

Everman Independent School District

E. Ray Elementary

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.

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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.

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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.

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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.

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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.

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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.

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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?

Our campus is not engaged in a TEA program

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

Our campus is not engaged in a TEA program

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

Amplify, Region 11, Great Minds PBC

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

1

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.

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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 implementation of this strategy is not contingent on receiving a new grant. The district will use its adopted instructional materials, existing campus and district staff, scheduled PLC/WIN time, and current observation and assessment systems to provide lesson internalization, rehearsal, coaching, and progress monitoring. If supplemental funds are unavailable, district and campus leaders will prioritize these core activities within existing budgets and adjust discretionary purchases while maintaining the planned instructional and coaching routines.

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

Beginning the first full week of October 2026, E. Ray will add one math PLC and one RLA PLC each week during designated PLC/WIN time. Teachers will use these sessions to internalize upcoming lessons and rehearse instruction based on student performance and patterns identified through the EISD Tier 1 walkthrough form. Enrichment and instructional support specialists will continue providing students with enrichment or instructional support during teacher PLC time.

To provide support proportionate to the campus's needs, the district has assigned the Chief Academic Officer to E. Ray for 80% of their time. The Chief Academic Officer will attend PLCs, coach teachers and campus leaders, provide classroom feedback, and build the campus team's capacity to sustain strong Tier 1 instruction. Campus and district leaders will review walkthrough and student performance data regularly and adjust support as needs change.

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

Amplify Texas Elementary Literacy Program in English and Spanish

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?

600

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	NWEA MAP	District	BOY/MOY/EOY	Establish beginning-of-year performance, monitor student growth during the year, identify skill needs, and inform intervention groups and instructional planning.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	Cumulative Learning Assessments (CLAs)	District	Quarterly	Every nine weeks, measure how well students have retained and applied learning across previously taught units. Grade-level teams will analyze results to identify persistent gaps, plan reteaching, and monitor progress toward campus goals.
Curriculum Based Assessment		Campus	Monthly	At the end of each module or unit, measure mastery of the taught standards. Teachers will analyze results by standard and student, provide timely reteaching or enrichment, and adjust upcoming instruction.

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

E. Ray will use the district's Grow by 3 goal, which targets approximately 1.3 years of growth on NWEA MAP, to make growth visible and actionable for every student. At the beginning of the year, teachers will review each student's NWEA results with the student and help them set an individual growth goal. Students will track their NWEA performance across testing windows, attendance, and results on curriculum-based assessments (CBAs) throughout the year. Teachers will conference with students about their progress and help them identify the next steps they can take.

Grade-level teams will review NWEA growth, CBA results, and attendance during PLCs to identify students who are on track, students who need a change in support, and standards that need reteaching. Campus leaders will review these patterns by grade, subject, and student group at each grading-period checkpoint and use the findings to adjust instruction, intervention, and coaching.

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

All students will receive grade-level instruction in the adopted curriculum. E. Ray's daily intervention block will provide additional, targeted support based on NWEA results, CBAs, classroom evidence, and other relevant assessments. Teachers and intervention staff will identify specific skill needs, provide explicit small-group or individual instruction, monitor progress, and adjust supports as students respond.

Because mathematics is a campuswide focus, E. Ray will implement SpringMath for all students in grades 1–5 beginning the first week of October 2026, through its partnership with ESC Region 11. SpringMath will serve as a Tier 1.5 support: all students will participate in classwide math practice, and students who need more support will receive targeted small-group or individual intervention based on their response. This support will supplement grade-level Bluebonnet Math instruction.

The campus will coordinate interventions with the services, language supports, accommodations, and instructional goals required for emergent bilingual students and students receiving special education, Section 504, or dyslexia services. Teachers, specialists, and campus leaders will review academic progress and attendance regularly and adjust support when students are not making expected growth.

Will the campus implement a PLC structure?

Yes

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

PLCs will be organized by grade level, with separate math and RLA sessions. Each subject will have time for both student-work and assessment analysis and for internalizing and rehearsing upcoming grade-level lessons. General education and bilingual teachers will plan together where they teach the same grade-level standards, while addressing the language and instructional needs of their students.

How frequently will PLCs occur?

Beginning the first full week of October 2026, each grade-level team will meet for two math PLCs and two RLA PLCs per week during scheduled PLC/WIN time. Each session is approximately 45 minutes. Enrichment and instructional support specialists will continue serving students during this time.

