

Richardson Independent School District

Liberty Junior High School

2025-2026 Campus Improvement Plan



Mission Statement

At Liberty Junior High, we will establish a safe, collaborative, and innovative environment to develop open-minded and resilient learners.

Vision

Every Child, Every Leader, Every Teacher, Every Day.

Value Statement

Respectfulness-Involvement-Safety-Encouragement

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Goals

Goal 1: Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth.

Performance Objective 1: Every student, teacher, and leader will meet or exceed their academic growth and overall performance goals.

High Priority

Evaluation Data Sources: STAAR, MAP, TELPAS, CIAs, and Performance Growth Goals.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will identify students in need of accelerated learning and intensive intervention, utilize High Quality Instructional Materials as determined by the district, and monitor progress in Branching Minds. Teachers will meet with students for goal setting purposes and to track goal progress. Students will be able to speak to their goals and interpret their own data.</p> <p>Strategy's Expected Result/Impact: Students will show growth on STAAR, MAP, and TELPAS, as well as CIAs. The focus is on reading and math growth. . Students receiving MTSS support will demonstrate measurable growth on MAP Reading and Mathematics diagnostics, contributing to the overall campus goal of increasing the percentage of students meeting or exceeding individual growth measures from BOY to EOY.</p> <p>Staff Responsible for Monitoring: MTSS Coordinator MTSS Team (Admin, Counselors, and supporting Teachers)</p> <p>Title I: 2.51, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- Targeted Support Strategy</p>	Formative			Summative
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Goal 1: Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth.

Performance Objective 2: Ensure all students have a school/home connection (club, extra curricular, activity, an adult at school).

Evaluation Data Sources: Increased student behavioral outcomes. Positive culture and climate as reported by student and parent surveys

Strategy 1 Details	Reviews			
<p>Strategy 1: Encourage student engagement through campus extracurricular activities by making daily announcements with club meeting information, information in the family newsletter, and recruiting during the school day. These activities include athletics, band, orchestra, choir, Art Club, Drama Club, NJHS, Student Council, and more.</p> <p>Strategy's Expected Result/Impact: All students will report to their counselor during minute meetings about their extracurricular interests. Campus clubs will grow by at least 10% this year. As more students engage in activities and connect with a trusted adult, we anticipate stronger outcomes, including: Increased student engagement, with 70% reporting a meaningful connection on surveys. Improved attendance, with 94% or higher among participants. Fewer discipline referrals, with a 7% decrease. A stronger sense of belonging, with a 5% increase on student surveys. An increase in attendance data and a decrease in discipline data is expected.</p> <p>Staff Responsible for Monitoring: Admin Counselors</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 1: Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth.

Performance Objective 3: Ensure educators teach and administratively verify that all Substance Use Prevention Lessons are taught.

Evaluation Data Sources: Counselor & Campus Discipline Data.

Strategy 1 Details	Reviews			
Strategy 1: Implement state-required prevention requirements for bullying, harassment, and dating violence during advisory/WINN time consistent with Board policies and procedures. See Appendix A. Strategy's Expected Result/Impact: Decrease in reports of bullying, harassment, and dating violence, with admin or counselors, resulting in decreased discipline data. Consistently implementing bullying prevention requirements is expected to result in at least a 5% reduction in reported bullying incidents, improved student perceptions of safety (as measured by climate surveys), and increased staff confidence in identifying and addressing bullying behaviors. Staff Responsible for Monitoring: Admin Counselors - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Goal 1: Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth.

Performance Objective 4: Increase of the attendance rate by 1%-2% in the 2025-2026 school year.

High Priority

Evaluation Data Sources: Attendance data from our campus.


