

Edgewood Independent School District



Loma Park Elementary School 2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

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 TIP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) [§39A.055\(2\)](#), 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 Targeted Improvement 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.056](#), 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.055](#) and [§39A.057](#), 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.

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Please select the date of board approval for this plan:

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Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

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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?

LIFT

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

LIFT, LIFT PLC Support

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

Great Minds PBC

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

2

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.

Loma Park's improvement strategy is funded through the LIFT grant, Title I, Part A, and State Compensatory Education. Great Minds LIFT services, including 13 days of leadership coaching, PLC facilitation, observation and feedback support, and performance management routines, are funded by the district through the LIFT grant (Fund 429). Campus costs include LIFT staff salaries and benefits (\$21,751, LIFT grant, Fund 429); math and literacy instructional coaches (\$174,905, Title I, Part A); Amira adaptive reading intervention (\$21,037, Title I, Part A); targeted tutoring and Saturday sessions for students identified under the three campus priorities (\$56,340: \$15,400 tutoring stipends and \$10,000 part-time tutor from Title I, Part A, and \$30,940 from State Compensatory Education); and professional development pay for PLCs and data days (\$7,400, Title I, Part A). Campus costs total \$281,433.

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?

The core strategy does not depend on one grant. If LASO or other competitive funds are not awarded, Edgewood ISD will fund the highest-leverage components from Title I, Part A, State Compensatory Education and local funds, in this order: (1) HQIM implementation and weekly PLCs; (2) instructional coaching and the tiered observation and feedback cycle; (3) the daily intervention blocks; and (4) targeted tutoring. District coaching staff would take on the leader and PLC facilitator coaching now delivered through LIFT, using the LIFT tools and protocols already adopted districtwide.

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

The district redistributes talent and resources to Loma Park in proportion to its CSI identification:

Talent: Within the campus, the highest-growth teachers are placed in the highest-need grades.

Leadership support: A principal manager meets weekly with the principal to review milestone progress, walkthrough and PLC data, and student progress.

Coaching: The district funds 13 days of Great Minds coaching for leadership coaching, PLC facilitation and observation calibration. A full-time math instructional coach and an RLA instructional coach support PLCs and coaching cycles on a set weekly schedule. Coaching intensity is matched to teacher need, with the most frequent walkthroughs and feedback for Tier 4 and new teachers.

Funding: Campus funds are prioritized for intervention and instructional supports for the student groups identified for CSI.

Staffing: The district prioritizes filling Loma Park's open positions with certified staff so every classroom and service is fully staffed.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

675

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

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?

175

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)
Other	Diagnostic	District	BOY/MOY/EOY	Loma Park uses three district-administered diagnostic assessments, each given three times a year at the beginning, middle, and end of the year. NWEA MAP Growth (K–5 reading in English and Spanish, math, and science) sets each student's baseline and projected STAAR performance level and measures growth across the year. Results are used to identify students for intervention under the three campus priorities, form intervention groups, set coaching priorities, and monitor progress at the Superintendent Accountability Meetings. mCLASS (K–2, DIBELS 8 in English and Lectura in Spanish) screens early literacy skills and identifies students below benchmark for small-group reading intervention, so students enter Grade 3 ready for grade-level reading. CIRCLE Progress Monitoring (Pre-K) measures letter knowledge, vocabulary, phonological awareness, and early math against kindergarten-readiness targets, and guides small-group instruction and teacher coaching in Pre-K.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Monthly	Curriculum-based assessments are embedded in the district's high-quality instructional materials and given on the district assessment calendar. Math: Bluebonnet Learning K–5 includes daily exit tickets and a Mid-Module Assessment for each module. In weekly math PLCs, teachers analyze exit tickets and Mid-Module results through the Student Work Analysis Protocol to find misconceptions, plan next-day reteaching, and adjust small-group instruction. Reading: Grades 2–5 take an RLA Module Assessment at the end of each module, and Grades K–2 complete a Module Inventory every six weeks. In weekly reading PLCs, teachers analyze results and student writing to identify gaps in comprehension and use of text evidence. Results guide reteaching, small groups, and the next module's focus. Results in both subjects are also reviewed in the monthly LIFT Performance Management Routine with Great Minds and district leaders to monitor whether HQIM implementation is producing student mastery.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
STAAR Released Test		District	Semester	STAAR Released Assessments give Grades 3–5 students a full-length STAAR-format experience in Eduphoria, in English and Spanish, twice a year: RLA in October and February, and Math in November and February. Before deciding on an instructional response, PLCs sort the assessed TEKS into Taught, In Progress and Not Yet Taught. Decisions focus on Taught and In Progress TEKS. Not Yet Taught content is planned for, not remediated. Teachers and leaders analyze results by student, TEKS and student group to adjust small groups and intervention and to set reteach priorities. The fall administration is the first check on whether students in intervention are moving toward Approaches and Meets. The February administration confirms readiness before STAAR. Results are reviewed at the Superintendent Accountability Meetings in November and March.

