



KILLEEN INDEPENDENT SCHOOL DISTRICT

Liberty Hill Middle School

2026–27 Targeted Improvement Plan

A Plan to Strengthen Teaching and Learning for Every Student

This document shares, in plain language, the plan Liberty Hill Middle School and Killeen Independent School District have put in place for the 2026–27 school year to strengthen instruction and raise student achievement. It is provided so that families, staff, and community members can understand our goals, our strategy, and how we will measure our progress.

This plan was developed by campus and district leaders in partnership with ESC Region 12, with input gathered from staff and the campus community, and was reviewed by the Killeen ISD Board of Trustees at a public hearing. A complete copy of the plan is available upon request from the campus office.

Why We Have This Plan

Each year, campuses across Texas receive a performance rating based on student results. When a campus's rating shows there is significant room for improvement, the campus and district create a focused, written plan — a Targeted Improvement Plan — that lays out specific, actionable steps to improve outcomes for students. This plan reflects that commitment for Liberty Hill Middle School.

Our goal is simple: to make sure every student at Liberty Hill Middle School has access to strong teaching, high-quality materials, and the support they need to succeed — every day, in every classroom.

Our Approach

Liberty Hill Middle School's improvement strategy is called Intensive Curriculum & Instruction Improvements. In practical terms, this means our work is centered on what happens inside the classroom every day: giving teachers high-quality instructional materials, protected time to plan and collaborate, and regular coaching and feedback so that instruction keeps getting stronger throughout the year.

Curriculum and Instruction

Liberty Hill Middle School serves students in grades 6–8. This year, our core academic subjects are taught using the following instructional materials:

- Mathematics — i-Ready Classroom Mathematics
- Reading & Language Arts — Savvas
- Science — Savvas
- Social Studies — McGraw Hill

These materials will remain in place throughout the school year, giving teachers and students a stable, consistent foundation to build on. Our schedule provides 450 minutes per week of instruction in 6th and 7th grade Math and Reading Language Arts, and 225 minutes per week in 8th grade Math and Reading Language Arts, grades 6-8 Science and Social Studies — meeting or exceeding the recommended instructional time for each subject.

Assessment Plan: How We Check In on Learning

Middle school campuses, serving students in grades six through eight, participate in district-developed assessments administered in mathematics, reading and language arts, science, and social studies. All campuses complete common formative mathematics warm-ups to reinforce key concepts and promote ongoing learning.

All middle school campuses administer two progress checks and one benchmark assessment in mathematics and reading and language arts each nine-week grading period. The second and third benchmark assessments are developed using released State of Texas Assessments of Academic Readiness (STAAR) materials and Lead4ward assessment resources to ensure alignment with state standards.

Science and social studies courses each include weekly warm-ups, one progress check, and one benchmark assessment per nine-week period.

District Instructional Specialists provide targeted instructional support to campuses rated D or F at least twice per nine-week period, prior to assessments, and assist campus staff with data analysis during collaborative planning meetings to identify learning gaps and instructional needs. All middle school campuses participate in post-assessment data analysis using the district's established data protocol to guide instructional planning during their designated collaborative planning time.

This structured approach ensures consistency in assessment practices, promotes data-informed instructional decision-making, and provides targeted support to improve overall student performance.

Professional Learning Communities (PLCs): Teachers Working Together

Liberty Hill Middle School will implement a structured five-day PLC (Professional Learning Community) cycle. On Monday, teams will engage in Know and Show planning by unpacking the Texas Essential Knowledge and Skills (TEKS), aligning assessments, reviewing Unit Focus Documents (UFD) and High Quality Instructional Material (HQIM) resources, and establishing success criteria. On Tuesday, teachers will internalize upcoming lessons by identifying key tasks, planning checks for understanding, and anticipating misconceptions. On Wednesday, teams will rehearse lessons and instructional strategies, including high-leverage practices, questioning techniques, anticipated student responses, and peer feedback. On Thursday, teachers will analyze student work, identify learning gaps, group students, and plan reteaching, intervention, extension, and progress checks. On Friday, teams will reflect on evidence of student learning, adjust upcoming lessons, confirm pacing and materials, and apply their learning to the next cycle. This

continuous process of planning, rehearsing, teaching, analyzing, and adjusting will help ensure that all students receive responsive, standards-aligned instruction.

