



Conroe Independent School District

Milam Elementary

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.

No

Please upload artifacts demonstrating a robust observation and feedback system.

[2026-2027 T-Tess.pdf](#)
[Campus Formal Observation Schedule.pdf](#)
[LIFT Math Classroom Observation Tool.pdf](#)
[2025-26_Appraisal_Calendar.pdf](#)
[LIFT RLA Classroom Observation Tool.pdf](#)
[Curriculum Bursts Protocol.docx.pdf](#)

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.

Yes

Please select the date of board approval for this plan:

November 17, 2026

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, Other

Please specify the other program:

TEA Pilot: Coursemojo

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

LIFT

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

Region 6, UnTapped Genius

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.

Milam will implement the improvement strategy primarily through existing district, campus, state, federal and available LIFT-supported resources. Resources will support implementation of high-quality instructional materials, professional learning, PLC development, observation and feedback, instructional coaching, intervention, assessment and progress-monitoring systems, and protected staff time for collaborative internalization and data analysis. The campus will prioritize available funds and personnel around the instructional and student-support needs identified through the TIP and LIFT planning processes.

Materials/Staffing:	Fund Source:	Cost:
SAVVAS Materials	HQIM Entitlement	\$57,770.00 4 year bundle
Bluebonnet Materials	OER Entitlement	\$24,658 1 year
Laso Lift Cost per campus	LASO	\$22,037.50 Year 1
Instructional Leads Funding	Title I	\$84,563
Instructional Leads Funding	SCE	\$137,850

District Staff needed to support the Targeted Improvement Plan:

Executive Director of School Improvement, Accountability, & Assessment (DCSI): Within a Targeted Improvement Plan (TIP), the District Coordinator of School Improvement (DCSI) serves as the primary administrative link between the district and the campus, providing strategic oversight, guidance, and accountability. The DCSI collaborates directly with campus leadership to analyze data, diagnose root causes, monitor the implementation of targeted action steps, and ensure that the campus receives the necessary district resources, operational support, and professional capacity-building required to drive sustainable growth and meet state accountability standards.

Learning and Data Facilitator: Within a Targeted Improvement Plan (TIP), the Learning and Data Facilitator supports the campus by analyzing student performance metrics, managing data tracking systems, and helping educators interpret diagnostic assessments. This role collaborates with teachers and instructional leadership to disaggregate data, identify academic gaps, and monitor student progress, ensuring that targeted instructional interventions and action steps are guided by accurate, up-to-date evidence.

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?

Implementation of the Milam improvement strategy is not dependent on a single grant source. If supplemental grant funding is reduced or unavailable, the campus and district will continue the work by prioritizing existing personnel, instructional materials, assessment systems, professional learning structures, campus funds, and other allowable state, local, or federal resources. PLCs, observation and feedback, coaching, intervention, and progress monitoring will remain core implementation priorities.

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

Milam and district leadership will allocate personnel and instructional support according to student and teacher need. Student performance, growth, walkthrough and implementation data will be used to identify classrooms, content areas, student groups and teachers requiring additional support. District content specialists, campus instructional leaders, intervention staff, special education and bilingual/ESL personnel and coaching resources will be prioritized accordingly. Staffing assignments, intervention groups, coaching frequency, and professional learning supports will be adjusted throughout the year as data identifies changing needs.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Other

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?

400

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

Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edición 1

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?