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

The campus monitors student growth using NWEA MAP Growth, administered at the beginning, middle, and end of the year, along with STAAR Released Assessments and curriculum-based assessments. Growth data is tracked by student, grade level, content area, and student group, including emergent bilingual students and students receiving special education services. Each student's projected growth is recorded in campus growth trackers that are updated after every assessment. Emergent bilingual students' English language proficiency growth is tracked from 2026 TELPAS results to the Summit K12 MOY assessment.

Teachers review student progress weekly in PLCs, using the Great Minds Student Work Analysis Protocol (SWAP) to analyze module assessments and student work, identify students who are not making expected growth, and plan reteaching, small-group instruction, and intervention. Campus leaders review growth data weekly to monitor progress by grade level, content area, and student group and to ensure instructional adjustments are made. Students under the three campus priorities are tracked on caseload trackers updated every three weeks. If a student shows no measurable growth at a checkpoint, the PLC re-diagnoses using student work, names the barrier, and adjusts Tier 1 instruction, scaffolds, intervention grouping and coaching that week.

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

Students below grade level: Students are identified through MAP Growth, mCLASS and curriculum-based assessments, and grouped by skill need. K–2 students receive a daily 30-minute intervention block that alternates reading and math by week, and Grades 3–5 students receive separate daily 30-minute reading and math blocks. Amira, Zearn and SummitK12 support practice, and progress is monitored through exit tickets, module assessments and caseload trackers.

Students receiving special education services: Special education acceleration is the campus's first priority. Students receive intervention aligned to their IEP goals during the daily intervention blocks, along with inclusion and resource support during core instruction. A dyslexia teacher provides targeted reading intervention. Special education staff take part in PLCs so accommodations and supports are planned with grade-level lessons.

Emergent bilingual students: Students receive language-focused small-group intervention during the daily intervention blocks, along with content instruction in dual-language classrooms. Bilingual staff take part in PLCs to plan language supports, and TELPAS data is used to target the weakest language domains. Students also complete weekly TELPAS practice in Summit K12, and a MOY assessment measures their progress from 2026 TELPAS results to guide language-focused small groups.

Will the campus implement a PLC structure?

Yes

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

PLCs are organized by grade level and content. Each grade has a math PLC and a reading PLC. K–2 teachers attend both. Grades 3–5 teachers attend by content, and self-contained and dual-language teachers attend both. Special education and bilingual teachers are assigned to grade-level PLCs based on the students they serve and need.

How frequently will PLCs occur?

PLCs meet weekly. Each grade has a 1-hour reading PLC and a 1-hour math PLC. Special education and bilingual teachers attend the grade-level PLCs for the students they serve, so every teacher has at least one 1-hour PLC each week.

Who will facilitate PLCs?

PLCs are facilitated by campus administrators and instructional coaches:

K–1 math and reading: Assistant Principal 2

Grade 2 math and reading: Principal

Grade 3 math and reading: Assistant Principal 1

Grade 4 math: Math instructional coach

Grade 4 reading: RLA instructional coach

Grade 5 math and reading: Assistant Principal 1

All facilitators are trained in Bluebonnet Learning, HMH Into Reading and the LIFT PLC protocol, and Great Minds coaches support math PLC facilitation throughout the year.

Who is required to attend PLCs?

All core teachers, including self-contained and dual-language teachers, are required to attend their weekly grade-level math and reading PLCs. Special education and bilingual teachers are assigned to grade-level PLCs based on the students they serve and need, and are required to attend those PLCs, where they provide guidance and feedback on supports for their students.