How PLCs Are Organized

Professional Learning Communities (PLC) at Liberty Hill Middle School will be organized by content area, with teachers from all grade levels meeting simultaneously to strengthen vertical alignment. Each PLC will also include designated time for grade-level breakout sessions, allowing teachers to focus on grade-specific TEKS, HQIM lessons, assessments, student work, intervention, and enrichment needs. Campus administrators, instructional coaches, interventionists, and special education staff will participate as appropriate to support planning, data analysis, and responsive instruction.

How Frequently PLCs Occur

PLCs at Liberty Hill Middle School will occur daily, Monday through Friday, following the campus's structured weekly PLC cycle. Each day will have a specific focus: Know and Show planning, lesson internalization, lesson and strategy rehearsal, data analysis and reteach planning, or reflection and preparation. Content-area teachers across grade levels will meet simultaneously, with designated time for grade-level breakout sessions.

Who Facilitates PLCs

Principals: prepare for and lead facilitation of Collaborative Planning Meetings during the first nine weeks; transition responsibility to the Campus Instructional Specialist, Campus Instructional Coach, Lead Teacher, and Dean of Instruction thereafter. Prepare for unit/module unpacking, lesson internalization, and data analysis; establish and maintain team norms. Protect and prioritize planning time for observations, feedback, and coaching. Participate in and observe Collaborative Planning Meetings alongside Assistant Principals at least once per week. Conduct weekly Instructional Leadership Team meetings and one-on-one coaching sessions with Assistant Principals.

Deans of Instruction, Campus Instructional Specialists (CIS), Campus Instructional Coaches (CIC), and Lead Teachers: prepare for and facilitate Collaborative Planning Meetings: unit/module unpacking, lesson internalization, differentiation, and data analysis. Establish and uphold team norms; support development of common formative assessments. Ensure teachers bring student work samples for calibration; protect and prioritize planning time.

Assistant Principals: prepare for and participate in Collaborative Planning Meetings; internalize lessons and district protocols in advance. Facilitate meetings during the first nine weeks, transitioning to CIS/CIC/Lead Teacher/Dean thereafter. Lead weekly meetings with instructional staff on planning, feedback, and data trends.

Dean of Instruction: co-facilitate Collaborative Planning Meetings with the Campus Instructional Specialist, Campus Instructional Coach, or Lead Teacher. Protect time for observation/feedback cycles; conduct weekly staff meetings; support the principal during weekly Instructional Leadership Team (ILT) meetings.

Who Is Required to Attend PLCs

PLCs at Liberty Hill Middle School will be attended by all core-content teachers, resource teachers, inclusion support teachers, the Campus Instructional Specialist, Assistant Principals, and the Dean of Instruction. This multidisciplinary structure will ensure that general education and special education staff collaborate on TEKS alignment, lesson internalization, instructional strategies, student work, assessments, accommodations, interventions, and enrichment. Campus instructional leaders will facilitate and monitor the PLC process, provide coaching and resources, support data-based decisions, and ensure that planned instructional actions are consistently implemented.

PLC Protocol

The Killeen Independent School District PLC protocol outlines a systematic approach to planning, instruction, and continuous improvement. Teams begin by unpacking unit modules, analyzing priority TEKS, and aligning resources to ensure instructional coherence. Lesson internalization focuses on collaborative planning, anticipating misconceptions, and defining clear evidence of learning. Ongoing data analysis and student work reviews guide targeted reteaching and instructional adjustments to close learning gaps and support student mastery. Campus and district leaders conduct walkthroughs of PLC meetings using clear “look-fors” to ensure consistency district-wide.

