Westwood Independent School District

Westwood 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:

Stakeholder Input - Draft Westwood Elementary 2026-2027 Turnaround Plan (Responses).xlsx

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 7

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

3

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.

High quality instructional material that are TEKS aligned, including intervention materials and manipulatives will be purchased through general funds, IMTA and other grant funds including LIFT. Professional development and training will be supported through general funds and eligible grants such as LIFT. Instructional coaching and additional contracted support will be funded through general funds and eligible grants including LIFT. Student intervention that includes tutorials, extended learning, and intervention materials will be funded using general funds and eligible federal funds. Assessment and data collection resources such as assessment tools, platforms and resources will be funded through general funds and eligible grants such as LIFT.

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

If Westwood ISD did not receive LASO grant funding, the district would support and execute this strategy through general funds, Instructional Materials and Technology Allotment, and additional federal funding as needed.

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

The district assigned a principal with turnaround experience to lead the Elementary campus. Dr. Rodriguez has extensive educational experience in school improvement with her doctoral work in this specific area. The leader's knowledge and skillset are grounded in school improvement. The principal brings 28 years of experience with 16 years in administrative work directly related to extensive experience in school turnaround leadership, program management, new program implementation, and curriculum and instruction across grades PreK–12. With a strong foundation in school improvement, the principal utilizes data-driven decision-making, strategic planning, and evidence-based instructional practices to improve student achievement and growth. The district assigned a math instructional coach with extensive math experience to provide additional support to the Elementary campus. The math instructional coach has a deep understanding of K-5 TEKS and the scope and sequence of students' learning in the implementation of Bluebonnet math curriculum. She also has at least two years of experience and her knowledge and expertise allows her to effectively model high impact instructional models. The campus also redesigned the RLA instructional coach roles and responsibilities to utilize her experience in RLA to impact classroom instruction and curriculum implementation. She has supported district-level instructional coach oversight in the past, but her focus this year is serving as the primary instructional coach for the elementary school. She has 16 years of experience in public schools and 5 years as a RLA instructional coach. These changes strengthen the campus instructional leadership team. District leadership adjustments were made to specifically support the needs of turn-around campuses.

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?

300

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

Bluebonnet Learning Math Grades 6-8

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

242

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

242

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Bluebonnet Learning, Secondary Mathematics Algebra 1

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 Math (Algebra 1, Algebra 2, Geometry)?

Yes

How many instructional minutes per week are in the master schedule for 9-12 Math curriculum delivery?

242

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 Math curriculum?

Yes

Please select the adopted curriculum for: 9-12 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 RLA?

Yes

How many instructional minutes per week are in the master schedule for 9-12 RLA curriculum delivery?

242

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 RLA curriculum?

Yes

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		Campus	Monthly	CBAs are determined by the curriculum. The assessment results will be utilized to evaluate student performance, identify areas for improvement, and facilitate the remediation of TEKS through targeted interventions and academic tutorials.
Benchmark		Campus	Semester	Benchmarks are administered November 2026 and February 2027. The assessment results will be utilized to evaluate student performance, identify areas for improvement, and facilitate the remediation of TEKS through targeted interventions and academic tutorials.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	Progress Monitoring	Campus	Bi-Monthly	Progress Monitoring focuses on the state-assessed TEKS. Progress Monitoring data is collected through DMAC every two weeks. The campus utilizes TEKS Resource and Bluebonnet to create progress monitoring questions. The results will be utilized to evaluate student performance, identify areas for improvement, and facilitate the remediation of TEKS through targeted interventions and academic tutorials.
Other	NWEA MAP	District	BOY/MOY/ EOY	NWEA MAP is a solid predictor of STAAR. MAP results are utilized to evaluate student performance, identify areas for improvement, and facilitate the remediation of TEKS through targeted interventions and academic tutorials.

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

The campus uses DMAC as the system to monitor student growth and monitor student mastery of TEKS. During PLC data meetings, the data is used to inform instruction and plan for student intervention during Tier 2 and tutorials.
Observation Feedback Data Cycle - Instruction Leadership Team reviews trends to inform instruction. The instructional trends seen in the classroom are reviewed in PLCs.
Teacher Data - teachers are held accountable for student expectations (SEs) after CBAs, progress monitoring and NWEA MAP assessments. The data is used to inform instruction and revamp instructional practices to impact student outcomes. Teachers are responsible for reviewing their student data before they attend PLCs. They should arrive at solutions and be prepared to share those.
Enter more details about: SE growth, STAAR domain growth, student mastery at 80%, progress monitoring

