOY	NWEA MAP Growth assessments are administered at the Beginning, Middle, and End of Year to provide a norm-referenced, adaptive measure of individual student growth and longitudinal academic achievement. MAP data develops a student-centered approach through structured teacher-student conferencing. During these data conferences, teachers and students collaboratively analyze RIT scores and learning continuums to set realistic, actionable growth goals. This goal-setting process supports student agency, builds ownership over learning outcomes, and helps teachers tailor differentiated instruction to support both remediation and acceleration throughout the school year.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	STAAR Released SIM	District	Semester	The spring STAAR released assessment simulation serves as a full-scale diagnostic designed to replicate the testing environment, blueprint, and rigor of the state exam. The primary objective of this simulation is to conduct a granular analysis of student performance to pinpoint precise gaps in TEKS mastery across individual student profiles, classrooms, and student groups. Data collected from the simulation directly structures the final, high-impact stretch of the school year by driving targeted interventions. Identified TEKS deficiencies are immediately addressed through focused reteach plans during daily WIN time and dedicated tutoring sessions, ensuring at-risk students receive high-dosage, skill-specific remediation before the operational administration.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	Weekly Exit Tickets	Campus	Weekly	Weekly exit tickets serve as immediate, formative checks on daily and weekly TEKS mastery. Systematically tracked on a centralized campus spreadsheet, exit ticket data provides classroom teachers and leadership with real-time, granular visibility into individual student performance. This immediate tracking mechanism ensures that learning gaps are identified within days allowing teachers to quickly flag specific students who need targeted intervention. Exit ticket data ensures that WIN time, small-group instruction, Saturday School and tutoring are continuously adjusted to provide timely, highly specific remediation before misconceptions compound.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	Summit K-12	District	BOY/MOY/EOY	Summit K-12 benchmark assessments provide dedicated progress monitoring of English language proficiency across the four core domains: Listening, Speaking, Reading, and Writing. Designed to mirror state English Language Development standards and TELPAS item types, these benchmarks establish baseline proficiency, measure growth trajectories, and generate Personalized Learning Plans (PLPs) tailored to each Emergent Bilingual student's unique linguistic needs. Data from the BOY and MOY assessments allow teachers to granularly track domain-specific language growth and target targeted linguistic scaffolds during WIN time, Saturday School, and dedicated ESL instruction during class instructional blocks. This continuous monitoring loop equips teachers with actionable insights to accelerate academic language acquisition, meet annual growth targets, and guide students toward successful reclassification.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

The campus utilizes a tiered, multi-assessment monitoring framework designed to track student academic and linguistic growth at immediate, short-term, and longitudinal intervals. Weekly formative growth is monitored using campuswide weekly exit ticket tracker which allow teachers in PLCs to collaborated with campus leadership to pinpoint skill deficiencies adjust flexible grouping for WIN time and targeted tutoring. Students in all core content areas maintain Student Growth Portfolios, where they track their own assessment outcomes, reflect on standard mastery, and directly engage in data driven goal setting. Short-term, standard-level mastery is evaluated through quarterly Common Interim Assessments (CIAs) and a spring STAAR Simulation, with results analyzed during weekly PLC meetings to refine Tier 1 instruction and drive intensive reteach plans. Longitudinal growth is tracked across three key windows: Beginning of Year , Middle of Year, and End of Year. NWEA MAP Growth for all students and Summit K-12 for EB students is tracks at each of these checkpoints. MAP RIT scores and Summit K-12 language domain progress are logged in student portfolios to drive structured teacher-student data conferences to establish realistic growth targets and update Personalized Learning Plans. Centralized campus spreadsheets, portfolio checks, and PLC data reviews ensure campus leadership and instructional teams systematically evaluate growth trajectory and pivot support well before end of year summative evaluations.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

The campus plan for student intervention and supporting special populations relies on a multi-layered model focused on targeted skill remediation, language growth, and TEKS mastery. At the core of daily instruction is dedicated WIN time, providing intentionally designed, small-group support aligned directly to individual student learning gaps within Tier 1 Instruction for TEKS standards. To further accelerate progress and address historical achievement gaps, a structured Saturday school tutoring program specifically supports African American and Hispanic students who have not yet met standards on the reading or mathematics STAAR assessments, while simultaneously offering targeted language proficiency support for EB students. Complementing these initiatives, flexible before- and after-school tutoring sessions provide ongoing, reinforced instruction in mathematics, reading, and specialized EB language skills to ensure continuous academic development for all students performing below grade level.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by content area and grade level (e.g., 7th Grade RLA, 8th Grade RLA) to ensure highly targeted, standards-aligned planning and data analysis for specific student cohorts.