The PLC Planning Cycle has five phases. Understanding the Unit: end-of-unit assessments, module overviews, prior-year data, Focus Documents/Lead4ward materials, cultural connections, and TEKS unpacking (skills, concepts, depth of knowledge (DOK), language objectives, success criteria, supports for diverse learners). Preparing for Initial Instruction: before meetings, teachers identify lesson purposes, key vocabulary, materials, cognitive rigor, and accommodations for student subgroups (special education, emergent bilingual, Section 504); during meetings, teams develop Know and Show Charts, language objectives, “Do Now” activities, annotated lessons, scaffolds, and exemplars. Lesson Internalization and Evidence of Learning: teachers create annotated lessons/exemplars and identify common tasks or student artifacts (exit tickets, written responses) to be used as evidence of learning during ongoing student work analysis. Lesson rehearsal: the PLC views the delivery of a portion of several lessons and provides instructional and content based critiques. Data Analysis and Reteach Planning: teams analyze formative/summative assessment data or student work samples (two high, two medium, two low), identify gaps and misconceptions, and select reteach structures (modeling, guided discourse, academic monitoring) to implement with precision.

Capacity Building: Supporting Our Teachers and Staff

Great instruction depends on great support for the adults in the building. Below is a full description of how Liberty Hill Middle School is building the capacity of its teachers and leaders this school year.

Planned Training and Professional Development

Liberty Hill Middle School will implement a layered coaching and professional-development structure for the duration of the plan. The principal manager will participate in district calibration walks, lead weekly progress-monitoring huddles, and conduct weekly one-on-one coaching with the principal. The principal will review walkthrough, assessment, student learning objective (SLO), and improvement-plan data during

weekly coaching meetings and participate in district leadership PLCs, calibration walks, and principal cohort sessions. Other campus administrators will participate in weekly Instructional Leadership Team meetings, leadership huddles, monthly calibration walks, and targeted professional learning. Teachers will attend daily PLCs focused on lesson planning, student work, reteaching, intervention, and subgroup performance. The Campus Instructional Specialist and the Dean will turn around one district-planned professional development session a month in the math and RLA PLCs. Teachers needing additional support will receive differentiated coaching from the Campus Instructional Specialist and district coaches, along with targeted training in special education, emergent bilingual, Section 504, Capturing Kids Hearts, and classroom-management practices.

Differentiating Support for Newer or Developing Staff

Training will be differentiated based on experience, performance data, walkthrough evidence, and identified areas of need. Inexperienced or ineffective teachers will receive additional support through individualized coaching cycles, modeling, co-planning, lesson rehearsal, frequent observations with actionable feedback, and targeted professional learning provided by the Campus Instructional Specialist, administrators, and district coaches. Progress will be monitored through walkthrough data, PLC products, student work, and assessment results. Inexperienced or ineffective leaders will receive weekly individualized coaching from their supervisor, participate in calibration walks and leadership-development sessions, and receive targeted support with data analysis, PLC facilitation, instructional feedback, culture systems, and implementation monitoring. Support plans will be adjusted regularly based on evidence of improvement.

How We Evaluate Whether Training Is Working

Implementation of the training will be evaluated using the campus classroom walkthrough tool, PLC walkthrough tool, leadership coaching documentation, and campus progress-monitoring scorecard. Classroom look-fors will include use of the adopted HQIM, alignment to the TEKS and lesson objective, evidence of lesson internalization, appropriate rigor, checks for understanding, student engagement and discourse, differentiation, accommodations, and timely instructional adjustments. PLC look-fors will include TEKS unpacking, assessment alignment, lesson internalization, rehearsal of instructional strategies, analysis of student work, and documented reteach, intervention, and enrichment plans. Leadership tools will monitor the frequency and quality of walkthroughs, actionable feedback, coaching follow-up, PLC monitoring, data-based decisions, and completion of improvement-plan milestones. Evidence will be reviewed during weekly leadership and coaching meetings to determine the effectiveness of training and identify additional support needs.

