Judson Independent School District

Miller's Point Elementary School

2026-2027 Turnaround Plan

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

SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT

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

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

Region 20, Great Minds PBC, Carnegie Learning

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

4

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.

LIFT provider support was funded through the LIFT grant. Bluebonnet Math textbooks were purchased through district funds. Additional Carnegie Learning $1,500,000 for the district paid for by the LIFT grant and Great Minds coaching is projected to cost $308,000.00 for the district paid for by Title I funds.

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?

If LIFT funding is unavailable, the district will continue implementation through the Principal Manager, DCSI, district curriculum staff, campus Academic Trainers, and existing district instructional resources.

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

To support Miller's Point UA2 status, several Central Office staff members were redistributed to the campus as high-performing resources including, but not limited to: former Elementary Education Director to Principal, former Science coordinator to Academic Trainer, former RLA coordinator to RtI teacher.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

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

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

Yes

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

450

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

Yes

Please select the adopted curriculum for: K-5 RLA

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

174

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 1st-5th grade Math and Reading; 5th grade Science	District	BOY/MOY/ EOY	These results will be used to make Tier 1 instructional adjustments, inform small-group Tier 2 or Tier 3 intervention groupings, and create data-driven goal setting in math, reading, and science.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Monthly	Bluebonnet End-of-Unit tests in math are given by module. Our unit tests in reading are campus created. This data will be used to determine which students are mastering the content in each module, and to plan for reteach and spiral review to ensure that students achieve mastery.
Interim		District	Semester	We will use the data on the interim STAAR assessments to determine which students are projected to perform at approaches, meets, and masters level in comparison to the previous year to predict growth measure. This information will also allow us to plan intentional interventions with students based on specific TEKS where they have not demonstrated mastery.
Other	BI-weekly Assessments K-5th Reading/ Math, 5th Science	Campus	Bi-Monthly	We will use bi-monthly assessments in K-5th grade reading and math and 5th grade science to ensure that our students are mastering concepts taught within each module/unit. This is important so that we don't wait until the end of the unit to intervene for students who are not demonstrating mastery.
Other	K-5 RLA Unit Checkpoints	Campus	Bi-Monthly	Our unit tests in reading are campus created. This data will be used to determine which students are mastering the content in each module, and to plan for reteach and spiral review to ensure that students achieve mastery.

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

The campus will use Eduphoria assessment data, common assessments, and progress monitoring results to track student growth throughout the school year. Student performance data will be reviewed during PLC meetings to identify strengths, learning gaps, and students needing intervention or enrichment. Teachers will maintain student data trackers and adjust instruction based on assessment results. Campus administrators and instructional coaches will monitor growth data throughout each grading period to evaluate student progress, intervention effectiveness, and progress toward campus achievement goals.

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

We have implemented WIN (What I Need) on our campus through intentional, data-driven grouping to ensure every student gets the targeted support s/he needs. During this dedicated daily block, students who are performing below grade level receive explicit, small-group instruction tailored to their specific skill gaps. For our special populations, including Special Education and Emergent Bilingual students, this time allows us to provide push-in support and heavy scaffolding without pulling them away from core, Tier 1 instruction.

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 content area to focus on student achievement, instructional planning, and data-driven decision-making. Special education, bilingual/ESL, intervention, and support staff will participate in PLCs aligned to the teachers and students they support.

How frequently will PLCs occur?

The campus will provide all teachers, including special education and ESL staff, with a 45-minute PLC each week during common planning time. Additional PLC and data review sessions will be scheduled as the master schedule allows. Campus administrators will monitor PLC implementation to ensure meetings occur consistently and remain focused on improving instruction, monitoring student progress, and increasing student achievement.

Who will facilitate PLCs?

PLCs will be facilitated by campus administrators, instructional coaches, and designated teacher leaders who are trained in the district-adopted instructional materials, curriculum standards, and assessment data. Facilitators will guide lesson internalization, student work analysis, data review, and instructional planning to ensure strong alignment between curriculum, instruction, and assessment. Campus leadership will monitor PLC implementation to ensure meetings remain focused on improving instructional practices and student outcomes.

Who is required to attend PLCs?

All classroom teachers are required to attend weekly PLC meetings, including special education, bilingual, ESL, intervention, and other instructional support staff. Campus administrators, instructional coaches, and designated teacher leaders will participate as needed to support instructional planning, data analysis, and student intervention planning. This collaborative approach ensures all staff responsible for student learning are engaged in monitoring progress and improving student outcomes.