173

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	We use this as a Universal Screener. It is also used to form intervention groups, pace curriculum, and measure student growth.
Other	K-4 RLA Bluebonnet Unit Assessments	District	Monthly	K-4 Bluebonnet ELA Unit Assessment results will be used to monitor mastery of taught TEKS, identify misconceptions, and guide timely instructional adjustments. Teachers will analyze results during PLCs to plan reteaching, targeted small-group intervention and enrichment. Follow-up checks will determine whether these supports improved student understanding. Students will use the results to update their data trackers, reflect on progress, and identify next steps toward their learning goals.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	K-4 Math SAVVAS Topic/Cummulative Assessments	Campus	Bi-Monthly	K-4 Math SAVVAS Topic/Cummulative Assessments results will be used to monitor mastery of taught TEKS, identify misconceptions, and guide timely instructional adjustments. Teachers will analyze results during PLCs to plan reteaching, targeted small-group intervention and enrichment. Follow-up checks will determine whether these supports improved student understanding. Students will use the results to update their data trackers, reflect on progress, and identify next steps toward their learning goals.
Other	MAP Reading Fluency-reading diagnostic	District	BOY/MOY/EOY	Identify reading fluency and foundational reading needs, guide targeted small-group instruction and intervention and moniotr stdents' responses to support. It also serves as the Dyslexia Screener. Results will inform literacy goals and track student progress.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	Summit K-12 assessments-language progress monitoring	District	BOY/MOY/EOY	Identify English language development needs and monitor progres. Results will guide language supports, targeted practice and instructional adjustments and will be reviewed alongside classroom performance and TELPAS results.
Other	Formative Assessments	Campus	Daily	The purpose of these daily assessments that include exit tickets and observations is to provide teachers with immediate student performance data to inform their instruction with small pieces of student feedback immediately. Teachers use this real-time data to determine whether to reteach, provide intervention or enrichment, adjust instructional strategies, and respond to individual student needs.

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

The campus utilizes data dashboards to monitor student growth based upon data from each individual test and how they are progressing towards the expected growth. The data dashboard also has a growth matrix which we uses to monitor student progress and students who are falling back in their progress.

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

We have identified areas throughout the day to capitalize on intervention and differentiated instruction. We looked at the data to identify students who were in our specific student groups, and will implement a structured, data-driven intervention system to support students

performing below grade level and students in special populations, including Emergent Bilingual (EB) students, students receiving Special Education services, students with Section 504 plans, and students identified through the MTSS/Rtl process. Students will be identified for additional academic support through NWEA MAP BOY, MOY, and EOY assessments, district and curriculum assessments, formative assessments, STAAR results, teacher observations, and classroom performance.

Teachers and instructional leaders will monitor the data to identify students they can support throughout the school day through the data dashboards. identify specific learning gaps, prioritize essential TEKS, and determine appropriate instructional interventions. Tier 1 Instruction and Differentiation: All students will receive high-quality, grade-level instruction aligned with Bluebonnet Learning for Reading Language Arts and SAVVAS for Mathematics. Teachers will use differentiated instruction, explicit modeling, scaffolding, small-group instruction, and frequent checks for understanding to address individual learning needs while maintaining grade-level expectations.

Instructional Leads and administrators will support teachers through lesson internalization, coaching, classroom observations, and actionable feedback.

Targeted Interventions:

Students requiring additional support will receive targeted small-group instruction during designated intervention and enrichment time. Emergent Bilingual students will receive targeted language development support, including academic vocabulary instruction, structured opportunities for speaking, listening, reading, and writing, and appropriate linguistic accommodations. TELPAS data, language proficiency levels, and classroom performance will guide instructional planning and progress monitoring. Students receiving Special Education services will receive specially designed instruction (SDI), accommodations, and services aligned with their Individualized Education Programs (IEPs). General education and Special Education teachers will collaborate to ensure students have access to grade-level instruction while addressing individualized learning needs. Students with Section 504 plans will receive their required accommodations and supports. Intervention planning will also consider students with multiple areas of need to ensure services are coordinated.

Teachers and intervention staff will maintain documentation identifying students receiving interventions, targeted skills or TEKS, instructional strategies, intervention frequency, and student progress. Teachers will use student performance data to determine whether interventions should continue, be adjusted, intensified, or discontinued. Students who do not demonstrate sufficient progress will be reviewed through the MTSS/Rtl process to determine additional instructional supports

Campus leadership will review intervention schedules, instructional planning, documentation, student growth trackers, and assessment data to ensure interventions are implemented

consistently and aligned with identified student and campus needs.

Students utilize student growth trackers and goal folders to track their own progress in ELA and Math.

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 and then by content area.

How frequently will PLCs occur?

Weekly

Who will facilitate PLCs?

Campus Instructional Leads, Principal, Assistant Principals

Who is required to attend PLCs?

All teachers in Special Education teachers

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

Milam Elementary uses a structured PLC protocol organized around four essential questions: What do we expect students to learn? How will we know they are learning? How will we respond when they do not learn? How will we respond when they already know it?