Observation and Feedback Frequency

Campus instructional leaders will conduct a minimum of eight classroom walkthroughs each week. During the school year, each teacher will receive at least eight walkthroughs and two coaching walks, followed by timely, actionable feedback. Teachers requiring additional support will receive more frequent observations, coaching, modeling, and follow-up based on walkthrough evidence and student-performance data. In practice, this means appraisers and Instructional Leadership Team members conduct at least two walkthroughs per month per teacher, with weekly observations for teachers who are developing or in need of improvement and biweekly observations for teachers who demonstrate effectiveness. Feedback is

provided within 48 hours via the district-approved platform, and monthly calibration walks help ensure appraiser consistency.

Supporting Students in Special Populations

Teachers and administrators will receive ongoing professional learning and coaching focused on supporting students receiving special education, Section 504, emergent bilingual, dyslexia, and intervention services. Training will address required accommodations and modifications, inclusive instructional practices, language supports, differentiated scaffolds, progress monitoring, and using student data to plan targeted instruction. Resource, inclusion, and specialized support staff will participate in PLCs to support lesson planning and student-work analysis. Implementation will be monitored through walkthroughs, PLC products, coaching cycles, and reviews of student progress, with additional support provided based on identified needs.

Our Goals for 2026–27

Our overall goal is for Liberty Hill Middle School to earn an accountability rating of B for the 2026–27 school year. To get there, we are focused on the following targets.

STAAR Performance Goals

The state measures student performance on the STAAR test at three levels — Approaches Grade Level, Meets Grade Level, and Masters Grade Level — with each level representing a deeper level of mastery. Our goal for this school year is:

80%	50%	20%
of students reaching Approaches Grade Level or above	of students reaching Meets Grade Level or above	of students reaching Masters Grade Level

Domain III: Closing the Gaps

In addition to overall performance, the state evaluates how well a campus is closing achievement gaps for its students through a measure called Domain III. This domain is made up of four components, each worth a certain number of points. Here are our targets for each:

Component	Our Target	What It Measures
Academic Achievement	20 of 32 points	The share of students scoring at Meets Grade Level or above in Reading and Math.
Academic Growth	20 of 32 points	How much academic progress students make in Reading and

Math compared to their own prior performance.		
English Language Proficiency	3 of 4 points	The progress our English learners make in developing English language proficiency each year.
Student Success	12 of 16 points	A combined measure of how our student groups perform across all tested subjects (carried over from the campus's Domain I score).

Our Milestones for This School Year

Below are the key milestones Liberty Hill Middle School will complete this year to carry out this plan, presented in full so that our community can see exactly what we are committing to and by when.

Milestone 1 — Establish the Instructional Improvement Framework

- **Description:** Establish and communicate an instructional improvement framework aligned to the Effective Schools Framework and campus targets of 80% Approaches, 50% Meets, and 20% Masters across STAAR-tested subjects. Define leadership responsibilities, instructional expectations, implementation measures, and the process for collecting and reviewing evidence.
- **Timeline:** Planning begins in August 2026; framework completed and communicated by September 30, 2026.
- **Responsible Roles:** Principal, supported by the Dean of Instruction, assistant principals, Campus Instructional Specialists, Executive Director of Schools, and School Improvement Coordinator.
- **Evidence of Completion:** Written framework; leadership responsibility matrix; staff training materials and attendance; baseline achievement data; monitoring calendar; centralized milestone tracker.
- **Support Needed:** District guidance on ESF alignment, data access, protected leadership planning time, and tools for tracking implementation.

Milestone 2 — Implement and Verify the Five-Day PLC Cycle

- **Description:** Implement protected daily PLCs in 100% of STAAR-tested content areas using the campus's five-day cycle, including lesson rehearsal and designated grade-level breakout time. Review weekly products for quality and alignment, with at least 90% of required products meeting campus criteria each month. Products will include Know and Show Charts, unpacked standards,

internalized lessons, exemplars, success criteria, student-work analysis, and plans for accommodations, scaffolds, intervention, and extension.

