Lubbock Independent School District

Irons Middle 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.

No

Please upload artifacts demonstrating a robust observation and feedback system.

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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:

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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:

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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?

System of Great Schools

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

System of Great Schools

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

Amplify, Region 17

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

8

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.

$6400 for ESC 17 Coaching and Implementation support, $143,459 for additional staffing

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?

This strategy is not contingent on a grant funding source.

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

Additional Title I funds are reserved and available to School Improvement campuses as needs arise. District instructional coaches and the district leadership team will support this campus through additional administrative support, calibration walks, PLC support, and individual teacher support as needed. Additional resources were provided to the campus to support a part-time retired principal in order to increase support for the administration, an additional RLA teacher, an additional math teacher, and part-time interventionists to support RTI and new teachers.

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

STEMscopes Texas Math

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?

260

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

Amplify Texas Literacy Program, Grades 6-8

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?

260

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?

169

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	Bi-Monthly	Data will be analyzed to assess Tier I instruction and create plans to adjust based on the student growth shown and the needs of students. We will also use the data to help create plans for Tier 2 and Tier 3 interventions.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	District Assessment	District	Quarterly	Data will be analyzed to assess Tier I instruction and create plans to adjust based on the student growth shown and the needs of students. We will also use the data to help create plans for Tier 2 and Tier 3 interventions.
Other	Formative Assessments	Campus	Daily	Formative assessments are administered daily through exit tickets, student questioning, and student work tasks to inform immediate instructional adjustments, guide small-group instruction, and support the development and implementation of Tier 2 and Tier 3 intervention plans.

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

Teachers track student data through spreadsheets to monitor student growth after each Curriculum-Based Assessment or District Assessment. Every Friday, we will have a data PLC to analyze data at the teacher level and across the grade level. After every district assessment, we analyze data through the lens of STAAR domains for growth.

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

Intervention time is built into the master schedule daily to support all students who are performing below grade level according to STAAR or are not showing growth. To meet the needs of our special education and EB population, we scheduled resource and inclusion teachers to support students beyond their scheduled services. For our EB students with limited English language skills, we have a scheduled class to help them with acquisition of the English language.

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.

How frequently will PLCs occur?

All core subjects meet every day as reflected in the master schedule.

Who will facilitate PLCs?

Each assistant principal, along with the Academic Dean, facilitates PLCs.

Who is required to attend PLCs?

Core content teachers attend daily PLCs, and resource and inclusion teachers attend once a week. The Academic Dean and assistant principals also attend PLCs. The principal will attend one content PLC weekly.

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

PLCs follow the district unit/module/lesson internalization protocol, where teachers analyze their HQIM curriculum by annotating lesson purpose, objectives, prior learning, activities that meet the rigor level of the standard, differentiation, exit tickets to assess learning, lesson pacing, effective resource organization, and lesson rehearsal. Teachers will utilize the student work analysis protocol, where they break down student exit tickets to analyze qualitative and quantitative data to determine next steps for instruction by looking at high, medium, and low student work characteristics. Following each Curriculum-Based Assessment or District Assessment, teachers will engage in a data analysis dig where they will break down data in Eduphoria using various data views such as SE Breakdown, Item Analysis, and Single Test view to determine low SEs that need to be retaught or spiraled. Teachers will also look at District Assessment growth charts created by the administration to determine which students are not growing or maintaining their current level of mastery, so that intervention can be developed on an individual level.

PLC learning is transferred into the classroom through reflection and walk-throughs. Teachers reflect at the end of each PLC and determine what they will focus on implementing in the lesson based on our internalizations and discussions. Walkthroughs are then conducted to ensure that these practices are implemented.

