



Lewisville Independent School District

Southridge Elementary School 2026-2027 Turnaround Plan

Needs Assessment and Stakeholder Engagement

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

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 TAP is likely to be denied.

No

Please upload artifacts demonstrating a robust observation and feedback system.

[Robust Ob Feedback system.pdf](#)

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Turnaround Plan, in accordance with Texas Education Code (TEC) [§39A.104](#), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Turnaround Plan.

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.104](#), 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.103](#) and [§39A.104](#), to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 2, 2026

As part of the Turnaround Plan (TAP) submission, in accordance with Texas Education Code (TEC) [§39A.104](#), the LEA must upload documentation of stakeholder feedback or the stakeholder engagement process. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted. Please upload a copy of public comments or additional documents explaining the lack of public comments:

[Southridge Elementary School Turnaround Plan Input Form \(Responses\) - Form Responses 1.pdf](#)

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

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

13

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 & Instruction Improvements, is not contingent upon grant funding. Costs to the district include:

- RISE campus stipends of \$4,000 per instructional staff and Title 1 stipends of \$500 per staff member
- 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.
- RBIS training for staff (included in cost for LIFT grant partnership)
- \$163,719 for two full time Instructional facilitators staff members
- Possible Title 1 TEMP position for to support with small group instruction support. The temp would be paid \$15 per hour and the total cost would be TBD based on the total number of hours that is agreed upon.

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 only cost that is contingent upon grant funds is the salary cost for two Instructional Facilitators and possible Title 1 Temp that is funded through Title 1 funds. The Title 1 funds that cover the cost of the Instructional Facilitators and a TEMP has already been secured by the district.

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

Southridge Elementary has been assigned two full-time Instructional Facilitators, one specializing in Mathematics/Science and one in Reading Language Arts/Social Studies to provide sustained instructional coaching and support. Both facilitators bring a strong track record of success in coaching teachers and improving instructional practices. The RLA/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.

Southridge Elementary has also been assigned two new full-time Language Acquisition Specialists who oversee EB program compliance and support teachers with ELPS implementation, SLOP strategies, linguistic accommodations, and implementation of the Dual Language bilingual program model. LAS's coach teachers regarding best practices for EB students and advise regarding language of assessment. The two LAS's are both new to Southridge Elementary and were strategically assigned by the district due to their track strong track record of supporting EB students and coaching teachers regarding EB best practices.

The district implemented a leadership change at Southridge Elementary. Mr. Scott, new principal, was specifically hired as a 240-day Turnaround Principal based on previous experience increasing student outcomes and accountability scores at previous campuses. Additionally, one assistant was moved to another campus and Mr. Scott hired a new assistant principal with experience as Dean of Students at a Turnaround Campus.

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	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment	District	Monthly	Prior to each Math unit assessment, teachers will use Amplify Math “Show What You Know” to formatively assess student proficiency and document results by standard in the Math unit data tracker. This allows teachers to identify misconceptions, adjust instruction, and provide targeted small-group intervention before the unit assessment. Following each unit assessment, the next Math PLC, within one week, will include data analysis to identify mastery, students requiring intervention, and specific reteach plans. SPED and EB students will be intentionally included in this process. General Education and SDI teachers will identify needed accommodations, scaffolds, and specially designed instruction. Dual Language/ESL teachers and Language Acquisition Specialists will identify language supports, academic vocabulary, and strategies to address both content and linguistic needs. Student progress will be reassessed to determine the effectiveness of interventions and adjust supports.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Benchmark	District	BOY/MOY/EOY	<p>Benchmarks assess student mastery over all grade level standards, even if not taught yet. Reviewing this data during PLCs provides evidence to teachers regarding mastery level of standards that have been taught and have not been taught, specific standards that the majority of students may need reteach over and other standards that small groups of students may need a reteach. This will drive targeted small group instruction and tutoring to fill instructional gaps that still exist, placing students in strategic intervention pathways in order to close learning gaps and progress toward mastery of grade level standards.</p> <p>In 4th and 5th grades, this assessment data will also allow teachers to determine the current performance category for each student as compared to their STAAR performance category from the 25/26 school year, ensuring that all students are maintaining (if already at meets or masters) or improving their performance category (if DNM, low approaches, or high approaches).</p>
STAAR Released Test	District	Semester	<p>STAAR Released Tests assess student mastery over all grade level standards, even if not taught yet. Reviewing this data during PLCs provides evidence to teachers regarding mastery level of standards that have been taught and have not been taught, specific standards that the majority of students may need reteach over and other standards that small groups of students may need a reteach. This will drive targeted small group instruction and tutoring to fill instructional gaps that still exist, placing students in strategic intervention pathways in order to close learning gaps and progress toward mastery of grade level standards.</p> <p>In 4th and 5th grades, this assessment data will also allow teachers to determine the current performance category for each student as compared to their STAAR performance category from 25/26, ensuring that all students are maintaining (if already at meets or masters) or improving their performance category (if DNM, low approaches, or high approaches).</p>

