

Excelsior Independent School District Excelsior School 2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) [§39A.053](#) to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section [§39A.053](#) of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27.

Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) [§39A.055\(2\)](#), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) [§39A.056](#), and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) [§39A.055](#) and [§39A.057](#), to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 9, 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, LIFT PLC Support

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

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

Region 7

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.

LASO 4 (LIFT-\$439,000, LIFT PLC-\$120,000, CISG-\$200,000). Implementing this strategy required significant financial resources that the district could not have sustained without grant funding. Grant funds supported stipends totaling \$88,749 for teachers responsible for implementing the HQIM reading and mathematics curricula and participating in PLCs. An additional \$162,650 supported the hiring of personnel to provide instructional coaching, facilitate PLC implementation, and deliver targeted interventions for students receiving HQIM-based reading and mathematics instruction. The district also incurred \$427,301 in costs for professional training and coaching provided by the district's approved provider. These grant-funded investments were essential to building instructional capacity, supporting consistent curriculum implementation, strengthening collaborative planning, and addressing student learning needs.

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?

We have utilized LIFT, LIFT PLC, and CISG funds to pay for support from our ESC, teacher stipends, and support staff. If we do not have the grant funds, the extra support would not be available. We would rely on local funds to purchase curriculum.

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

The district will strategically redistribute personnel and resources to address the campus's highest instructional needs and improve student outcomes. Two instructional coaches will be hired using grant funds: one specializing in Reading Language Arts (RLA) and one specializing in mathematics. Both coaches will be experienced teachers with master's degrees in instructional leadership who will provide targeted support, model effective instructional practices, and coach teachers in implementing high-quality instructional materials (HQIM). Current district teachers will be reassigned to grade levels and content areas with the greatest instructional needs to ensure personnel are allocated where they can have the greatest impact on student achievement.

Grant funds will also provide stipends for teachers who implement HQIM with fidelity and actively participate in Professional Learning Communities (PLCs). All RLA and mathematics teachers will receive ongoing coaching and support in effectively implementing HQIM, while all teachers and staff will participate in professional development focused on the district's adopted HQIM and Research-Based Instructional Strategies (RBIS).

Additionally, district leadership will receive targeted professional development and support in effective coaching practices and instructional strategies, with an emphasis on classroom observations, actionable feedback, and follow-up support to strengthen instructional practices and improve student outcomes. This support will help ensure that campus leaders can effectively monitor instruction, provide meaningful feedback, and support continuous teacher growth.

Through these strategic staffing decisions, targeted professional development, instructional coaching, and the effective use of grant funds, the district will build instructional capacity, strengthen teaching and leadership practices, and ensure resources are proportionately allocated to address the campus's most critical academic needs.

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?

470

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

Yes

Please select the adopted curriculum for: K-5 RLA

Other

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

Yes

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

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

Bluebonnet Learning Math Grades 6-8

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

470

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

470

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 Math (Algebra 1, Algebra 2, Geometry)?

Yes

How many instructional minutes per week are in the master schedule for 9-12 Math curriculum delivery?

300

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 Math curriculum?

Yes

Please select the adopted curriculum for: 9-12 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 RLA?

Yes

How many instructional minutes per week are in the master schedule for 9-12 RLA curriculum delivery?

300

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 RLA curriculum?

Yes

How many instructional days are included in the 2026-2027 calendar?

170

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	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment	Campus	Monthly	Curriculum-based assessment results will be analyzed during PLCs to identify learning gaps, monitor student progress, and guide instructional planning. Teachers, instructional coaches, and district leadership will use the data to adjust instruction, plan targeted interventions and enrichment, and evaluate the effectiveness of HQIM and research-based instructional strategies to improve student achievement.
Benchmark	Campus	BOY/MOY/EOY	Data will be used to measure student achievement and growth compared to national norms, identify students needing intervention based on achievement and growth status, and guide differentiated instruction in reading and mathematics. Teachers and instructional coaches will analyze results during PLCs to establish growth goals, plan targeted interventions, monitor progress, and review available STAAR projections to inform instructional planning and improve student outcomes.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Interim	District	Semester	STAAR Interim results will be analyzed during PLCs to assess student mastery of grade-level TEKS, identify learning gaps, and determine areas needing reteaching or additional support. Teachers and instructional coaches will use results to plan targeted interventions, adjust instruction, monitor progress toward STAAR performance expectations, and improve student achievement.