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 Manager	Executive Coaching is weekly, led by the Chief Academic Officer, with a focus on Tight/Loose Expectations. Tight/Loose covers implementation of HQIM, Tier I instruction, lesson/unit/module internalization, lesson rehearsal, PLC expectations, walkthrough expectations, observation/feedback coaching, and assessment frequency and assessment data analysis. Principal Managers take the learning from executive coaching and coach principals and their instructional leadership teams on the same topics. Central office leadership meetings led by the Chief Academic Officer and the Executive Director for Leadership and Professional Development. Meetings are held 4 times during the year and focus on academics and operations. One-on-one monthly coaching meetings with the Chief Academic Officer. The focus for the meetings will be determined by data gained from weekly executive coaching and campus data. PD from ESC 17 on Effective Coaching through Observation and Feedback, and other specialized PD.	Chief Academic Officer, Executive Director for Leadership and Professional Development, ESC 17	Principal Manager, DCSI

Role	Training/PD Description	Delivered By	Attended By
Principal	Principal PLC monthly for leadership skill development, led by the executive coaching team. One-on-one with DCSI and Executive Principal. Weekly Tune-In and Tune Up virtual meetings led by the Executive Director for Leadership and Professional Development and Central Office staff. Feeder calls by high school feeder pattern weekly with executive principals to review weekly district-initiated expectations and upcoming events. Leadership Meeting PD (½ day) led by Chief Academic Officer and Executive Director for Leadership and Professional Development held on July 27, July 28, September 28, October 30, December 3, January 5, February 12, March 12, and May 3. Observation and Feedback PD utilizing Content-Agnostic tools, provided by ESC 17. Math RBIS PD provided by ESC 17. School Improvement PD provided throughout the year by ESC 17.	ESC 17, Executive Coaching Team, Central Office Staff, Executive Principals, DCSI, Chief Academic Officer, Executive Director for Leadership and Professional Development	Principal

Role	Training/PD Description	Delivered By	Attended By
Other Campus Admin (Assistant Principals, Instructional Coaches)	AP PLC for leadership skill development, led monthly by the district executive coaching team. AP onboarding for new APs, led by principal managers. One-on-one with DCSI. Leadership Assistant Principal PD (½ day) led by Chief Academic Officer and Executive Director for Leadership and Professional Development held on July 27, July 28, September 28, October 30, January 5, February 12, March 12, and May 3. Instructional Coaches PD (½ day) led by the Executive Director for Leadership and Professional Development held on September 4, October 2, November 6, February 5, March 5, and May 7. Weekly administration meetings at the campus level to review walkthrough and assessment data, schedule upcoming PLC agendas, and schedule walkthroughs for the upcoming week. Weekly one-on-ones with the principal to discuss duties, assignments, and PLC progress. Observation and Feedback PD utilizing Content-Agnostic tools provided by ESC 17. Math RBIS PD provided by ESC 17.	District executive coaching team, Executive Principals, DCSI, Chief Academic Officer, Executive Director for Leadership and Professional Development, Principal, ESC 17	Assistant Principals, Academic Dean

Role	Training/PD Description	Delivered By	Attended By
Teacher	HQIM (Math) PD, led by STEMScopes and the district, during September, October, November, January, and February. LEAD teachers participate in math ambassador training led by the district Teaching and Learning Department. Content Co-op led by the district Teaching and Learning Department held on August 4, September 28, January 5, and March 12. Campus PD provided by the leadership team. Campus teacher leaders receive PD from the district Leadership and Professional Development department 4 times a year for ½ day. Teacher leaders then turn around the PD on campus. Monday campus PD during PLC to address instructional and classroom management trends that become evident through walkthrough data after reviewing the Observation and Feedback Secondary Dashboard weekly. Tuesday is SPED campus PD during PLC. Campus-level PD requested by the campus and delivered by ESC 17.	District Staff, District Teaching and Learning Department, Campus leadership team, District Leadership and Professional Development Department, ESC 17	Teachers

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

Teacher leaders and administration create mentoring cycles with a weekly rotation of coaching and observation cycles for new teachers.

Classroom 101 is facilitated by the district School Support and Special Services department.