How frequently will PLCs occur?

PLCs occur on a daily basis, following a structured five-day instructional and data cycle.

Who will facilitate PLCs?

PLCs are facilitated by Academic Success coaches, department chairs, and campus administrators who guide the planning, modeling, and data analysis protocols.

Who is required to attend PLCs?

All core content teachers assigned to the respective grade level and subject area are required to attend, along with instructional coaches and campus administration.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

The campus utilizes a structured, continuous 5-day weekly PLC protocol driven by pre-populated content calendars and note catchers shared with admin at least one week in advance:

Monday – Lesson Internalization: Teachers unpack upcoming unit TEKS and daily lessons using subject-specific Lesson Internalization Note Catchers to ensure deep conceptual understanding. Internalization protocols come directly from the instructional materials for core contents. Teachers identify productive struggle and most rigorous task.

Tuesday – Rehearse/Modeling Phase: Teachers rehearse and model key lesson components and identified productive struggle, refining Tier 1 instructional delivery and checking for alignment through peer and facilitator feedback.

Wednesday – Weekly Data Meeting (WDM): Teams analyze student formative data, including weekly exit tickets and interim assessments, to pinpoint individual student gaps and standard mastery trends.

Thursday – Intervention Lesson Planning: Data from Wednesday's Weekly Data Meeting (WDM) is directly converted into actionable reteach plans and targeted intervention lessons for What I Need (WIN) time and tutoring.

Friday – Nuts/Bolts and Trainings: Dedicated time for operational updates, administrative logistics, and campus-wide professional development.

Upload PLC agenda (optional):

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Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal	Our principal cohort meets monthly for professional development provided by curriculum and instruction directors. To build instructional leadership capacity, principal managers meet with principals weekly, focusing on PLC development, classroom walkthroughs and feedback, and data driven instructional practices. The principal manager has tiered campuses based on need and provides the principal with weekly touch points to ensure calibration across core instructional practices. The principal is actively participating in TIL coaching throughout the 2026 school year.	Curriculum and Instruction Directors, Principal Manager, TIL Coach	Principal
Other Campus Admin (Assistant Principals, Instructional Coaches)	Campus APs, Lead Academic Success Coaches, and Academic Success Coach meet weekly with the principal to calibrate teacher coaching cycles and analyze trends within walkthrough and feedback cycles. APs meet monthly with Principal Managers for professional development provided by the Curriculum and Instruction department, focusing specifically on PLC alignment, walkthroughs and feedback, and data driven instructional practices. Academic Success Coaches meet monthly as a district cohort with Executive Director of School Improvement to engage in capacity building and determine key instructional priorities.	Principal, Principal Manager, Executive Director of School Improvement	Assistant Principals, Academic Success Coaches

Role	Training/PD Description	Delivered By	Attended By
Teacher	Teacher capacity building is supported through daily meetings with Academic Success Coaches focused on strengthening PLC practices, specifically lesson internalization, data driven instruction, and student intervention. Teachers also meet monthly with campus principals to target growth in Tier 1 instructional practices and intervention strategies. 11 professional learning days are built into the district calendar (9 in the fall semester and 2 in the spring semester) to covering topics including Lesson Internalization, Quality Tier 1 Instruction, DataDriven Instructional Practices, Student Interventions, and progress toward individual T-TESS goals. All new teachers engage in quarterly New Teacher Academies provided by the professional learning department.	Academic Success Coaches, Principal, Assistant Principals, Professional Learning Department	Teachers
Principal Manager	Principal managers meet weekly with the Assistant Superintendent for School Leadership for instructional and operational purposes. To align support and maintain momentum toward instructional goals, the principal managers also meet bi-weekly with the Teaching and Learning Department to discuss key instructional actions and campus supports. Principal manager engages in monthly coaching with TIL coach.	Assistant Superintendent for School Leadership, Teaching and Learning Department, TIL coach	Principal Managers