- **Timeline:** Initial implementation by September 30, 2026; first documented implementation and quality review by October 30, 2026; monthly monitoring through May 2027.
- **Responsible Roles:** Dean of Instruction, supported by Campus Instructional Specialists, content lead teachers, Resource and Inclusion staff, and assistant principals; Principal accountable for protected time and implementation.
- **Evidence of Completion:** Master schedule; PLC agendas, minutes, and attendance; weekly instructional products; lesson-rehearsal feedback; monthly PLC quality-review summaries and corrective actions.
- **Support Needed:** HQIM access, PLC facilitation training, common planning templates, product-quality criteria, and district content support.

Milestone 3 — Implement Tiered Observation and Feedback

- **Description:** Assign 100% of core teachers to coaching tiers using instructional evidence and student-achievement data. Campus leaders will collectively complete at least six walkthroughs weekly. Each core teacher will receive at least eight walkthroughs and two coaching walks during the school year, with documented feedback and follow-up. Teachers receiving intensive support will have at least two coaching contacts monthly.
- **Timeline:** Coaching tiers and observation schedules established by October 31, 2026; implementation reviewed monthly through May 2027.
- **Responsible Roles:** Principal, supported by the Dean of Instruction, assistant principals, Campus Instructional Specialists, Executive Director of Schools, and School Improvement Coordinator.
- **Evidence of Completion:** Coaching-tier roster; observation calendar; centralized coaching tracker; actionable feedback records; follow-up observations; monthly summaries of coaching completion and changes in instructional practice.
- **Support Needed:** Observation and feedback training, district calibration walks, Relay instructional rounds and coaching, and protected coaching time.

Milestone 4 — Implement Data-Driven Instruction and Differentiated Support

- **Description:** Establish a consistent assessment-analysis, goal-setting, and reflection process for all core-content teachers and students. Within five instructional days of receiving assessment results, teachers will analyze performance by standard, performance level, and student group and document instructional responses, with at least 95% completion after each assessment. Assign 100% of students with available assessment data to appropriate intervention, acceleration, or enrichment groups and review placement monthly.
- **Timeline:** Data-analysis process established by October 30, 2026; initial student placements and instructional plans completed by November 30, 2026; monthly reviews through May 2027.

- **Responsible Roles:** Dean of Instruction and Campus Instructional Specialists, supported by core teachers, intervention staff, and assistant principals; Principal accountable for scheduling and resources.
- **Evidence of Completion:** Assessment-analysis protocols; teacher analysis forms; student goal and reflection records; instructional response plans; group rosters; intervention schedules; monthly progress and regrouping records.
- **Support Needed:** Assessment reports, data-analysis training, protected instructional time, tutoring funds, and district-approved intervention and progress-monitoring tools.

Milestone 5 — Complete Targeted Student Achievement Plans

- **Description:** Develop targeted achievement plans for 100% of identified African American, economically disadvantaged, emergent bilingual, and special education students who are off track for their growth or performance targets. Each plan will identify baseline performance, a measurable target, instructional supports, a responsible staff member, and a progress-monitoring schedule. Coordinate plans for students belonging to multiple groups.
- **Timeline:** Initial plans completed by December 18, 2026; progress reviewed monthly through May 2027.
- **Responsible Roles:** Dean of Instruction, supported by Campus Instructional Specialists, special education and emergent bilingual staff, intervention teachers, counselors, and core teachers.
- **Evidence of Completion:** Student achievement plans; baseline data and targets; support and service records; monthly progress-monitoring results; documented adjustments.
- **Support Needed:** Disaggregated assessment data, special-program expertise, accessible instructional materials, language supports, and collaborative planning time.