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

The campus will implement a structured weekly PLC protocol based on the TEA's Attributes of Effective LIFT PLCs Guide and tools. Utilizing these documents ensures the campus stays focused on improving instructional planning, strengthening Tier I instruction, and increasing student achievement. During the PLCs, teachers will focus on one or more of the following activities--lesson and unit internalization, lesson rehearsal, student work analysis, assessment review, and intervention planning to ensure instruction is aligned to grade-level standards and the district-adopted instructional materials.

A more exhaustive list that will be implemented throughout the year is:

1. Analyze student work and assessment data to identify strengths, gaps, and misconceptions.
2. Internalize upcoming lessons, modules, and units to ensure alignment to grade-level standards and district instructional materials.
3. Collaboratively plan and refine lessons, including scaffolds, accommodations, and intervention strategies.
4. Rehearse key instructional moves, questioning techniques, and checks for understanding to strengthen lesson delivery.
5. Develop plans for intervention, enrichment, and progress monitoring based on student needs.
6. Review action items from previous PLCs and monitor the impact of instructional adjustments on student outcomes.

PLCs will be facilitated by campus leadership, including instructional coaches. As the year progresses and capacity is built, teacher leaders will facilitate under administrative guidance. At all times, all facilitators will follow a consistent agenda and documentation process.

Administrators will regularly monitor PLC implementation to ensure instructional alignment, effective use of curriculum resources, and a continued focus on student growth.

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	PLC Facilitator Training using TEA tools	LIFT/ Carnegie Learning	Campus Instructional Leadership Team (P, AP, AT)
Principal	Math RBIS	ESC-20	Campus Instructional Leadership Team (P, AP, AT)
Teacher	Effective 1st Teach	Academic Trainers (AT)	All campus teachers
Other Campus Admin (Assistant Principals, Instructional Coaches)	Effective 1st Teach	A.T. Green (Independent Consultant)	Campus Instructional Leadership Team (P, AP, AT)
Principal	PLC Observation Tool Training/Calibration	LIFT/ Carnegie Learning	Campus Instructional Leadership Team (P, AP, AT)
Principal	Observation/Feedback Classroom Observation Tool	LIFT/ Carnegie	Campus Instructional Leadership Team (P, AP, AT)
Teacher	Elementary Math RBIS Refinement Training RBIS 0-2	LIFT/ Carnegie	K-5 Math Teachers
Teacher	Elementary Math RBIS Refinement Training RBIS 3-4	LIFT/ Carnegie	K-5 Math Teachers
Principal	Unit/Module Internalization Protocol	LIFT/ Carnegie	Campus Instructional Leadership Team (P, AP, AT)
Teacher	Unit/Module Internalization Protocol and Lesson Internalization Protocol	LIFT/ Carnegie	Teacher

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

The campus will provide differentiated support based on teacher and leadr experience, effectiveness, and certification status.

Teachers and leaders in their first two years will receive additional coaching, modeling, observation and feedback cycles, and targeted professional development focused on instructional delivery, classroom management, lesson internalization, and data-driven instruction.

Teachers who have not demonstrated consistent student growth will receive intensified support through individualized coaching plans, more frequent observations, PLC support, lesson internalization assistance, and progress-monitoring meetings. Uncertified teachers will receive additional training on effective instructional practices, curriculum implementation, classroom management, and state certification requirements.

Campus and district leaders will regularly review performance data to determine support needs and adjust professional learning to build staff capacity 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 campus will utilize the TEA's classroom observation tools for Math, RLA, and Content Agnostic.

The campus will prioritize teachers who need additional assistance throughout the week, especially during the LIFT campus visits. classroom walkthrough tools, coaching observation forms, and leadership monitoring tools to evaluate the implementation and impact of professional learning. Campus administrators and instructional coaches will conduct regular observations and coaching cycles to monitor the transfer of training into classroom practice.

Look-fors will include:

1. Alignment to district-adopted instructional materials and grade-level standards.
2. Evidence of lesson internalization and effective lesson delivery.
3. Student engagement in learning tasks.
4. Checks for understanding and ongoing formative assessment.
5. Use of data-informed instructional practices.
6. Implementation of intervention and differentiation strategies.
7. Effective classroom management and learning environment practices.
8. Completion of coaching action steps and feedback implementation.