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

Southridge will utilize a campuswide data-monitoring system to track student growth through a continuous cycle of assessment, documentation, analysis, instructional response, and progress monitoring. Student performance data from iReady Reading and Math, unit assessments, and classroom formative assessments/quick checks will be maintained in grade-level/content data trackers and applicable district assessment platforms. Data will be tracked by individual student, grade level, content area, standard, and student group, allowing teachers and campus leaders to monitor both current performance and growth over time.

Teachers will update and review student data following common assessments and throughout units using formative assessment results. During weekly PLCs and scheduled campus data meetings, teams will analyze the data to identify students who are on track, students who are not demonstrating mastery, common standards-based misconceptions, and students requiring reteach, intervention, small-group instruction, or enrichment. Subsequent assessment and progress-monitoring data will then be compared to previous results to determine whether the instructional response resulted in student growth. Student groupings and interventions will be adjusted based on this ongoing evidence rather than remaining static.

Campus administrators and instructional facilitators will monitor grade-level and campus trends to ensure that the system moves beyond individual classroom data review. Data will be disaggregated by grade level, content area, standard, and student population, including Special Education, Emergent Bilingual, African American, and other identified student groups. This allows leadership to identify patterns across classrooms and grade levels, determine where additional instructional or professional support is needed, and monitor progress toward established campus Math, Reading, and Science goals.

For students receiving Special Education services, District Common Unit Assessments will be co-evaluated by General Education and SDI teachers using the "Protect the Grade" procedure. This process will track student performance on grade-level TEKS while also providing evidence of the effectiveness of specially designed instruction, accommodations, and interventions. Student growth data will be used to determine whether supports should be continued, intensified, or adjusted.

In 4th and 5th grades, student assessment data will also be compared to each student's 2025–2026 STAAR performance category. The campus will monitor whether students who previously performed at Meets or Masters maintain or improve their performance and whether students previously performing at Did Not Meet, Low Approaches, or High Approaches demonstrate movement toward the next performance category. This provides a student-by-student measure of progress toward increased STAAR achievement in addition to overall campus performance.

The campus instructional team and Building Leadership Team will periodically review aggregated student growth data and progress toward established campus goals. Overall implementation and student outcomes will also be evaluated at the December 2026, May 2027, and August 2027 Turnaround Plan checkpoints. This system creates a recurring monitoring cycle of Assess → Track → Analyze → Respond → Progress Monitor → Adjust, ensuring that student growth is documented over time and that instructional decisions are directly connected to evidence of student progress.

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

Student data will be used to identify students who are not exhibiting mastery of grade-level standards and to place students into targeted small groups based on specific standards and demonstrated areas of need. These small groups will take place during the school day within designated intervention and small-group instructional time, allowing students to receive targeted support while continuing to access grade-level Tier 1 instruction.

In addition to targeted small-group intervention, students who are performing significantly below grade level in reading will receive supplemental intervention outside of their Tier 1 instructional time. A Title I tutor will provide targeted reading intervention using the iReady Foundations curriculum to identified students based on student data and demonstrated foundational reading needs. The Title I tutor will work with identified students to provide systematic, targeted instruction designed to accelerate growth and close learning gaps.

Student progress will be monitored using iReady data, formative assessments, progress-monitoring measures, and classroom performance. Student groupings, intervention intensity, and instructional supports will be adjusted based on student progress and demonstrated need.

All Emergent Bilingual students and Special Education students will be also be assessed on all of the above assessments, receiving any appropriate content or linguistic accommodations noted in their individual plans. EB students will take assessments in their language of strength as determined by the LPAC. Language Acquisition Specialists and Special Education teachers will participate in data PLCs to ensure they are closely monitoring and responding to student needs, alongside and collaboration with general education teachers, so they can collaboratively plan instruction, review student performance, align accommodations and monitor progress. LASs will coach teachers in ensuring appropriate linguistic accommodations and scaffolds are provided to students during their interventions so that learning gaps are closed. Special education teachers will ensure IEP goals are aligned to the identified gaps so that they are providing direct instruction in pull-out services that closes gaps and inclusion support that ensures students are accessing Tier 1 instruction.