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

New teachers engage in a dedicated New Teacher Week prior to the start of the school year to learn district instructional priorities and dive into curricular resources. Additionally, new teaches attend quarterly new teacher cohorts with the professional learning department. On campus, new teachers are paired with a mentor and meet once a month for coaching conversations. Both new and Tier 3 (ineffective) teachers receive weekly walkthrough and feedback cycles focused on strategic action steps for classroom management and instructional rigor. Campus administrators meet one-on-one with Tier 3 teachers to clearly establish expectations, align on high-quality instructional practices, and conduct in-depth data analysis.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

The campus uses TIL observation and walkthrough tools aligned with the Get Better Faster framework and T-TESS rubrics to evaluate classroom implementation and leadership coaching. To track growth, leaders utilize a teacher tracking sheet to document walkthrough trends, bite-sized action steps, and progress over time. Key look fors focus on highleverage areas, including classroom management, lesson internalization, quality Tier 1 instruction, and data driven instructional practices. To ensure consistency across the campus, principal and principal manager calibrate with a Region 10 coach at least once per month.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Biweekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Special population teachers (SpEd and Emergent Bilingual) actively participate in daily PLCs (e.g., HQIM internalization, Weekly Planning Meetings, Weekly Data Meetings, Classroom Observation/Feedback) and campus MTSS meetings alongside general education teams to add value through analyzing, anticipating, and adjusting instruction to meet the needs of each student. Targeted student interventions are based on students' misconceptions within Tier 1. Administrators and Academic Success Coaches engage in walkthroughs and feedback cycles to ensure accommodations, scaffolded Tier 1 instruction, and intervention practices are implemented with fidelity and teachers receive feedback and action steps to improve their practice within one week. Teacher leaders and district coordinators provide ongoing professional development throughout the year that is directly responsive to student learning needs and walkthrough observation trends.

Milestones

List 16-20 key milestones your campus will complete to implement this strategy (8-10 per year). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027, December 2027, May 2028, August 2028.

Milestone 1

Description – What specific action or deliverable will be completed?

New Principal Onboarding & TIL Coaching Cycle Launch

Establish the monthly TIL coaching cycle between the campus Principal, the Principal Manager, and the Region 10 Coach, with particular attention to onboarding support given Liberty's new campus leadership. Cycle follows the TIL calendar: August orientation, September Refresh/SWAP Training at Region 10, and monthly coaching touchpoints beginning in October focused on PLC observation, debrief, and action steps.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Principal Manager, Region 10 Coach

Evidence of Completion – What artifact, data, or observable action will verify completion?

Documented monthly coaching touchpoint logs, completed September Refresh/SWAP Training attendance, action steps delivered to both principal and Principal Manager following each touchpoint.

Support Needed – What training, coaching, resources, or tools are required?

Region 10 coaching capacity, Principal Manager's protected monthly time for joint coaching sessions, additional onboarding support/mentorship structures appropriate for new campus leadership.

Milestone 2

Description – What specific action or deliverable will be completed?

PLC Quality & Lesson Internalization Protocol

Strengthen and monitor weekly PLCs to ensure teachers deeply plan, unpack standards, and internalize HQIM prior to instruction, with PLC protocol explicitly including lesson internalization, action step practice, module/unit internalization, and student work analysis, facilitated by instructional leadership team.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Admin, LASC, ASC

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC planning artifacts documenting all four protocol components (internalization, action step practice, module internalization, student work analysis), October TIL touchpoint observation notes, November PLC documentation.

Support Needed – What training, coaching, resources, or tools are required?

Designated PLC facilitator training, protected 45-minute weekly PLC time for all teachers, including SpEd and EB staff, TIL coaching support via the October/November touchpoints.

Milestone 3

Description – What specific action or deliverable will be completed?

