Kaufman Independent School District



Lucille Nash Elementary

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

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

Yes

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

Yes

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

No

Please upload artifacts demonstrating a robust observation and feedback system.

LIFT Companion Guide_RLA_ObsFeedback (1).pdf
LIFT Companion Guide_Math_ObsFeedback (1).pdf
LIFT Observation & Feedback Math Action Step Guide (1).pdf
LIFT Math Classroom Observation Tool.pdf
LIFT RLA Classroom Observation Tool (1).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:

October 5, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

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SI Strategy

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

Intensive Curriculum & Instruction Improvements

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

LIFT, LIFT PLC Support

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

LIFT, LIFT PLC Support

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

Region 10

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

15

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.

Total cost for materials & staffing - $201, 000.

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?

This plan can be implemented in a cost-free format.

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

Staff performance was evaluated, and teachers moved into areas of strength to better support campus needs.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

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

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

Yes

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

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?

165

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)
Curriculum Based Assessment		District	Monthly	These assessments will be utilized to follow up on classroom instruction and support our intervention time.
Other	MAP Growth	District	BOY/MOY/ EOY	Monitoring individual student growth from BOY, MOY, EOY.
Benchmark		District	Semester	Monitoring student readiness for STAAR.

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

The campus will utilize data tracking systems, both digital and notebook-style, for students and teachers to track data. Parent information is sent home monthly. Teachers and administrators meet regularly for data meetings to review student growth.

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

This campus has a dedicated intervention time (WIN Time) of 60 minutes each day. Students are placed in their groups based on needs and services provided.

Will the campus implement a PLC structure?

Yes

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

Grade level and content area

How frequently will PLCs occur?

Daily, for 30 minutes

Who will facilitate PLCs?

Instructional coaches and Administrators

Who is required to attend PLCs?

All classroom teachers, intervention teachers, special education teachers

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

We are using the Bluebonnet Math and Bluebonnet RLA PLC protocols.

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
Other Campus Admin (Assistant Principals, Instructional Coaches)	Solution Tree PLC at Work	Solution Tree	Instructional Coaches, Assistant Principals, Principal
Principal	Deloitte Courageous Principals	Deloitte	Principal
Teacher	Accountability Training	Principal and Assistant Principals	All teachers
Teacher	Bluebonnet Internalization	Region 10	Teachers, Instructional Coaches, Administrators
Principal	LIFT Training	Region 10	Principal, Instructional Coaches

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

All teachers will receive the same training throughout the year. Much of our training is followed up on during PLCs. This will be the primary option for ensuring inexperienced/ineffective teachers receive additional support.

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?

Classroom walkthroughs will focus on curriculum implementation and instructional strategies. The Blueboonet observation and feedback tool will be used conistently to follow the coaching cycle.

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?

Special populations training, Autism training and support, Individualized supports from the Director of Special Programs

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?

Bluebonnet RLA implementation.
All reading, special education, and reading intervention teachers attended product training.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal

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

Teachers attended training May 26, 2026-May 28, 2026. They were provided opportunities to learn the curriculum, practice teaching portions of it, learning the internalization process, and exposure to the observation/feedback tool.

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

Region 10 support through the LIFT program.

Milestone 2

Description – What specific action or deliverable will be completed?

Bluebonnet Observation/Feedback Tool
District administrators attended a 2-day training to learn and practice the observation/ feedback tool.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal

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

All administrators and instructional coaches attended training. This was followed by calibration walks and real-time conversations. Region 10 will also support this progress by conducting walkthroughs with campus leadership.

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

Ongoing practice with the Bluebonnet walkthrough tool and follow-up procedures.

Milestone 3

Description – What specific action or deliverable will be completed?

Bluebonnet Math PLC lesson rehearsal, student work analysis, and monitoring of student work.
Instructional coaches and the campus principal will attend training to ensure the implementation of the next steps in the PLC process.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal

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

Region 10 training, follow-up of specific PLC protocols that utilize the lesson rehearsal process, and student work analysis.

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

Region 10 training through the LIFT program, resources, and protocol tools to ensure fidelity with the PLC processes.

Milestone 4

Description – What specific action or deliverable will be completed?

Bi-weekly data meetings to discuss student growth.
Teachers and instructional coaches will meet regularly to discuss campus data. They will track individual student results and adjust intervention time as needed. Intervention lesson plans will be focused on the skills deficits identified in the data.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, Instructional Coach

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

Teachers will utilize a digital data tracker to keep student growth information updated. They will pull assessment data regularly and look for success on TEKS, areas of weakness, and skill deficits.

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

Accountability training, Eduphoria training, and consistent meetings to look at data with the leadership team.

Milestone 5

Description – What specific action or deliverable will be completed?

Student-focused data tracking.
Students will complete a standarized data tracker that is campus wide. Once per month they will participate in a data day to track their own progress and have strategic conversations.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, Assistant Principals, Instructional Coaches, Teachers

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

Student trackers, teacher conversations and observations

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

Campus wide data tracker created and taught to both students and teachers.

Milestone 6

Description – What specific action or deliverable will be completed?

PLC protocol implementation
Teachers will be trained on the PLC protocol and expectations for PLC

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, Instructional Coaches

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

PLC protocol sign in sheets from training, observed daily PLCs to ensure protocol is being followed and used.

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

Region 10 LIFT support, Bluebonnet Math and RLA PLC protocol training.

Milestone 7

Description – What specific action or deliverable will be completed?

Campus Goal Setting
The campus will work together to set goals for overall STAAR success and student growth (Domain III).

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principals

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

Goal setting PLC, accountability training, classroom scoreboards to track progress toward goals, Updated scoreboard for campus staff to see progress monthly.

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

Regular updates to the scoreboard for progress, continued accountability training.

Milestone 8

Description – What specific action or deliverable will be completed?

Domain III specific training
Teachers will receive training on the various parts of Domain III, including growth points and TELPAS.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal

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

Campus principal will attend Region 10 accountability training. This training will be broken into small campus training sessions and all teachers will attend the sessions. Each section of Domain III will be explained and followed up on.

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

Region 10 accountability training, ongoing coaching follow up regarding domain III goals.

Performance Management

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

Regular meetings with district leadership to discuss progress. Regular follow-ups with Region 10 mentors and LIFT program coordinators.

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

The campus principal will monitor the milestones end ensure success.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone data will be collected through a variety of means. The data pieces will be tracked through district data programs, as well as assessment data. Training and observation feedback will be tracked and monitored regulary.

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

Cadence of Accountability with district leadership, Campus Improvement Team meetings

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	78
Meets Grade Level	60
Masters Grade Level	30

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

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	44
Masters Grade Level	26

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

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	60
Masters Grade Level	30

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

20

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

100

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

No

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

21

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

12

Additional Info

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

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Upload additional documents (optional):

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