Who will facilitate PLCs?

The campus principal and designated campus instructional leaders will facilitate PLCs, with the Chief Academic Officer providing direct facilitation, coaching, and feedback while assigned to E. Ray. District content specialists and other support staff will join sessions when their expertise is needed.

Who is required to attend PLCs?

Grade-level teachers responsible for math or RLA instruction, including bilingual teachers, are required to attend the PLC for the subject they teach. Relevant special education teachers, interventionists, and instructional support staff will participate when the lesson, student work, or intervention decisions involve the students they serve. Campus leaders and coaches will attend to facilitate and provide follow-up support.

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

E. Ray uses three PLC protocols from the district's Playbook for Teaching and Learning, selected according to the team's instructional need:

Phase 1: Unpacking the Standard. Teachers identify what the grade-level standard requires students to know and do, examine the level of thinking expected, and define what successful student work will look like.

Phase 2: Internalizing the Lesson or Unit. Teachers study upcoming curriculum lessons, complete or examine the student tasks, anticipate misconceptions, and rehearse explanations, questions, and checks for understanding before teaching.

Phase 4: Data-Driven Instruction. Teachers analyze student work and assessment results by standard and student, identify the underlying learning need, and plan reteaching, intervention, or enrichment. They then review subsequent student work to determine whether the response was effective.

Each PLC ends with an agreed instructional action and the evidence the team will bring back to assess its impact. Beginning in October, the additional weekly math and RLA PLCs will prioritize Phase 2 lesson internalization and rehearsal, informed by walkthrough and student-learning evidence.

Upload PLC agenda (optional):

[Phase 1 Unpacking the Standards \(1\).pdf](#)

[Phase 2 Lesson Internalization \(1\).pdf](#)

[Phase 4 DDI \(1\).pdf](#)

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
Teacher	Phase 1 standard unpacking; Phase 2 curriculum and lesson internalization, rehearsal, and checks for understanding; Phase 4 analysis of student work and assessment results. Beginning in October, the additional weekly math and RLA PLCs will emphasize Phase 2.	Chief Academic Officer, campus principal and instructional leaders, with district content support as needed	Teachers of the corresponding grade and subject
Teacher	SpringMath implementation, including classwide practice, review of student response, and targeted support for students needing more instruction	ESC Region 11 and district/ campus instructional leaders	Grades 1–5 teachers and staff delivering math intervention
Principal	Calibration on the EISD Tier 1 walkthrough form; evidence-based feedback, coaching, and follow-up observations	Chief Academic Officer and district instructional leaders	Principal, assistant principals, and campus instructional leaders
Other Campus Admin (Assistant Principals, Instructional Coaches)	Calibration on the EISD Tier 1 walkthrough form; evidence-based feedback, coaching, and follow-up observations	Chief Academic Officer and district instructional leaders	Principal, assistant principals, and campus instructional leaders

Role	Training/PD Description	Delivered By	Attended By
Teacher	Planning grade-level instruction with appropriate language supports, accommodations, and services; reviewing student work and intervention response in collaboration with specialists	Instructional coach, principal, AP, Chief Academic Officer, special programs	Relevant general education, bilingual, special education, intervention, and campus leadership staff

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

All E. Ray teachers have been placed in Tier 1, 2, or 3 using a coaching rubric. Their tier determines the frequency of individualized coaching cycles: weekly, every two weeks, or monthly, respectively. Campus leaders will use walkthrough evidence, student work, and assessment results to identify each teacher's next instructional step. Coaching may include lesson-planning support, modeling, rehearsal, a focused action step, and a follow-up observation. Teachers with fewer than two years of experience will receive support matched to their needs within this structure. The Chief Academic Officer will also coach campus leaders through joint walkthroughs and feedback calibration to build their capacity to sustain the work.

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?

Each teacher will receive a walkthrough and feedback as part of a coaching cycle determined by the campus coaching rubric: weekly for Tier 1, every two weeks for Tier 2, and monthly for Tier 3. Instructional leaders and coaches will use the EISD Tier 1 non-negotiables walkthrough form and feedback tool to identify a specific strength and next step for each teacher. The results will also be reviewed across classrooms to identify campuswide trends, differentiate professional learning, and determine where additional coaching is needed. Follow-up visits will check whether teachers have implemented the feedback and whether student learning evidence has improved.

