Abilene Independent School District

Bowie Elementary

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.

Yes

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 9, 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:

—

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, School Action Fund (Create New)

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

LIFT, School Action Fund (Create New)

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

Big Rock Educational Services, Region 14, School Empowerment Network

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

4

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

819,375.50 - SAF budget for 2 years (implementation staffing, stipends, professional development, PALS curriculum support, instructional supplies, contracted support, classroom furniture and technology, convenings, professional learning travel, and community engagement)

219,659.73 - Academic Coaches, Project Lead the Way teacher, Intervention paras

93,987.30 - LIFT grant funds allocated to Bowie ES

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 core components of this strategy are not contingent upon grant funding. If continuation grant funding is not received, Abilene ISD will continue to prioritize Bowie Elementary through existing district and campus resources. The strategic staffing and rehiring process will continue as planned, and district personnel, including academic coaches, content coordinators, and district leadership, will provide differentiated support based on campus needs.

The district will utilize existing personnel and professional learning resources to provide instructional coaching, collaborative planning, classroom modeling, data analysis, and leadership support. District and campus funds will be prioritized toward the strategies identified as having the greatest impact on student achievement. If necessary, the scope or timeline of supplemental activities may be adjusted, but the district's commitment to strategic staffing, high quality Tier 1 instruction, progress monitoring, and targeted campus support will remain in place.

Abilene ISD will continue to evaluate Bowie Elementary's needs and strategically allocate available personnel, professional learning, and financial resources to ensure the campus improvement strategy can be sustained even without additional grant funding.

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

As part of the SAF process, Bowie Elementary is strategically redistributing talent to ensure that the campus has highly qualified and effective staff in positions that have the greatest impact on student achievement. For the 2026–2027 school year, the principal rehired all Kindergarten, first grade, PALS, and administrative team positions, allowing campus leadership to intentionally select candidates whose skills and experience align with the specific needs of Bowie students.

This strategic staffing process will continue over the next two years. Second and third grade positions will be rehired for the 2027–2028 school year, followed by fourth and fifth grade positions for the 2028–2029 school year. This phased approach allows the principal to intentionally build staff capacity across the campus and ensure that students are served by educators who demonstrate strong instructional practices, high expectations, and the ability to meet the academic and behavioral needs of Bowie students.

At the district level, resources will be prioritized and differentiated based on Bowie Elementary's identified needs and student performance data. Bowie will receive increased support from district content coordinators through instructional planning, classroom modeling, and observation and feedback. District leaders will regularly monitor implementation and student progress alongside campus leadership and adjust the intensity of support based on evidence of need. Professional learning will be targeted to identified instructional gaps, with additional opportunities for coaching and support provided to new or developing teachers.

The district will also prioritize leadership support for the principal and administrative team through frequent campus visits and progress monitoring of the campus's identified needs and improvement goals.

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

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?

171

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	Curriculum module and unit assessment results will be used to determine student mastery of recently taught TEKS and identify misconceptions or unfinished learning. Classroom teachers, special population teachers, and administrators will analyze results during collaborative planning and PLCs to identify standards requiring reteach, determine appropriate student groupings, and plan targeted instructional responses. Academic coaches and campus administrators will support teachers in analyzing patterns across classrooms and identifying effective instructional practices. Results will also be used to determine whether students are demonstrating the depth and rigor necessary to meet grade level expectations before instruction progresses to subsequent concepts. The Chief Academic Officer and district C&I staff will analyze results to deploy academic coaches and support needed grade levels with professional learning.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	NWEA MAP	District	BOY/MOY/ EOY	NWEA MAP Growth results will be used to identify individual student achievement levels and measure academic growth throughout the school year. Teachers (classroom teachers and special population teachers) and campus leaders will analyze BOY, MOY, and EOY data to identify student strengths and areas of need, establish growth goals, create instructional groups, and identify students who may require additional intervention or enrichment. Teachers will plan individualized instruction for students based on achievement and growth results. Campus and district leaders will review grade level and campus trends to identify areas requiring additional instructional support, coaching, or professional learning. Growth from one administration to the next will also be monitored to determine whether instructional strategies and interventions are resulting in improved student outcomes.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	mCLASS math and reading	District	BOY/MOY/ EOY	mCLASS results will be used to identify students' strengths and gaps in foundational reading and mathematics skills and determine students who may need additional instructional support. Teachers will use skill level data to plan targeted whole group, small group, and intervention instruction. Students identified as at risk will receive appropriate intervention and progress monitoring to determine their response to instruction. Campus leaders, academic coaches, classroom teachers and special population teachers will review mCLASS data to identify grade level trends, monitor student progress, and determine where additional instructional resources, coaching, or professional learning may be needed.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Benchmark		District	Semester	District Fall Assessment results will be used to evaluate student mastery of previously taught STAAR assessed TEKS and provide a common measure of student performance across the district. Campus and district teams will analyze results by campus, grade level, classroom, student group, student, and standard to identify areas of strength and priority needs. Results will drive targeted reteach and intervention plans, adjustments to instructional pacing and planning, and differentiated support from academic coaches and content coordinators. District leadership will use the results to determine the intensity of support needed at Bowie Elementary and monitor the effectiveness of campus improvement strategies.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
STAAR Released Test		District	Semester	STAAR benchmark results will be used to evaluate cumulative student mastery of assessed TEKS and identify remaining instructional gaps prior to the state assessment. Teachers, campus administrators, academic coaches, content coordinators, and district leaders will analyze results to identify priority standards, student groups, and individual students requiring additional support. Results will be used to develop targeted reteach and intervention plans, adjust instructional priorities, and allocate campus and district resources based on demonstrated need. Subsequent student work and formative assessment data will be monitored to determine whether identified gaps are closing.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	Daily Formative Assessments	Campus	Daily	Daily formative assessment results will provide teachers with immediate information about student understanding during instruction. Teachers will use checks for understanding, student work, questioning, exit tickets, and other formative measures to determine whether students are ready to progress or require additional modeling, guided practice, reteach, or extension. These results will allow teachers to make timely instructional adjustments rather than waiting for a formal assessment to identify learning gaps. Campus administrators and academic coaches will also look for evidence that teachers are routinely using formative data to respond to student needs during classroom instruction.