PLCs use timed agendas and assigned roles, including an agenda leader, note-taker, timekeeper, norms checker, instructional challenger, and collaboration encourager. Established norms (some variability among each team) promote engagement, equitable participation, and shared responsibility. Agendas document discussion outcomes, next steps, and commitments.

Teams collaboratively internalize upcoming lessons and units by examining the TEKS alignment, beginning with the end in mind by looking at the Unit Assessment first, learning targets, instructional models, required tasks and connections to future and prior learning. Through lesson and unit internalization, Student Work Analysis Protocols (SWAP), and collaborative planning, teachers share effective instructional practices, anticipate student misconceptions, and strengthen the delivery of grade-level instruction. Data discussions examine assessment results and misconceptions to develop targeted interventions, small group instruction, and extensions for students who have demonstrated mastery.

PLCs also include instructional modeling. This process helps to provide support and clarification through collaborative planning, for specific instructional actions and reinforces the campus focus on engagement looking deeper at our instruction to grow our instructional practices and student learning. T

Upload PLC agenda (optional):

[3rd Grade Topic Internalization Agenda .pdf](#)

[4th Grade ELA PLC Agenda 26_27 .xlsx - 9_30.pdf](#)

[Third grade-Bluebonnet Unit_Lesson Internalization Note Taking Guide.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	Summer Team Lead: Established shared expectations for the campus culture, classroom management, and instruction for the year. Staff collaborate to ensure consistent practices on campus and the goals for the school year.	Campus administrators, instructional leads	Milam Elementary teachers, including special education and bilingual ESL teachers
Teacher	Beginning of the year staff development, August 4-11, 2026, prepares staff to implement instructional, behavioral, and operational expectations. Training includes looking at campus data to focus on instructional goals throughout the year including student achievement, student growth and TELPAS/emergent bilingual needs; subject-specific instructional training in ELA, math, science and social studies. Additional sessions were held to include MTSS, special education, LPAC, Section 504, Foundations routines, procedures and levels of misbehavior, the Texas Standard, and student and staff expectations. Staff also received training in safety, suicide response protocols, technology, attendance, and arrival and dismissal procedures. Team planning time was given throughout the week to support the internalization of the curriculum before the students returned.	Campus Administrators and designated instructional staff, with interventionists, instructional leads and special education staff	Milam Elementary teachers and campus leadership team

Role	Training/PD Description	Delivered By	Attended By
Teacher	New to Milam training. Provides ongoing support throughout the school year to build new teachers' instructional capacity and effectiveness. During training classroom expectations and routines, proactive behavior supports, implementation of high-quality instructional materials, accommodations through LPAC, MTSS, Section 504 and Special Education, and parent communication. Loose and tight expectations were also discussed as part of the training. Topics and follow-up sessions are based upon the needs of the campus and teachers. Ongoing coaching is tailored to the specific needs of each teacher based upon walkthroughs and student performance data.	Instructional Leads	New-to-Milam teachers
Teacher	New Teacher Academy provides July onboarding and professional learning to prepare teachers new to Conroe ISD for the school year. The academy introduces district expectations, instructional resources and support systems to help teachers transition into their assignments. Teachers with less than 2 years experience attend training throughout the school year at the district level.	Conroe ISD district staff and designated training facilitators	Newly hired Milam Elementary teachers participating in the district New Teacher Academy
Principal	Fall & Spring Feeder Data Dives: designed for campus principals and administrative leaders, this training provides a comprehensive review of district progress and data-driven planning frameworks for the 2026–2027 school year. Participants will analyze key performance indicators and construct targeted action plans across six operational areas: NWEA MAP Growth analytics, CCMR target tracking, Attendance performance, Domain 3 accountability goal-setting, Teacher Incentive Allotment (TIA) implementation, and Emergent Bilingual progress (TELPAS).	School Improvement Department	Campus Principal and Designated Team