Milestone 6 — Complete the Midyear Evaluation and Implement Adjustments

- **Description:** Evaluate implementation and student outcomes using benchmark results, common assessments, student work, walkthrough evidence, intervention data, attendance, and student-group performance. Identify all students who are off track, review every core teacher's coaching tier, and document and implement necessary adjustments to instructional time, staffing, resources, and professional learning. Assign an owner and completion date to each corrective action.
- **Timeline:** Evaluation completed by January 29, 2027; corrective actions initiated by February 12, 2027.
- **Responsible Roles:** Principal and instructional leadership team, supported by the Executive Director of Schools, School Improvement Coordinator, and district Curriculum and Instruction staff.
- **Evidence of Completion:** Midyear evaluation report; updated student groups and coaching tiers; revised schedules and support plans; corrective-action tracker; district review notes.
- **Support Needed:** District data-analysis assistance, leadership review time, staffing and scheduling support, and access to additional instructional resources.

Milestone 7 — Verify Spring Instructional Adjustments

- **Description:** Evaluate the effectiveness of midyear adjustments using spring assessments, student work, intervention progress, and coaching follow-up. Verify that 100% of students remaining off track have updated support plans and that teachers receiving intensive coaching have documented follow-up evidence. Adjust instruction and supports where students are not making expected progress.
- **Timeline:** Review completed by January 29, 2027; revised supports implemented within five instructional days of the review.
- **Responsible Roles:** Dean of Instruction and Campus Instructional Specialists, supported by core teachers, intervention staff, special-program staff, and assistant principals; Principal reviews completion.
- **Evidence of Completion:** Spring progress summary; updated student achievement plans and group rosters; coaching follow-up records; revised instructional plans; documented decisions and assigned actions.
- **Support Needed:** Timely assessment reports, aligned reteaching materials, tutoring resources, district content expertise, and coaching support.

Milestone 8 — Evaluate End-of-Year Results and Identify Priorities

- **Description:** Analyze available STAAR results and end-of-year evidence to evaluate progress toward 80% Approaches, 50% Meets, and 20% Masters; an Academic Growth raw score of at least 68; a Closing the Gaps raw score of at least 60; and the campus goal of an overall accountability rating of at least B (81). Identify successful practices, persistent gaps, students needing continued support, and priorities for the subsequent year. Distinguish preliminary estimates from official accountability results.
- **Timeline:** Initial analysis completed by May 31, 2027, using available results; updated within 10 instructional days of additional results becoming available.
- **Responsible Roles:** Principal and instructional leadership team, supported by the Executive Director of Schools, School Improvement Coordinator, and district Assessment and Accountability staff.
- **Evidence of Completion:** End-of-year analysis by subject, grade, and student group; target-comparison report; evaluation of strategy implementation; documented priorities and recommendations.
- **Support Needed:** STAAR reports, district accountability analysis, assessment-data access, and protected evaluation time.

Milestone 9 — Complete Summer Planning and Resource Alignment

- **Description:** Use end-of-year findings to develop the 2027–2028 instructional improvement plan. Identify needed changes to the master schedule, PLC structures, coaching, intervention, staffing, and professional learning. Update the fiscal component to connect each planned support to an estimated cost, verified funding source, responsible owner, and implementation timeline.

- **Timeline:** Summer planning and resource alignment completed by June 30, 2027; staffing, scheduling, and professional-learning arrangements confirmed by July 31, 2027.
- **Responsible Roles:** Principal and Executive Director of Schools, supported by the Dean of Instruction, School Improvement Coordinator, district Curriculum and Instruction, Human Resources, Finance, and special-program leaders.
- **Evidence of Completion:** Revised improvement plan; draft master schedule; staffing and coaching assignments; professional-learning calendar; updated resource and funding table; summer planning records.
- **Support Needed:** District budget and staffing guidance, confirmed campus allocations for shared district supports, HQIM and intervention resources, and professional-learning providers.