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

Westwood Elementary will implement a multi-tiered system of support to address the academic needs of students performing below grade level and students in special populations. Universal screening, NWEA MAP assessments, classroom performance, curriculum-based assessments, and ongoing formative assessments will be used to identify learning gaps, monitor student progress, and determine appropriate instructional interventions. Strengthening Tier 1 instructional time is the primary focus. All students will receive high-quality, TEKS-aligned core instruction using high-quality instructional curriculum (Bluebonnet) and evidence-based instructional practices. Teachers will use data-driven small-group instruction, differentiation, reteaching, and targeted enrichment to address individual learning needs while protecting core instructional time. Teachers utilize data-driven targeted supports during core Tier 1 instruction to scaffold learning and ensure mastery of grade-level standards. Students who demonstrate academic gaps will receive targeted intervention based on identified skill deficits during Tier 2 and Tier 3. Intervention may include flexible small-group instruction, additional instructional time, tutorials, progress monitoring, and support from interventionists, paraprofessionals, and special education personnel, as appropriate. Student progress will be reviewed regularly to determine the effectiveness of interventions and adjust instructional support. These intentional scaffolds and accommodations directly address the unique learning needs of special populations, including students served through Special Education, Section 504, and ESL programs. Professional learning communities (PLCs) will analyze assessment data, review student work, identify root causes of learning gaps, and develop targeted instructional action steps. Teachers and intervention staff will monitor student growth through ongoing formative assessments and documented progress-monitoring cycles. When students do not demonstrate adequate progress, the campus will adjust intervention strategies, instructional delivery, frequency, or intensity and collaborate with families and appropriate support personnel.

Will the campus implement a PLC structure?

Yes

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

Professional Learning Communities (PLCs) at Westwood Elementary will be organized primarily by grade level, with additional collaboration by content area (RLA and math) as needed to address instructional priorities and student learning gaps. PLCs will follow a structured, data-driven process focused on the essential standards outlined in the Texas Essential Knowledge and Skills (TEKS), curriculum alignment, instructional planning, assessment analysis, and targeted intervention.

During PLC meetings, teachers will collaboratively unpack standards, identify readiness and supporting standards, internalize curriculum and lessons, develop common formative assessments, analyze student performance data, and plan differentiated instruction and intervention. Teams will establish short-term instructional goals based on curriculum-based assessments and benchmarks while monitoring progress toward long-term student achievement and growth goals.

Campus administrators, instructional coaches, and other instructional support personnel will facilitate PLCs and provide guidance, resources, and feedback to strengthen instructional practices. PLCs will also examine the effectiveness of Tier 1 instruction, identify students requiring additional support or enrichment, and develop actionable plans to address identified needs.

Implementation will be monitored through PLC agendas, meeting documentation, assessment results, instructional walkthroughs, and follow-up progress monitoring. This collaborative structure will promote consistent implementation of the curriculum, collective responsibility for student success, continuous improvement, and improved academic outcomes across all grade levels.

How frequently will PLCs occur?

PLCs will occur twice per week for 60 minutes each to support ongoing instructional planning, data analysis, and continuous improvement. One meeting will focus on curriculum internalization, lesson planning, and alignment to TEKS, while the second will focus on analyzing student performance data, monitoring progress toward short- and long-term goals, and planning targeted interventions and enrichment. These meetings will promote collaborative decision-making, consistent implementation of high-quality Tier 1 instruction, and improved student achievement and growth.

Who will facilitate PLCs?

PLCs will be facilitated by the campus principal, assistant principal, and instructional coaches, with support from district curriculum specialists as needed. Facilitators will provide guidance, establish clear agendas and outcomes, support curriculum internalization and data analysis, and ensure PLC discussions result in actionable instructional plans. Grade-level teams will collaboratively identify student learning gaps, develop targeted interventions, monitor progress, and evaluate the effectiveness of instructional strategies to support continuous improvement and increased student achievement.

Who is required to attend PLCs?

All classroom teachers are required to attend their scheduled grade-level PLC meetings. Campus administrators and instructional coaches will participate to facilitate collaboration, support curriculum alignment, analyze student achievement data, and monitor instructional implementation. Interventionists, special education teachers, and other instructional support personnel will participate as needed to address student learning needs and ensure appropriate interventions and accommodations. Attendance and participation are expected to support collective responsibility, consistent instructional practices, and continuous improvement in student achievement.