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 are organized by grade level and occur during each grade level's 50 minute common planning period. Math PLCs occur every other Tuesday, and ELAR PLCs occur every alternating Wednesday. All grade-level teachers attend the content PLCs for the content areas they teach, including monolingual, Dual Language Bilingual, and Dual Language ESL teachers.

Special Education/SDI teachers participate in grade-level content PLCs on an alternating schedule, attending Math PLCs one week and ELAR PLCs the following week. This ensures Special Education staff regularly collaborate with general education teachers to plan specially designed instruction, accommodations, scaffolds, and supports aligned to upcoming Tier 1 instruction.

In addition to weekly PLCs, grade levels participate in an extended collaborative planning opportunity once each nine-week grading period. Departmentalized teams receive a half-day extended planning session for their respective content areas, while self-contained/non-departmentalized teams receive a full-day planning session to address multiple content areas. Extended PLCs provide additional protected time for deeper unit internalization, lesson rehearsal, assessment analysis, student-work analysis, and development of reteach, intervention, and small-group plans.

Language Acquisition Specialists participate in these PLCs to provide coaching, share best practices, support appropriate language allocation and instructional strategies, and provide additional guidance specific to the academic and linguistic needs of Emergent Bilingual students.

How frequently will PLCs occur?

Content PLCs occur every other week throughout the school year. Math PLCs are held bi-weekly on Tuesdays, and ELAR PLCs are held every alternating Wednesday. During these bi-weekly PLCs, teams engage in the campus PLC cycle of lesson/unit internalization, rehearsal, analysis of student work and assessment data, and planning instructional responses.

In addition to the bi-weekly content PLCs, each grade level participates in an extended PLC/planning day once each nine-week grading period. These extended sessions provide protected time for deeper unit internalization, assessment analysis, lesson rehearsal, review of student performance trends, development of targeted small groups/reteach plans, and preparation for upcoming units.

This provides each grade level with bi-weekly content-specific PLC support plus one extended PLC/planning session each nine weeks, allowing teams to continuously move through the cycle of Internalize → Rehearse → Teach → Collect Evidence → Analyze → Respond/Reteach → Reassess.

Who will facilitate PLCs?

Content Planning PLCs will be facilitated by each content Instructional Facilitator. Our Math Instructional Facilitator will facilitate Math PLCs and our Reading Instructional Facilitator will facilitate the Reading PLCs.

Who is required to attend PLCs?

All grade level teachers, Language Acquisition Specialists, and Specially Designed Instruction teachers are required to attend content planning PLCs. At least 1 administrator is also required to attend all PLCs.

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

Southridge utilizes a consistent Beginning of Unit → Middle of Unit → End of Unit PLC cycle grounded in four guiding questions: What do we expect students to learn? How will we know they are learning? How will we respond when students do not learn? How will we respond when students have already demonstrated mastery?

Beginning of Unit/Internalization: Grade-level teams unpack priority TEKS using a Know/Show process to identify what students must know and how they will demonstrate mastery. Teachers review the unit overview, upcoming assessments, rubrics, performance tasks, and STAAR-aligned items; establish success criteria; anticipate student misconceptions; analyze/create exemplars; and identify instructional responses before teaching.

Lesson Rehearsal: Teachers rehearse high-leverage portions of upcoming lessons, including teacher modeling and guided practice. Teams practice instructional moves, questioning, anticipated student responses, and responses to misconceptions. Peers and instructional facilitators provide feedback so teachers can refine instruction prior to classroom implementation.

Middle of Unit/Data Response: Teams analyze student work, observations, exit tickets/Show What You Know assessments, common assessments, and data trackers to determine mastery. Results are used to create or adjust small groups, identify students requiring reteach/intervention, and plan extensions for students who have demonstrated mastery.

End of Unit/Response Cycle: Teams analyze End-of-Unit assessment results to identify remaining misconceptions and students requiring additional instruction. Teachers develop targeted reteach plans, reassess as appropriate, and use the results to inform subsequent small-group instruction and upcoming planning.

The recurring Southridge PLC instructional cycle is: Internalize → Rehearse → Teach → Collect Evidence → Analyze → Respond/Reteach → Reassess.

See attached PLC agendas for additional evidence and examples of the protocol in implementation.