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

PLCs follow the LIFT PLC protocol, supported by Great Minds, which rotates through four PLC types:

Module/unit internalization: Teachers study the module's goals, standards, assessments and lesson sequence before instruction begins.

Lesson internalization: Teachers work through upcoming lessons, identify key learning and likely misconceptions, and plan checks for understanding.

Lesson rehearsal: Teachers practice key parts of the lesson and receive feedback from the facilitator and peers.

Student work analysis: Teachers use the Great Minds Student Work Analysis Protocol (SWAP) to review exit tickets, Mid-Module Assessments and Module Assessments, identify gaps, and plan reteaching and intervention.

Special education and bilingual teachers provide guidance on accommodations, specially designed instruction and language supports.

PLCs anchor one instructional response cycle: lessons are internalized in PLC, leaders walk classrooms to see those lessons taught, each teacher receives one high-leverage action step within 48 hours, exit tickets and student work come back to the next PLC, and teachers plan reteaching and intervention before a follow-up walkthrough checks the action step.

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	Leadership: The principal manager attends Great Minds LIFT leader training with campus administrators on change management, observation and feedback, and PLCs. The principal manager also takes part in monthly LIFT Performance Management Routines, implementation team calibration walks each semester, and monthly District Leadership Team meetings, and receives training on data-informed coaching cycles and T-TESS calibration. Special populations: The principal manager receives updates on special education and bilingual program requirements to support campus leaders in serving these student groups.	Great Minds; district leadership; district Special Education and Bilingual departments	Principal Manager
Principal	Leadership: The principal attends Great Minds LIFT leader training and receives job-embedded Great Minds coaching across four coaching arcs: implementation success planning and TEA upfront training, leadership knowledge of the curriculum, effective PLC facilitation, and using observations to support performance management. Each coaching day includes classroom observation using the TEA calibration protocol. The principal also attends monthly principal meetings on curriculum implementation (Bluebonnet Learning math and HMH RLA) and observation and feedback, and weekly meetings with the principal manager. Special populations: Principal meetings include training on building inclusive systems, special education compliance, dual-language program models and strategic staffing. The principal takes part in special education inclusion walks with district special education staff.	Great Minds; principal manager; district Curriculum and Instruction, Special Education and Bilingual departments	Principal

Role	Training/PD Description	Delivered By	Attended By
Teacher	Math: Great Minds RBIS training for Bluebonnet Learning K–5 Math; Read-Draw-Write, Math Catalyst and Zearn training; and a K–5 launch for new teachers. Reading: Training on HMH Into Reading (English and Spanish), Writable, structured literacy and Amira, plus Reading Academies as required. Special education: District training in specially designed instruction, implementing accommodations, IEP progress monitoring and data collection, and literacy instruction (Sunday System), along with monthly case manager meetings. Ongoing: Weekly LIFT PLCs, math coaching cycles, and feedback within 48 hours of each formal walkthrough. Differentiated: New, uncertified and Tier 3–4 teachers receive weekly to twice-weekly observation and coaching.	Great Minds; district coordinators and instructional coaches; district Special Education and Bilingual departments; principal, assistant principals and math instructional coach	All teachers, including special education and bilingual teachers

Role	Training/PD Description	Delivered By	Attended By
Other Campus Admin (Assistant Principals, Instructional Coaches)	Leadership: Assistant principals receive Great Minds leadership team coaching on each coaching day, focused on success planning, classroom and PLC observation, and feedback. Great Minds coaches observe the PLCs they facilitate and give feedback. Assistant principals also attend monthly assistant principal meetings on curriculum implementation (Bluebonnet Learning math and HMH RLA) and observation and feedback, quarterly content-deepening sessions with district academic coordinators, and the principal's calibration walks on the LIFT tools. Special populations: Assistant principal meetings include LPAC training, special education compliance and scheduling, and dual-language program models. Assistant principals also attend walkthroughs with district bilingual staff focused on supports for emergent bilingual students. New to role: Assistant principals in the first two years in their role meet at least biweekly with a mentor.	Great Minds; district Curriculum and Instruction, Special Education and Bilingual departments; principal	Assistant Principals