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

The PLC protocol has been developed using the Attributes of Effective LIFT PLCs Guide. Westwood Elementary will utilize a structured, data-driven PLC protocol to ensure collaborative planning, consistent curriculum implementation, and continuous improvement in student achievement. PLCs will meet twice per week for 60 minutes per session and follow a consistent agenda focused on the four guiding questions of a Professional Learning Community: What do we want students to learn? How will we know if they have learned it? How will we respond when students do not learn? How will we extend learning for students who have already mastered the standard? The PLC protocols vary depending on the type of PLC. PLC protocols including the following: Lesson Internalization Protocol, Unit/Module Internalization Protocol, Lesson Rehearsal Protocol, and Student Work Analysis Protocol. (Lesson Internalization Agenda Template attached)

Upload PLC agenda (optional):

Lesson Internalization 26-27 3rd RLA PLC Agenda Template.pdf
Unit Internalization 26-27 3rd RLA PLC Agenda Template.pdf
Lesson Rehearsal 26-27 3rd RLA PLC Agenda Template.pdf
Student Work Analysis 26-27 3rd RLA PLC Agenda Template.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	Research-Based Instructional Strategies (RBIS) Bluebonnet Product Academy PLC Observation Feedback	Region 7 ESC	Principals, Assistant Principals, Instructional Coaches, Teachers
Teacher	Research-Based Instructional Strategies (RBIS) Bluebonnet Product Academy	Region 7 ESC	Principals, Assistant Principals, Instructional Coaches, Teachers
Other Campus Admin (Assistant Principals, Instructional Coaches)	Research-Based Instructional Strategies (RBIS) Bluebonnet Product Academy PLC Observation Feedback	Region 7 ESC	Principals, Assistant Principals, Instructional Coaches, Teachers
Teacher	PLC Observation Feedback	Principals	Teacher

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

Inexperienced and/or ineffective staff will attend additional workshops delivered by experienced Region 7 staff.

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?

District and school leaders and instructional coaches will use the LIFT Observation and Feedback Tool and the LIFT PLC Observation Tool to monitor classroom walkthroughs, provide coaching and feedback, and observe PLCs.

LIFT Observation and Feedback Tool:
Learning Environment
Instructional Delivering
Monitoring and Responding

LIFT PLC Observation Tool:
Unit/Module Internalization
Lesson Internalization
Student Data Analysis
Lesson Rehearsal

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?

Westwood Elementary will provide ongoing professional development and coaching to strengthen teachers' and administrators' capacity to meet the diverse academic and behavioral needs of students in special populations. Training will focus on evidence-based instructional strategies, differentiation, accommodations, progress monitoring, and effective implementation of individualized student support plans.
Teachers and administrators will receive targeted professional learning provided by Region 7 ESC focused on supporting special populations, including Special Education, Emergent Bilinguals (EB/EL), and Section 504 students focusing on implementing scaffolded instructional strategies, linguistic accommodations, accelerated instruction, and IEP/504 accommodations during Tier 1 instruction. Analyzing disaggregated student performance data during weekly PLCs to identify growth gaps in special populations and adjust Tier 2/3 interventions accordingly.

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?

Westwood Elementary ILT will verify that Campus Administrators, Instructional Leadership Team members, Instructional Coaches, and applicable RLA and Math teachers have completed required RBIS training, with completion documented through the district training-tracking system.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District and Campus Leadership

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

Training rosters, certificates, tracking report

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

Region 7 Professional Development Calendar, District Professional Development Expectations

Milestone 2

Description – What specific action or deliverable will be completed?

The Elementary Principal and ILT will establish and communicate campus PLC non-negotiables aligned with the district PLC expectations, including expectations for unit/ module internalization, lesson internalization, lesson rehearsal, student work analysis, and collaborative planning.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI, Principal Manager, Campus Principal and ILT

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

PLC Agendas and campus expectations

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

LIFT PLC Training Resources, PLC Agendas

Milestone 3

Description – What specific action or deliverable will be completed?

The Elementary Principal will implement a master schedule that protects required instructional, PLC, intervention, and HQIM internalization time and ensures teachers have the time necessary to plan and respond to student needs.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI, Principal Manager, Campus Principal

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

Master schedule, PLC calendar

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

Teacher Internalization Training, Teacher Internalization Google Folder, technology access

Milestone 4

Description – What specific action or deliverable will be completed?

The Elementary Principal and ILT will implement weekly instructional walkthroughs in RLA and Math to monitor RBIS and HQIM implementation and provide timely, actionable feedback and targeted coaching to teachers.

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 and ILT

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

Walkthrough records, feedback forms, coaching logs

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

LIFT RLA and Math Observation Feedback Tool, Campus Coaching Log, DMAC Formworks

Milestone 5

Description – What specific action or deliverable will be completed?

The Elementary Principal and ILT will establish a tiered Observation and Feedback system and digital coaching calendar that provides differentiated coaching based on teacher need, with increased support for new and high-need teachers.