Upload PLC agenda (optional):

[4th Math PLC Agendas.pdf](#)

[3rd Reading PLC Agendas-4.pdf](#)

Capacity Building

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

Role	Training/PD Description	Delivered By	Attended By
Teacher	<p>Teachers at Southridge engage in multi-layered professional learning combining district and campus opportunities to strengthen instruction and support student growth.</p> <p>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).</p> <p>Campus-Based Professional Learning: Led by the principal, AP, and instructional coach, staff participate in weekly PLCs , monthly faculty meetings, and biweekly coaching cycles. Learning focuses on lesson internalization, rehearsal, data analysis, and formative assessment tracking.</p>	Instructional Facilitators	Teachers, Sped Teachers, Language Acquisition Specialists, Instructional Facilitators, Principal, Assistant Principals

Role	Training/PD Description	Delivered By	Attended By
Teacher	New teachers will receive ongoing support through New Teacher University, assigned mentoring, and targeted coaching from instructional facilitators and campus administrators. Support will include modeling, observation, actionable feedback, and follow-up based on needs identified through classroom walkthroughs. Walkthrough evidence will be reviewed regularly to monitor changes in instructional practice, determine the effectiveness of support, and identify when additional modeling, coaching, or increased support is needed.	Campus Mentor Teachers	Teachers new to campus
Other Campus Admin (Assistant Principals, Instructional Coaches)	<p>AP's participate in monthly PL 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.</p> <p>Professional learning for assistant principals focuses on:</p> <ul style="list-style-type: none"> - 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 - Building organizational management skills related to scheduling, communication, and campus operations. <p>The principal provides ongoing, job-embedded coaching to the assistant principal with an emphasis on developing instructional leadership capacity. Together, they conduct walkthroughs, facilitate PLCs, and engage in reflective coaching conversations to ensure alignment with campus instructional priorities and targeted improvement goals.</p>	Principal, District Leadership	APs

Role	Training/PD Description	Delivered By	Attended By
Principal	<p>Principal development is led by the Chiefs of Elementary Schools in partnership with Learning and Teaching and focuses on deepening curriculum knowledge, calibrating expectations for high-quality instruction, and strengthening observation and feedback practices.</p> <p>Monthly professional learning occurs through leadership meetings, calibration walks, collaborative sessions, and campus-based coaching and data reviews.</p> <p>Summer 2026, principals and assistant principals completed LISD Principal Essentials Playbook training and baseline ratings across all five domains. During T-PESS goal-setting conferences, principals identified Playbook growth areas aligned to campus priorities.</p> <p>Monthly One Vision or LIFT EB3 walkthroughs and data reviews monitor TIP implementation, T-PESS progress, instructional expectations, and differentiated leadership support.</p>	Principal Manager, Learning & Teaching, & Director of Professional Learning	Principal
Principal Manager	<p>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.</p> <p>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.</p> <p>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.</p>	Superintendent & Chief of Schools	School Chiefs/ Principal Managers

Role	Training/PD Description	Delivered By	Attended By
Other Campus Admin (Assistant Principals, Instructional Coaches)	Instructional Facilitators participate in weekly Professional Learning every Friday with the Learning & Teaching department. The learning consists of digging into curriculum, learning about best practices, and practicing coaching.	Executive Director of Elementary Curriculum & Programs	Instructional Facilitators

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

All Southridge teachers are tiered to differentiated support based on experience, instructional effectiveness, and student outcomes. Inexperienced teachers or teachers in need (Uncertified teachers, certified teachers with 0-1 years of experience and/or ineffective teachers) will receive weekly walkthroughs with bite-sized feedback, targeted instructional facilitator support/ coaching, mentor support, lesson rehearsal/internalization, and frequent follow-up on identified action steps. Leaders needing additional support will receive increased coaching, calibration walks, and observation/feedback support from campus principal. (See Robust Observation/ Feedback Cycle uploaded in the Needs Assessment Tab)

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?

Southridge will use the One Vision Walkthrough Tool, LEAD Evaluation observation tools, and the TEA RLA Observation Tool to monitor and evaluate implementation of campus and district expectations and training. Look-fors will include lesson internalization and pacing, alignment to grade-level standards, student engagement and academic discourse, checks for understanding, small-group instruction, classroom routines, and use of scaffolds for diverse learners. (See Robust Observation/ Feedback Cycle uploaded in the Needs Assessment Tab)

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

Weekly

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

Teachers will receive ongoing support from Special Education and Emergent Bilingual staff during PLCs, as well as collaboration around best practices for both special education and emergent bilingual students. Capacity building will focus on appropriate scaffolds, language supports, accommodations, specially designed instruction, and targeted interventions while maintaining access to grade-level content.