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

Bowie Elementary will use a systematic process to track, analyze, and respond to individual student growth throughout the school year. Teachers will utilize Eduphoria to capture and analyze student performance on district and campus assessments. The district has also created individualized student data tracking templates for each teacher based on the students enrolled in their classrooms. These tools allow teachers and campus leaders to monitor individual student performance over time and track progress toward Domain 1 achievement goals and Domain 2 academic growth goals.

A key component of Bowie's data monitoring system will be the use of assessments embedded within the High Quality Instructional Materials (HQIM). Following HQIM module and unit assessments, teachers will analyze student performance by standard and use current performance to predict whether individual students are on track to achieve their identified performance targets. Teachers will identify students who are currently on track, approaching their targets, or not yet demonstrating the level of mastery necessary to meet predicted

performance goals. This process will allow the campus to identify concerns early and respond instructionally rather than waiting for district benchmarks or STAAR results.

Big Rock Education Services (BRES) will support Bowie in strengthening the PLC process so that data analysis consistently results in an instructional response. During PLCs, teachers and instructional leaders will analyze assessment results, identify trends and misconceptions, determine the underlying instructional or learning gap, and plan specific responses. Responses may include adjustments to upcoming Tier 1 instruction, targeted reteach, changes to small group instruction, additional opportunities for guided and independent practice, intervention, or extension. Subsequent assessment results will then be reviewed to determine whether the planned response resulted in increased mastery.

Bowie will also conduct regular performance and data meetings with School Empowerment Network (SEN). During these meetings, campus leaders and providers will review current student data, progress toward individual and campus performance targets, implementation of identified strategies, and evidence of student response. SEN and Bowie administration will identify priority students and skills and determine whether students demonstrated the expected progress and whether the strategy should be continued or adjusted.

Campus administrators, district academic coaches, content coordinators, BRES, SEN and other district support personnel will use these data cycles to determine the level and type of support Bowie needs. When data indicate that a grade level, classroom, student group, or individual student is not making sufficient progress, support will become increasingly targeted and intensive. This may include additional collaborative planning, classroom modeling, observation and feedback, analysis of student work, or direct support with reteach and intervention planning.

Through this process, Bowie Elementary will establish a continuous cycle of predicting performance, analyzing evidence, planning a response, implementing the response, and measuring its impact.

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

Bowie Elementary will implement a systematic intervention process to provide timely, targeted support for students performing below grade level, including students receiving special education services and Emergent Bilingual (EB) students. Student performance on HQIM assessments, district assessments, universal screeners, formative assessments, and classroom work will be used to identify specific skill gaps and determine the appropriate instructional response.

Dedicated intervention time will be incorporated into the instructional schedule to provide additional support without replacing access to grade level Tier 1 instruction. During

intervention time, students performing below grade level will receive targeted small group instruction based on identified skill needs. Student groups will be flexible and will change as data demonstrate mastery or identify new areas of need. Teachers will use ongoing formative assessment and progress monitoring to determine whether interventions are producing the intended results and whether support should be continued, adjusted, or intensified.

Students receiving special education services will have access to grade level High Quality Instructional Materials in addition to the specially designed instruction, accommodations, modifications, and services identified through each student's IEP. Special education teachers are trained in Amplify Desmos Math and Bluebonnet Learning RLA so that intervention and specially designed instruction are connected to the content, vocabulary, models, and instructional approaches students experience during Tier 1 instruction. Special education teachers collaborate with general education teachers during PLCs and data analysis to identify priority skills, plan appropriate scaffolds, and monitor student progress toward both grade level expectations and individualized goals.

Emergent Bilingual students will also receive targeted small group instruction and intervention based on academic and language needs. Teachers will use student data to identify barriers to accessing grade level content and provide appropriate linguistic supports while maintaining rigorous academic expectations. Summit K12 will be utilized as an additional resource to support English language development and provide targeted practice aligned to students' language proficiency needs. EB student progress will be monitored alongside academic achievement data to determine whether students are making appropriate linguistic and academic growth.