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

All reading and mathematics assessments will be administered and tracked in DMAC, allowing teachers and administrators to review overall student performance and mastery of TEKS-specific standards. Data will be recorded after each assessment and used to update individual student data trackers completed by both teachers and students. Grade-level and content-specific reports will be generated for monthly data meetings with Region 7 ESC to monitor growth, and plan instructional next steps. Student growth data will also be reviewed during PLCs to guide instructional adjustments, target interventions, and monitor progress toward grade-level expectations and academic goals.

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

The campus will use assessment data analyzed during PLCs, with collaboration among the Assessment and Accountability Coordinator, instructional coaches, general education teachers, special education teachers, ESL teachers, and intervention teachers to identify student needs and determine targeted instructional strategies. Push-in support will be provided within general education classrooms to assist students in special populations and those performing below grade level. Additionally, the daily schedule includes dedicated What I Need (W.I.N.) time for reading and mathematics, providing targeted interventions for struggling learners and extension opportunities for students who have mastered grade-level content. When needed, students may also be pulled from the general education classroom during W.I.N. time to receive more intensive, targeted support focused on below-grade-level skills. Student progress will be monitored regularly to adjust interventions and ensure instruction addresses individual learning needs.

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 clusters (K-2, 3-5, 6-8) with a focus on content-area collaboration in mathematics and RLA HQIM instructional materials. When appropriate, vertical PLCs will be scheduled to strengthen alignment across grade bands and support transitions in mathematical and RLA concepts. Each PLC will use LIFT protocols for unit/module and lesson internalization, student work analysis, lesson rehearsal, and embedded assessment review.

How frequently will PLCs occur?

PLCs will meet twice weekly as part of the regular instructional schedule, with each PLC allocated a dedicated 47-minute period for collaborative planning and instructional improvement. Every other week, PLCs will incorporate student work analysis to evaluate student understanding, identify learning gaps, and inform instructional adjustments. Monthly data deep dives with instructional leadership will focus on reviewing assessment results, monitoring student progress, and developing targeted instructional responses. PLC meeting times are protected within the master schedule to ensure consistency, maximize collaboration, and support teacher participation.

Who will facilitate PLCs?

PLCs will be facilitated by the campus instructional coaches in collaboration with the principal and assistant principal. Region 7 ESC curriculum specialists will join sessions weekly to model facilitation, provide coaching, and reinforce fidelity of implementation.

Who is required to attend PLCs?

Attendance at Professional Learning Communities (PLCs) is required for all classroom teachers in grades K–8 who provide reading and mathematics instruction, including general education, special education, ESL, intervention, and other applicable support teachers. The instructional coach for the specific content area (RLA or mathematics) is required to attend and facilitate content-specific collaboration and instructional planning. The Assessment and Accountability Coordinator will also participate in PLCs to support the analysis and interpretation of student assessment data, identify learning gaps, monitor student progress, and assist teachers in developing targeted instructional plans aligned with student needs. Administrators are expected to participate to support instructional alignment, monitor implementation, and promote continuous improvement. Paraprofessionals who support Tier 2 or Tier 3 mathematics and reading interventions are also expected to attend PLCs as appropriate to their instructional responsibilities.

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

PLCs will follow a consistent, structured protocol aligned to LIFT expectations. PLCs have been mapped in alignment with the grade level pacing calendar to include time for lesson internalization, lesson rehearsal, module/unit internalization, and student work analysis.

PLC Norms and Processes: Each meeting begins with celebration of instructional wins or student growth. Teachers collaboratively analyze tasks and discuss misconceptions using Bluebonnet exemplars. Facilitators guide reflection using guiding questions from the SFI Action Step Guide. Outcomes are recorded in a PLC tracker to ensure alignment to district implementation goals. Leadership team reviews PLC artifacts monthly to identify patterns and provide targeted support.