Role	Training/PD Description	Delivered By	Attended By
Other Campus Admin (Assistant Principals, Instructional Coaches)	Math coach: Great Minds coaching sessions on PLC facilitation, classroom observation and feedback, and leading coaching cycles, plus district training on Bluebonnet Learning K–5 Math, Math Catalyst and Zearn. RLA coach: District training on HMH Into Reading (English and Spanish), Writable, structured literacy and Amira, and on the RLA unit and lesson internalization protocols. Both coaches: Research-based instructional strategies (RBIS) training and calibration walks on the LIFT math and RLA/ literacy walkthrough tools, including the principal's calibration walks. Special populations: Collaborative sessions with the district Special Education and Bilingual departments on supporting students with disabilities and emergent bilingual students in Tier 1 lessons. New to role: Biweekly mentoring sessions for coaches in the first two years in their role.	Great Minds; district math and literacy coordinators; district Special Education and Bilingual departments; principal	Instructional Coaches

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

Teachers

Tiered support: Teachers are tiered by experience and effectiveness, and coaching intensity follows the tier. Tier 1–2 teachers are observed every other week, Tier 3 teachers weekly, and Tier 4, new and uncertified teachers twice weekly, with feedback within 48 hours of each formal walkthrough. Identified teachers also receive daily co-teaching with an instructional coach.

New teachers (0–2 years) and uncertified teachers: Teachers attend the K–5 new teacher launch and receive weekly co-planning and coaching cycles with instructional coaches on research-based instructional strategies and effective use of HQIM.

Math: Support internalizing Bluebonnet Learning lessons, focused on fluency, application, concept development, problem sets and student debriefs.

Reading: Support with HMH lesson internalization, explicit instruction of foundational skills (phonemic awareness, phonics, fluency, vocabulary and comprehension), comprehension-based lessons with complex texts, and differentiated small-group instruction.

Teachers without a track record of success: Identified teachers receive daily co-teaching with an instructional coach in their content area, following a gradual release: the coach models, co-teaches, then observes as the teacher leads. Teachers also receive coaching cycles built on high-leverage action steps from the LIFT observation tools, Great Minds modeling and real-time coaching, and additional lesson rehearsal in PLCs.

Leaders

New to role (less than two years): Administrators and the principal manager in their first two years in the role are assigned a mentor and meet at least biweekly.

All campus leaders: The principal meets weekly with the principal manager, and assistant principals meet at least biweekly with a designated district administrator.

Leaders without a track record of success: For administrators and the principal manager, Great Minds coaching arcs are set from each leader's needs assessment and follow a gradual release: the Great Minds coach and leader co-plan and co-facilitate PLCs and observations, then the leader leads independently and receives feedback.

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?

Tools

Classroom walkthroughs: The LIFT Math Observation Tool, the Elementary Literacy Observation Tool and the LIFT content-agnostic tool for science and other content areas. Formal walkthroughs are scored on the tool, assign one high-leverage action step, and are documented in Eduphoria.

PLCs: The LIFT PLC Observation Tool, used by campus leaders, the principal manager and Great Minds.

Leadership coaching: The Great Minds Implementation Success Planning workbook and the Framework for Implementation Success indicator guides, used to track leaders' progress on PLCs, observation and feedback, and performance management.

Look-fors

Look-fors match the training teachers and leaders receive in PD, PLCs and coaching, so observation data shows whether that training is reaching classrooms.

Math: Evidence of lesson internalization; a focused explicit model; mathematical thinking made visible; more student practice than teacher talk; and checks for understanding with responses to student errors.

Reading: Evidence of lesson internalization; explicit instruction of foundational skills; comprehension-based lessons with complex texts; and checks for understanding during guided and independent practice.

All classrooms: Research-based instructional strategies (RBIS), student engagement and discourse, a strong learning environment, and implementation of the teacher's assigned action step.

Special populations: Accommodations and specially designed instruction for students with disabilities, and 7 Steps language strategies, such as structured conversations and complete-sentence responses, for emergent bilingual students.

PLCs: Module/unit internalization, lesson internalization, lesson rehearsal, student work analysis, and guidance from special education and bilingual teachers.

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

Other

Please describe the observation frequency:

The principal and assistant principals conduct walkthroughs by teacher tier: every other week for Tier 1–2, weekly for Tier 3, and twice weekly for Tier 4, new and uncertified teachers. Instructional coaches provide targeted observations and coaching cycles based on teacher need. Each walkthrough includes feedback and one next step within 48 hours, recorded in Eduphoria using the LIFT Math, Reading and content-agnostic tools. Formal appraisal observations follow district requirements.