DDI Weekly Data Meetings

Implement with fidelity the Data-Driven Instruction (DDI) protocol and weekly data meetings targeting Liberty's identified priority areas: 7th grade Reading, 7th grade Pre-Algebra, and 8th grade Algebra I.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Admin, LASC, ASC, Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

Weekly data meeting logs for the three priority courses, MAP/common assessment progress data showing movement toward BOY-set targets, documented individual student growth targets per Goal 1's tracker sheet.

Support Needed – What training, coaching, resources, or tools are required?

DDI protocol training, LASC/ASC facilitation capacity, access to MAP and common assessment data disaggregated by course.

Milestone 4

Description – What specific action or deliverable will be completed?

Tiered Observation & Feedback Cadence

Implement a tiered observation and feedback system where teachers requiring more support (including Liberty's high proportion of 1-5 year educators) are observed at least weekly, and teachers requiring less support are observed at least biweekly, calibrated using the district observation instrument.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Admin, LASC, ASC

Evidence of Completion – What artifact, data, or observable action will verify completion?

Observation frequency logs by teacher tier, calibrated look-fors tied to coaching action steps, January/February TIL touchpoint classroom observation data.

Support Needed – What training, coaching, resources, or tools are required?

A defined tiering rubric matching teacher experience/effectiveness, administrator calibration training, TIL coaching support during the January/February observation touchpoints.

Milestone 5

Description – What specific action or deliverable will be completed?

HQIM Fidelity in Grades 6–Algebra I Mathematics

Implement High-Quality Instructional Materials in Grades 6 through Algebra I mathematics, supported by continuous, differentiated professional development connected to the RISD Learner Framework and informed by observation data and student data.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Admin, LASC, ASC

Evidence of Completion – What artifact, data, or observable action will verify completion?

Walkthrough data showing HQIM-aligned lesson delivery, differentiated PD attendance/ completion records matched to identified staff needs, STAAR/MAP mathematics data trending toward BOY targets.

Support Needed – What training, coaching, resources, or tools are required?

Ongoing HQIM-specific professional development, coaching differentiated by staff experience and instructional need, data systems to track implementation fidelity.

Milestone 6

Description – What specific action or deliverable will be completed?

MTSS Academic Intervention via RTI Scheduler
Implement and utilize the RTI Scheduler tool to efficiently manage, schedule, and track targeted Tier 2 and Tier 3 academic intervention and enrichment sessions during designated intervention times.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Admin, MTSS Team, LASC, ASC, Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

Data showing consistent Tier 2/3 intervention delivery, MAP and STAAR growth data for intervention-identified students, attendance/participation records for scheduled intervention blocks.

Support Needed – What training, coaching, resources, or tools are required?

RTI Scheduler tool access and training, MTSS Team capacity to identify and monitor intervention groups, coordinated scheduling support from campus administration.

Milestone 7

Description – What specific action or deliverable will be completed?

Emergent Bilingual Growth & ELlevation Strategies

Utilize Linguistic Acquisition Teachers to implement ELlevation strategies and ensure ESL and content teachers progress-monitor and adjust instruction to meet EB student needs, directly addressing the gap between Liberty's current EB Meets rate (13%) and the campus's 2026 target (28%).

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Admin, LAT, LASC, ASC

Evidence of Completion – What artifact, data, or observable action will verify completion?

ELlevation strategy documentation in lesson plans and PLC records, EB student progress-monitoring data, STAAR EB Meets-rate movement toward the 28% target.

Support Needed – What training, coaching, resources, or tools are required?

Linguistic Acquisition Teacher capacity and training, ELlevation platform access, content-teacher PD on EB-specific instructional strategies.

Milestone 8

Description – What specific action or deliverable will be completed?

Student Growth Goal-Setting & Portfolio System

Launch the standardized student goal-tracker sheet across advisory/content classes, where all students identify a growth goal and Graduate Profile goal and submit quarterly evidence of progress (MAP, CIAs, STAAR) toward that goal.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Admin, Teachers, MTSS Team/Counselors

Evidence of Completion – What artifact, data, or observable action will verify completion?

Completed student growth-goal portfolios for all students, quarterly progress-evidence submissions, MAP BOY-to-EOY growth data tied to individual targets.

Support Needed – What training, coaching, resources, or tools are required?