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?

Implement a common weekly PLC protocol that includes lesson internalization, anticipated misconceptions, rehearsal, differentiation, and student work analysis.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, Instructional Facilitators

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

Completed weekly PLC agendas that highlight lesson internalization/rehearsal artifacts; Southridge Walkthrough Tracker data demonstrating classroom implementation of planned instructional practices.

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

Beginning of year training, District Curriculum resources, Instructional Facilitator support and coaching, Protected PLC time

Milestone 2

Description – What specific action or deliverable will be completed?

Establish and monitor campus-wide instructional expectations for objectives, pacing, grade-level rigor, student engagement, academic discourse, checks for understanding, and protected instructional time through expectations trainings at the BOY and walkthrough evidence of those items being implemented.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, Instructional Facilitators

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

BOY Training Agenda, Walkthrough trend data demonstrating implementation of identified instructional look-fors

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

One Vision calibration, staff PD, PLC reinforcement, district curriculum support

Milestone 3

Description – What specific action or deliverable will be completed?

Complete initial teacher tiering based on experience, instructional implementation, walkthrough evidence, and student performance; assign observation/coaching frequency.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, APs

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

Completed teacher tiering roster and coaching schedule

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

Walkthrough data, LEAD data, assessment data, instructional facilitator input

Milestone 4

Description – What specific action or deliverable will be completed?

Fully implement the Southridge Walkthrough Tracker so every walkthrough documents instructional evidence, feedback/action step, and follow-up date

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, APs

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

Walkthrough tracker showing completed observations, action steps, and follow-up dates

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

One Vision and LEAD tools, administrator calibration

Milestone 5

Description – What specific action or deliverable will be completed?

Establish weekly coaching/feedback cycles for Tier 2 and Tier 3 teachers that include observation, actionable feedback, modeling/rehearsal when needed, and a follow-up walkthrough.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, Instructional Facilitators

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

Coaching logs, walkthrough feedback, evidence of follow-up and implementation

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

Coaching protocols, modeling, facilitator support, new teacher mentor support as applicable

Milestone 6

Description – What specific action or deliverable will be completed?

Implement a data-analysis process following benchmarks to identify misconceptions, students requiring reteach/intervention, and specific instructional responses.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, Instructional Facilitators, Teachers

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

Assessment analysis documents, student groupings, reteach plans, student performance trackers

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

Unit assessment data, PLC time, data-analysis coaching

Milestone 7

Description – What specific action or deliverable will be completed?

Establish consistent K–5 RLA and Math small-group instruction based on current student data, with groups and instructional focus adjusted through progress monitoring.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Teachers, Instructional Facilitators, APs

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

Small-group plans/groupings, walkthrough evidence, iReady and progress monitoring data

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

Small group trainings, iReady resources, instructional materials

Milestone 8

Description – What specific action or deliverable will be completed?

Embed SPED and Emergent Bilingual planning into content PLCs so accommodations, SDI, language supports, scaffolds, and interventions are identified before instruction.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

APs, Instructional Facilitators, SPED Staff, Language Acquisition Specialists, Teachers

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

PLC artifacts and lesson plans showing planned supports; walkthrough evidence of implementation

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

SPED/EB Specialist participation, LAS support, training on accommodations, SDI and language supports

Milestone 9

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 amendments 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 10

Description – What specific action or deliverable will be completed?

Complete initial professional learning for all RLA teachers and instructional leaders on the newly adopted Reading HQIM, including lesson structure, pacing, materials, and internalization expectations.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

District RLA Staff, Principal, APs, Instructional Facilitator

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

Training attendance, training materials, completed initial internalization artifacts

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

HQIM materials, district/vendor training, protected professional learning time

Milestone 11

Description – What specific action or deliverable will be completed?

Calibrate administrators and instructional facilitators on specific Reading HQIM walkthrough look-fors before beginning formal implementation monitoring.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

District Curriculum Staff, Principal

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

Calibration artifacts and completed practice walkthroughs demonstrating common expectations

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

HQIM implementation rubric/walkthrough tool, district coaching

Milestone 12

Description – What specific action or deliverable will be completed?