Strong Start Symposium, facilitated by the district Leadership and Professional Development department, is required at the beginning of the school year.

Content Co-op, led by the district Teaching and Learning Department, is held 4 times a year and contains a new teacher strand.

The District School Support and Special Services department can provide PD on campus for specific needs when requested by the leadership team.

District instructional coaches attend PLCs, help with internalization, provide real-time coaching, and model lessons when needed.

One-on-one coaching with the instructional leadership team is provided.

Strong Start, facilitated by district Leadership and the Professional Development department, is required. These are 1- to 2-hour sessions held on July 28, July 29, July 30, August 3-11, September 28, October 30, January 5, February 12, March 12, and May 3.

The campus leadership team differentiates specific and individualized PD based on classroom observations and student data.

Every new-to-teaching teacher has a 1:1 mentor and meets with teachers at least weekly.

The campus Lead Mentor meets with new teachers at least once a month.

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 TEA Content-Agnostic Classroom Observation Tool will be utilized by all administrators. The look-fors will be focused on the learning environment, instructional delivery, and monitoring and responding to student learning.

The TEA Content-Agnostic Observation Tool Companion Guide and the TEA Content-Agnostic Action Step Resource Tool will be utilized by the instructional leadership team. Look-fors in the Action Step Resource Tool are both on instructional internalization and instructional implementation, focusing on the highest-leverage action step.

All walkthroughs conducted will be uploaded to the District Secondary Dashboard.

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

Other

Please describe the observation frequency:

Tier 3 teachers receive weekly observation and feedback cycles. Tier 2 and Tier 1 teachers receive observation and feedback cycles monthly. All teachers receive feedback within 48 hours.

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

The special education lead teacher meets with the Academic Dean weekly to facilitate any adjustments to the SPED Resource and Inclusion team.

We have special education PD built into our PLC schedule on Tuesday so teachers can receive PD to support our EB and special populations. Roughly 80% of our RLA teachers are ESL certified to better equip them to serve our EB students.

On-site support from the district for special programs specific to Irons.

On campus, administrators and teacher leaders are facilitating opportunities for teachers to identify special populations, read and understand IEPS and documentation, incorporate accommodations into teaching and learning, and complete required paperwork.

Special education campus teacher leaders are receiving PD on modifications and supports and turning the PD around to the campus. They are also turning around campus-specific PD for the staff.

Content Co-op, led by the district Teaching and Learning Department, is held 4 times a year and contains a PD session for special training on the individual students they will teach.

District-led campus PD on special programs is held during leadership meetings for administration.

Tune-In and Tune Up is held weekly, and a district representative provides PD on special populations.

Every district special education department and bilingual/ESL department has a director who oversees their specific department to help facilitate any needs.

ELL PD occurs throughout the school year and covers accommodations, language strategies, and collaborative strategies.

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?

Campus Instructional Leaders will attend LIFT Initial PD covering the Observation and Feedback process, Content-Agnostic Classroom Observation Tool, Content-Agnostic Companion Guide, and calibration with peers.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI, ESC 17, Campus leadership team

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

Attendance Rosters, evidence of observation/feedback protocols being utilized as evidenced by campus visits and the District Secondary Dashboard.

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

ESC 17 PD materials and coaching support, calibration walks using the Observation and Feedback protocol with the campus leaders and the District Leadership Team, Content-Agnostic Classroom Walkthrough Tool, Content-Agnostic Companion Guide, District Secondary Dashboard.

Milestone 2

Description – What specific action or deliverable will be completed?

Complete Observation/Feedback calibration walks with the District Leadership Team, ESC 17 coach, and Campus Leadership, and begin Observation/Feedback coaching cycles. Campus leaders will continue calibration walks with the District Leadership Team, continue Observation/Feedback cycles independently, and provide written feedback to teachers after their walks.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District Leadership Team, which includes the DCSI, Campus leadership team, ESC 17 coach

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

Dashboard Data from District Secondary Dashboard, District Leadership Team and campus leaders schedules, tiered teacher list to show number of walks required monthly, action steps assigned, campus observation and feedback tracker.