Role	Training/PD Description	Delivered By	Attended By
Principal	LASO Lift Observation and Feedback Training September 23rd Principal Training: introduce the RLA Classroom Observation Tool; engage leaders in leader preparation, use of the tool, and team-wide calibration. Establish the tool as a shared language and lens for UG and campus leaders as they examine Bluebonnet implementation together. October 28th Principal Training: Observation & Feedback High-Leverage Action Steps, introducing high-leverage, bite-sized action-step identification and aligned feedback. Spring Principal Training: Coaching Conversations & Follow-Through (February). Extend leaders' work with evidence and action steps into the coaching conversation. Practice preparing for and facilitating focused coaching conversations, establishing a clear follow-up look-for, and connecting follow-up to the action step previously identified.	Untapped Genius-LASO Lift Provider	Principal
Other Campus Admin (Assistant Principals, Instructional Coaches)	LASO Lift PLC Facilitation Training Literacy Lead Training: LIFT PLC Facilitation (November), customized around needs identified through August–October observations. Strengthen facilitator questioning, misconception anticipation, CFU planning, supports for diverse learners, and facilitation of deeper activity study. Literacy Lead / PLC Facilitator Training: High-Leverage Student Work Analysis. (February) Develop facilitator fluency in selecting a high-leverage task, establishing success criteria, analyzing and sorting student work from a common lens, identifying patterns and misconceptions, and facilitating teams toward specific instructional responses. UG coaches support application within campus PLCs.	Untapped Genius-LASO Lift Provider	Literacy Lead

Role	Training/PD Description	Delivered By	Attended By
Principal	TELPAS Monitoring Plan and ELPS Training ELPS & Instructional Strategies: Explore the new English Language Proficiency Standards (ELPS), learn actionable instructional strategies, and identify available supports to improve campus TELPAS performance. Question Analysis & Priorities: Examine sample TELPAS assessment items across Listening, Speaking, Reading, and Writing to establish campus instructional priorities. Data-Driven Action Planning: Analyze campus-level TELPAS data to identify performance trends, prioritize instructional next steps, and create targeted student action plans. Implementation & Monitoring: Learn how to leverage Summit K12 and conduct effective classroom walkthroughs to monitor implementation and support language acquisition. District Support Alignment: Review the District TELPAS Strategic Support Plan to align campus initiatives with central office resources.	Director of Bilingual and ESL	Principal
Principal	Special Education Performance & Instructional Supports Audit In this targeted work session, campus teams will conduct a comprehensive audit of current Special Education student performance data aligned with state accountability and Domain 3 expectations. Participants will analyze student-level academic outcomes in direct relation to their IEP-designated testing accommodations, classroom supports, and instructional settings. Through this data-driven review, leadership teams will identify service gaps, evaluate the effectiveness of current accommodations, and refine instructional placement and support plans to maximize student growth.	Sped Coordinator and Facilitator	Principal and Sped Lead

Role	Training/PD Description	Delivered By	Attended By
Principal Manager	Education Resource Group (ERG) Series of trainings with Superintendent, Principal Managers and District staff to work through ERG Resources for District and Campus Analyst. ERG Performance Matrix Compare performance your with peers to determine the effectiveness of district initiatives, programs and strategies. The Performance Matrix allows you to identify high performers in all areas of academics, spending, and staffing among all districts and campuses. Performance Profile The time school leaders spend on annual improvement planning is significant. Administrators can evaluate performance trends using the longitudinal analysis to quickly identify priority areas for improvement and monitor progress of strategies year to year.	Education Resource Group	Superintendent, Principal Managers, and District Staff

Role	Training/PD Description	Delivered By	Attended By
Principal	The Campus Data Dives series offers year-long, collaborative planning sessions for campus leadership teams to analyze student metrics and adjust instructional strategies in real time. September — Fall MAP Data: Analyze baseline RIT scores, achievement percentiles, and projected proficiency to establish yearly growth targets and identify high-need student groups. December — Curriculum-Based Assessments: Evaluate TEKS mastery, monitor curriculum alignment, and refine instructional pacing before the end of the semester. February — Winter MAP Data: Measure mid-year academic progress, assess growth percentiles against projections, and adjust targeted interventions. March — Curriculum-Based Assessments: Conduct a final spring readiness review to finalize Domain 3 target groups and align high-yield STAAR review strategies.	Executive Director of School Improvement, Accountability, and Assessment and Learning and Data Facilitator	Principal and Campus Leadership Team
Principal	The principal attends monthly principal meetings focused on professional development and strengthening campus leadership practices. These meetings emphasize the Define. Model. Manage. framework and the importance of Leading from Our Strengths to enhance leadership effectiveness, build capacity, and support continuous campus improvement. Through collaboration, reflection, and ongoing professional learning, the principal applies these strategies to strengthen instructional leadership, support staff development, and promote positive student outcomes.	District Cabinet and/or District Designees	Principal

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

New teachers attend trainings offered by the district at the start of the school year. We provide New to Milam staff with campus training once a month after school. Our district also has a robust catalog of trainings that are offered throughout the school year, either after school or during the school day. Teachers also engage in coaching and feedback cycles with instructional leads and administrators to grow their instructional practices and effectiveness.