Strategy 1 Details	Reviews			
<p>Strategy 1: Be intentional about creating a strong sense of belonging by regularly monitoring attendance through FOCUS and intervening early with students who show patterns of multiple absences. Hold parent-student conferences to address barriers, emphasize the importance of regular attendance, and connect families with resources that support consistent school participation. Coffee Talks will also be used to address the importance of attendance.</p> <p>Strategy's Expected Result/Impact: Through regular monitoring and timely parent-student conferences, we anticipate a 1% - 2% increase in overall attendance for the 2025-2026 school year. Students who feel more connected to the Liberty community are expected to demonstrate stronger engagement and improved academic performance, while families will report greater awareness of attendance expectations. With the these improved attendance results, results, we anticipate more students meeting growth targets on academic assessments.</p> <p>Staff Responsible for Monitoring: Attendance Clerk Front Office Secretary Counselors Social Worker (if possible)</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Regularly monitor student data reports to ensure compliance with immunization requirements, and follow up promptly with families of non-compliant students to address barriers and support consistent attendance. Strategy's Expected Result/Impact: Continuous monitoring of immunization compliance will ensure that at least over 90% of students meet state requirements, reducing preventable absences caused by school exclusions. This effort will directly support the campus goal of increasing the attendance rate by 1% - 2% in the 2025-2026 school year. Staff Responsible for Monitoring: Nurse Attendance Clerk Front Office Secretary Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
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		 Accomplished			
Strategy 3 Details		Reviews			
Strategy 3: Track student absence patterns to detect potential communicable disease concerns, working in partnership with the school nurse, health department, and families to limit transmission and sustain a healthy learning environment. Strategy's Expected Result/Impact: By closely tracking absence trends, Liberty JH can respond swiftly to potential communicable disease concerns, helping to reduce health-related absences and limit instructional disruptions. These efforts will support the campus goal of a 1% - 2% attendance increase in the 2025-2026 school year. Staff Responsible for Monitoring: Nurse Attendance Clerk Front Office Secretary Counselors		Formative			Summative
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Goal 1: Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth.

Performance Objective 5: Increase English language proficiency growth on TELPAS by 5% and ensure consistent, faithful implementation of Summit K12 instructional minutes.

High Priority
Evaluation Data Sources: TELAPAS Growth Results
Summit K-12 modules

Strategy 1 Details	Reviews			
Strategy 1: Ensure consistent implementation of Summit K12 by having ELLs complete the required practice minutes and supporting teachers in consistently embedding the program into instruction to strengthen language proficiency. Strategy's Expected Result/Impact: Regular and intentional use of Summit K12 will strengthen ELLs' skills in listening, speaking, reading, and writing. Liberty JH anticipates this will lead to a 5% increase in proficiency growth on TELPAS, as well as greater classroom engagement. Staff Responsible for Monitoring: Administrators Testing Facilitator Instructional Coaches TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Through the LPAC process, increase the percentage of emergent bilingual students who meet exit criteria by 5% each year.</p> <p>Strategy's Expected Result/Impact: Liberty JH expects a 5% annual increase in the number of Emergent Bilingual students exiting the program. This progress will reflect stronger English language proficiency, decrease the population of long-term EB students, and promote higher academic achievement across all content areas.</p> <p>Staff Responsible for Monitoring: ESL Teachers LAT (Language Acquisition Teacher) Administrators</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 1: Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth.

Performance Objective 6: Liberty Junior High will raise student achievement with at least 50% of students meeting or exceeding expectations (Growth Percentile) on the Math STAAR assessment for 2026 including Algebra I STAAR/EOC.

High Priority

Evaluation Data Sources: STAAR Math Data
Algebra I STAAR/EOC Data
MAP (BOY, MOY, EOY) Data
Common Interim Assessments (CIAs)
Common Formative & Summative Assessments
Weekly PLCs

Strategy 1 Details		Reviews			
Strategy 1: Regularly track and analyze student performance in 7th Grade Pre-Algebra, Algebra I to promote ongoing growth and development. Strategy's Expected Result/Impact: Liberty JH will deliver targeted supports and timely interventions to close learning gaps and accelerate progress. 70% of students are expected to show measurable growth on MAP and CIA assessments, contributing to a 5% increase in STAAR and Algebra I EOC results. Through focused monitoring, and classroom walkthroughs, these results will be achieved. Staff Responsible for Monitoring: Pre-Algebra Teachers Algebra Teachers Instructional Coaches Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Implement the Data-Driven Instruction protocol with fidelity through weekly data meetings, with a focused emphasis on priority areas: 7th Grade Math and Algebra I. Strategy's Expected Result/Impact: By consistently applying the DDI protocol and engaging in weekly collaborative data analysis, teachers will refine instruction to address misconceptions and focus on priority standards. Liberty JH anticipates a 5% increase in student performance on STAAR and EOC assessments, along with stronger results on interim measures (MAP, CIA,). These actions will strengthen instructional alignment, address learning gaps, and help more students reach or surpass grade-level expectations. Staff Responsible for Monitoring: Math Teachers Instructional Coaches Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Implement the PLC protocol and expectations through weekly instructional planning meetings, with a focused emphasis on priority areas: 7th Grade Math and Algebra I. Strategy's Expected Result/Impact: Through weekly PLCs using a clear protocol, teachers will work together to plan lessons, focus on priority standards, and build in both reteach and enrichment strategies based on student data. Liberty JH expects this collaboration to lead to a 5% increase in student performance on STAAR and EOC assessments in the identified area of Math, as well as measurable gains on MAP and CIA results. This process will strengthen teacher skills, and support stronger student growth and development. Staff Responsible for Monitoring: Math Teachers Instructional Coaches Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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Goal 1: Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth.