Observation data will be reviewed regularly to identify strengths, determine additional support needs, and measure the effectiveness of capacity-building efforts on teacher practice and student outcomes.

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

Other

Please describe the observation frequency:

Teachers requiring intensive instructional support will receive observation and feedback at least weekly. Teachers demonstrating stronger instructional implementation will receive observation and feedback at least biweekly.

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

Teachers and administrators will receive professional learning focused on meeting the needs of special education, emergent bilingual, and other at-risk student populations.

Training will include implementation of accommodations and modifications, differentiation strategies, language supports, intervention planning, progress monitoring, and the effective use of student data to inform instruction.

Campus staff will receive coaching and support on delivering grade-level instruction while addressing individual student needs, implementing IEP and language acquisition requirements, and utilizing evidence-based instructional strategies. PLCs, coaching cycles, and classroom observations will be used to reinforce training and monitor implementation to ensure improved outcomes for all student groups.

The campus is also hiring a part-time Special Pops Tutor who will receive capacity building supports to ensure identified students receive the targeted support needed.

Milestones

List 16-20 key milestones your campus will complete to implement this strategy (8-10 per year). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027, December 2027, May 2028, August 2028.

Milestone 1

Description – What specific action or deliverable will be completed?

Campus and district leadership will complete an instructional readiness review and finalize the staffing, scheduling, instructional resources, funding, and district supports necessary to implement the Intensive Curriculum & Instruction Improvement strategy.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Principal Manager, DCSI, Campus Leadership Team

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

Completed instructional readiness review; master schedule; staffing and resource allocation plan; documented district supports; finalized funding/resource plan.

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

District Curriculum & Instruction support; Accountability/School Improvement support; LIFT District and Campus Coaches; staffing and budget information; district instructional resources.

Milestone 2

Description – What specific action or deliverable will be completed?

The campus will fully implement a consistent weekly PLC structure that incorporates lesson and unit internalization, student work analysis, assessment review, intervention planning, and lesson rehearsal. Special education, bilingual/ESL, intervention, and other support personnel will participate in PLCs aligned to the students they support.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal(s), Academic Trainer, PLC Facilitators

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

Master schedule documenting protected weekly PLC time; common PLC agenda; completed lesson internalization artifacts; student work analysis; assessment/data-review documentation; PLC observation records.

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

LIFT PLC tools and protocols; district curriculum support; Bluebonnet Math resources; district RLA curriculum resources; training and coaching for PLC facilitators.

Milestone 3

Description – What specific action or deliverable will be completed?

Campus leadership will establish differentiated levels of instructional support for teachers using classroom observation data, student outcomes, teacher experience, certification status, and demonstrated instructional need. Individualized coaching and professional learning supports will be assigned according to identified needs.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal(s), Academic Trainer, District Instructional Support Staff

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

Teacher-support tier roster; coaching assignments; coaching schedules; individualized improvement/support plans when applicable; professional learning assignments.

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

Observation data; student achievement and growth data; district/LIFT coaching support; instructional coaching tools; professional development resources.

Milestone 4

Description – What specific action or deliverable will be completed?

Campus instructional leaders will implement differentiated observation and feedback cycles for all teachers. Teachers requiring intensive support will receive at least weekly observation and feedback, while teachers demonstrating stronger instructional implementation will receive observations at least biweekly. Each cycle will include an actionable feedback step and follow-up monitoring.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal(s), Academic Trainer, LIFT Campus Coach

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

Teacher observation schedule; completed TEA/LIFT classroom observation tools; documented feedback; coaching action steps; follow-up observations; observation trend reports.

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

TEA/LIFT Math, RLA and Content-Agnostic observation tools; Instructional Insights App; leadership calibration; observation/feedback training; LIFT coaching support.

Milestone 5

Description – What specific action or deliverable will be completed?

The campus will implement a consistent assessment and progress-monitoring system in which teachers and leaders use MAP, curriculum-based assessments, campus formative assessments, and other identified measures to monitor student growth, identify learning gaps and misconceptions, and maintain student-level data trackers.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Academic Trainer, Teachers, RtI/Intervention Staff,

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

Assessment calendar; Eduphoria reports; student data trackers; PLC data-analysis artifacts; student growth reports; documentation showing instructional adjustments based on assessment results.