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?

Implementation of this training will be evaluated through classroom walkthroughs aligned with T-TESS, a coaching tracker documentation tool, teacher action steps, and follow-up progress. PLC agendas, lesson plans, TEA Content Agnostic, Math, and RLA Classroom Observation Tools and LIFT observation and feedback protocols. Student work will provide additional evidence that the teachers are implementing the training.

Look-fors in the classroom will include clear expectations and procedures, student engagement, TEKS-aligned learning targets, high--quality instructional materials, effective questioning and checks for understanding as well as effective monitoring and instructional adjsutments made based upon student responses. Observations specific to conten area will also focus on mathematical reasoning, conceptual understanding, and problem-solving in Math, as well as text-based comprehension, foundational reading skills, and evidence-based responses in RLA.

Follow-up coaching will assess implementatin of coaching action steps, with observation and feedback at least weekly for teachers requiring more support and at least monthly for teachers needing less support. Campus administrators and instructional leads will use observation findings to provide actionable feedback, identify individual and campus-wide professional development needs and monitor implementation of actionable steps.

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

Other

Please describe the observation frequency:

Differentiated based upon tiering of teachers.

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

To support our Emergent Bilinguals, the campus will utilize a TELPAS Implementation plan to support teachers in best practices to grow students. Teachers and administrators will receive ongoing training through PLC meetings, New-to Milam meetings, Faculty meetings, and targeted coaching to strengthen instruction for students who are in the special education program, emergent bilingual, and the White student group, an identified priority group based upon campus performance data.

For special education, capacity building will focus on implementing IEP accommodations and instructional supports, monitoring progress toward IEP goals, and ensuring access to rigorous grade-level instruction.

For bilingual/ESL and emergent bilingual students, training will address language supports, academic vocabulary, structured opportunities for speaking and writing into content instruction. Teachers and administrators will use the district TELPAS monitoring plan to review progress in listening, speaking, reading, and writing. Bilingual/ESL staff will help teams interpret results and adjust instruction to address academic and language development needs. Staff will be trained in the new ELPS to be able to apply in the classroom across content areas.

For White students, teachers and administrators will analyze individual performance and group trends with every assessment to identify specific TEKS gaps and growth needs. Training will support targeted reteaching, small-group instruction, and intervention during class and RIDE time (intervention). Supports will be matched to each student's demonstrated needs, with follow-up checks used to evaluate progress.

Campus monitoring plans will track each demographic group with every assessment. PLC and MTSS teams will document instructional responses, assign responsibility, and monitor progress to determine whether supports should be continued or adjusted.

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 district and campus leaders on observation and feedback practices, calibration, actionable coaching conversations, HQIM-aligned PLCs, lesson internalization, Student Work Analysis Protocol, Lesson Rehearsal differentiation, and the use of student data to inform instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

School Improvement Director, Campus Leaders, Assistant Principals, Instructional Leads, Untapped Genius, Learning and Data Facilitators, Director of Human Resources and designated district instructional leaders.

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

Training agendas and materials, sign-in/attendance records; HR coaching feedback, leader practice activities, calibration results, coaching tools, participant feedback.

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

Training and ongoing implementation support from district instructional leaders and Untapped Genius on the LIFT Observation and Feedback Protocol, calibration, coaching cycles with actionable next steps, and HQIM-aligned protocols for unit and lesson internalization, lesson rehearsal and student work analysis. Required resources include curriculum aligned walkthrough tools, coaching trackers, PLC agendas and protocols for internalization of lessons and units, access to student and observation data and protected time for practice and follow-up. Support will be differentiated based on leader experience and implementation evidence and will address accommodations, language supports, and grade-level access for special populations

Milestone 2

Description – What specific action or deliverable will be completed?