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 and ILT

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

Teacher-tiering document, coaching calendar, Observation and Feedback Logs

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

Observation and Feedback Training and Observation and Feedback Logs

Milestone 6

Description – What specific action or deliverable will be completed?

District and campus leadership will incorporate professional learning in Student Work Analysis and Effective Questioning and Feedback to Support Special Populations and will ensure delivery in PLCs and instructional coaching.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District Leaders and Campus Principal

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

Training completion, PLC agendas, coaching artifacts

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

Job-embedded training and support for special populations

Milestone 7

Description – What specific action or deliverable will be completed?

The Elementary Principal and ILT will fully implement the district Assessment Calendar and establish a process for analyzing formative, interim, and summative assessment results within three instructional days of the close of each assessment window.

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 and ILT

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

Assessment calendar, data meeting agendas, data-analysis records

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

District Assessment Calendar

Milestone 8

Description – What specific action or deliverable will be completed?

District and campus leaders will monitor Schoolwide Routines through weekly walkthroughs, behavior data, observation data, and staff feedback and will document trends, identified needs, action steps, and adjustments.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI, Principal Manager, Campus ILT

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

SWR walkthroughs, discipline/behavior data, action plans

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

DMAC data

Milestone 9

Description – What specific action or deliverable will be completed?

The Elementary ILT will use walkthrough, PLC, Observation and Feedback, student work, and assessment evidence to identify gaps in HQIM implementation and provide targeted instructional coaching and professional learning to address identified needs.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus ILT

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

PLC and Observation/Feedback data, coaching records, PD documentation

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

DMAC data, PD data

Milestone 10

Description – What specific action or deliverable will be completed?

The district and campus leadership team will complete an end-of-year review of PLC implementation, Observation and Feedback data, RBIS/HQIM implementation, assessment results, and student outcomes to establish Year 2 coaching, professional development, and instructional priorities.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District Leaders and Elementary Principal

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

EOY review, STAAR/assessment data, Year 2 action plan

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

EOY Performance Management

Milestone 11

Description – What specific action or deliverable will be completed?

Westwood Elementary will implement a campus-based onboarding process ensuring all new and late-hire teachers receive training in RBIS, HQIM/product implementation, PLC expectations, Observation and Feedback, assessment expectations, and Schoolwide Routines before or immediately upon beginning instruction.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

District and Campus Leaders

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

New-hire checklist and training records

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

Region 7 ESC Professional Development dates, District PD Calendar with clear expectations

Milestone 12

Description – What specific action or deliverable will be completed?

The Elementary Campus ILT will assume primary responsibility for leading PLC implementation, including lesson internalization, lesson rehearsal, student work analysis, responsive planning, and support for teachers serving special populations.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

District Leaders and Campus ILT

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

PLC agendas, observation data

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

Attributes of Effective LIFT PLCs Guide, LIFT PLC Observation Tool

Milestone 13

Description – What specific action or deliverable will be completed?

The Elementary Principal and ILT will monitor implementation of the Math and RLA Instructional Frameworks through classroom walkthroughs, PLC observations, and coaching cycles and use implementation data to identify campus strengths and instructional gaps.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

DCSI, Principal Manager, Elementary Principal and ILT

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

Walkthrough data, PLC observations, coaching records

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

DMAC data reports

Milestone 14

Description – What specific action or deliverable will be completed?

The Elementary ILT will lead assessment-data analysis and instructional-response planning, including disaggregation of outcomes for students in special populations, and will identify instructional adjustments and interventions following each major assessment window.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Elementary ILT

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

Data reports, PLC data protocols, intervention plans

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

Attributes of Effective LIFT PLCs guide

Milestone 15

Description – What specific action or deliverable will be completed?

District and campus leaders will provide differentiated professional development and product/HQIM support based on trends identified through walkthroughs, PLC observations, student work, assessment results, and Observation and Feedback data.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

District and Campus Leaders

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

PD plan, sign-in sheets, observation trends

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

Region 7 ESC Specialists

Milestone 16

Description – What specific action or deliverable will be completed?

The Elementary ILT will complete a midyear Observation and Feedback calibration review, analyze coaching effectiveness, and adjust teacher coaching frequency and support according to demonstrated instructional need.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

District Leaders and Campus ILT

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

MOY calibration results, revised coaching plan

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

MOY Performance Management Checkpoint

Milestone 17

Description – What specific action or deliverable will be completed?