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

Eduphoria; NWEA MAP; curriculum-based assessments; campus formative assessments; district Assessment & Accountability support; data-analysis protocols provided by LIFT coach

Milestone 6

Description – What specific action or deliverable will be completed?

The campus will implement and monitor its WIN intervention structure to ensure students are assigned targeted Tier 2 and Tier 3 supports based on identified skill gaps. Progress-monitoring data will be used to evaluate intervention effectiveness and regroup students. Special education, emergent bilingual, and other identified student groups will receive supports without losing access to Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, RtI Teacher, Academic Trainer, Classroom Teachers, Special Education Staff, Bilingual/ESL Staff

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

WIN/intervention schedule; student intervention rosters; entry criteria; identified skill gaps; progress-monitoring records; regrouping decisions; intervention plans; documentation of special-population supports.

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

Assessment and progress-monitoring data; intervention resources; RtI/MTSS support; special education and bilingual/ESL support; instructional coaching.

Milestone 7

Description – What specific action or deliverable will be completed?

Campus and district leadership will complete the BOY-to-MOY implementation and student outcome review. Leaders will evaluate assessment results, classroom observation trends, PLC implementation, intervention effectiveness, student-group performance, and progress toward TAP goals and document needed course corrections.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Principal Manager, DCSI, Campus Leadership Team

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

Formal midyear progress-monitoring report; MAP/interim/CBA analysis; observation trend data; PLC implementation review; intervention effectiveness analysis; documented instructional and operational adjustments.

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

Assessment & Accountability support; A–F Estimator; Eduphoria and MAP reports; LIFT performance-management routines; district/LIFT coaching.

Milestone 8

Description – What specific action or deliverable will be completed?

District and campus leadership will complete the RLA instructional-materials review and establish a documented transition plan for implementation of adopted RLA High-Quality Instructional Materials, including training, instructional expectations, PLC supports, materials, observation look-fors, and implementation monitoring for Year 2.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District Curriculum & Instruction Leadership, Principal, Asst. Principal, Academic Trainer, DCSI

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

RLA current-state/gap analysis; documented selection/adoption decision; implementation timeline; professional learning plan; materials/resource plan; Year 2 implementation expectations.

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

District RLA team; LIFT District Coach; instructional-materials review resources; RBIS guidance; district instructional framework; approved-provider support as applicable.

Milestone 9

Description – What specific action or deliverable will be completed?

Campus and district leadership will complete the MOY-to-EOY implementation and student outcome review. Leaders will evaluate Year 1 progress, identify remaining implementation gaps, and document instructional and operational adjustments needed before the Year 2 transition.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Principal Manager, DCSI, Campus Leadership Team, District Curriculum & Instruction Leadership

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

Formal midyear progress-monitoring report; MAP/interim/CBA analysis; observation trend data; PLC implementation review; intervention effectiveness analysis; documented instructional and operational adjustments.

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

Assessment & Accountability support; A–F Estimator; Eduphoria and MAP reports; LIFT performance-management routines; district/LIFT coaching.

Milestone 10

Description – What specific action or deliverable will be completed?

Campus and district leadership will complete a comprehensive Year 1 review using student outcomes, STAAR results, accountability projections, observation data, PLC implementation, intervention effectiveness, teacher-support data, and progress toward TAP goals. The findings will be used to finalize Year 2 staffing, professional learning, coaching, intervention, and instructional priorities.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Principal Manager, DCSI, Campus Leadership Team, District Curriculum & Instruction Leadership

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

Year 1 implementation review; STAAR/student outcome analysis; A–F Estimator results; teacher-support trend data; intervention-effectiveness analysis; documented Year 2 priorities and implementation adjustments.

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

STAAR and accountability data; A–F Estimator; district Assessment & Accountability support; Curriculum & Instruction support; LIFT implementation and coaching data.

Milestone 11

Description – What specific action or deliverable will be completed?

Campus leadership will revise and finalize the Year 2 master schedule, staffing assignments, PLC structures, intervention schedules, instructional leadership responsibilities, and teacher-support systems based on Year 1 implementation and student outcome evidence.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Principal Manager, DCSI, Campus Leadership Team

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

2027–2028 master schedule; staffing assignments; PLC schedule; WIN/intervention schedule; leadership responsibilities; documented adjustments resulting from the Year 1 review.

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

District Human Resources support; Curriculum & Instruction support; Accountability/School Improvement support; Year 1 implementation and student outcome data.