Standardized goal-tracker template, teacher training on goal-setting conferences, advisory-period time protected for portfolio work.

Milestone 9

Description – What specific action or deliverable will be completed?

Sustained PLC Fidelity & Full-Staff Facilitation Capacity
Building on Year 1's PLC/lesson internalization protocol, expand facilitation capacity so PLCs across all content areas are consistently led by staff knowledgeable in the instructional materials, using the December MOY and May EOY "Calibration of TIL Levers" touchpoints to assess and adjust.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Admin, LASC, ASC, Area Superintendent, Region 10 Coach

Evidence of Completion – What artifact, data, or observable action will verify completion?

MOY/EOY TIL Lever calibration documentation, PLC facilitation coverage across all content teams, sustained or improved PLC quality look-for data compared to Year 1 baseline.

Support Needed – What training, coaching, resources, or tools are required?

Continued Region 10 coaching through the TIL calendar, PLC facilitator development for staff beyond current LASC/ASC capacity.

Milestone 10

Description – What specific action or deliverable will be completed?

Distributed Leadership Capacity via Accountability Data Leadership Series
Participate in the Accountability Data Leadership Series to deepen leadership capacity for tracking student growth and addressing state accountability standards, building bench strength beyond the principal.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Admin, LASC, ASC

Evidence of Completion – What artifact, data, or observable action will verify completion?

Leadership Series attendance and participation evidence, evidence of distributed data-analysis responsibilities across the Instructional Leadership Team, documented leadership capacity growth (Example: ILT members independently leading data meetings).

Support Needed – What training, coaching, resources, or tools are required?

Accountability Data Leadership Series attendance, protected time for ILT members to receive training.

Milestone 11

Description – What specific action or deliverable will be completed?

Staff Retention
To address staff teacher turnover over the past few years, we will conduct campus-level exit surveys and stay interviews to address site-specific turnover, and address low-scoring climate survey areas through a campus team action plan.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Admin

Evidence of Completion – What artifact, data, or observable action will verify completion?

Completed exit survey/stay interview data with identified trends, climate survey action plan with documented implementation steps, Year 2 climate survey scores compared to baseline.

Support Needed – What training, coaching, resources, or tools are required?

Exit survey/stay interview protocol, climate survey action-planning facilitation support, particularly important as new leadership builds trust with staff.

Milestone 12

Description – What specific action or deliverable will be completed?

SPED Academic Growth & Data Dashboard Fidelity
Protect and build on Liberty's SPED STAAR Reading growth (19.1% to 42.3% passing over four years) by monitoring SPED teachers' consistent use of the Data Dashboard to document lesson planning, service logs, and student progress, reviewed quarterly to inform coaching.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Admin, SPED Lead

Evidence of Completion – What artifact, data, or observable action will verify completion?

Quarterly Data Dashboard review documentation, SPED STAAR Reading passing-rate data sustained or improved from the 42.3% baseline, IEP goal-attainment data.

Support Needed – What training, coaching, resources, or tools are required?

SPED Lead capacity for quarterly dashboard reviews, targeted coaching informed by dashboard data, continued RDA Performance Level monitoring.

Milestone 13

Description – What specific action or deliverable will be completed?

Positive Culture & Discipline Systems Sustainment

To address lost instructional time due to disciplinary placements and behavior, we will sustain Liberty's discipline improvement (a 68.7% reduction in incidents over two years) by maintaining clear Tier 1 behavior expectations, bi-weekly MTSS behavior team meetings documented in Branching Minds, and a refreshed Code of Civility campaign.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Admin, Counselors, MTSS Behavior Support Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Discipline incident data sustained at or below the 2025-26 baseline (253 incidents), bi-weekly MTSS behavior meeting documentation in Branching Minds, Code of Civility implementation evidence.

Support Needed – What training, coaching, resources, or tools are required?

Continued MTSS Behavior Team capacity, Branching Minds documentation support, visual messaging/communication resources for the Code of Civility refresh.

Milestone 14

Description – What specific action or deliverable will be completed?