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

ESC 17 coaching support, District Leadership Team coaching support, Content-Agnostic Classroom Observation Tool, Content-Agnostic Companion Guide, Content-Agnostic Action Step Guide, District Secondary Dashboard, Campus Observation and Feedback Tracker.

Milestone 3

Description – What specific action or deliverable will be completed?

Campus instructional leaders will attend PD on identifying High Leverage Action Steps and the Coaching Conversation. The district leadership team, along with ESC 17, will train all campus leaders in identifying action steps and scripting the coaching conversations.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District Leadership Team which includes the DCSI, ESC 17, campus leadership team

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

Attendance Rosters, coaching scripts, data gained through the use of the District Secondary Dashboard

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

ESC 17 PD materials, Coaching Script Exemplar, Content-Agnostic Classroom Observation Tool, Content-Agnostic Companion Guide, Content-Agnostic Action Step Guide. District Secondary Dashboard

Milestone 4

Description – What specific action or deliverable will be completed?

Campus Instructional Leaders will receive ongoing training on facilitating highly effective PLCs. Training will utilize the LIFT PLC observation tool, which includes PLC calibration, lesson/unit/module internalization, student work analysis, and lesson rehearsal.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District leadership team, which includes the DCSI, campus leadership team, ESC 17

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

PD training decks, PD schedule, attendance rosters, PLC Observation Tool, Lesson/unit/module internalization protocols and evidence, campus student data spreadsheet to show growth

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

Lesson/Unit/Module Internalization Protocols, LIFT PLC Observation Tool, Facilitating Highly Effective PLC PD materials, District Leadership Team, which includes the DCSI, training and coaching support, student data spreadsheets

Milestone 5

Description – What specific action or deliverable will be completed?

Campus principal and Academic Dean will conduct PLC Observation calibrations with DCSI and district coaches. They will implement coaching and feedback routines that build facilitation skills, deepen content knowledge, and an accurate understanding of HQIM use. The use of classroom observations and student work analysis will be utilized to inform PLC priorities.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District Coaches, Campus Principal, Academic Dean, DCSI

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

PLC Observation data, Coaching Script exemplar, PLC Observation Tool completion, Student Work Analysis Protocol completion, Lesson/Unit Internalization Protocols completion, Content-Agnostic Classroom Observation Tool data, District Secondary Dashboard data

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

LIFT PLC training provided by District Leadership Team and ESC 17, PLC Observation Tool, Student Work Analysis Protocol, Lesson/Unit Internalization Protocols, Content-Agnostic Classroom Observation Tool data, District Secondary Dashboard Data

Milestone 6

Description – What specific action or deliverable will be completed?

Campus instructional leaders will use the District Secondary Dashboard to identify trends on campus to drive prioritization of coaching. Monthly implementation support and coaching using the District Secondary Dashboard to identify 'hot spots' on the campus will occur in order to drive prioritization and coaching of instructional leaders/teachers.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District leadership team which includes the DCSI, campus leadership team

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

District Secondary Dashboard, Content-Agnostic Classroom Observation Data, Action steps assigned through the Content-Agnostic Action Step Guide across the campus, campus observation and feedback tracker

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

District Secondary Dashboard for walkthrough data and action steps assigned through the use of the Content-Agnostic Action Step Guide, Content-Agnostic Classroom Observation tool, Content-Agnostic Companion Guide, and Campus Observation and Feedback Tracker

Milestone 7

Description – What specific action or deliverable will be completed?