PALS (Practical Academics and Living Skills - self-contained SPED) classrooms are intentionally included in Bowie's campuswide instructional improvement work. PALS teachers participate in PLCs, collaborative planning, professional learning, and the campus STEM implementation. This inclusion provides opportunities for teachers to collaborate around student needs and ensure students receiving specialized services have meaningful access to rigorous learning experiences with appropriate supports.

During PLCs and data meetings, teachers, interventionists, special education staff, EB support staff, campus administrators, and instructional support personnel will identify students who are below grade level, determine the specific skill or learning barrier, establish the instructional response, and identify how progress will be measured. Students who do not demonstrate sufficient progress following an intervention cycle will receive an adjusted or intensified response. This process will ensure that intervention is responsive to current student data and that special population status does not result in lowered expectations or reduced access to grade level instruction.

Will the campus implement a PLC structure?

Yes

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

Bowie Elementary PLCs will be organized by grade level and content area to allow teachers to engage in focused lesson internalization, lesson rehearsal, analysis of student work, and response to student data.

How frequently will PLCs occur?

PLCs will occur weekly during designated, protected collaborative planning time. Additional data focused PLCs may be scheduled following district assessments, HQIM module or unit assessments, and other significant assessment administrations.

Who will facilitate PLCs?

PLCs will be facilitated by campus administrators or academic coaches depending on grade level need. District content coordinators and other district instructional support staff will participate as appropriate to provide additional content expertise, support analysis of data, and assist teams in planning instructional responses. Big Rock Education Services will also support the development and implementation of effective PLC practices in RLA, including strengthening teachers' ability to analyze student work and assessment data and translate findings into specific instructional actions.

Who is required to attend PLCs?

All grade level teachers and special population teachers are expected to participate in PLCs for both math and reading.

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

Bowie Elementary will utilize a consistent PLC protocol designed to strengthen implementation of High Quality Instructional Materials, improve instructional delivery, and ensure teachers respond effectively to evidence of student learning. PLC work will center on four interconnected processes: module or unit internalization, lesson internalization, and lesson rehearsal.

Module and Unit Internalization: Prior to beginning a new module or unit, teachers will develop a shared understanding of the standards, major concepts, learning progression, texts and tasks, and end of unit assessment expectations. Teams will identify what students must know and be able to do by the end of the unit and examine the level of rigor students will be expected to demonstrate. This work establishes the foundation for subsequent lesson internalization and ensures daily instruction remains aligned to the intended outcomes of the

HQIM.

Lesson Internalization: For RLA, teachers will use the Bluebonnet Learning lesson internalization process to deeply understand upcoming lessons before instruction. Teachers will first read the lesson in its entirety and then identify the Primary Focus Objectives and their connections to the TEKS and ELPS. Teachers will read the lesson texts, complete the Formative Assessment and Checks for Understanding themselves, and identify the literacy skills, knowledge, and vocabulary students will need in order to successfully demonstrate mastery. For math, teachers will use PLC time to internalize upcoming Amplify Desmos Math lessons with particular attention to lessons addressing priority and readiness TEKS. Teams will begin by identifying the targeted TEKS, the level of rigor required by the standard, and how the lesson activities and assessment opportunities develop students toward mastery. Teachers will examine the mathematical concepts, models, representations, vocabulary, and strategies students will encounter and anticipate likely student approaches and misconceptions.

Teachers will then examine the sequence and pacing of lesson activities, including the amount of instructional time allocated to each component.

Planning for diverse learners will be embedded within lesson internalization. Teachers will identify and annotate the supports already embedded within the HQIM and determine how those supports can be leveraged for Emergent Bilingual students, gifted and talented students, and students with disabilities. Special education teachers, EB support staff, interventionists, and other providers will collaborate with classroom teachers to identify appropriate accommodations and supports

Teachers will rehearse high leverage portions of upcoming lessons prior to instruction. Rehearsal may focus on explicit modeling, questioning, or critical Checks for Understanding. Particular attention will be given to portions of the lesson where misconceptions are anticipated or where teachers will need to make instructional decisions based on student responses. Teachers will receive actionable feedback from colleagues, campus administrators, or academic coaches before delivering the lesson.

Bowie Elementary's PLC process will ensure that collaborative planning results in increasingly effective instruction and measurable student growth.

Big Rock Education Services, academic coaches and content coordinators, and campus administrators will support implementation of this protocol through PLC facilitation, modeling, observation and feedback, and ongoing professional learning.