Implement weekly Reading HQIM PLCs in every grade level using a common protocol for lesson internalization, rehearsal, misconceptions, scaffolds, and student tasks.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, RLA Instructional Facilitator

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

PLC agendas, internalization artifacts, lesson rehearsal evidence, walkthrough data

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

Protected PLC time, HQIM materials, facilitator coaching

Milestone 13

Description – What specific action or deliverable will be completed?

Complete the first campuswide Reading HQIM fidelity review by analyzing walkthroughs, PLC artifacts, classroom tasks, and student work; identify implementation gaps by grade level/teacher.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, Instructional Facilitators, District Curriculum Staff

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

Review summary identifying trends, strengths, gaps, and next steps

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

HQIM walkthrough tools, district calibration/support

Milestone 14

Description – What specific action or deliverable will be completed?

Assign targeted coaching to teachers demonstrating inconsistent implementation based on the first-semester review and student performance 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, APs, Instructional Facilitators

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

Updated teacher tiers, coaching plans/logs, documented action steps and follow-up evidence

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

Modeling, observation/feedback cycles, district content support

Milestone 15

Description – What specific action or deliverable will be completed?

Conduct a midyear subgroup data review for SPED, Emergent Bilingual, African American, and other identified student groups and revise intervention, small-group, and instructional supports based on results.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, Instructional Facilitators, SPED/EB Staff

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

Subgroup data analysis, revised student groups/interventions, PLC documentation

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

iReady/unit assessment data, SPED/EB specialists, progress monitoring tools

Milestone 16

Description – What specific action or deliverable will be completed?

Verify alignment among grade-level standards, HQIM lessons, classroom tasks, student work, and assessments through recurring PLC reviews and walkthrough evidence.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, Instructional Facilitators, Teachers

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

PLC artifacts, student-work reviews, walkthrough trends demonstrating alignment and rigor

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

TEKS/HQIM resources, district curriculum coaching, calibration

Milestone 17

Description – What specific action or deliverable will be completed?

Develop grade-level team leader capacity to independently facilitate effective PLCs, analyze student data, monitor instructional implementation, and lead teams through identified instructional next steps.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, Instructional Facilitators, Team Leads

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

PLC observations and artifacts demonstrating team-led internalization, data analysis, instructional decision-making, and follow-up on identified action steps.

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

Leadership development, PLC facilitation protocols, administrator feedback

Performance Management

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

Southridge will monitor implementation through weekly PLCs, classroom walkthroughs, LIFT learning walks, assessment reviews, and the Southridge Walkthrough Tracker. Campus leaders will regularly review evidence of instructional implementation, teacher action steps, follow-up support, student progress, and milestone completion, making immediate adjustments when data shows limited progress.

District leaders will monitor implementation through ongoing support visits, weekly Principal Manager touchpoints, DCSI reviews, and district content-team support. Progress toward TAP milestones and student outcomes will be reviewed regularly, with identified gaps resulting in specific corrective actions, assigned responsibilities, and timelines for follow-up. Principal Manager, DCSI and Chief Learning & Teaching Officer will report progress to the Superintendent on a bi-weekly basis. 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.

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

Southridge principal and leadership team will be responsible for reviewing progress toward the TAP milestones. This includes assistant principals and instructional facilitators and language acquisition specialists, with district oversight and support from the Principal Manager, DCSI, and relevant district curriculum leaders. Progress will be reviewed through walkthrough data, PLC evidence, assessment results, and milestone documentation.

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Milestone progress data will be collected through the Southridge Walkthrough Tracker, PLC agendas and artifacts, LIFT learning walk feedback, lesson internalization and rehearsal documents, student intervention/progress monitoring trackers, and assessment data including iReady, district unit assessments, and STAAR. Campus leadership will use these sources to document implementation, identify trends, and determine whether milestones are on track or require adjustment. 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 regular Principal Manager meetings, DCSI check-ins, and monthly progress reviews using walkthrough data, PLC artifacts, coaching evidence, assessment results, and milestone status updates. Relevant stakeholders will receive summarized progress updates through campus leadership meetings (BLT), staff communication, and required TAP/CIP reporting, including identified areas of progress, concerns, and next steps.

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	72
Meets Grade Level	35
Masters Grade Level	15

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

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	72
Meets Grade Level	35
Masters Grade Level	15

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

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	72
Meets Grade Level	35
Masters Grade Level	15

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

No

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

12

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

No

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

2

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

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	40
Masters Grade Level	20

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

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	40
Masters Grade Level	20

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

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	40
Masters Grade Level	20

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

No

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

12

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

No

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

2

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

No

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?

12

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?

4

Additional Info

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

—

Upload additional documents (optional):

—