Complete Observation/Feedback calibration walks with the District Leadership Team, ESC 17 coach, and campus leadership team. The campus leadership team will continue calibration walks with the district leadership team and ESC 17 coach, and continue Observaton/ Feedback cycles on their own. Verbal feedback will occur through a coaching conversation following walks.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District Leadership Team which includes the DCSI, Campus leadership team, ESC 17 coach

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

Dashboard Data from District Secondary Dashboard, Campus Observation and Feedback tracker, Coaching scripts from campus leadership team, coaching videos

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

ESC 17 coaching support, District Leadership Team coaching support, Content-Agnostic Classroom Observation Tool, Content-Agnostic Calibration Tool, Content-Agnostic Action Step Guide, Coaching Script Exemplar, District Secondary Dashboard, Campus Observation and Feedback tracker

Milestone 8

Description – What specific action or deliverable will be completed?

Determine and schedule PD needs for teachers throughout the semester based on classroom observation data, student growth data, and PLC observation data.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District Coach, Campus Leadership team, DCSI

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

PD Schedule, Calendar, Classroom Observation Data reflected in the District Secondary Dashboard, Student Growth Data reflected in data spreadsheets, action steps assigned through the Content-Agnostic Action Step Guide, Campus Observation and Feedback tracker, PLC observation data

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

ESC 17 support, District Secondary Dashboard for classroom walkthrough data, District Leadership team coaching support, student data spreadsheet, Campus Observation and Feedback tracker

Milestone 9

Description – What specific action or deliverable will be completed?

Math teachers will be trained in Math RBIS during the summer of 2027. The campus leadership team will be trained in Math RBIS throughout the 2026-2027 school year by district coaches.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

District Coach, District Initiative Lead, District Instructional Coaches, Math Teachers, DCSI, Campus leadership team

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

Math RBIS Training Attendance Roster, Unit/Module/Lesson Internalization Documents completed by teachers

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

ESC 17 support, Math RBIS training materials through TEA

Milestone 10

Description – What specific action or deliverable will be completed?

Campus instructional leaders will analyze staffing and staff assignments to hire highly effective teachers and strategically place our best teachers with students who need to grow the most.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

District instructional coaches, DCSI, Campus instructional leadership team, Human Resources Department

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

Staffing numbers/rosters, Master Schedule, Campus instructional team agendas

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

STAAR data, District Secondary Dashboard data, T-TESS evaluation data, Human Resources staffing numbers

Milestone 11

Description – What specific action or deliverable will be completed?

Campus Instructional Leadership Team will create and implement onboarding for new leaders/teachers on school-wide routines, covering the Observation and Feedback process, Content-Agnostic Classroom Observation Tool, and Content-Agnostic Tool Companion Guide.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

ESC 17, DCSI, Campus leadership team

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

Attendance Rosters, evidence of observation/feedback protocols being used as evidenced by campus visits and the District Secondary Dashboard.

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

ESC 17 PD materials and coaching, calibration walks using the Observation and Feedback protocol with the campus leaders and the District Leadership Team, District Secondary Dashboard

Milestone 12

Description – What specific action or deliverable will be completed?

The campus leadership team will strengthen the campus assessment and progress monitoring by using Year 1 data to refine assessment calendars, common assessments, progress-monitoring practices, and data-review protocols.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

ESC 17, DCSI, Campus leadership team

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

Revised campus assessment calendars, data spreadsheets, PLC revised data analysis protocols, PLC Agendas

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

ESC 17 PD, District Year 1 Assessment Data, assessment/data support, data-analysis coaching, data spreadsheets

Milestone 13

Description – What specific action or deliverable will be completed?

Increase the depth and quality of HQIM lesson internalization and rehearsal in PLCs so teachers consistently anticipate misconceptions, identify checks for understanding, plan appropriate supports, and prepare for grade-level instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

ESC 17, District instructional coaches, Campus instructional team, District Leadership Team, DCSI

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

Internalization/rehearsal artifacts, walkthrough evidence, PLC agendas, District Secondary Dashboard

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

ESC 17 coaching support, District Leadership Team coaching support, Content-Agnostic Classroom Observation Tool, Content-Agnostic Companion Guide, Content-Agnostic Action Step Guide, PLCs Observation Tool, District Secondary Dashboard

Milestone 14

Description – What specific action or deliverable will be completed?

