Lewisville Independent School District

Rockbrook Elementary School

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

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

Yes

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

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

No

Please upload artifacts demonstrating a robust observation and feedback system.

Rockbrook Observation & Feedback.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 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

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

—

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

Region 11, E3 Alliance, District Staff

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

7

What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.

Lori Litchfield, Chief of Schools, DCSI 10%
Stephanie Lawson, Chief of Elementary Schools, Principal Manager 20%
Adrienne Gall, Chief of Learning and Teaching 5%
Karen Spalding, Executive Director of Elementary Curriculum & Programs 10%
Norma Melvin, Instructional Facilitator - Math/Science 50% (Role is shared with another campus)
Jennifer Upchurch, Instructional/Facilitator - Language Arts & Social Studies 50% (Role is shared with another campus)

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Rockbrook Elementary is supported by leaders with direct experience in school improvement and turnaround. The campus principal, Patrick Guy previously led Rockbrook from an F accountability rating to a B through focused work in Tier I instruction, PLCs, data-driven decision making, coaching, and progress monitoring.

Instructional Facilitator Norma Melvin has experience supporting campuses in TEA turnaround districts. In addition, district officials supporting Rockbrook have served and supported a wide range of campuses, including schools performing at every level within the current accountability system. Their experience includes working with campuses requiring intensive improvement as well as campuses sustaining strong academic performance, providing Rockbrook with a broad range of expertise in instructional leadership, school improvement, monitoring, and student achievement.

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.

The school improvement strategy of Intensive Curriculum and Instructional Supports are as follows:

Stipends: $500 for all instructional staff due to being a Title 1 campus and a TIP campus is provided.

Instructional Materials: Adoption of HQIM math for K-12 was funded through our state IMTA funding with the additional money allowed when purchasing off of the SBOE IMRA list.

Training & Professional Development: RBIS training for staff was included in cost of LIFT grant partnership

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

The TIP strategy selected for Intensive Curriculum & Instruction Improvements is not contingent upon grant funding.

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

Rockbrook Elementary has been assigned two full-time Instructional Facilitators—one specializing in Mathematics/Science and one in Reading Language Arts/Social Studies—who split their time 50/50 between Rockbrook ad another campus on an alternating weekly rotation. This structure ensures that Rockbrook receives dedicated, full-time content coaching each week (rotating weekly between ELA and Math/Science)
to provide sustained instructional coaching and support. Both facilitators bring a strong track record of success in coaching teachers and improving instructional practices. The ELA/Social Studies Instructional Facilitator has received training in Relationship-Based Instructional Strategies (RBIS), participated in LIFT Grant instructional walks, and completed ELPS training to support effective instruction for emergent bilingual students. The Math/Science Instructional Facilitator is trained in the district's High-Quality Instructional Materials (HQIM) and provides ongoing support for lesson internalization and rehearsal protocols across all grade levels. Both facilitators receive weekly professional learning and coaching from District Content Administrators focused on content knowledge, instructional coaching, lesson internalization and rehearsal, and data analysis to ensure consistent, high-quality support for teachers and improved student outcomes.

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?

450

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

Yes

Please select the adopted curriculum for: K-5 RLA

Other

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

Yes

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

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	I Ready Reading	District	BOY/MOY/ EOY	Identify skill gaps, measure growth, and guide targeted reading instruction and intervention.
Other	I Ready Math	District	BOY/MOY/ EOY	Identify skill gaps, measure growth, and guide targeted math instruction and intervention.
Other	Unit Assessments	District	Monthly	Measure TEKS mastery and inform reteaching, intervention, and instructional adjustments.
STAAR Released Test		District	Semester	Monitor progress toward STAAR performance goals and identify priority standards and students needing additional support

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

Rockbrook will monitor student growth through a consistent cycle of assessment, analysis, instructional response, and progress monitoring. Student growth data from i-Ready Reading and Math, unit assessments, literacy checks, released STAAR assessments, and classroom formative assessments (quick checks) will be tracked by grade level, content area, student, and student group. Data will be reviewed during weekly PLCs and scheduled campus data meetings to identify trends, determine students who are on or off track, and plan reteaching, intervention, and enrichment. This data will also be used to identify Saturday School participants as well as Math Master Monday participants. For students receiving SPED services, District Common Unit Assessments will be co-evaluated by Gen Ed and SDI teachers using the 'Protect the Grade' procedure, tracking progress toward grade-level TEKS and measuring the true effectiveness of SDI interventions. The campus instructional team and building leadership team will monitor progress toward established Math, Reading, and Science goals throughout the year and review overall progress during the December 2026, May 2027, and August 2027 TIP checkpoints.