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

Special education: Teachers receive training in specially designed instruction, accommodations and modifications, inclusive practices, and IEP progress monitoring, with on-site coaching and mentoring for new special education teachers. Special education teachers take part in PLC internalization so supports are planned with Tier 1 lessons. Administrators receive training on building inclusive systems, special education compliance, and scheduling and service delivery, and campus leaders take part in special education inclusion walks with district special education staff to monitor accommodations and specially designed instruction in inclusion classrooms.

Emergent bilingual: Bilingual and dual-language teachers receive training in 7 Steps to a Language-Rich, Interactive Classroom, academic language development and TELPAS, with coaching on language objectives and second language acquisition strategies. All core teachers use 7 Steps language strategies daily. Administrators receive LPAC training, training on dual-language program models and TELPAS data, and conduct walkthroughs with district bilingual staff focused on supports for emergent bilingual students.

Milestones

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

Milestone 1

Description – What specific action or deliverable will be completed?

Train PLC facilitators on the LIFT PLC protocol and SWAP, and calibrate the leadership team on the LIFT math and literacy walkthrough tools.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; assistant principals; instructional coaches

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

- 1) LIFT PLC Observation Tool results showing the protocol in use
- 2) Calibration log and Eduphoria report showing walkthrough cadence met for at least 90% of scheduled walks, with 48-hour feedback by tier

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

Great Minds PLC facilitation coaching and calibration with Great Minds and the principal manager

Milestone 2

Description – What specific action or deliverable will be completed?

Launch coaching cycles for new, Tier 3 and Tier 4 teachers, with weekly co-planning of Bluebonnet Learning and HMH lessons with instructional coaches and daily co-teaching for identified teachers. Each teacher works on one high-leverage action step identified from walkthrough evidence and student work.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; instructional coaches

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

- 1) Coaching cycle calendar, co-teaching schedule and logs
- 2) Walkthrough data showing at least 75% of coached teachers implementing their action step at follow-up, and exit ticket results from those lessons showing improved student mastery

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

Great Minds coaching support; principal manager review of coaching assignments

Milestone 3

Description – What specific action or deliverable will be completed?

Set the campus's three priorities and a MOY growth target for each from 2026 STAAR, BOY MAP data and the Region 20 ESF diagnostic findings, presented at Superintendent Accountability Meeting 1, and launch the daily intervention block, with Amira and Zearn, for students identified under each priority, including special education and emergent bilingual students.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; assistant principals; teachers

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

- 1) Accountability Meeting 1 presentation with the three priorities, their MOY targets and ESF findings
- 2) Intervention rosters, schedules and attendance by priority, with Amira and Zearn usage reports

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

BOY data reports and growth tables from the Research, Evaluation, Assessments, and Accountability (REAA) department to identify students; Region 20 ESF debrief; ongoing Amira and Zearn implementation support

Milestone 4

Description – What specific action or deliverable will be completed?

Analyze the fall released STAAR and Mid-Module/Module Assessment results with SWAP and put reteach plans in place.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

PLC facilitators; teachers

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

- 1) SWAP records and reteach plans with Taught/In Progress/Not Yet Taught TEKS sort
- 2) Follow-up exit ticket results showing the effect of reteaching

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

Ongoing REAA support with the Eduphoria Aware multi-test view, which teachers and administrators use to track individual student growth across released STAAR and Mid-Module/Module Assessments; Great Minds SWAP facilitation in PLCs; district coordinator support for reteach planning

Milestone 5

Description – What specific action or deliverable will be completed?

Strengthen Tier 1 supports for students with disabilities and emergent bilingual students by training teachers on specially designed instruction, accommodations and 7 Steps language strategies.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; assistant principals

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

- 1) Training sign-in sheets
- 2) Walkthrough data showing 7 Steps language strategies in at least 80% of walkthroughs before TELPAS, and accommodations and specially designed instruction evident in at least 80% of observed inclusion classrooms

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

District Special Education department training and on-site coaching on specially designed instruction, accommodations and inclusive practices; district Bilingual department training on 7 Steps to a Language-Rich, Interactive Classroom and TELPAS, with modeling of 7 Steps strategies and joint walkthroughs focused on supports for emergent bilingual students

Milestone 6

Description – What specific action or deliverable will be completed?