Upload PLC agenda (optional):

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Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal Manager	Lift Focus Area: Session: Observation/Feedback Learning Readiness & Change Management, Attributes of O/F Instructional Framework Development Instructional Framework and Adoption Assessment Assessment System Audit Professional Learning Communities (PLCs) Foundations of LIFT PLCs	Region 7 ESC Staff	Principal, Assistant Principal, Assessment and Accountability Coordinator
Other Campus Admin (Assistant Principals, Instructional Coaches)	Lift Focus Area: Session: Observation/Feedback O/F Classroom Observation Tools: K-5 Math O/F Classroom Observation Tools: Secondary Math Professional Learning Communities (PLCs) Unit/Module Internalization Protocol Lesson Internalization Protocol PLC Facilitator Training Lesson Rehearsal Protocol	Region 7 ESC Staff	Principal, Assistant Principal, Assessment and Accountability Coordinator, Instructional Coaches (RLA/ Math)

Role	Training/PD Description	Delivered By	Attended By
Other Campus Admin (Assistant Principals, Instructional Coaches)	LIFT Focus Area: Session: Observation/Feedback Introduction to High-Leverage Action Steps High-Level Action Steps: Math Coaching Conversations Performance Management Performance Management Routines in LIFT	Region 7 ESC Staff	Principal, Assistant Principal, Assessment and Accountability Coordinator, Instructional Coaches (RLA/ Math)
Teacher	Research Based Instructional Strategies for RLA	Region 7 ESC Staff	New RLA teacher
Teacher	Research Based Instructional Strategies for Math	Region 7 ESC Staff	New math teacher, Instructional Coach

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

Training will be differentiated based on each teacher's or leader's experience, identified needs, and performance data. Inexperienced staff will receive structured onboarding, explicit training in HQIM and research-based instructional strategies (RBIS), modeling, guided practice, and ongoing coaching.

Staff whose performance indicates a need for significant improvement will receive targeted, individualized support based on classroom observations, walkthrough data, student achievement results, and supervisor feedback. Specific supports will include a written improvement plan with measurable goals and timelines, weekly coaching sessions, modeled lessons, co-planning and lesson rehearsal, frequent classroom observations, and timely written feedback. Instructional coaches and district leadership will monitor implementation and review evidence of progress at regular intervals. If sufficient progress is not demonstrated, additional interventions, professional development, and administrative follow-up will be provided in accordance with district procedures.

Progress for all staff will be reviewed through PLC documentation, coaching records, implementation evidence, and student performance data. This differentiated approach will ensure staff receive the level of support needed to strengthen instructional practices and improve student outcomes.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

The LIFT Classroom Observation Tool will be used to evaluate implementation of training. Classroom walkthroughs will be conducted regularly, and results will be analyzed monthly by district leadership and instructional coaches to identify implementation trends, strengths, and areas needing additional support.

Look-fors will align with the tool's specific indicators:

Learning Environment: Efficient routines, transitions, instructional time management, and classroom management with positive reinforcement and minimal disruption.

Instructional Delivery: Appropriate lesson pacing; explicit modeling of mathematical reasoning using think-alouds and representations; accurate, precise mathematical language; rigorous, grade-level questions and tasks addressing conceptual understanding, procedural fluency, and application; frequent practice using multiple engagement strategies; broad student participation that reveals thinking; and opportunities for grade-level reasoning, problem-solving, and perseverance.

Monitoring and Responding to Student Learning: Checks for understanding aligned to lesson objectives, active monitoring of verbal and written student work, collection of evidence of student reasoning, and instructional adjustments that address misconceptions and student needs through scaffolding, modeling, feedback, and appropriate supports.

Monthly analysis of walkthrough evidence will guide coaching cycles, targeted professional development, and instructional adjustments to strengthen implementation of HQIM and research-based instructional strategies (RBIS) and improve student outcomes.

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

Biweekly

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

Teachers and administrators will receive ongoing capacity-building support through professional development, PLCs, instructional coaching, and collaboration with Region 7 ESC and special program personnel. Training will focus on implementing HQIM and research-based instructional strategies (RBIS) to meet the needs of students receiving special education services, emergent bilingual students, and students performing below grade level. Teachers will receive support in differentiating instruction, providing appropriate scaffolds and accommodations, using data to identify learning gaps, and monitoring student progress toward grade-level standards. Special education, ESL/EB, intervention, and general education teachers will collaborate during PLCs to review student data, plan targeted interventions, and ensure appropriate supports are integrated into daily instruction. Instructional coaches and district leaders will monitor implementation through classroom walkthroughs, coaching cycles, and student performance data to identify additional training needs and strengthen instructional practices for all learners.

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?