Campus instructional leaders will continue identifying High Leverage Action Steps and implementing the “Do it” portion of the Coaching Conversation. District leadership will train all campus leaders in identifying action steps and scripting the coaching conversations to include the “Do it” portion.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

ESC 17, District Coach, District Leadership Team, DCSI

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

Coaching scripts, data gained through the use of the District Secondary Dashboard, Coaching Videos, Campus Observation and Feedback Tracker

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

ESC 17 PD materials, Coaching Script Exemplar, Content-Agnostic Classroom Observation Tool, Content-Agnostic Companion Guide, Content-Agnostic Action Step Guide, Campus Observation and Feedback Tracker, District Secondary Dashboard

Milestone 15

Description – What specific action or deliverable will be completed?

Refine the systematic intervention process for students who demonstrate insufficient progress, using progress-monitoring data to adjust intervention type, frequency, intensity, or instructional approach.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

District Instructional Coaches, Campus Leadership Team, District Leadership Team, DCSI, Special Education Leads

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

Student Data spreadsheet to track student growth, Intervention staffing roster

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

Evidence-based intervention resources, Student data spreadsheets, District Secondary Dashboard Data

Milestone 16

Description – What specific action or deliverable will be completed?

Campus instructional leaders will use the District Secondary Dashboard to identify trends on campus to drive prioritization of coaching. Monthly implementation support and coaching using the District Secondary Dashboard to identify 'hot spots' on campus/across the district to drive prioritization and coaching of instructional leaders/teachers.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

District Instructional Coaches, Campus Leadership Team, District Leadership Team, DCSI, Special Education Leads

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

Student Data spreadsheet to track student growth, Intervention staffing roster, District Secondary Dashboard

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

Evidence-based intervention resources, Student data spreadsheets, District Secondary Dashboard Data

Milestone 17

Description – What specific action or deliverable will be completed?

Strengthen integrations of Special Education and Emergent Bilingual expertise within PLCs by using performance data to refine accommodations, language support, specially designed instruction, and grade-level instructional access.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

District SPED coaches, Campus Instructional leadership, Campus SPED leadership, DSCI, District Bilingual/ESL department

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

PLC agendas, PLC Observation tool, Student-work analysis, Agnostic Walkthrough evidence through District Secondary Dashboard

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

District Secondary Dashboard for walkthrough data and action steps assigned through the Content-Agnostic Action Step Guide, Content-Agnostic Classroom Observation tool, PLC Observation Tool, and District Bilingual/ESL Department staff

Milestone 18

Description – What specific action or deliverable will be completed?

Determine and schedule PD needs for teachers throughout the semester based on classroom observation data and PLC Observations

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

District Coach, Campus Leaders, DCSI

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

PD Schedule, Calendar, Classroom Observation Data reflected in the District Secondary Dashboard, action steps assigned through the Content-Agnostic Action Step Guide, Campus Observation and Feedback Tracker

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

ESC 17 support, District Secondary Dashboard for classroom walkthrough data, Campus Observation and Feedback Tracker

Milestone 19

Description – What specific action or deliverable will be completed?

Campus instructional leaders will analyze staffing and staff assignments to hire highly effective teachers and strategically place our best teachers with students who need to grow the most.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

District instructional coaches, DCSI, Campus instructional, Human Resources Department

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

Staffing numbers/rosters, Master Schedule, Campus instructional team agendas, Instructional tracker

> Support Needed – What training, coaching, resources, or tools are required?
>
> STAAR data, District Secondary Dashboard data, T-TESS evaluations, Human Resources Department

Performance Management

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

Weekly administrative PLC will be held with a rolling agenda. Student data, walkthrough data, and TAP implementation will be reviewed and monitored.