Complete the MOY stepback in the January LIFT performance management routine, review progress toward each priority's MOY target and the ESF findings by student group, and, for students not on track, adjust intervention groups, Tier 1 scaffolds, teacher tiers, coaching and milestones within two weeks.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; principal manager; DCSI

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

- 1) MOY performance management deck showing MAP growth for students under each priority, by student group
- 2) Updated intervention and tier rosters and milestone adjustments

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

MOY MAP reports and growth tables by student group from the Research, Evaluation, Assessments, and Accountability (REAA) department; Eduphoria walkthrough and LIFT PLC Observation Tool trend data; Great Minds facilitation of the MOY performance management routine; Region 20 SI case manager support for the MOY stepback; district Special Education and Bilingual department input on intervention adjustments

Milestone 7

Description – What specific action or deliverable will be completed?

Review findings from the District Leadership Team live calibration walkthrough and LIFT walkthrough data to identify where Bluebonnet Learning and HMH lessons are not taught as designed, and adjust coaching assignments and PLC focus.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; principal manager

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

- 1) Live calibration walkthrough notes from October 29, 2026 (baseline) and spring implementation team calibration walks
- 2) Updated coaching assignments and PLC calendar, with walkthrough data and Mid-Module/Module Assessment results showing improvement from baseline

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

Great Minds and district math and literacy coordinators for calibrated walks; T-TESS Calibration PD days for principals and assistant principals (September 18, 2026 and February 12, 2027)

Milestone 8

Description – What specific action or deliverable will be completed?

Analyze the spring released STAAR with SWAP and complete a readiness review and reteach plan for every student in intervention.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; PLC facilitators

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

- 1) SWAP records and February and April LIFT PLC Observation Tool submissions
- 2) Spring readiness report

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

Ongoing REAA support with the Eduphoria Aware multi-test view, which teachers and administrators use to track individual student growth across released STAAR and Mid-Module/Module Assessments; Great Minds SWAP facilitation in PLCs

Milestone 9

Description – What specific action or deliverable will be completed?

Complete the EOY LIFT performance management routine in April, then review 2027 STAAR and EOY MAP results and submit the June Improvement Reflection.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal; principal manager; DCSI

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

- 1) EOY performance management routine (April)
- 2) June Improvement Reflection with milestone completion status

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

STAAR and EOY MAP reports from the Research, Evaluation, Assessments, and Accountability (REAA) department; Great Minds performance management support

Milestone 10

Description – What specific action or deliverable will be completed?

Use 2027 STAAR, EOY MAP and walkthrough data to set the 2027–28 PLC schedule and facilitators, re-tier teachers, and complete summer PD for new teachers and PLC facilitators.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal; principal manager

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

- 1) 2027–28 master schedule with protected PLC time and facilitator assignments
- 2) Teacher tier roster and summer PD sign-in sheets

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

2027 STAAR and EOY MAP reports from REAA; Great Minds implementation success planning with campus leaders; principal manager approval of the master schedule and PD plan

Performance Management

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

District and campus leaders monitor implementation through a layered performance management routine that tracks both milestone completion and progress toward the student outcome goals in reading and math.

Campus leaders (weekly): The principal and leadership team review walkthrough and feedback data, PLC observation results, and student data from exit tickets, Mid-Module/Module Assessments, caseload trackers and intervention progress, and update the milestone tracker.

Principal manager (weekly): The principal manager meets with the principal to review milestone status, walkthrough and PLC data, and student progress.

District leaders (monthly): The district implementation team, including the principal manager, meets monthly with Great Minds in the LIFT performance management routine. The team reviews benchmark, curriculum-based assessment and observation data, checks upcoming milestones, and sets action items with owners and due dates. MOY and EOY add-ons review progress on the three campus priorities and adjust milestones as needed.

Superintendent (quarterly): Superintendent Accountability Meetings at each assessment checkpoint review progress toward the student outcome goals and milestone status. At each checkpoint, leaders review progress for students under each campus priority by student group. When a priority is off track, the team identifies the barrier from student work and walkthrough evidence, adjusts intervention groups, Tier 1 instruction and coaching within two weeks, and reviews the result at the next checkpoint.