Milestone 10 — Launch and Verify Readiness for 2027–2028

- **Description:** Communicate and launch the revised improvement plan. Verify that 100% of core teachers receive training on instructional expectations, the five-day PLC cycle, assessment analysis, student supports, and observation and feedback procedures. Confirm leadership responsibilities, baseline measures, resource availability, and the new monitoring calendar. Incorporate official accountability results when available.
- **Timeline:** Launch and readiness review completed by August 31, 2027.
- **Responsible Roles:** Principal, supported by the Dean of Instruction, assistant principals, Campus Instructional Specialists, Executive Director of Schools, and School Improvement Coordinator.
- **Evidence of Completion:** Final improvement plan; staff training materials and attendance; leadership assignments; master and intervention schedules; resource-readiness checklist; baseline dashboard; monitoring calendar; documented district readiness review.
- **Support Needed:** District launch support, staff training and make-up sessions, instructional materials, data systems, and confirmed staffing and funding.

Performance Management: How We Monitor and Adjust This Plan

This section describes, in full, how district and campus leaders will monitor implementation of this plan, who is responsible, how often progress is reviewed, how data is collected, and how progress is shared with stakeholders.

How We Monitor Implementation

District and campus leaders will monitor the successful implementation of the plan through a structured system of evidence collection, data review, and ongoing feedback. The Principal's weekly meeting with the Executive Director of Schools and the Coordinator for School Improvement will serve as the first progress

checkpoint, reviewing milestone status, instructional priorities, implementation barriers, district follow-up items, and evidence of progress.

The Instructional Leadership Team (Principal, Assistant Principals, Dean of Instruction, Campus Instructional Specialist, and other campus leaders) will meet weekly to review implementation of HQIM, lesson internalization and collaborative planning products, classroom walkthrough and coaching data, student work and formative assessment results, attendance/discipline/campus culture trends, and progress toward each milestone.

Campus leaders will maintain a centralized milestone tracker containing evidence, responsible staff, completion timelines, identified barriers, and documented next steps. At the district level, the Office of School Leadership, Curriculum and Instruction Department, Accountability Department, and Coordinator for School Improvement will conduct regular check-ins, campus visits, and formal milestone reviews to verify implementation, provide feedback and targeted support, and ensure alignment with turnaround goals and the Effective Schools Framework.

Who Is Responsible

Progress monitoring is a shared responsibility between campus and district leaders. The Liberty Hill Middle School Principal holds primary responsibility for implementing the plan and ensuring alignment with district and state turnaround expectations. The Executive Director of Schools, supported by the Coordinator for School Improvement, monitors progress through weekly Monday meetings, data reviews, campus visits, and coaching conversations.

The Principal leads weekly Instructional Leadership Team meetings to review milestone evidence, identify trends, and determine next steps. Assistant Principals, the Dean of Instruction, and the Campus Instructional Specialist track walkthrough data, coaching and feedback cycles, collaborative planning products, and student outcomes connected to each milestone. At the district level, the Office of School Leadership, Curriculum and Instruction, and Accountability teams provide ongoing support, verify implementation, and participate in formal check-ins and quarterly milestone reviews.

How Frequently Progress Is Reviewed

Progress toward milestones is reviewed weekly, monthly, and quarterly through a structured monitoring process. The Principal's regular meetings with the Executive Director of Schools and the Coordinator for School Improvement serve as the primary checkpoint. The Instructional Leadership Team also reviews instructional data, walkthrough trends, feedback cycles, collaborative planning products, and student outcomes each week. The Operational Leadership Team meets at least every two weeks to monitor milestones related to campus culture, attendance, student conduct, and operational systems. Monthly district check-ins provide formal opportunities to evaluate milestone evidence, verify implementation, and adjust support, and quarterly/mid-cycle reviews assess overall progress, student performance, and implementation fidelity.