Implement observation and feedback cycles and establish recurring PLC structures focused on a common campus agenda format using protocols for lesson internalization, standards alignment, differentiated instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principals, Assistant Principals, Untapped Genius, Instructional Content Leads, and campus instructional leadership teams

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

Observation schedules and completed walkthrough records documenting feedback, teacher action steps, and follow-up; recurring PLC calendars; agendas and minutes using the common campus format; completed unit and lesson internalization protocols, lesson rehearsal artifacts, and student work analyses; instructional plans reflecting standards alignment and differentiation; and PLC monitoring data verifying consistent use of protocols and implementation of agreed-upon actions.

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

District and Untapped Genius training and ongoing coaching to implement the LIFT Observation and HQIM-aligned PLC protocols. Support includes observation calibration, evidence-based feedback, actionable coaching steps, and modeling of lesson and unit internalization, lesson rehearsal, student work analysis and differentiation. It also includes the required resources which include curriculum-aligned walkthroughs, campus common PLC agenda, protocol templates for internalization, coaching and implementation trackers, access to student and observation data. Protected time for PLCs and coaching cycles is also a required resource. Support will be differentiated by staff effectiveness with our special education and Bilingual/ESL staff contributing accommodations, language supports and strategies for grade-level access to HQIM.

Milestone 3

Description – What specific action or deliverable will be completed?

Define district observation and feedback expectations, leader roles, walkthrough tools, and evidence-collection processes aligned to Bluebonnet and other HQIM instructional practices.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

School Improvement Director, Untapped Genius School Improvement Coordinators, and District Instructional Leadership Team

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

District observation and feedback framework; walkthrough tool; observation expectations; leader roles and responsibilities; observation calendar; communication/training materials. Evidence will also include established procedures and a tracking system for observation data, feedback, teacher action steps, follow-up coaching, and teacher growth.

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

District instructional leadership and Untapped Genius support to develop the observation and feedback framework, clarify leader responsibilities and establish observation expectations aligned with the LIFT Observation and Feedback protocol, Bluebonnet and other HQIM practices across the campus. Required supports include training and coaching on evidence collection, observation calibration, actionable feedback and follow-up coaching. Supports also include curriculum aligned walkthroughs to ensure fidelity of implementation and effectiveness, an observation calendar with different frequencies based upon teacher need, communication and training materials, and a data tracking-system to monitor observations, feedback, teacher action steps, HQIM implementation and teacher growth. Protected time for collaborative planning, calibration and review of HQIM implantation and implantation of action steps.

Milestone 4

Description – What specific action or deliverable will be completed?

Develop and communicate a district PLC vision, non-negotiables, scope and sequence, and leader monitoring expectations aligned to HQIM implementation, lesson internalization, differentiation, and instructional decision-making.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District Instructional Leadership Team, Untapped Genius, School Improvement Director, and School Improvement Coordinators

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

District observation and feedback framework; walkthrough tool; observation expectations; leader roles and responsibilities; observation calendar; communication/training materials.

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

District instructional leadership and Untapped Genius training and coaching to develop the district PLC framework, non-negotiables, scope and sequence and leader monitoring expectations aligned with HQIM implementation and the LIFT Action Plan. Required resources include Bluebonnet and SAVVAS protocols for unit and lesson internalization, lesson rehearsal, and student work analysis. Required resources also include common PLC agendas/templates, a PLC monitoring tool and access to curriculum materials and student data. Campus schedules including at least one 45-minute common planning period for all teachers weekly, facilitated by leadership knowledge in the subject and instructional materials. Ongoing feedback and modeling that will support differentiation, accommodations, language supports and data-informed instructional decisions.

Milestone 5

Description – What specific action or deliverable will be completed?

Collaborate with the district Learning and Data Facilitator facilitator to analyze MAP data, topic assessment and unit assessment data. This information is used to determine next steps for teacher and student support and action steps are assigned to campus leaders from the School Improvement Director.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

School Improvement Director, School Improvement Coordinators, Untapped Genius and Campus Principals

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

Completed data slide deck documenting analysis of BOY MAP, topic assessment, and unit assessment results, including teacher, student, and subgroup needs; documented action steps assigned by the School Improvement Director; and campus leader action plans identifying targeted supports, responsible parties, completion timelines, and follow-up evidence to monitor implementation and student progress.