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

Students will receive support through flexible small groups, targeted reteach, intervention blocks, tutoring, Math Masters Monday, Saturday School, and other supplemental learning opportunities as appropriate. Additionally, Special education teachers will participate in weekly PLCs, same professional learning when appropriate and all scheduled data meetings with grade-level teams so they can collaboratively plan instruction, review student performance, align accommodations and monitor progress.

SPED teachers will implement the district’s updated SDI Math Instructional Framework using High-Quality Instructional Materials (Amplify Desmos) and Research-Based Instructional Strategies (RBIS) alongside i-Ready tools. To maximize access to grade-level learning, SDI math services are structured as additive—ensuring students maintain full access to Tier 1 core instruction while receiving push-in inclusion support, progress monitoring, and targeted pull-out. Necessary ARD amendments are conducted for students receiving daily pull-out to realign schedules. Furthermore, SPED students participate in District Common Assessments using allowable Eduphoria/STAAR accommodations. General Education and SDI teachers co-evaluate unit assessments using the 'Protect the Grade' framework, ensuring students are evaluated on taught content/modified standards while generating actionable data to measure grade-level growth and SDI effectiveness.

Will the campus implement a PLC structure?

Yes

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

PLCs will be organized weekly by grade and content. K, 1, 2 once weekly, alternating reading and math , 3rd two days per week, one day reading and one day math. 4th and 5th grade Math teachers one day per week and RLA teachers one day per week

How frequently will PLCs occur?

Weekly

Who will facilitate PLCs?

Administrators and Instructional Facilitators

Who is required to attend PLCs?

All core content instructional staff and sped teachers

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

Please the attached sample PLC agenda below.

Upload PLC agenda (optional):

9_18 2026-2027 Math 4th Grade PLC Agenda.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
Principal Manager	The Chief of Schools facilitates a weekly meeting with school chiefs to collaborate regarding timely needs and topics to ensure alignment in our instructional leadership across all campuses. The principal manager meets with the Superintendent bi-weekly, alongside the Chief of Schools and Learning & Teaching leadership, to review campus data and discuss strategic support for the campus. The principal manager meetings once a month with the Chief of Schools for a 1:1 meeting to touch-base on campus progress and coach the principal manager through any difficult situations they are navigating.	District Senior Leadership	All District Chiefs, Executive Directors
Principal	Principal development is led by Elementary Chiefs and Learning & Teaching, focuses on HQIM literacy/math, instructional rounds, and observation/feedback cycles. Learning occurs monthly via leadership meetings, calibration walks, and coaching. Summer 2026 Playbook Baseline: Principals used the LISD Principal Essentials Playbook to rate campus performance across Operations, Leadership, Staffing, Culture, and Instruction. T-PESS Goal Alignment: In goal-setting conferences with the Chief, Dr. Guy aligned Playbook growth areas directly to T-PESS goals and ESF Levers 4.1 (HQIM) and 5.2 (Observation/ Feedback), establishing clear accountability. Ongoing Calibration: Monthly, the Chief conducts joint One Vision or LIFT E3 walkthroughs and data reviews with the principal. These visits calibrate look-fors, monitor TIP execution, track T-PESS progress, and differentiate capacity-building resources.	District Leaders	LISD Principals

Role	Training/PD Description	Delivered By	Attended By
Other Campus Admin (Assistant Principals, Instructional Coaches)	Assistant principals participate in monthly professional learning sessions facilitated by Professional Learning in collaboration with Learning and Teaching and other LISD departments. These sessions are intentionally designed to build capacity in instructional and operational leadership skills. Professional learning for assistant principals focuses on: Implementing and monitoring the district-adopted literacy and math curriculum Developing equitable and effective student behavior systems Strengthening understanding of 504, Special Education, MTSS, and other compliance areas. Monitor SDI push-in schedules, LRE compliance, and co-evaluating common assessmements. Building organizational management skills related to scheduling, communication, and campus operations.	District Leaders	LISD Assistant Principals
Other Campus Admin (Assistant Principals, Instructional Coaches)	Rockbrook's Instructional coach receives weekly professional learning facilitated by the Learning and Teaching Department, focused on deepening content knowledge and refining coaching practices that support classroom instruction, building teacher capacity, and enhancing student learning. On campus, the instructional coach works in partnership with the principal and assistant principals to facilitate PLCs, model lessons, and provide differentiated coaching and feedback to teachers. Her role serves as a bridge between curriculum expectations and classroom implementation, ensuring consistent, high-quality instruction across grade levels.	Executive Director of Elementary Instruction and Content Administrators	LISD Instructional Facilitators