Milestone 12

Description – What specific action or deliverable will be completed?

Teachers and instructional leaders will complete required professional learning for the district-adopted RLA HQIM and begin implementation using established instructional expectations, lesson internalization protocols, PLC structures, and observation look-fors.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Academic Trainer, District C&I Staff, Classroom Teachers, LIFT/Approved Provider Support as applicable

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

Training attendance records; implementation materials; PLC artifacts; lesson internalization evidence; classroom observation baseline; teacher implementation-support plans.

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

Adopted RLA HQIM; district RLA training; RBIS resources; coaching; PLC tools; observation/ feedback tools.

Milestone 13

Description – What specific action or deliverable will be completed?

Campus teachers and instructional leaders will engage in deeper implementation of Bluebonnet Math and associated RBIS practices using Year 1 classroom, PLC, assessment, and student-performance evidence to identify high-leverage areas for refinement.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Academic Trainer, Math Teachers, District C&I Staff, Carnegie Learning/LIFT Coaches

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

Professional learning records; calibrated Math/RBIS look-fors; PLC implementation artifacts; classroom observation baseline; documented areas of focus for Year 2.

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

Bluebonnet Math; Carnegie Learning support; district Math team; LIFT RBIS resources; observation tools; Year 1 trend data.

Milestone 14

Description – What specific action or deliverable will be completed?

Campus leadership will use Year 1 performance evidence and beginning-of-year observations to reassign differentiated teacher-support levels and establish appropriate weekly or biweekly observation, feedback, and coaching cycles.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal(s), Academic Trainer, LIFT Campus Coach

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

Updated teacher-support tiers; observation/coaching calendar; completed observation tools; actionable coaching steps; evidence of follow-up; documented tier changes based on evidence.

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

Instructional Insights App; TEA/LIFT observation tools; leadership calibration; coaching support; student and teacher performance data.

Milestone 15

Description – What specific action or deliverable will be completed?

The campus will use prior-year STAAR results, beginning-of-year assessments, current curriculum assessments, student-group data, and progress-monitoring evidence to establish updated student goals, intervention groups, enrichment groups, and progress-monitoring schedules.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Academic Trainer, RtI Teacher, Classroom Teachers, Special Education and Bilingual/ESL Staff

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

Updated student data trackers; intervention and enrichment rosters; progress-monitoring schedules; student-group analyses; PLC documentation; evidence of data-based regrouping.

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

Eduphoria; MAP; curriculum assessments; STAAR data; district Assessment support; intervention resources; special-populations support.

Milestone 16

Description – What specific action or deliverable will be completed?

Campus and district leadership will conduct a formal checkpoint assessing fidelity and effectiveness of RLA and Math curriculum implementation, PLCs, observation/feedback cycles, teacher coaching, interventions, and supports for special populations and will establish corrective actions where implementation gaps remain.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Principal Manager, DCSI, Campus Leadership Team, District Curriculum & Instruction Staff

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

Formal implementation review; classroom observation trend report; PLC review; curriculum-implementation evidence; intervention data; student-group analysis; documented corrective actions with responsible owners.

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

District instructional support; LIFT/approved-provider coaching; Accountability & Assessment data; observation and PLC tools; performance-management protocols.

Milestone 17

Description – What specific action or deliverable will be completed?

Campus and district leadership will conduct a comprehensive midyear analysis by January 2028 using student achievement, student growth, Domain III component performance, instructional implementation, teacher-support effectiveness, and intervention outcomes. Resources and supports will be adjusted based on the evidence.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Principal Manager, DCSI, Campus Leadership Team,

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

Midyear strategic calibration report; student achievement/growth analysis; Domain III monitoring; observation and PLC trend reports; intervention-effectiveness analysis; revised resource, coaching, intervention, or professional learning plans.

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

A–F Estimator; accountability data; Eduphoria/MAP data; district Assessment & Accountability support; C&I support; LIFT performance-management resources.

Milestone 18

Description – What specific action or deliverable will be completed?

Campus and district leadership will conduct a preliminary two-year effectiveness review by May 2028 using available implementation and student outcome data and finalize the review by August 2028 following receipt of STAAR and accountability results.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Principal, Principal Manager, DCSI, Campus Leadership Team, District Curriculum & Instruction Leadership

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

EOY implementation report; student outcome analysis; accountability projection/results; progress toward Year 2 TAP goals; observation and coaching trends; PLC effectiveness analysis; intervention-effectiveness analysis.