Performance Objective 7: Complete quarterly IEP progress monitoring reports for all students receiving Special Education services to ensure goals are being met and progress is clearly communicated to families.

Evaluation Data Sources: ARD & IEP Documentation
IEP Progress Monitoring Reports
MAP & CIA Data Reports
Progress Monitoring via Branching Minds
Parent/Teacher Conferences

Strategy 1 Details	Reviews			
Strategy 1: Divide annual IEP goals into quarterly benchmarks to allow for more frequent, manageable progress monitoring for students receiving Special Education services. Strategy's Expected Result/Impact: Quarterly benchmarks will give teachers and service providers the opportunity to adjust instruction and interventions in real time, leading to at least 70% of students with IEPs showing measurable progress toward their goals each quarter. This approach will strengthen student achievement, maintain compliance with IDEA requirements, and provide families with clearer, more actionable updates on their child's progress. Staff Responsible for Monitoring: Special Education Teachers General Education Teachers Instructional Coaches Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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Goal 1: Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth.

Performance Objective 8: Use Branching Minds to identify and track secondary students needing support by monitoring key indicators such as attendance, behavior, intensive reading and math courses, and course failures.

High Priority

Evaluation Data Sources: Branching Minds reports reflect all identified students with interventions logged

Progress monitoring documentation updated quarterly or more frequently

RTI meeting agendas and notes demonstrate data-driven adjustments to interventions

Increased percentage of identified students showing growth in attendance, behavior, and academic performance

Strategy 1 Details		Reviews			
Strategy 1: Leverage Branching Minds to identify secondary students needing support based on key indicators such as attendance, behavior, intensive reading and math courses, and course failures. The MTSS team will monitor progress every two weeks, document interventions, and adjust support plans as needed. Strategy's Expected Result/Impact: Effective monitoring through Branching Minds will assist to ensure interventions are timely, targeted, and effective. Liberty JH anticipates at least a 5% - 10% reduction in course failures and repeat placements in intensive courses, improved attendance among identified students, and a 3% - 5% decrease in behavior referrals. Students receiving MTSS support are expected to show measurable growth on MAP assessments. Staff Responsible for Monitoring: Administrators Counselors Instructional Leadership Team MTSS Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
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Goal 1: Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth.

Performance Objective 9: Liberty JH will closely track the progress of students enrolled in 7th Grade Pre-Algebra and High School Algebra I, using local and state assessments, course grades, and teacher observation data to ensure growth and success.

High Priority

Evaluation Data Sources: PLC/ILT agendas and data analysis protocols reflecting review of Pre-Algebra and Algebra I student performance

Intervention rosters and tutoring logs documenting support for students in need

Branching Minds progress monitoring records for students not on track

Higher percentages of students meeting or exceeding growth measures in Pre-Algebra and passing the Algebra I STAAR EOC at advanced levels

Strategy 1 Details		Reviews			
Strategy 1: Develop a focused data monitoring system for 7th Grade Pre-Algebra and Algebra I that incorporates grade checks, review of CIA, common formative/summative assessment results, and ongoing progress tracking on MAP and STAAR. Within PLCs, teachers will collaborate to analyze performance data, uncover misconceptions, and plan targeted reteach and enrichment opportunities. Administrators and instructional coaches will support this work through regular walkthroughs to ensure alignment with TEKS and provide feedback to strengthen instructional practices. Strategy's Expected Result/Impact: With ongoing monitoring and responsive instructional adjustments, Liberty JH anticipates that at least 70% of Pre-Algebra and Algebra I students will show measurable growth on MAP and CIA assessments, along with a 3%-5% increase in STAAR and Algebra I EOC performance from the previous year. These gains will boost student readiness for advanced coursework and support long-term academic success. Staff Responsible for Monitoring: Administrators Instructional Coaches Reading and Math Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
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Goal 1: Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth.