Role	Training/PD Description	Delivered By	Attended By
Teacher	Teachers at Rockbrook engage in multi-layered professional learning combining district and campus opportunities to strengthen instruction and support student growth. District Professional Learning (Learning & Teaching Dept.): TEKS-aligned literacy, math, and science HQIM implementation. Analysis of unit assessment data to guide instructional planning. Differentiation strategies for diverse learners and special programs. SPED SDI framework training on Amplify Desmos Math Training, SDI Math training, and instruction vs. assessment accommodations. Content facilitators on campus 4 days/week (weekly rotation). Campus-Based Professional Learning: Led by the principal, AP, and instructional coach, staff participate in weekly PLCs, faculty meetings, and biweekly coaching cycles. Learning focuses on lesson internalization, rehearsal, data analysis, and aggressive monitoring.	Principal, Assistant Principals, District Learning & Teaching Staff	ALL Rockbrook Teachers

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

Training will be differentiated through increased coaching frequency, modeling, co-planning, lesson rehearsal, observation of exemplar classrooms, and targeted follow-up support. Inexperienced or ineffective teachers will receive more frequent check-ins, smaller instructional action steps (one-two per week), and additional support from instructional facilitators and campus administrators. Support will be based on walkthrough data, student performance, and demonstrated instructional need.

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 Lewisville ISD One -Vision walkthrough tool and LEAD evaluation tools will be used. Look fors will include clear learning objectives, alignment to HQIM and TEKS, explicit instruction, student engagement, checks for understanding, questioning, aggressive monitoring, appropriate scaffolds, effective small-group instruction, lesson internalization, and evidence that students are doing the cognitive work.

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 serving students in special populations will participate in weekly PLCs and scheduled data meetings to review student performance, monitor progress, and plan appropriate accommodations, scaffolds, and interventions. They will also receive relevant professional learning aligned to the needs of the student populations they serve and focused on improving student outcomes.

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?

Implement a regular cycle of lesson internalizations, rehearsals during PLCs

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, Instructional Facilitators, BLT/CIT

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

PLC Agendas, Annotated Teacher Material (lessons)

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

Extended PLC time, Instructional facilitator support, Substitute coverage/Title I funds

Milestone 2

Description – What specific action or deliverable will be completed?

Provide targeted professional learning on implementation of HQIM (Amplify)

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, AP, Instructional Facilitators, District Teaching & Learning staff

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

Professional learning agenda, Staff Sign-in Sheets, Copies of professional learning Presentation/ppt.

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

District Teaching and Learning staff, Campus Admin and facilitators

Milestone 3

Description – What specific action or deliverable will be completed?

Establish and communicate expectations for consistent implementation of adopted HQIM in math for Tier I 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

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

Faculty meeting agenda/sign-in sheet, written HQIM expectations,PLC/internalization artifacts,

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

District Curriculum Guidance, Math Instructional facilitator support

Milestone 4

Description – What specific action or deliverable will be completed?

Realign campus Math SDI master schedules to protect Tier 1 instruction, complete ARD amendments for students receiving 30–50+ minutes of daily pull-out, and train Gen Ed/SPED co-teachers on the 'Protect the Grade' assessment protocol.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, AP, SPED Lead Teachers, Case Managers

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

Master schedule showing non-conflicting SDI pull-out times, completed ARD amendment log, and PLC agendas/co-evaluation artifacts

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

Protected collaborative PLC/planning time for Gen Ed and SPED team calibration, admin schedule verification, and access to the District SPED Director/Department for implementation guidance as needed.

Milestone 5

Description – What specific action or deliverable will be completed?

100% of staff implement HQIM in Math with fidelity

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, AP, Facilitators

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

One Vision walkthrough data, feedback provided to teachers, data from follow-up observations

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

LEAD walkthrough tool, One Vision walkthrough tool, Admin. Calendar time, Teaching and Learning calibration support

Milestone 6

Description – What specific action or deliverable will be completed?

Conduct weekly grade-level/content PLCs focused on strengthening effective instruction through lesson internalization, analysis of student work and assessment data, identification of misconceptions, planning for reteaching and intervention, and rehearsal of high-leverage instructional strategies.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, AP, Instructional Facilitators, GT facilitator, Language Acquisition Specialist, SPED staff, Team leaders,

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

PLC Agendas, Student Work Samples, Intervention plans and schedules, HQIM Lesson annotations, District One Vision walkthrough data indicate that 80% of observed classrooms demonstrated evidence of lesson internalization

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

Weekly and extended PLC time, Instructional Facilitator support, Intervention resources, and Tier I resource support materials

Milestone 7

Description – What specific action or deliverable will be completed?