Upload PLC agenda (optional):

Bluebonnet RLA 3-5 PLC Script.docx.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	Classroom Culture Training - Establishing a strong classroom culture and creating learning environments that maximize instructional time and student engagement. Training addressed effective classroom management, classroom routines and procedures, student expectations, and other practices necessary to create safe academically focused classrooms. PLC Training - Establishing effective Professional Learning Communities using LIFT internalization and PLC protocols. Training strengthened leaders' understanding of PLCs and developed capacity in module internalization, lesson internalization, and lesson rehearsal. Principal Manager Training - Targeted professional development for principal managers focused on effective data tracking and coaching principals toward improved campus outcomes.	Big Rock Educational Services	Executive of Elementary Education, Chief Academic Officer
Principal	Classroom Culture Training - Establishing a strong classroom culture and creating learning environments that maximize instructional time and student engagement. Training addressed effective classroom management, classroom routines and procedures, student expectations, and other practices necessary to create safe academically focused classrooms. PLC Training - Establishing effective Professional Learning Communities using LIFT internalization and PLC protocols. Training strengthened leaders' understanding of PLCs and developed capacity in module internalization, lesson internalization, and lesson rehearsal.	Big Rock Education Services	Principal, Assistant Principal, Academic Coaches

Role	Training/PD Description	Delivered By	Attended By
Principal	Amplify Desmos Math Training - effective implementation of the district's HQIM, including lesson structure, instructional routines, mathematical representations, student discourse, and use of embedded resources and assessments.	Amplify Desmos Math	Principal, Assistant Principal, Academic Coaches, Executive Director of Elementary
Principal	Platform for Learning - establishing classroom routines, procedures, transitions, behavior expectations, and student engagement practices to maximize instructional time and create a consistent learning environment where students are prepared to learn. Effective First Teach - strengthening Tier 1 instruction so that students receive rigorous, effective instruction during the initial teaching of a concept. Teachers develop strategies for increasing student engagement, checking for understanding, responding to misconceptions, and ensuring all students have access to grade level learning. Gold Standard Modeling - explicit teacher modeling so students can clearly see and understand the thinking and processes necessary for successful task completion.	School Empowerment Network	Principal, Assistant Principal, Academic Coaches
Teacher	Amplify Desmos Math - Teachers developed an understanding of the curriculum structure, lesson components, instructional routines, digital and print resources, and embedded assessments. The training emphasized lesson preparation and internalization, facilitating student mathematical thinking and discourse, using models and representations, and maintaining the rigor of grade level TEKS while supporting diverse learners.	Academic Coaches, Amplify Math Trainers	Classroom math teachers, Special Education teachers

Role	Training/PD Description	Delivered By	Attended By
Teacher	Platform for Learning - establishing classroom routines, procedures, transitions, behavior expectations, and student engagement practices to maximize instructional time and create a consistent learning environment where students are prepared to learn. Effective First Teach - strengthening Tier 1 instruction so that students receive rigorous, effective instruction during the initial teaching of a concept. Teachers develop strategies for increasing student engagement, checking for understanding, responding to misconceptions, and ensuring all students have access to grade level learning. Gold Standard Modeling - explicit teacher modeling so students can clearly see and understand the thinking and processes necessary for successful task completion.	School Empowerment Network and Principal	Classroom teachers, Special Education teachers, Assistant Principal, Academic Coaches
Teacher	Bluebonnet Learning RLA Year Two Implementation Training: Training focused on deepening teachers' implementation of Bluebonnet Learning RLA through stronger lesson and module internalization. Teachers strengthened their ability to anticipate student misconceptions, use checks for understanding and student work to adjust instruction, support diverse learners while maintaining grade level rigor, and deliver the curriculum with increased confidence and effectiveness.	RLA Content Coordinator	Classroom teachers, Special education teachers, Academic coaches
Teacher	Beginning of Year Content Area Training: District content coordinators led beginning of year professional learning by content area to prepare teachers for a strong instructional start. Training included a review and analysis of prior year STAAR data to identify strengths and priority areas for improvement, expectations for effective use and implementation of district curriculum and HQIM, and instructional priorities for the upcoming school year. Teachers also received guidance on planning, pacing, available curriculum resources, and practices necessary to establish rigorous grade level instruction from the beginning of the year.	District Content Coordinators, Academic Coaches	Classroom teachers, Special Education teachers

Role	Training/PD Description	Delivered By	Attended By
Teacher	RBIS/Initial Product Training: This training will provide new RLA teachers with an understanding of Research Based Instructional Strategies (RBIS) in Reading Language Arts and how these practices support high quality, evidence based instruction. Participants will also receive initial training on Bluebonnet Learning RLA instructional materials, including curriculum organization, lesson structure, instructional routines, and available resources. The training will focus on building teacher capacity to effectively plan and deliver rigorous, grade level instruction aligned to the Texas Essential Knowledge and Skills (TEKS) while supporting effective implementation of Bluebonnet Learning.	RLA Content Coordinator	New RLA teachers

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

Bowie Elementary will differentiate professional learning and coaching based o implementation data, and student outcomes. Teachers with fewer than two years of experience, as well as those demonstrating a need for additional support, will receive more frequent job embedded support beyond campuswide professional development.

For teachers, differentiated support may include additional lesson internalization and rehearsal, modeling and co teaching from academic coaches or teacher leaders, targeted observation and feedback cycles, and additional assistance planning for students who have not demonstrated mastery. Additional supports for new and inexperienced teachers include New Teacher Orientation prior to the beginning of the school year, ongoing new teacher check ins, and participation in the Mentor Prep Program to provide consistent guidance and support throughout the year. Teachers needing additional assistance with classroom culture or management may receive individualized support from Safe and Civil Schools coaches, including observation, modeling, development of classroom routines and procedures, and follow up coaching to strengthen implementation.