LIFT: Instructional Coherence

Description: Communicate written instructional non-negotiables and success criteria for HQIM implementation, RBIS, lesson internalization and rehearsal, and instructional pacing in reading and mathematics.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District leadership, instructional coaches, classroom teachers

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

Written non-negotiables, communicated success criteria, pacing calendars, BOY professional development materials, and lesson internalization expectations.

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

LIFT training resources, HQIM implementation guidance, RBIS professional development, and Region 7 ESC support.

Milestone 2

Description – What specific action or deliverable will be completed?

LIFT: Instructional Practices

Description: Deliver RBIS refresher training during beginning-of-year professional development, verify that new hires receive required RBIS training, and revisit the mathematics instructional framework with staff. Establish an onboarding process for future staff.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District leadership, instructional coaches, campus administrators

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

Professional development agendas, staff attendance records, training completion documentation, and an updated onboarding plan.

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

RBIS training materials, instructional coaching, HQIM resources, and Region 7 ESC professional development.

Milestone 3

Description – What specific action or deliverable will be completed?

LIFT: Reading Instruction

Description: Develop, review, finalize, and communicate the reading instructional framework aligned with RBIS and the district's adopted reading HQIM. Establish clear expectations for implementation and instructional planning

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District leadership, reading instructional coach, RLA instructional framework team, classroom teachers

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

Finalized reading instructional framework, stakeholder feedback, documented communication to staff and the board, and implementation expectations

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

Reading HQIM resources, RBIS guidance, collaborative planning time, and Region 7 ESC support

Milestone 4

Description – What specific action or deliverable will be completed?

LIFT: Collaborative Planning

Description: Implement weekly, content-specific PLCs with written expectations for data analysis, HQIM lesson internalization and rehearsal, instructional planning, and student work review. Integrate special education and emergent bilingual teachers into PLCs to strengthen inclusive instructional planning.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District leadership, instructional coaches, classroom teachers, special education teachers, ESL teachers, Assessment and Accountability Coordinator

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

PLC protocols, agendas, attendance records, collaborative lesson plans, student work review documentation, and records of instructional adjustments

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

PLC facilitation training, protected collaboration time, student assessment reports, and instructional planning resources

Milestone 5

Description – What specific action or deliverable will be completed?

LIFT: Leadership and Coaching

Description: Train district leaders in observation and feedback practices, establish a consistent classroom observation cadence, and use observation data to provide actionable feedback focused on HQIM implementation, RBIS, instructional rigor, and student engagement

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District leadership, instructional coaches, Region 7 ESC support personnel

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

Observation schedules, completed learning-walk forms, feedback records, coaching logs, and documentation of follow-up support

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

Observation and feedback professional development, coaching tools, implementation rubrics, and Region 7 ESC support

Milestone 6

Description – What specific action or deliverable will be completed?

LIFT: Student learning and growth

Description: Implement a consistent student work review (SWR) and progress-monitoring (PM) process to evaluate student understanding, identify learning gaps, and determine instructional next steps. Conduct beginning-, middle-, and end-of-year progress-monitoring reviews and use findings to adjust instructional plans.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District leadership, Assessment and Accountability Coordinator, instructional coaches, classroom teachers

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

SWR protocols, student work samples, assessment reports, individual student data trackers, BOY/MOY/EOY progress-monitoring summaries, and documented instructional adjustments

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

Assessment system audit training, data-analysis protocols, student work review tools, DMAC reports, and coaching in data interpretation

Milestone 7

Description – What specific action or deliverable will be completed?

LIFT: Continuous improvement

Description: Use a documented Campus Improvement Team (CIT) monitoring process to review progress toward instructional action steps, evaluate implementation evidence, identify barriers, and determine adjustments needed to support the LIFT strategy.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District leadership, CIT members, instructional coaches, Assessment and Accountability Coordinator

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

CIT meeting agendas and minutes, action-step tracking documents, implementation updates, and end-of-year CIT review with recommendations for the following school year.

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

CIT monitoring protocols, progress dashboards or tracking tools, assessment reports, and structured meeting agendas

Milestone 8

Description – What specific action or deliverable will be completed?

LIFT: Instructional leadership

Description: Review end-of-year observation and feedback data to identify patterns in instructional implementation, determine teacher support needs, and develop next steps for strengthening coaching practices and classroom instruction.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District leadership, instructional coaches, campus administrators

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

End-of-year observation and feedback summary, learning-walk trend analysis, professional development needs assessment, and documented coaching priorities for the next school year.