Analysis of walkthrough data and observation data will be conducted by the campus leadership team and the district Executive Coaching team utilizing the District Secondary Dashboard.

Calibrated walkthroughs with the campus leadership team will be conducted by the DCSI, Executive Principal, and the district Teaching and Learning department.

Feedback on Professional Development will be monitored by the campus leadership team.

DCSI and Executive Principal will be on campus weekly, conducting walkthroughs, attending PLCs, and holding One-on-One meetings with the Principal, Academic Dean, and campus leadership team.

The district will monitor through the Tight/Loose Framework artifacts, District Secondary Dashboard, and data spreadsheet that covers curriculum-based assessments and district assessments during weekly Executive Coaching meetings.

A deep dive with the campus principal and the executive coaching team will be held at the end of each nine-week period to review student data, observation and feedback data, and TAP implementation.

Chief Academic Officer and Superintendent will be given weekly reports on student data and implementation of TAP.

The Teaching and Learning Department will conduct Calibration Walks utilizing the TEA Content-Agnostic Classroom Observation Tool.

Executive Coaching will be held every Monday with the Chief Academic Officer, Assistant

Superintendent for Teaching and Learning, Assistant Superintendent for School Support and Special Services, Executive Principals, and DCSI, where the implementation of the TAP will be reviewed.

Instructional leadership PLCs will review the implementation of TAP.

Monthly meetings with the instructional leadership team and teacher leaders on campus will monitor the implementation of the TAP.

The District Secondary Dashboard will be monitored by DCSI and the executive coaching team weekly.

Student data from assessments will be monitored by DCSI and the executive coaching team weekly.

Monthly calibration walks will be conducted with the campus administration and the executive coaching team, which consists of the Chief Academic Officer, Assistant Superintendent for Teaching and Learning, Assistant Superintendent for School Support and Special Services, Executive Principal, and DCSI.

School system leaders will participate in LIFT Performance Management Routines to analyze assessment and walkthrough data to determine next steps for support. Campus leaders will be debriefed on data analysis and next steps.

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

DCSI
Executive Principal
Principal
Academic Dean
Instructional Leadership team
Executive Coaching Team at the district level, which consists of the Chief Academic Officer, Assistant Superintendent for Teaching and Learning, Assistant Superintendent for School Support and Special Services, Executive Principals, and DCSI.
ESC 17 Coach
Chief Academic Officer
Superintendent

How frequently will progress toward milestones be reviewed?

Other

Please describe the review frequency:

Weekly

How will milestone progress data be collected?

Administrative rolling agenda

Artifacts in the Tight/Loose Framework

District Secondary Dashboard

Student Data spreadsheets to show student growth and data in Eduphoria

Fidelity of Implementation tracker from ESC 17

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

Executive Coaching via Tight/Loose Framework artifacts, District Secondary Dashboard, and student data spreadsheets weekly.

DCSI will give updates weekly during Executive Coaching meetings, which consist of the Chief Academic Officer, Assistant Superintendent for Teaching and Learning, Assistant Superintendent for School Support and Special Services, Executive Principals, and DCSI.

The Chief Academic Officer will give updates to the Superintendent weekly and to the School Board quarterly.

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	70
Meets Grade Level	50
Masters Grade Level	30

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	40
Masters Grade Level	20

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

19

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

1

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

Performance Level	EOY Goal (%)
Approaches Grade Level	75
Meets Grade Level	55
Masters Grade Level	35

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	45
Masters Grade Level	25

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

21

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

2

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?

12

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

6

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

14

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

7

Additional Info

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

Lubbock Independent School District and campus leadership are implementing the same LIFT practices that our elementary campuses are implementing through the LASO grant with Irons Middle School. We are partnering with ESC 17 to support Observation and Feedback through best practices, but we will be utilizing the LIFT Content-Agnostic Tools.

Upload additional documents (optional):

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