Performance Objective 10: Liberty JH will implement the PLC protocol with fidelity through weekly instructional planning meetings, focusing on 7th Grade Math and Algebra I to strengthen instructional alignment, increase rigor, and improve student outcomes.

High Priority

Evaluation Data Sources: PLC agendas, minutes, and products (unit plans, exemplar student work, common assessments)

Instructional focus meeting notes reflecting alignment to priority areas

Classroom observation feedback showing evidence of PLC planning applied in instruction

Higher percentages of students in 7th Grade Math and Algebra I meeting or exceeding growth targets on local and state assessments

Goal 1: Goal 1: We will design and implement systems that provide the necessary structure support and tools to ensure that staff and students achieve individual growth.

Performance Objective 11: Liberty JH will implement the Data-Driven Instruction (DDI) protocol with fidelity through weekly data meetings in all tested subjects, prioritizing 7th Grade Math and Algebra I; this process will strengthen mastery of the TEKS and raise student performance on both local and state assessments.

High Priority

Evaluation Data Sources: Weekly data meeting agendas, sign-ins, and minutes documenting analysis and reteach planning

Classroom observation notes showing alignment between data analysis and instruction

Student work samples and results demonstrating the effectiveness of reteach strategies

Measurable growth in priority tested areas (7th Grade Math and Algebra I) as evidenced by MAP Growth, CIAs, and STAAR/EOC outcomes

Strategy 1 Details		Reviews			
Strategy 1: Implement the Data-Driven Instruction (DDI) protocol with fidelity through weekly PLC data meetings across all tested subject areas, with priority attention to 7th Grade Math and Algebra I. Teachers will analyze CIA, MAP, and STAAR data to identify misconceptions, reteach priority standards, and design targeted interventions and enrichment. Administrators and instructional coaches will support this work by monitoring PLC artifacts and conducting classroom walkthroughs. Strategy's Expected Result/Impact: By integrating the DDI protocol into weekly planning, Liberty JH will strengthen alignment to TEKS, enhance instructional effectiveness, and close learning gaps. Students in the identified priority areas are projected to achieve a 3%-5% increase in performance on local (CIA, MAP) and state (STAAR/EOC) assessments, with at least 70% demonstrating measurable progress on priority standards throughout the year. Staff Responsible for Monitoring: Administrators Teachers Instructional Coaches Dean of Instruction TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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No Progress Accomplished

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Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 1: Provide competitive compensation, incentives and benefits that attract and retain high-quality and diverse teachers and staff.

Evaluation Data Sources: Employee retention data, benchmark salary data, documented salary and benefits provided to employees

Strategy 1 Details	Reviews			
Strategy 1: Coordinate an effective and engaging New Hire Welcome Event(s) to encourage all new hire staff to feel welcome on our staff, including a "New Teacher Lunch" where the instructional leadership team meets with all new staff to become familiar with policies and procedures at Liberty, as well as begin building relationships with staff and students (Liberty Leaders). Strategy's Expected Result/Impact: Climate Survey Staff Responsible for Monitoring: Chris Gibson - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing - Targeted Support Strategy	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Distribute weekly "Thoughts from Gibson" to staff in an effort to update and celebrate our campus initiatives, including report outs from committees such as the SBDM, SET, and Multi-Cultural teams. Strategy's Expected Result/Impact: Climate Survey Staff Responsible for Monitoring: Chris Gibson - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 3 Details		Reviews			
Strategy 3: Conduct exit surveys with departing staff and stay interviews with current staff to better understand reasons for attrition and the factors that support retention. Use this feedback to guide campus and district decisions related to culture, workload, and professional support. Strategy's Expected Result/Impact: By being intentional about collecting staff feedback, Liberty JH will gain actionable insights to strengthen retention efforts. The goal is at least 85% participation in stay interviews and 100% completion of exit surveys by departing staff, leading to improved satisfaction (as measured by annual climate surveys) and a 3%-5% year-over-year increase in teacher retention. Staff Responsible for Monitoring: Campus Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
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Strategy 4 Details		Reviews			
Strategy 4: Establish a mentorship program that pairs new or struggling staff with experienced mentors who offer guidance, instructional support, and opportunities for professional growth. Mentors and mentees will meet regularly, with campus leadership monitoring progress to ensure effectiveness. Strategy's Expected Result/Impact: Structured mentorship will accelerate the professional growth of new and developing teachers, with 100% of new staff paired with a mentor and at least 80% of mentees showing improvement in instructional practice as evidenced by T-TESS observations, walkthroughs, and student achievement data. Staff Responsible for Monitoring: Campus Administrators Lead Mentor Teacher New Teacher Mentor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
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Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.