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

Campus: The principal is responsible for milestone progress and keeps the milestone tracker current, with the assistant principals, instructional coaches and PLC facilitators reviewing the milestones they lead.

Principal manager: The principal manager reviews milestone status with the principal and approves adjustments.

DCSI: The DCSI reviews milestone progress across the plan, leads the MOY and EOY stepbacks with the Region 20 SI case manager, and submits the June reflection.

District leaders: District leaders review milestone and student data in the LIFT performance management routine with Great Minds.

Superintendent: The superintendent reviews milestone status and progress toward student outcome goals in the Superintendent Accountability Meetings.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Each milestone's evidence is collected on a set schedule from the systems the campus already uses:

Walkthroughs and feedback: Campus leaders log walkthroughs, action steps and feedback weekly in Eduphoria, which shows cadence by teacher tier.

Student assessment data: Leaders and teachers pull released STAAR and Mid-Module/Module Assessment results through Eduphoria Aware after each testing window. The Research, Evaluation, Assessments, and Accountability (REAA) department provides BOY, MOY and EOY reports and growth tables. All results are reviewed by student group, including special education and emergent bilingual students, and caseload trackers for the three campus priorities are updated every three weeks.

PLC and coaching data: PLC quality is captured on the LIFT PLC Observation Tool. Coaching logs and calibration walk notes document coaching cycles and HQIM implementation. Intervention data: Intervention rosters and Amira and Zearn usage reports show which students are served and how consistently.

The principal compiles this evidence in a milestone tracker, rating each milestone Complete, On Track, At Risk or Off Track against its target. The tracker is shared weekly with the principal manager, monthly in the LIFT performance management routine and quarterly with the superintendent. Corrective actions for At Risk and Off Track milestones are logged with an owner and due date and checked at the next review.

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

The milestone tracker and supporting data are shared on a set schedule with each group responsible for the plan:

Principal manager (weekly): The principal reviews the tracker with the principal manager, focusing on At Risk and Off Track milestones and the next steps for each.

District leadership (monthly): The tracker and campus data are presented in the LIFT performance management routine with the district implementation team and Great Minds, where action items are assigned owners and due dates.

Superintendent (quarterly): The principal presents milestone status and progress toward the student outcome goals at each Superintendent Accountability Meeting.

Campus staff (monthly): The principal shares milestone progress and next steps with teachers in PLCs and staff meetings so the whole campus knows where implementation stands.

CPOC (monthly): Progress on the milestones and student outcome goals is shared with the Campus Performance Objectives Council (CPOC), which includes parents and community members.

TEA: The DCSI reports milestone completion and results to TEA in the June Improvement Reflection, with Region 20 support at the MOY stepback.

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	71
Meets Grade Level	41
Masters Grade Level	21

Not applicable: RLA STAAR goals (SY 26-27)

—

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

Performance Level	EOY Goal (%)
Approaches Grade Level	62
Meets Grade Level	35
Masters Grade Level	14

Not applicable: Math STAAR goals (SY 26-27)

—

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

Performance Level	EOY Goal (%)
Approaches Grade Level	64
Meets Grade Level	37
Masters Grade Level	16

Not applicable: overall STAAR goals (SY 26-27)

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

10

Not applicable: Academic Achievement goal (SY 26-27)

—

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

2

Not applicable: ELP Component goal (SY 26-27)

—

Did your school 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?

3

Additional Info

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

Loma Park is identified for Comprehensive Support and Improvement (CSI), and this plan builds on the structures already in place rather than adding new initiatives. A principal manager meets weekly with the principal, and the district funds 13 days of Great Minds coaching for campus leaders, along with a full-time math instructional coach and an RLA instructional coach.

The strategy is also aligned with Edgewood ISD's LIFT Action Plan. The PLC protocol, observation tools, coaching cycles and monthly performance management routine in this plan are the same ones used districtwide with Great Minds, so Loma Park's work is supported and monitored through systems already in place.

The campus's three priorities, presented at Superintendent Accountability Meeting 1 and informed by the Region 20 Effective Schools Framework (ESF) diagnostic, set the focus for intervention, coaching and PLCs. Because the CSI identification is tied to student group performance, every data review in this plan looks at results for special education and emergent bilingual students.

Upload additional documents (optional):

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