How Progress Data Is Collected

Milestone progress data is collected through multiple evidence sources measuring both implementation and impact, including: campus and district walkthrough trackers (instructional trends, feedback quality, implementation fidelity, teacher action steps); collaborative planning agendas, minutes, attendance

records, annotated lesson plans, lesson internalizations, Know and Show charts, reteach plans, and student work samples; coaching logs, teacher support plans, professional development records, reflection forms, and instructional calibration evidence; student performance data from formative assessments, district benchmarks, progress-monitoring tools, and state assessments; and campus culture/operational data (attendance, discipline, student conduct, campus climate). The Dean of Instruction and Campus Instructional Specialist will update a centralized digital milestone tracker weekly with support from Assistant Principals and other milestone owners.

How Progress Is Shared

Milestone progress data is shared through layered communication structures that promote transparency, accountability, and shared ownership. The Principal, Executive Director of Schools, and Coordinator for School Improvement review milestone evidence during weekly meetings, with key findings, implementation barriers, and next steps documented and shared with district leaders. Monthly district check-ins include aggregated walkthrough data, collaborative planning evidence, student performance trends, and progress toward each milestone for review by the Office of School Leadership, Curriculum and Instruction, and Accountability teams. Quarterly and mid-cycle progress reports are presented to district leadership. On campus, progress updates are shared with the Instructional Leadership Team, Campus Leadership Team, and staff through leadership and faculty meetings, collaborative planning sessions, and professional learning, and appropriate updates may be shared with families and the Site-Based Decision-Making Committee.

Investing in This Work

This plan is supported through the following funding sources, each tied to a specific cost category:

- ESC Region 12 — Get Better Faster training — \$420 (Local and Title II Funds)
- Relay — GSE Leveraging Leadership — \$3,270 (Title I)
- Curriculum Associates, LLC — i-Ready Classroom and Ready TX — \$21,921.06 (Instructional Material Allotment Funds)
- Curriculum Associates, LLC — IXL Site License (Tier II intervention) — \$1,781.25 (State Compensatory Education (SCE) funds)
- Savvas Learning Company — iLit ESL — \$1,600 (State Compensatory Education (SCE) funds)
- Houghton Mifflin Harcourt — HMH Writable — \$8,220 (Instructional Material Allotment Funds)
- McGraw-Hill Companies Inc. — McGraw Hill (Social Studies) — \$2,598 (Instructional Material Allotment Funds)
- Social Studies School Services — Active Classroom (supplemental Social Studies resource) — \$3,011 (Title IV)
- Lowman Education LLC — Lowman Social Success (supplemental Social Studies resource) — \$750 (Title IV) and \$1,935 (Instructional Material Allotment Funds)
- SmartStart Education, LLC — Reading Language Arts and Math Tutoring — \$105,193.09 (State Compensatory Education (SCE) funds)
- Relay — Instructional Rounds and Coaching (\$109,260) — this will target our low performing campuses

- School Improvement Coordinator - estimated salary & benefits \$105,000
- All campuses have a minimum budget of \$20,000 for after school tutoring – the district will continue to fund tutoring if this amount is exceeded. Last year, largest amount spent by a campus was approximately \$125,000)
- Capturing Kids Hearts – minimum expense - \$9,895
- Leadworthy Course - \$495
- Traction Visits (2X per year) – \$1,625 x 2 = \$3,250
- Premium Subscription – \$2,500
- CKH Recharged - \$3,650
- Communities in Schools – approx. \$21,757
- Minga: \$7,974
- Branching Minds: \$3,478
- iReady: \$13,086
- IXL: \$16,638
- MAP: \$9,010.50
- Nearpod: \$4,311.56
- RaaWee: \$2,572.60
- Rosetta Stone: \$350
- Summit K-12: \$1,921.50
- Cardonex - \$65,683.80

This work does not depend on any competitive grant award; if additional grant funding is not received, the supports above will continue to be funded through the sources listed.

We Welcome Your Questions and Feedback

Family and community engagement is an important part of our campus's success. If you have questions about this plan or would like to learn more, please contact the Liberty Hill Middle School front office, or reach out to your child's teacher or campus administrator.

Thank you for your continued support of Liberty Hill Middle School and our students.