Campus administrators and academic coaches will use classroom walkthroughs, PLC participation, and assessment results, and to identify individual areas of need. Coaching and professional learning will then be targeted to those specific needs rather than providing the same level of support to every teacher. Follow up observations and student performance data will be used to determine whether the support resulted in improved practice and whether coaching should be continued or intensified.

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?

Lift Classroom observation tool, other classroom tool, BRES classroom culture tool and tracker. Look fors: implementation of HQIM, student engagement, teacher implementation of classroom management strategies

Bowie Elementary and district leadership will use multiple implementation monitoring tools to determine whether professional learning is transferring into classroom, PLC, and leadership practice. These tools will include a classroom walkthrough tool, PLC observation and implementation protocol, student data review, and principal coaching and progress monitoring tools. Data from these tools will be reviewed regularly to identify implementation strengths, determine areas requiring additional support, and differentiate future coaching and professional development.

The classroom walkthrough tool will be aligned to the major areas of professional learning provided to Bowie staff. Look fors will include:
Evidence of a strong Platform for Learning, including established routines and procedures, efficient transitions, clear behavioral and academic expectations, high levels of student engagement, and maximized instructional time.
Evidence of Effective First Teach, including grade level rigor, clear learning expectations, purposeful checks for understanding, active student participation, and teachers adjusting instruction based on student responses.
Evidence of Gold Standard Modeling, including explicit and accurate teacher modeling, making thinking visible to students, use of exemplars or models when appropriate, and a clear transition from teacher modeling to guided and independent student practice.
Evidence of effective HQIM implementation, including alignment to Bluebonnet Learning RLA and Amplify Desmos Math, appropriate pacing, use of embedded instructional routines and resources, and preservation of the rigor and intent of the curriculum.
Evidence that teachers are implementing planned supports for special populations and students below grade level, including appropriate scaffolds, accommodations, linguistic supports, small group instruction, and intervention without unnecessarily reducing the rigor of grade level content.

A PLC implementation and observation protocol will be used to monitor the practices developed through BRES training. Look fors will include evidence of module internalization, lesson internalization, lesson rehearsal, planning for special populations, and development of specific instructional responses based on student evidence. For RLA, leaders will look for teachers analyzing the Primary Focus Objective, TEKS and ELPS alignment, formative assessments, Checks for Understanding, pacing, anticipated student needs, and embedded supports consistent with the Bluebonnet lesson internalization process. For math, leaders will monitor whether teams are identifying high leverage Amplify lessons connected to priority or readiness TEKS, anticipating misconceptions, and identifying critical checks for understanding.

At the leadership level, principal manager coaching and progress monitoring tools will be used to evaluate the principal's implementation of campus improvement strategies. Look fors will include the principal's use of student and implementation data to identify priorities, quality and frequency of instructional feedback to teachers, monitoring of PLC effectiveness, follow through on identified action steps, response to classrooms or grade levels not demonstrating expected progress, and strategic allocation of campus resources based on need.

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?

Bowie Elementary teachers will receive targeted support to strengthen instruction for students in special populations. Support will focus on ensuring that students receiving special education services and Emergent Bilingual students have access to rigorous grade level instruction while receiving the individualized, linguistic, and instructional supports necessary for success.

Special Education: The district Special Education Content Coordinator will provide ongoing support to special education and general education teachers in the implementation of HQIM, including Bluebonnet Learning RLA and Amplify Desmos Math. Support will include collaborative planning, lesson internalization, appropriate use of accommodations and scaffolds, analysis of student performance, and alignment of specially designed instruction with grade level content. Special education staff will participate in PLCs so that planning for students with disabilities is embedded within the campus instructional process rather than occurring separately.

PALS and STEM Implementation: Through support from School Empowerment Network (SEN), PALS teachers will be intentionally included in professional learning related to STEM implementation. Training and coaching will build teacher capacity to provide students receiving specialized services with meaningful access to engaging, rigorous STEM learning while appropriately adapting instruction to individual student needs. PALS teachers will also participate in PLCs and campus professional learning to strengthen alignment between specialized and campuswide instructional practices.

Emergent Bilingual Students: District EB instructional coaches will provide professional learning and job embedded coaching to strengthen teachers' implementation of the English Language Proficiency Standards (ELPS) across content areas. EB coaches will also support effective implementation of Summit K12, including the use of student language proficiency data to identify needs, provide targeted language development, and monitor student progress. Teachers will receive support in embedding linguistic accommodations, academic vocabulary, structured opportunities for speaking, listening, reading, and writing, and other language supports within grade level instruction.

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?

Complete Platform for Learning training and establish campuswide classroom culture expectations.
All instructional staff will complete School Empowerment Network training on Platform for Learning prior to the beginning of the school year. Teachers will establish and explicitly teach classroom routines, procedures, behavioral expectations, and efficient transitions designed to maximize instructional time and create consistent learning environments. Campus leaders will communicate common implementation expectations and identify specific look fors that will be monitored during walkthroughs.