Performance Objective 2: Develop and execute innovative plan for employee recruitment.

Evaluation Data Sources: New hire data

Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 3: T-TESS calibration and evaluator interrater reliability.







Evaluation Data Sources: Interrater Reliability Scores
Evaluator Feedback

Strategy 1 Details	Reviews			
Strategy 1: Regular calibration sessions will ensure evaluators stay current with updates to the evaluation framework and continuously refine their skills (continuous learning model). Strategy's Expected Result/Impact: More consistent evaluations and an increase in reliability scores. Staff Responsible for Monitoring: Campus Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Evaluators engage in professional development designed to strengthen observation and feedback skills, further improving interrater reliability (professional growth). Strategy's Expected Result/Impact: More consistent evaluations and an increase in reliability scores. Staff Responsible for Monitoring: Campus Admin and Instructional Coaches TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Goal 2: RISD will reimagine the way we recruit and retain quality staff through comprehensive strategies.

Performance Objective 4: Create strategies to address low areas on climate survey.

Evaluation Data Sources: District climate survey







Strategy 1 Details	Reviews			
Strategy 1: Conduct focus groups, interviews, or open-ended surveys to explore the underlying reasons behind low scores in specific areas (identify root causes). Strategy's Expected Result/Impact: Improved climate and culture survey results; higher teacher retention rate. Staff Responsible for Monitoring: Campus Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development workshops targeting low-scoring areas, such as classroom management, conflict resolution, and effective communication strategies (PD on identified concerns). Strategy's Expected Result/Impact: Improved climate and culture survey results; higher teacher retention rate. Staff Responsible for Monitoring: Campus Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 1: Implement the district learning framework and curriculum resources that provide all RISD students with experiences to develop competencies aligned with the graduate profile.

High Priority







Evaluation Data Sources: Accountability Data, Climate Survey, Board Goal, student engagement

Strategy 1 Details	Reviews			
Strategy 1: Regular PLCs to align instructional framework Strategy's Expected Result/Impact: Students will develop competencies to prepare for success in high school. Teachers follow the district pacing calendar to align instruction and assessment. Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
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Strategy 2 Details	Reviews			
Strategy 2: Utilize Mathia programs along with district-provided resources to implement high-quality instructional materials in Pre-Algebra and Algebra I. Similarly, utilize iReady in Math Lab. Strategy's Expected Result/Impact: Students receive individualized instruction plans through Mathia and iReady to elevate their learning and close achievement gaps. Staff Responsible for Monitoring: Administration, Instructional Coaches, Teachers Title I: 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 2: Create a professional learning system that promotes continuous growth and equips all employees with the knowledge and skills they need to reach their individual growth goals.







Evaluation Data Sources: Accountability Data, Climate Survey, Board Goal

Strategy 1 Details	Reviews			
Strategy 1: Ensure all Secondary Advanced, AP and OnRamps teachers complete their 30 hours of G/T foundational training or 6 hours update. 6 hours update trainings are approved by the campus Secondary Instructional Coach. Strategy's Expected Result/Impact: Certificates of Completion Staff Responsible for Monitoring: Instructional Coaches - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Utilize district-wide professional development days and early release days to support and train teachers on the Fundamental 5, WICOR strategies, and supporting students with special education services. Strategy's Expected Result/Impact: Teachers will receive the support, training, and materials necessary to implement the Learner Growth Experience in the classroom. Staff Responsible for Monitoring: Administration, Instructional Coaches TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
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Goal 3: We will establish systems for curriculum and learning experiences which support the individual growth goals of all students and staff.

Performance Objective 3: Ensure all students graduate college and career ready as measured by CCMR A-F and Outcome based bonus indicators.



Evaluation Data Sources: Increase students meeting the CCMR indicator from 56% to 70% by 2027(Board Goal)







Strategy 1 Details	Reviews			
Strategy 1: Expose all students to the Berkner Career Pathway Choices to support CCMR indicators through the 8th-grade Berkner Bound experience and 7th-grade STEM Career Fair. Strategy's Expected Result/Impact: All 8th-grade students will complete a personalized graduation plan (PGP) with a selected pathway Staff Responsible for Monitoring: Admin and Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Promote the AVID Elective, as well as AVID campuswide, through WIN lessons for WICOR Wednesday that support CCR skills. Strategy's Expected Result/Impact: Increased student interest in college/career opportunities and engagement in WICOR Wednesday and AVID activities. Staff Responsible for Monitoring: Admin, AVID Coordinator, and Instructional Coaches TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: We will create opportunities to ensure engagement with community members in RISD.