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

STAAR and accountability data; A–F Estimator; district Accountability/Assessment team; C&I staff; LIFT/approved-provider implementation evidence.

Milestone 19

Description – What specific action or deliverable will be completed?

Campus and district leadership will develop a sustainability and exit-readiness plan identifying the instructional systems, PLC practices, observation/feedback routines, intervention structures, performance-management processes, staffing supports, professional learning, and resource commitments that will continue beyond the formal turnaround period.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Principal, Principal Manager, DCSI, Campus Leadership Team, District Curriculum & Instruction Leadership

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

Written sustainability plan; identified system owners; 2028–2029 implementation calendar; staffing/resource commitments; ongoing monitoring schedule; professional learning plan; documentation of routines transitioning to campus ownership.

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

District C&I and Accountability support; budget and staffing resources; implementation evidence from Years 1 and 2; leadership coaching; sustainability planning support.

Performance Management

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

District and campus leaders will monitor implementation through regular review of performance milestones, student outcome data, PLC documentation, classroom observations, and intervention effectiveness. Campus leadership will review progress during weekly leadership and PLC meetings to ensure improvement strategies are implemented with fidelity and are producing the intended results.

The principal, instructional leaders, district support staff, and LIFT Principal Coach will conduct routine walkthroughs, data reviews, and progress-monitoring meetings to assess implementation of action steps, alignment to district-adopted instructional materials, and progress toward student achievement goals. Performance data will be reviewed each grading period to evaluate growth, identify barriers, and determine needed adjustments in instructional supports, staffing, interventions, and professional learning.

The district and campus leadership teams will use this ongoing monitoring process to ensure accountability, celebrate progress toward milestones, and make timely decisions that accelerate student outcomes and support successful turnaround efforts.

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

The principal, principal manager, and DCSI will be responsible for reviewing progress toward plan milestones. Progress will be monitored during weekly leadership meetings, PLC reviews, and periodic data reviews to evaluate implementation, student outcomes, and the effectiveness of improvement strategies. Adjustments will be made as needed to ensure the campus remains on track to meet turnaround goals.

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Milestone progress data will be collected through student assessment results, Eduphoria reports, PLC documentation, classroom observation data, and LIFT Coaching visits notes. Campus leadership will review data regularly to measure progress toward milestones and student outcome goals and biweekly with district staff--either principal manager or DCSI.

Progress updates to campus stakeholders will be shared through regularly leadership meetings (including those focusing on data reviews, PLC notes, and progress-monitoring reports.) This process will ensure timely identification of successes, barriers, and needed adjustments to support continuous improvement and achievement of turnaround goals.

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

Milestone progress data will be shared with district leadership and other relevant stakeholders through regular leadership meetings (whole group or cohort), data review meetings (in-person or virtual), progress-monitoring reports created in collaboration with the Accountability & Assessment Department, and PLC updates with the LIFT District-Level Team.

The principal will provide ongoing updates to district leadership regarding implementation progress, student achievement data, and progress toward turnaround goals. Data will be used to identify successes, address areas of concern, and determine needed supports to ensure continuous improvement and successful implementation of the plan.

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	50
Masters Grade Level	17

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

—

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

Performance Level	EOY Goal (%)
Approaches Grade Level	65
Meets Grade Level	40
Masters Grade Level	17

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

—

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

Performance Level	EOY Goal (%)
Approaches Grade Level	69
Meets Grade Level	46
Masters Grade Level	16

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

—

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

10

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

—

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

4

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

—

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

Performance Level	EOY Goal (%)
Approaches Grade Level	81
Meets Grade Level	54
Masters Grade Level	20

Not applicable: RLA STAAR goals (SY 27-28)

—

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

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	44
Masters Grade Level	20

Not applicable: Math STAAR goals (SY 27-28)

—

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

Performance Level	EOY Goal (%)
Approaches Grade Level	73
Meets Grade Level	50
Masters Grade Level	19

Not applicable: overall STAAR goals (SY 27-28)

—

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

14

Not applicable: Academic Achievement goal (SY 27-28)

—

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

4

Not applicable: ELP Component goal (SY 27-28)

—

Will this campus have a graduation class for the 2025-2026 school year?

No

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

8

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

4

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

12

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

6

Additional Info

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

—

Upload additional documents (optional):

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