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

Other

Please describe the observation frequency:

It depends on the tier of the teacher, how frequent they are observed and provided feedback.

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

Inclusion teachers have built-in time to plan with classroom teachers when they provide push-in support. During this time, they will coordinate grade-level lessons, required accommodations, and their respective roles in instruction. The district special programs team will provide targeted feedback and capacity building to strengthen co-teaching, goal-progress monitoring, and case management.

In PLCs, teachers will plan checks for understanding that give all students frequent opportunities to read, write, listen, speak, solve, show their thinking, or respond. Teams will plan prompts and supports that encourage students to speak and write in complete sentences, while attending to individual language and learning needs. Campus administrators will meet proactively with case managers to review student data, discuss upcoming ARDs and service needs, and remove barriers to implementation. Walkthrough feedback and student work will help leaders determine where additional modeling, coaching, or planning support is needed.

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?

Publish and implement the revised grade-level schedule providing two math and two RLA PLCs weekly, with student coverage during PLC/WIN time.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Chief Academic Officer (CAO)

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

Final schedule, coverage assignments, PLC attendance

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

Enrichment and instructional support staff; PLC protocols

Milestone 2

Description – What specific action or deliverable will be completed?

Train PLC facilitators in the Phase 1, Phase 2, and Phase 4 protocols and collect a completed lesson-internalization artifact from each grade-level math and RLA team.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

CAO; principal; PLC facilitators

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

Training record, agendas, grade-level artifacts

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

Playbook protocols; curriculum materials; facilitation coaching

Milestone 3

Description – What specific action or deliverable will be completed?

Implement SpringMath classwide in grades 1–5 and establish targeted support for students identified through response data.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; math teachers; intervention staff

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

Implementation records, response data, intervention rosters

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

ESC Region 11 training; SpringMath materials and coaching

Milestone 4

Description – What specific action or deliverable will be completed?

Complete a review of each teacher's rubric-based coaching tier and document delivery of the assigned weekly, every-two-weeks, or monthly cycles.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; campus instructional leaders; CAO

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

Tier roster, coaching calendar, completed cycle logs

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

Coaching rubric; protected observation and feedback time

Milestone 5

Description – What specific action or deliverable will be completed?

Conduct a joint walkthrough calibration, then review whether planned lesson objectives, checks for understanding, and student tasks are evident in instruction.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

CAO; principal; campus instructional leaders

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

Calibration record, walkthrough results, feedback and follow-up records

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

EISD Tier 1 walkthrough and feedback tool

Milestone 6

Description – What specific action or deliverable will be completed?

Complete a spring review of NWEA, CLA, CBA, attendance, and intervention evidence by grade and student group; document changes for the following year.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; CAO; grade-level teams

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

Data-review summary and written instructional recommendations

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

Assessment reports; PLC and intervention records

Milestone 7

Description – What specific action or deliverable will be completed?

Revise the 2027–28 master schedule to protect core instruction, daily intervention, and the agreed math and RLA PLC cadence.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal; CAO

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

Approved master schedule and student-coverage plan

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

Staffing assignments and scheduling support

Milestone 8

Description – What specific action or deliverable will be completed?

Update the campus PLC protocols and train returning and new teachers on lesson internalization, rehearsal, and data-driven instruction.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

CAO; principal; PLC facilitators

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

Updated protocols, training agenda, attendance

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

Playbook materials; planning time

Milestone 9

Description – What specific action or deliverable will be completed?

Revise SpringMath and reading-intervention procedures using the 2026–27 implementation review and train assigned staff before student services begin.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal; intervention staff; district content support

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

Updated procedures, staff assignments, training records

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

ESC Region 11 and district specialist support

Milestone 10

Description – What specific action or deliverable will be completed?

Establish individual NWEA growth goals and student tracking records that also include attendance and CBA progress.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Teachers; principal

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

Student goal and tracking records

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

NWEA reports; student conference time

Milestone 11

Description – What specific action or deliverable will be completed?

Re-tier teachers with the coaching rubric and implement the corresponding coaching schedules.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal; campus instructional leaders; CAO

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

Updated tier roster and coaching-cycle records

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

Rubric; walkthrough data; coaching time

Milestone 12

Description – What specific action or deliverable will be completed?