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

Observation data, coaching documentation, feedback protocols, and Region 7 ESC consultation

Milestone 9

Description – What specific action or deliverable will be completed?

LIFT: Data-driven improvement

Description: Analyze end-of-year assessment results and student growth data to evaluate progress in reading and mathematics, identify remaining TEKS-specific learning gaps, and determine instructional priorities for the 2027–2028 school year.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District leadership, Assessment and Accountability Coordinator, instructional coaches, classroom teachers, CIT members

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

End-of-year assessment reports, comparisons with baseline data, student growth summaries, identified instructional priorities, and documented action-planning recommendations

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

DMAC reports, STAAR and NWEA MAP data, assessment-analysis protocols, and Region 7 ESC support

Milestone 10

Description – What specific action or deliverable will be completed?

LIFT: Sustainability

Description: Use end-of-year SWR, progress-monitoring, observation and feedback, assessment, and CIT findings to update instructional non-negotiables, staff onboarding, PLC protocols, and the 2027–2028 instructional action plan

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Roles: District leadership, instructional coaches, Assessment and Accountability Coordinator, CIT members

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

Updated instructional expectations, revised onboarding plan, PLC protocols, documented sustaining structures, and an approved or finalized Year 3 action plan

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

End-of-year implementation findings, collaborative planning time, LIFT planning resources, and Region 7 ESC consultation

Performance Management

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

District and campus leaders will monitor successful implementation through regular classroom observations, learning walks, instructional coaching, and feedback cycles focused on HQIM implementation, research-based instructional strategies (RBIS), and instructional rigor. Weekly PLCs will be monitored through agendas, student work reviews, and assessment data analysis to ensure instructional decisions address student needs. The Assessment and Accountability Coordinator and instructional coaches will support ongoing progress monitoring and analysis of student achievement data. The Campus Improvement Team (CIT) will review action steps, implementation evidence, and progress toward established goals at scheduled checkpoints. Beginning-, middle-, and end-of-year data reviews, along with observation and feedback trends, will be used to evaluate effectiveness, identify barriers, and adjust strategies to improve implementation and student outcomes. District and campus leaders will participate in monthly performance management routing with the LIFT ESC team.

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

The District Principal will be responsible for overseeing progress toward the established milestones and ensuring alignment with the LIFT action plan. The instructional coaches for RLA and mathematics, Assessment and Accountability Coordinator, and Campus Improvement Team (CIT) will support monitoring by reviewing classroom implementation, PLC documentation, assessment data, and completion of action steps. District and campus leaders will review progress at the December 2026, May 2027, and August 2027 checkpoints to identify successes, address barriers, and make adjustments as needed to ensure successful implementation.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress data will be collected through classroom observations and walkthroughs, instructional coaching and feedback records, PLC agendas and meeting documentation, HQIM and RBIS implementation evidence, professional development attendance records, and documentation of completed action steps. Student achievement and progress-monitoring data, including CBAs, district benchmarks, NWEA MAP, STAAR Interim assessments, and student work reviews, will be used to evaluate instructional impact. The District Principal, instructional coaches, and Assessment and Accountability Coordinator will compile and review evidence at the December 2026, May 2027, and August 2027 checkpoints to determine progress toward milestones, identify areas needing additional support, and guide adjustments to the plan.

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

Progress data will be shared with district leadership through scheduled leadership meetings, milestone checkpoint reviews, and Campus Improvement Team (CIT) meetings. Updates will include progress toward milestones, classroom observation and feedback trends, HQIM and RBIS implementation, PLC documentation, student achievement data, and completed action steps. Key findings, areas of concern, and recommended adjustments will be communicated to relevant staff during PLCs and professional development sessions. Progress will also be shared with the school board and other appropriate stakeholders through established district reporting processes to promote transparency, collaboration, and continuous improvement.

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	88
Meets Grade Level	54
Masters Grade Level	19

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

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

Performance Level	EOY Goal (%)
Approaches Grade Level	66
Meets Grade Level	38
Masters Grade Level	15

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

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

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	46
Masters Grade Level	16

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

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

23

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

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

0

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

—

Did your school have a graduation class for the 2025-2026 school year?

No

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

18

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

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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