The campus principal and ILT will use performance-management routines to review classroom practice, implementation evidence, assessment performance, interventions, and student outcomes and will develop action steps for any areas not demonstrating expected progress.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

District and Campus Leaders

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

Performance-management agendas, action plans, progress data

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

PLC and Observation Feedback data, DMAC

Milestone 18

Description – What specific action or deliverable will be completed?

The campus principal and ILT will complete an end-of-year review of PLC implementation, Observation and Feedback data, RBIS/HQIM implementation, assessment results, and student outcomes to establish coaching, professional development, and instructional priorities for the coming year.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

District and Campus Leaders

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

EOY review, STAAR/assessment data, 2028-2029 Action Plan

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

EOY Performance Management, DMAC

Performance Management

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

District and campus leaders will monitor the implementation and effectiveness of the school improvement plan through ongoing data analysis, classroom walkthroughs, instructional coaching, PLC monitoring, and regular reviews of campus performance goals. Campus administrators will conduct walkthroughs and observations to evaluate the quality of Tier 1 instruction, curriculum alignment, implementation of evidence-based instructional strategies, differentiation, and student engagement.

PLCs will meet twice per week for 60 minutes to analyze student performance data, review curriculum implementation, identify learning gaps, develop instructional action steps, and monitor progress toward short-term and long-term achievement goals. Campus leaders will review PLC documentation, lesson internalization, common formative assessments, intervention plans, and progress-monitoring records to ensure consistent implementation and follow-through.

Student achievement and growth will be monitored through NWEA MAP assessments, curriculum-based assessments, common formative assessments, benchmark assessments, and STAAR data, as applicable. Data will be disaggregated by grade level, content area, and student population to identify trends, evaluate intervention effectiveness, and address achievement gaps. District leaders will review campus progress toward established performance goals, provide feedback, and support adjustments to instructional practices and resource allocation as needed.

When implementation concerns or insufficient student progress are identified, campus and district leaders will develop targeted action steps, provide additional professional development or coaching, adjust intervention strategies, and establish timelines for follow-up. Progress will be reviewed regularly to determine whether adjustments are producing the desired outcomes. Through consistent monitoring, collaborative problem-solving, and data-driven decision-making, district and campus leaders will maintain accountability for implementation, support continuous improvement, and ensure that resources and instructional practices remain focused on improving student achievement and growth.

District and campus leaders will monitor successful implementation of this plan though LIFT Performance Management sessions. Ten Performance Management sessions will be held for the 2026-2027 school year and 2027-2028 school year.

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

District and campus leaders will be responsible for reviewing progress towards the Elementary TAP milestones.
The campus principal will be primarily responsible for monitoring and reviewing progress toward the milestones outlined in the school improvement plan, in collaboration with the assistant principal, instructional coaches, grade-level PLC teams, and district leadership. Campus leaders will review student achievement data, classroom walkthrough evidence, PLC documentation, intervention progress-monitoring records, and implementation timelines to evaluate progress toward established goals. Grade-level teams will review student data during PLCs twice per week and adjust instructional practices and interventions as needed. District leaders will periodically review campus progress, provide feedback and support, and collaborate with campus leadership to address barriers and determine additional actions necessary to achieve the identified milestones. Progress will be documented and reviewed regularly to ensure accountability, continuous improvement, and increased student achievement and growth.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress data will be collected through the Westwood ISD Assessment Tracker. DMAC and OnDataSuite will also be used to run reports after data is entered and uploaded to trach the progress of student groups.

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

The campus principal will be primarily responsible for monitoring and reviewing progress toward the milestones outlined in the school improvement plan, in collaboration with the assistant principal, instructional coaches, grade-level PLC teams, and district leadership. Campus leaders will review student achievement data, classroom walkthrough evidence, PLC documentation, intervention progress-monitoring records, and implementation timelines to evaluate progress toward established goals. Grade-level teams will review student data during PLCs twice per week and adjust instructional practices and interventions as needed. District leaders will periodically review campus progress, provide feedback and support, and collaborate with campus leadership to address barriers and determine additional actions necessary to achieve the identified milestones. Progress will be documented and reviewed regularly to ensure accountability, continuous improvement, and increased student achievement and growth.
District leadership will be involved with collected milestone progress data during performance management meetings which are held monthly. Milestone progress data will be shared with relevant stakeholders at site-based committee meetings throughout the school year.

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	52
Masters Grade Level	17

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	63
Meets Grade Level	45
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	65
Meets Grade Level	45
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?

70.3

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?

100

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	84
Meets Grade Level	63
Masters Grade Level	34

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	82
Meets Grade Level	61
Masters Grade Level	32

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	68
Meets Grade Level	55
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?

62.5

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?

100

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?

28.1

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

37.5

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

46.9

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

75

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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