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

District Learning and Data Facilitator and School Improvement Director guidance to analyze data including MAP, topic assessments, cumulative assessments and unit assessments including teacher, student and student group needs and translate findings into targeted support for both teachers and students. Required resources include, data dashboards, growth matrix, assessment data, structured data-analysis protocols, a common data slide deck template, and protected collaboration time. Coaching will help campus leaders identify instructional priorities and plan differentiated supports and implement action steps.

Milestone 6

Description – What specific action or deliverable will be completed?

Conduct biweekly walkthroughs and observations using observation and feedback tools aligned to HQIM and expectations, with leaders providing timely, evidence-based feedback and coaching to strengthen instructional practice. Teachers are tiered with the highest observation and feedback needs receiving weekly walkthroughs to strengthen instructional practices.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principals, Assistant Principals, Untapped Genius, and Instructional Content Leads

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

Completed observation/walkthrough forms; feedback records; coaching conversation documentation; observation trend reports; teacher action steps.

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

District instructional leadership, School Improvement Director and Untapped Genius support to analyze observation trends, calibrate evidence, and develop differentiated coaching and professional learning plans aligned with the LIFT Observation and Feedback Protocol and HQIM implementation. Required resources include curriculum-aligned walkthrough tools, observation data reports, coaching tools, and a tracking system for teacher action steps, follow-up and growth. Protected time for data analysis, modeling and coaching, and follow-up observations is needed, with at least weekly observations for teachers requiring more support and bi-weekly observations for teachers needing less support. Training and coaching will address staff experience, effectiveness, certification status, and the instructional needs of special populations.

Milestone 7

Description – What specific action or deliverable will be completed?

Use PLCs to analyze student work and perfect with the Student Work Analysis Protocols and Lesson Rehearsal Protocols.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Content Leads, Untapped Genius, PLC facilitators, and content-area teachers

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

PLC agendas; student work analysis; data protocols; MAP/UA data reviews; reteaching plans; intervention/enrichment plans; student grouping plans

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

District Instructional Leadership, Untapped Genius Support and Instructional Content Leads support to analyze student work through the Student Work Analysis Protocol and guide teachers in lesson rehearsal protocols. Required resources include Student Work Analysis Protocol, Common PLC agenda, HQIM materials. Protected time for analyzing student work and rehearsing lessons is needed. Training and coaching will address using the protocols to make instructional adjustments.

Milestone 8

Description – What specific action or deliverable will be completed?

Analyze observation and walkthrough trends to identify instructional strengths and areas for growth and use the findings to guide differentiated coaching, professional learning, and campus support.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

School Improvement Director, Untapped Genius, School Improvement Coordinators, Campus Principals, and campus instructional leadership teams

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

Observation data reports; campus instructional support plans; coaching plans; professional learning plans; differentiated teacher support documentation; trend analyses.

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

District instructional leadership, School Improvement Director and Untapped Genius support to analyze observation trends, calibrate evidence, and develop differentiated coaching and professional learning plans aligned with the LIFT Observation and Feedback Protocol and HQIM implementation. Required resources include curriculum-aligned walkthrough tools, observation data reports, coaching tools, and a tracking system for teacher action steps, follow-up and growth. Protected time for data analysis, modeling and coaching, and follow-up observations is needed, with at least weekly observations for teachers requiring more support and bi-weekly observations for teachers needing less support. Training and coaching will address staff experience, effectiveness, certification status, and the instructional needs of special populations.

Milestone 9

Description – What specific action or deliverable will be completed?

Collaborate with the district teaching and learning facilitator to analyze MOY MAP data, topic assessment and unit assessment data in conjunction with trends observed during observation and feedback sessions.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

School Improvement Director, School Improvement Coordinators, Untapped Genius and Campus Principals

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

Data slide deck, action steps assigned by School Improvement Director, action steps for campus leaders

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

District Teaching and Learning Facilitator and School Improvement Director guidance to analyze data including MOY MAP, topic assessments, cumulative assessments and unit assessments including teacher, student and student group needs and translate findings into targeted support for both teachers and students. Required resources include, data dashboards, growth matrix, assessment data, structured data-analysis protocols, a common data slide deck template, and protected collaboration time. Coaching will help campus leaders identify and adjust instructional priorities, plan differentiated supports and implement action steps.