Performance Objective 1: Create reciprocal pathways for families to increase and deepen engagement, including communication strategies.

Evaluation Data Sources: Family Engagement, Volunteer Engagement including Voly data, Community Engagement including increase in partner outreach efforts and programs.







Strategy 1 Details	Reviews			
Strategy 1: Increase PTA enrollment and engagement, including ensuring faculty membership is at least 90%. Strategy's Expected Result/Impact: Climate Survey and PTA Membership Numbers Staff Responsible for Monitoring: Campus Administration and PTA ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Offer events and activities that encourage parental involvement and a focus on student growth: Open House, Literacy Night, STEM Night, Rising 7th Grade Elective Night, and End of Year Celebrations for each grade level. Strategy's Expected Result/Impact: Increase parent engagement Staff Responsible for Monitoring: Campus Administration, ICs, and Culture Coach (ISS Teacher) Title I: 2.52 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			

Strategy 3 Details	Reviews			
Strategy 3: Provide Growth Goal Camp to Parents and students to set goals for achievement, in alignment with family engagement expectations. Strategy's Expected Result/Impact: Enhance student participation for the BOY, MOY, and EOY MAP testing to provide solid data to make valid data driven instructions. Staff Responsible for Monitoring: Campus Administration, Instructional Coaches, and Teachers Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 4 Details	Reviews			
Strategy 4: To tell our story, a weekly family S'more newsletter and regular campus tweets will be posted. The Finalsite Messaging program will be used to call, email, and/or text key information to parents and students. Talking Points will be used for campus communication from teachers and administration. The marquee and campus website will be updated frequently and used to communicate with the school community. Strategy's Expected Result/Impact: Increase parent engagement Staff Responsible for Monitoring: Campus Administration, Front Office Staff, and Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.








Performance Objective 1: Collaborate with Facility Services and the Energy & Sustainability Department to optimize building/campus energy use in an effort to align with the District's Energy Management Plan and lower overall energy consumption.

Evaluation Data Sources: Energy Consumption Report

Strategy 1 Details	Reviews			
Strategy 1: The principal and executive secretary will meet weekly to review the budget to ensure expenditures support student outcomes, teacher morale/retention. Strategy's Expected Result/Impact: Liberty will stay under budget, as well as explore other avenues of funding to increase student achievement and decrease the teacher turnover rate. Staff Responsible for Monitoring: Principal and Executive Assistant. Title I: 2.52 - TEA Priorities: Improve low-performing schools	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Staff who handle money for clubs, and field trips, and fundraisers will work closely with our executive secretary. All necessary staff will be made aware of money-handling guidelines and procedures. Strategy's Expected Result/Impact: All money will be accounted for and handled properly by staff. Staff Responsible for Monitoring: Principal, Executive Assistant, and staff members. TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: We will increase efficiency and effectiveness in operations and personnel and seek additional fiscal resources to accomplish our call to action.

Performance Objective 2: Provide a safe, comfortable, and well-maintained environment at all campuses.

Strategy 1 Details	Reviews			
Strategy 1: Implement "Safety Week" in August and "I Know What to Do Days" in October, December, February and April to continue to communicate safety protocols to students and staff. Strategy's Expected Result/Impact: Increase in student and staff awareness regarding campus safety Staff Responsible for Monitoring: Campus Administration - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
Strategy 2 Details	Reviews			
Strategy 2: Continue monthly safety drills and weekly door checks per TEA guidelines. Strategy's Expected Result/Impact: Increased safety and security Awareness of potential door issues, damages/repairs Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished			
Strategy 3 Details	Reviews			
Strategy 3: Campus Emergency Response Team (ERT) will conduct a round table drill in the fall and an all campus AED drill in February to coincide with heart month. This is an effort to be prepared to respond quickly if a cardiac event should occur on campus. Strategy's Expected Result/Impact: Increased response times in drills, team preparedness in emergency situations Staff Responsible for Monitoring: Campus Administration and Nurse TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable			
 No Progress  Accomplished  Continue/Modify  Discontinue				