Review first-semester NWEA, CBA, CLA, attendance, and SpringMath evidence; revise intervention rosters and grade-level instructional priorities.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal; PLC teams; intervention staff

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

Data-review minutes, revised rosters and plans

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

Assessment access; PLC facilitation; specialist input

Milestone 13

Description – What specific action or deliverable will be completed?

Review samples of inclusion co-planning, accommodations, and goal-progress records; provide targeted coaching based on findings.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal; special programs leaders; case managers

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

Review summary, coaching records, follow-up samples

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

Special programs expertise; protected co-planning time

Milestone 14

Description – What specific action or deliverable will be completed?

Conduct a second campus-district walkthrough calibration and analyze individual and campuswide trends to set final coaching priorities.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

CAO; principal; campus instructional leaders

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

Calibration notes, trend report, coaching actions

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

Walkthrough tool and dashboard; joint observation time

Milestone 15

Description – What specific action or deliverable will be completed?

Complete an end-of-year review of student growth and achievement alongside PLC, coaching, and intervention implementation; recommend practices to sustain or revise.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal; CAO; campus leadership team

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

Written two-year evaluation and recommendations

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

STAAR and NWEA results when available; campus records

Milestone 16

Description – What specific action or deliverable will be completed?

Incorporate the selected PLC and coaching practices into the next campus improvement plan and staff onboarding materials.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Principal; CAO

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

Updated CIP and onboarding materials

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

Two-year evaluation; district planning support

Milestone 17

Description – What specific action or deliverable will be completed?

Publish the next master schedule with protected core, intervention, and PLC time and confirmed student-coverage assignments.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Principal; district scheduling support

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

Approved schedule and coverage roster

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

Staffing and scheduling support

Milestone 18

Description – What specific action or deliverable will be completed?

Train staff on the sustained instructional, student goal-tracking, and intervention routines and assign owners for ongoing monitoring.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Principal; campus instructional leaders

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

Training records, updated procedures, monitoring assignments

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

Training time; assessment and walkthrough tools

Performance Management

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

The principal and Chief Academic Officer will monitor both completion of TAP actions and their effect on classroom practice and student learning. They will review PLC schedules and artifacts, rubric-based coaching-cycle records, EISD Tier 1 walkthrough and feedback trends, student work, NWEA results, CBAs, CLAs, attendance, and intervention response. They will compare what teachers planned and rehearsed in PLCs with what is observed in classrooms, identify individual and campuswide trends, and document adjustments to coaching, instruction, or intervention

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

The E. Ray principal and Chief Academic Officer will be accountable for reviewing progress toward all TAP milestones. Campus instructional leaders and the staff member responsible for each milestone will provide the relevant evidence and participate in reviews of their work. District content and special programs leaders will join when a milestone concerns their area of responsibility.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

The principal will maintain a milestone tracker recording each action, responsible role, due checkpoint, completion status, evidence link, barrier, and next step. Responsible staff will provide dated artifacts, including schedules, PLC agendas and lesson-internalization work, training records, coaching logs, walkthrough reports, student goal records, assessment analyses, and intervention rosters. Campus leaders will verify completion against the evidence listed for each milestone and update the tracker at the monthly review.

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

Following each monthly review, the principal and Chief Academic Officer will share a concise status update with district leadership identifying completed milestones, upcoming actions, evidence of implementation, barriers requiring district support, and any changes to the plan. At the December, May, and August checkpoints, they will provide a fuller review of implementation and student results. Campus staff will receive the instructional findings and next steps through PLCs and staff communication; families and other stakeholders will receive updates through established campus and district communication processes.

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	78
Meets Grade Level	50
Masters Grade Level	20

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

Performance Level	EOY Goal (%)
Approaches Grade Level	65
Meets Grade Level	38
Masters Grade Level	15

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

Performance Level	EOY Goal (%)
Approaches Grade Level	71
Meets Grade Level	44
Masters Grade Level	17

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

25

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

4

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

Performance Level	EOY Goal (%)
Approaches Grade Level	85
Meets Grade Level	60
Masters Grade Level	27

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

Performance Level	EOY Goal (%)
Approaches Grade Level	75
Meets Grade Level	50
Masters Grade Level	22

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

Performance Level	EOY Goal (%)
Approaches Grade Level	81
Meets Grade Level	54
Masters Grade Level	24

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

30

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

4

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?

25

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

8

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

30

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

12

Additional Info

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

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Upload additional documents (optional):

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