Develop and implement a biweekly instructional response cycle in which campus leaders analyze One Vision walkthrough trends, identify campuswide and grade-level instructional needs, provide targeted feedback and support to teachers

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, AP, Facilitators,

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

Admin. And team lead meeting notes, Professional learning presentations, Teacher growth plans

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

Admin. And team lead meeting notes, Professional learning presentations, Teacher growth plans

Milestone 8

Description – What specific action or deliverable will be completed?

Partner with E3 and district staff to implement and monitor LIFT grant strategies designed to strengthen Tier I instruction, leadership practices, and student outcomes

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Instructional Facilitators, E3 consultants, and appropriate district leadership/support staff.

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

E3/LIFT walkthrough schedules, feedback from bi-monthly visits to RLA classes, completed lift walk observation forms

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

Principal, AP, Facilitators, School Chief, District Teaching and Learning Staff

Milestone 9

Description – What specific action or deliverable will be completed?

Ensure all RLA teachers attend Research-Based Instructional Strategies (RBIS) training during the 2026–27 school year to strengthen Tier I literacy instruction and support effective implementation of the adopted RLA curriculum

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal

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

Training records, certificates of completion, Strive reports

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

Professional learning time allocation, Title I , possibly Title II funds

Milestone 10

Description – What specific action or deliverable will be completed?

Train all staff on the One Vision Coaching and Feedback Cycle observation tool to build a shared understanding of instructional expectations, and strengthen the use of actionable feedback to improve Tier I instruction and student outcomes.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

One Vision Leadership Team

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

August professional learning presentations, Teacher sign-in sheet

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

Professional Learning provided by Learning & Teaching staff

Milestone 11

Description – What specific action or deliverable will be completed?

Implement a campus-wide system for differentiated instructional observations, actionable feedback, and follow-up coaching to improve instructional effectiveness.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals

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

One Vision walkthrough feedback forms, Follow-up observation data

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

One vision tools, scheduled/protected time, Calibration support from district Learning & Teaching staff

Milestone 12

Description – What specific action or deliverable will be completed?

Design and Deliver Level-Up Learner Summer Institute for Instructional Staff

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, AP, Facilitators

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

Training agenda, Staff registrations, Session ppts./presentations, participant feedback/ evaluations, 2027-2028 implementation commitments

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

Title I funds/extra duty pay, HQIM instructional resources, summer usage of facilities, district trainers

Performance Management

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

District and campus leaders—including the Principal, Campus Improvement Team (CIT), Chief of Elementary Schools, and Executive Director of Learning and Teaching will monitor implementation through a multi-tiered review cycle.

At the campus level, administration conducts regular data reviews, biweekly walkthroughs, PLC monitoring, and intervention tracking. At the district level, the Principal meets biweekly with the Chief of Elementary Schools to review milestone progress, analyze instructional data, evaluate T-PESS alignment, and address implementation barriers. Principal Manager will monitor creation, implementation, and results of the plan through quarterly step-back meetings with the campus principal, with DCSI in attendance at BOY, MOY and EOY. Principal Manager, DCSI and Chief Learning & Teaching officer will report progress to the Superintendent on a bi-weekly basis.

Formal evaluation of goals, artifacts, and strategy adjustments occurs during the December 2026, May 2027, and August 2027 TIP checkpoints.

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

The Principal, Assistant Principal, Building Leadership Team/Campus Improvement Team, and Instructional Facilitators are primarily responsible for monitoring daily and weekly milestone execution. The Chief of Elementary Schools (Principal Manager) is responsible for reviewing milestone progress during biweekly principal coaching meetings and participating in formal December 2026, May 2027, and August 2027 TIP checkpoint reviews.

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Milestone progress data will be collected through multiple sources of evidence, including student assessment and progress-monitoring data, attendance rosters, staff and parent sign-in sheets, professional learning records, PLC and data-meeting artifacts, intervention schedules, lesson plans, classroom walkthrough data, coaching documentation, meeting agendas and minutes, and stakeholder feedback. Campus leaders will maintain and review this evidence throughout the year and use it during the December 2026, May 2027, and August 2027 checkpoints to determine the level of implementation, measure impact, and identify any needed adjustments.

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

Milestone progress data will be shared with district leadership through scheduled TIP checkpoint meetings, campus leadership meetings, data reviews and walkthrough debriefs.

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	80
Meets Grade Level	50
Masters Grade Level	20

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	15

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	70
Meets Grade Level	45
Masters Grade Level	20

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?

18

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?

17

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?

4

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

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):

—