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, Teachers, School Empowerment Network

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

Training agenda and sign in sheets; Platform for Learning training materials; campus classroom culture expectations/look fors; beginning of year walkthrough evidence demonstrating implementation of routine

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

Platform for Learning training and walkthrough tools

Milestone 2

Description – What specific action or deliverable will be completed?

Monitor Platform for Learning implementation with weekly classroom walkthroughs. Administrative team, academic coaches, the Executive Director of Elementary, and SEN staff will conduct classroom walkthroughs using the campus walkthrough tool to determine whether Platform for Learning practices from August training are consistently implemented. When implementation is inconsistent, the teacher will receive a specific action step and targeted support through modeling, rehearsal, observation and feedback, or additional classroom management coaching. Leaders will conduct a follow up observation within 1 to 2 weeks to determine whether the identified practice has improved. Support and monitoring will continue or intensify until evidence demonstrates consistent implementation.

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, Principal Manager

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

Platform for Learning walkthrough data; weekly trend reports; observation and feedback tracker; documented teacher action steps; coaching/modeling records; follow up walkthrough evidence demonstrating implementation

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

School Empowerment Network; Safe and Civil Schools coaches; Principal Manager/DCSI; campus leadership coaching and modeling support

Milestone 3

Description – What specific action or deliverable will be completed?

Implement protected weekly HQIM PLCs facilitated by the campus administrative team, district content coordinators, and academic coaches.
PLCs will focus on internalizing upcoming Bluebonnet RLA and Amplify Desmos Math lessons before instruction occurs. Facilitators will guide teachers in identifying priority TEKS and lesson objectives, completing and analyzing lesson tasks and assessments, anticipating student misconceptions, planning checks for understanding, determining appropriate models and engagement strategies, and planning scaffolds for students receiving special education, EB, or intervention without reducing grade level rigor. Administrative team and academic coaches will complete targeted walkthroughs and when implementation is inconsistent, facilitators will identify a specific instructional adjustment and provide targeted modeling, lesson rehearsal, co teaching, or observation and feedback.

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, Academic Coaches, District Content Coordinators, Teachers

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

Weekly PLC calendar; PLC agendas; LIFT Observation Tool; Walkthrough forms

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

District content coordinators; academic coaches; BRES PLC/internalization support; Bluebonnet RLA and Amplify Desmos Math resources and protocols; protected collaborative planning time

Milestone 4

Description – What specific action or deliverable will be completed?

Analyze October 5-8 district assessment results and implement a documented instructional response. 3-5 grade level teams will analyze student performance by TEKS, identify unfinished learning, and compare individual student performance to Domain 1 achievement and Domain 2 growth targets. Teachers will identify priority standards and establish specific Tier 1 reteach, small group, and intervention responses.

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, Teachers, Academic Coaches, District Content Coordinators

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

Eduphoria reports; completed individualized student data trackers; TEKS analysis; PLC/data meeting agenda

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

Eduphoria; district data trackers; protected data meeting time; academic coach and content coordinator support

Milestone 5

Description – What specific action or deliverable will be completed?

Evaluate the effectiveness of the October instructional response through HQIM assessments and formative assessments. PLC teams will review assessment evidence for the students and TEKS identified in October. Teams will document whether students demonstrated increased mastery and continue, adjust, or intensify the instructional response based on evidence.

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, Teachers, Academic Coaches

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

Updated student trackers; revised intervention groups; PLC documentation

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

BRES PLC support; SEN walkthrough support; academic coaches; HQIM assessments

Milestone 6

Description – What specific action or deliverable will be completed?

Complete MOY academic performance and intervention review. Analyze MAP, mCLASS, curriculum assessment, intervention, and progress data. Identify students not on track for EOY expectations and student performance goals and establish an instructional response and progress monitoring plan for each identified group.

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, Teachers, Academic Coaches, SPED/EB Staff

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

MOY data report; updated student trackers; revised intervention rosters; PLC agenda

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

Academic coaches; content coordinators; SPED Content Coordinator; EB coaches; Summit K12

Milestone 7

Description – What specific action or deliverable will be completed?

Administer spring STAAR benchmarks and make final instructional adjustments prior to STAAR. Students in STAAR tested grades will complete district spring benchmark assessments. Teachers and leaders will analyze results by student, TEKS, reporting category, and performance level; compare results to Domain 1 achievement and Domain 2 growth targets; and identify the highest leverage unfinished learning. PLC teams will develop final instructional response plans that prioritize Tier 1 reteach, targeted small group instruction, intervention, and progress monitoring prior to STAAR.

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, Teachers, Academic Coaches, District Content Coordinators, Principal Manager

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

Spring benchmark results; Eduphoria reports; TEKS and reporting category analysis; updated Domain 1 and Domain 2 student trackers; PLC data meeting documentation; final reteach/ intervention plans

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

District benchmark assessments; Eduphoria; district student trackers; academic coaches; content coordinators; protected data analysis and instructional planning time

Milestone 8

Description – What specific action or deliverable will be completed?