Milestone 10

Description – What specific action or deliverable will be completed?

Review PLC implementation, observation and feedback data, student performance trends, and instructional practices to determine the effectiveness of current systems and identify necessary refinements.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District Instructional Leadership Team, School Improvement Director, School Improvement Coordinators, and Campus Leadership Teams

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

PLC implementation data; observation trend reports; student achievement/growth data; campus self-assessments; implementation review summaries; identified improvement priorities.

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

District Teaching and Learning Facilitator and School Improvement Director guidance to support analysis of PLC implementation, observation and feedback actionable data, and effectiveness of HQIM implementation including student assessment data. Required resources include curriculum-aligned walkthrough tools, observation and feedback tracker, unit assessment, cumulative assessment and topic assessment data.

Milestone 11

Description – What specific action or deliverable will be completed?

Use implementation and outcome data from MTSS, student EOY assessments to identify successful practices, address remaining gaps, and develop a Year 2 plan to sustain and strengthen observation, feedback, PLC, coaching, and instructional support systems.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District Instructional Leadership Team, School Improvement Director, School Improvement Coordinators, and Campus Leadership Teams

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

Year 2 sustainability plan; end-of-year implementation report; data analysis; identified priorities and action steps; revised observation and PLC systems; professional learning plan; resource allocation plan.

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

Summer and BOY training time to analyze end-of-year implementation report and identify priorities and action steps for YEAR 2 implementation and adjustments to maintain a sustainable plan. Observation and student data to support reallocation of staff according to the data-evidenced needs of the campus.

Performance Management

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

District and campus leaders will use a shared milestone tracker to monitor implementation of the improvement strategy and progress toward student outcome goals. The tracker will identify each milestone's responsible person, deadline, completion evidence, status, barriers, and next steps. Leaders will review professional development implementation, PLC practices, observation and feedback frequency, teacher action steps and growth, fidelity of high-quality instructional materials, and student assessment and intervention results. When evidence indicates insufficient progress, leaders will document corrective actions, assign responsibility and deadlines, and adjust coaching, professional development, interventions, or district support. Formal checkpoint reviews will occur in December 2026, May 2027, and August 2027.

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

Principal Shawn Brieden will be accountable for campus implementation, supported by assistant principals, the Learning and Data Facilitator, and staff assigned to individual milestones. The District Coordinator of School Improvement (DCSI), principal supervisor, and designated district Curriculum and Instruction leaders will review progress with campus leadership and coordinate needed district support. Region 6 will support implementation reviews and coaching. The superintendent will review progress at least quarterly.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Staff responsible for each milestone will update the shared tracker and attach dated evidence before each monthly review. Evidence will include training agendas and attendance, PLC agendas and products, lesson and unit internalization documents, lesson rehearsal records, student work analyses, walkthrough results, coaching records, assessment reports, and intervention progress-monitoring data. The observation and feedback tracker will align with district-approved observation tools and document observation frequency, teacher action steps, follow-up implementation, instructional quality, HQIM fidelity, and teacher growth. Student results will be reviewed by grade, subject, and student group, including our targeted White student group.

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

Campus leadership will provide district leaders with a progress summary and access to the shared milestone tracker and supporting evidence. Monthly review meetings will document completed milestones, implementation gaps, student outcome trends, corrective actions and requests for support. LIFT through Untapped Genius has a monthly monitoring report that they give to the district. The superintendent will receive a quarterly summary of implementation and student progress. Staff and the campus planning committee will receive relevant updates through scheduled meetings and families will receive progress updates through campus communications and engagement meetings. Individual student and personnel information will be shared only with authorized staff.

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	75
Meets Grade Level	35
Masters Grade Level	13

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

Performance Level	EOY Goal (%)
Approaches Grade Level	75
Meets Grade Level	35
Masters Grade Level	13

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

Performance Level	EOY Goal (%)
Approaches Grade Level	75
Meets Grade Level	35
Masters Grade Level	13

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

11

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

4

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?

21

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

4

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):

[Problem-Solving Team Types.pdf](#)

[MTSS At a Glance - Conroe ISD _ 2026-27.pdf](#)

[Copy of Cover Letter.pdf](#)

[Milam Elementary 26-27 Stakeholder Input Survey - School Improvement - TIP.pdf](#)