Differentiation via WICOR

To address lost achievement at the meets and masters lever we will ensure differentiated strategies and curriculum to meet the needs of high achieving students through WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategy implementation, with teachers receiving the training and materials necessary for classroom application.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Admin, LASC, ASC

Evidence of Completion – What artifact, data, or observable action will verify completion?

WICOR strategy implementation documented in lesson plans and walkthroughs, GT student progress data, PD completion records for WICOR training.

Support Needed – What training, coaching, resources, or tools are required?

WICOR strategy training and materials, LASC/ASC coaching support for differentiation.

Milestone 15

Description – What specific action or deliverable will be completed?

Observation & Feedback

Develop the capacity of Lead Academic Success coach and Academic Success coach by engaging in coaching cycles with them for Observation/Feedback. Incorporate coaching clinics around observation/feedback to align their action steps to measurable bite-sized feedback where they close the observation and feedback loop.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Teachers, Admin, LASC, ASC

Evidence of Completion – What artifact, data, or observable action will verify completion?

Evidence of calibrated walks, evidence of feedback provided to LASC/ASC, evidence of observation and feedback clinics.

Support Needed – What training, coaching, resources, or tools are required?

Observation and feedback training, training on tracking teacher growth and usage of high-quality actionable feedback such as Get Better Faster scope and sequence.

Milestone 16

Description – What specific action or deliverable will be completed?

Performance Management Data

Principal and leadership team compile performance management data (exit ticket trackers, teacher action step tracker, discipline trackers, attendance tracker), reflect on trends, stamp effective actions and actions needing improvement. Data is presented to Area Superintendent and Superintendent for feedback. Action plan is developed based on feedback to ensure continuous improvement.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Administrators, Area Superintendent, Superintendent

Evidence of Completion – What artifact, data, or observable action will verify completion?

Exit ticket tracker, teacher action step tracker, discipline tracker, attendance tracker.

Support Needed – What training, coaching, resources, or tools are required?

Support from student services to ensure teachers are trained on documentation of behaviors. Training for teachers on collection and documentation of data trackers. District provided tools to house data in a central location (Eduphoria).

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

Weekly, monthly, and quarterly assessment data including weekly exit tickets, CIAs, NWEA MAP Growth, and STAAR simulation results will be monitored by the School Improvement Team. The School Improvement team includes the Executive Director of School Improvement (DCSI), Principal Manager, and Campus Principal. Structured data analysis meetings and TIL coaching rounds are held after key assessment windows to evaluate progress toward goals. Superintendent reviews progress quarterly.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

DCSI

District Leaders: Principal Manager, Superintendent

Campus Leaders: Principal, Assistant Principals, LASC, and ASC

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Student learning data (CIAs, MAP, STAAR Sims, Summit K-12) will be captured and reported through Eduphoria and campus data trackers following key assessment checkpoints.

Milestone implementation and teacher walkthrough trends will be logged using the teacher action tracking sheet and evaluated during weekly Campus Leadership Team meetings.

Formative exit ticket data will be tracked weekly in the campus exit ticket tracker, with next steps determined during weekly PLC data meetings.

The Executive Director of School Improvement (DCSI) and Area Superintendent will review TAP milestone artifacts during monthly TIL calibrations and adjust strategies based on student performance trends.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

The Campus Leadership Team will meet monthly to review student learning data, monitor TAP milestone completion, and evaluate the overall effectiveness of instructional strategies to accelerate student learning gains. Milestone progress, assessment trends, and implementation data will be shared with the Superintendent quarterly, Area Superintendent, and Executive Cabinet at the end of each grading period during Cabinet meetings as well as maintaining progress as a regular talking point on Cabinet agendas.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	69
Meets Grade Level	43
Masters Grade Level	26

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	60
Meets Grade Level	30
Masters Grade Level	10

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	60
Meets Grade Level	33
Masters Grade Level	17

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

37.5

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

75

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	74
Meets Grade Level	48
Masters Grade Level	31

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	65
Meets Grade Level	35
Masters Grade Level	15

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	65
Meets Grade Level	38
Masters Grade Level	22

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 27-28?

40.6

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 27-28?

75

Will this campus have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

43.8

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

25

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 27-28?

46.9

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 27-28?

31.3

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

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Upload additional documents (optional):

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