Begin reconstitution and strategic hiring for second and third grade, the next implementation grade level band. Bowie leadership will begin the reconstitution process for second and third grade positions for the 2027 to 2028 school year. Candidates will be intentionally selected based on demonstrated instructional effectiveness, ability to implement HQIM with fidelity, commitment to the Bowie STEM Academy model, strong classroom culture practices, and capacity to meet the academic and behavioral needs of Bowie students.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Human Resources

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

Interview schedules; candidate screening/interview tools; hiring recommendations; signed contracts or staffing confirmations for second and third grade positions

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

Human Resources support; access to teacher effectiveness and performance data as appropriate; district leadership participation in staffing decisions

Milestone 9

Description – What specific action or deliverable will be completed?

Complete EOY academic review. Analyze EOY MAP and mCLASS results, HQIM assessment data, STAAR performance, walkthrough trends, coaching effectiveness, PLC implementation, and STEM/EDP evidence. Based on performance data, finalize staffing decisions and training needed for upcoming school year. Plan targeted professional learning for staff need and student skills needed based on EOY review.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Executive Director of Elementary Education, Chief Academic Officer Human Resources

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

EOY data summary; MAP/mCLASS reports; implementation trend data; Year 2 recommendations; updated second and third grade staffing roster; remaining vacancy/ onboarding plan

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

District data support; principal manager; Human Resources; academic coaches; content coordinators; BRES/SEN

Milestone 10

Description – What specific action or deliverable will be completed?

Train and onboard 2nd and 3rd grade staff into the Bowie instructional model. Provide training in Platform for Learning, Effective First Teach, Gold Standard Modeling, HQIM implementation, and Bowie's PLC and coaching systems. Returning K, 1, and PALS staff will participate in targeted refresher training based on Year 1 implementation data rather than repeating introductory training.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, SEN, Academic Coaches, Content Coordinators

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

Training resources, sign in agendas, staffing plan

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

SEN training and coaching; BRES support; HQIM training and materials; Bluebonnet resources; STEM/EDP resources; campus implementation guides; Year 1 walkthrough and coaching data

Milestone 11

Description – What specific action or deliverable will be completed?

Relaunch protected weekly HQIM PLCs. Campus administrators, content coordinators, and academic coaches will facilitate weekly PLCs focused on upcoming instruction. Teachers will internalize HQIM, complete priority tasks and assessments, anticipate misconceptions, plan CFUs, identify appropriate models and representations, and plan scaffolds for special populations while maintaining grade level rigor. Following PLCs, leaders will conduct targeted walkthroughs to determine whether agreed upon practices transfer into classroom instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Academic Coaches, Content Coordinators, Teacher Leaders

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

PLC agendas, HQIM internalization evidence, campus walkthrough tools

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

Protected PLC time; HQIM internalization protocols; lesson rehearsal tools; BRES PLC coaching; content coordinator and academic coach support; walkthrough tool

Milestone 12

Description – What specific action or deliverable will be completed?

Complete the first district assessment data response cycle and documented response to unfinished learning. Teachers and leaders will analyze district assessment results by student, TEKS, student group, and performance level and compare results to established Domain 1 achievement and Domain 2 growth targets. PLC teams will identify priority unfinished learning and implement specific Tier 1 reteach, small group, intervention, and enrichment responses. Follow up evidence will be reviewed to determine whether the response resulted in increased mastery.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Teachers, Academic Coaches, Content Coordinator

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

PLC agenda, district assessment results, data analysis protocol

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

Eduphoria; District Data Dashboard; individualized campus data trackers; data analysis protocol; protected data PLC; academic coach and content coordinator support

Milestone 13

Description – What specific action or deliverable will be completed?

Calibrate implementation of Effective First Teach and increase student cognitive work. Conduct focused instructional rounds to determine the level of implementation of Platform for Learning, Gold Standard Modeling, Cold Call with Wait Time, Active Observation, and student discourse practices. Leaders will identify individual and campuswide trends and assign specific coaching action steps. Teachers not demonstrating consistent implementation will receive modeling, rehearsal, co teaching, or increased observation and feedback until evidence demonstrates improvement.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, SEN

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

Effective First Teach training materials, walkthrough tools

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

SEN coaching; common walkthrough tool; observation and feedback tracker; instructional rounds protocol; modeling and rehearsal opportunities; differentiated teacher coaching

Milestone 14

Description – What specific action or deliverable will be completed?

Complete the MOY academic and implementation review and reset interventions. Analyze MAP, mCLASS, HQIM assessments, walkthrough data, and coaching data. Identify students and student groups not on track to meet EOY growth and achievement targets and immediately regroup students for targeted intervention or acceleration. Leaders will also identify teachers requiring intensified instructional coaching based on the combined student outcome and implementation 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, Assistant Principal, Teachers, Academic Coaches, SPED Content Coordinator, EB Coaches

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

MOY MAP, mCLASS, and formative assessment data, walkthrough data

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

MAP and mCLASS reports; District Data Dashboard; campus data trackers; intervention schedules; SPED and EB support; Summit K12 where applicable; academic coaching

Milestone 15

Description – What specific action or deliverable will be completed?

Begin strategic recruitment and hiring of 4th and 5th grade teachers for the next phase of Bowie STEM Academy implementation. Campus and district leaders will identify staffing needs and recruit, screen, interview, and select highly qualified and effective candidates for 4th and 5th grade positions for the 2028 to 2029 school year.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Human Resources

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

Interview schedules; candidate screening/interview tools; hiring recommendations; signed contracts or staffing confirmations for second and third grade positions

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

Human Resources support; access to teacher effectiveness and performance data as appropriate; district leadership participation in staffing decisions

Milestone 16

Description – What specific action or deliverable will be completed?

Complete the Year 2 academic and implementation evaluation and establish Year 3 priorities. Analyze EOY MAP and mCLASS results, STAAR results when available, HQIM assessment trends, PLC implementation, walkthrough trends, and observation and feedback data. Determine which practices demonstrate evidence of successful implementation and impact, identify remaining gaps, and establish 2 to 3 specific Year 3 priorities. Use findings to revise summer professional learning, staffing, PLC structures, coaching assignments, intervention systems, and the next phase of STEM expansion.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, ILT, DCSI, Superintendent, Academic Coaches, Content Coordinators, District Leadership

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

EOY assessment data, Campus data trackers, Professional learning plans

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

District Data Dashboard; Eduphoria; MAP/mCLASS reports; campus data trackers; walkthrough and coaching trackers; PLC implementation data; STEM/EDP evidence; annual implementation review protocol; district performance management meeting

Performance Management

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

District and campus leaders will use a multi-level performance management system to monitor implementation of the Bowie STEM Academy plan. Monitoring will focus on both implementation fidelity and student outcomes, allowing leaders to identify barriers, assign specific action steps, and determine whether additional support is needed.

Monthly District Performance Management Meetings: District leaders will participate in monthly performance management meetings to review implementation and student progress. Participants will include the Superintendent, Chief Academic Officer, DCSI/Executive Director of Elementary Education, and other district instructional leaders as appropriate. The team will review progress toward TAP milestones, District Data Dashboard results, campus data trackers, assessment performance, walkthrough trends, and PLC implementation. Each meeting will result in clearly identified action steps, responsible parties, and follow up items that are revisited at the next meeting.

Observation, Feedback, and Coaching Monitoring: Campus leaders will maintain an observation and feedback tracker documenting classroom observations, teacher action steps, feedback, follow up dates, and evidence of improvement. Leaders will monitor whether coaching occurs consistently and whether teachers demonstrate improvement in the targeted instructional practice.

Student Data Monitoring: Teachers and leaders will maintain student data trackers to monitor individual student progress toward academic achievement and growth expectations. These data will be reviewed during PLCs and data meetings following MAP, mCLASS, HQIM assessments, district assessments, spring benchmarks, and other progress monitoring checkpoints. The District Data Dashboard will provide district and campus leaders with an additional system for monitoring campus, grade level, student group, and assessment trends. When data indicate that students are not making expected progress, leaders will identify action steps and provide ongoing teacher coaching and support.

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

The DCSI/Executive Director of Elementary Education and Bowie Principal will have primary responsibility for reviewing progress toward the milestones identified in the TAP. The Superintendent and Chief Academic Officer will provide district level oversight through monthly performance management meetings.

The Bowie Principal will maintain and regularly update evidence of milestone completion, including student data trackers, walkthrough data, PLC implementation evidence, observation and feedback trackers, professional learning documentation, and assessment results.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress data will be collected through a combination of student outcome data and direct observation of practice. Evidence will include PLC agendas and internalization artifacts, professional learning attendance, classroom walkthrough data, observation and feedback trackers, campus student data trackers, and assessment results from MAP, mCLASS, HQIM assessments, district assessments, spring benchmarks, and PALS progress monitoring.

The campus and district will also use the District Data Dashboard and Eduphoria to collect and monitor student performance data. Evidence will be reviewed during weekly campus check ins to determine whether milestones are on track, completed, or require additional action.

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

Milestone progress will be shared with district leadership through monthly performance management meetings involving the Superintendent, Chief Academic Officer, DCSI/Executive Director of Elementary Education, Bowie Principal, and other relevant district leaders. At each meeting, the team will review the status of upcoming and recently completed milestones, supporting evidence, District Data Dashboard results, student performance trends, walkthrough and coaching data, and any barriers affecting implementation.

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	70
Meets Grade Level	40
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	60
Meets Grade Level	40
Masters Grade Level	20

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	65
Meets Grade Level	40
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?

10

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

—

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

3

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

—

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

Performance Level	EOY Goal (%)
Approaches Grade Level	75
Meets Grade Level	45
Masters Grade Level	25

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

—

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

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	45
Masters Grade Level	25

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

—

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

Performance Level	EOY Goal (%)
Approaches Grade Level	73
Meets Grade Level	45
Masters Grade Level	25

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

—

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

16

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

—

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

3

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

—

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

No

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

10

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?

16

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

8

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):

Janaye Wideman - 25-26- SDP.docx.pdf