ROBSTOWN INDEPENDENT SCHOOL DISTRICT
AGENDA ACTION SHEET

Date: Nov 11, 2026

Subject: Discuss and consider approval of the 2026–2027 Targeted Improvement Plan for San Pedro Fine Arts Academy.

Administrator Responsible: Joshua Garcia / Jaime Velasco

Position: Director of Teaching & Learning / Principal

A. Purpose of Agenda Item:
- ☐ Information Only
- ☑ Action Needed

B. Authority for this Action:
- ☐ Local Policy
- ☑ Law or Rule: Texas Education Code §§39A.053, 39A.055, 39A.056, and 39A.057

C. Strategic Objective, Goal, or Need Addressed: Strengthen student academic achievement through high-quality Tier I instruction, effective instructional leadership, targeted interventions, and continuous monitoring of student growth.

D. Summary:

The 2026–2027 Targeted Improvement Plan outlines San Pedro Fine Arts Academy's strategy to improve student outcomes through intensive curriculum and instruction improvements. The plan prioritizes implementation of Amplify K–5 RLA and Bluebonnet Math K–5, weekly PLCs focused on curriculum internalization, classroom observation and feedback, and targeted interventions through Brilliance Time. Supported by district Teaching & Learning and external partners, the plan establishes eight measurable milestones and student achievement goals to guide implementation and monitor progress throughout the school year.

Attachments:
2026-2027 Target Improvement Plan - San Pedro Fine Arts Academy

E. Alternatives Considered: No alternative to the required Targeted Improvement Plan is recommended.

F. Comments Received: The 2026–2027 Targeted Improvement Plan was posted on the Robstown ISD website at least 30 days prior to the Board meeting to provide an opportunity for public review and comment. No public comments were received during the designated comment period.

G. Administrative Recommendation: Administration recommends that the Board of Trustees approve the 2026–2027 Targeted Improvement Plan for San Pedro Fine Arts Academy as presented.

H. Fiscal Impact and Cost: Implementation will be supported through existing LASO grant funds, School Improvement funds, Title programs, Instructional Materials Allotment (IMA), and local resources, as outlined in the plan. No separate funding authorization is requested through this action item.

I. Monitoring and Reporting Timeline: August 2026 - July 2027

Robstown Independent School District

San Pedro Fine Arts Academy

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

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

Yes

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

Yes

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

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 9, 2026

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

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SI Strategy

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

Intensive Curriculum & Instruction Improvements

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

LIFT, 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.

National Institute for Excellence in Teaching, Region 2, Great Minds PBC

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.

San Pedro Fine Arts Academy will sustain required professional learning, materials, and implementation supports through LASO4 funds, Title programs, IMA, School Improvement funds, and local resources. Great Minds will continue providing HQIM professional learning, lesson internalization, and embedded coaching for Bluebonnet K–5 Math through LASO4 LIFT for Amplify K–5 and Bluebonnet K–5 differentiated instruction through LASO4. ESC2 will continue to provide support for all school improvement interventions.

Amplify K–5 teachers will continue receiving internalization and best-practice training through Title I and IMA. NIET leadership development for administrators and coaches—including ILT facilitation, PLC structures, and feedback cycles—will be supported through Title II and Education Foundation grants.

HQIM materials for Bluebonnet K–5 (teacher guides, student materials, manipulatives, digital licenses) will be funded primarily through LASO4 LIFT and SI, with IMA as supplemental support. Amplify K–5 materials (teacher editions, student readers, digital resources) will continue through IMA and Title I. mCLASS and mCLASS Intervention tools will be funded through IMA. IXL licenses will be sustained through the LASO3 Blended Learning Grant.

Bluebonnet Math teachers and Amplify RLA Teachers will receive stipends for HQIM implementation through LASO4 LIFT. RLA Teachers will receive materials allotment fund. Instructional Coaches will receive a stipend to support LASO4 LIFT Initiatives. LIFT Lead will receive a stipend to oversee and manage grant initiatives and implementation. Stipends are subject to amounts as approved in the district compensation plan.

Great Minds (Bluebonnet K–5 Math; Amplify K-5 RLA): Ongoing HQIM professional learning, lesson internalization, and embedded coaching for teachers and campus leaders.

Funding Source: LASO4 LIFT Implementation Grant and School Improvement (SI) funds.

ESC Region 2 Coaching and Professional Learning: School Improvement strategies and initiatives

Funding Source: School Improvement (SI) funds.

Amplify K–5 Professional Development: Internalization and best-practice sessions to strengthen ELA HQIM implementation.

Funding Source: LASO4 RLA Planning Grant, Title I, Part A and Instructional Materials Allotment (IMA).

NIET Leadership Development: Administrator and instructional coach training on ILT facilitation, PLC structures, and feedback cycles to strengthen Tier I instruction.

Funding Source: Title II, Part A and a Robstown ISD Education Foundation Grant.

Instructional Materials and Resources

Bluebonnet Math (K–Algebra I) Instructional Materials: Teacher guides, student materials, manipulatives, and digital licenses for HQIM implementation.

Funding Source: LASO4 LIFT Implementation Grant and School Improvement (SI) (primary); Instructional Materials Allotment (IMA) (supplemental).

Amplify K–5 Instructional Materials: Teacher editions, student readers, and digital resources to support HQIM fidelity.

Funding Source: Instructional Materials Allotment (IMA) and Title I, Part A.

mCLASS and mCLASS Intervention Licenses: Reading assessment and intervention tools to monitor student progress and drive data-informed instruction.

Funding Source: Instructional Materials Allotment (IMA).

IXL Digital Learning Platform: Online adaptive tool used within the blended learning framework to reinforce HQIM implementation and personalize student learning.

Funding Source: LASO3: Blended Learning Grant.

Staffing, Coaching, and Implementation Support

Instructional Coaches (Elementary & Secondary): Salaries for instructional coaches supporting HQIM implementation, internalization, and feedback cycles are funded 100% through the LASO4 LIFT Implementation Grant.

Director of Teaching & Learning: 50% of salary funded through the LASO3: Blended Learning Grant to oversee HQIM and blended learning integration.

General District Travel: Travel related to instructional leadership meetings, HQIM implementation visits, and professional learning.

Funding Source: Local Funds.

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 grant funding through LASO4 LIFT Implementation Robstown ISD would sustain the key components of this strategy through reallocation of existing federal, local, and state resources, ensuring continued implementation of HQIM and high-quality instructional practices.

The district would prioritize sustaining:

HQIM Implementation (Bluebonnet and Amplify):
Instructional materials would continue to be supported through the Instructional Materials Allotment (IMA) and Title I, Part A, ensuring all classrooms have access to aligned teacher and student resources.

Professional Learning and Coaching:
Professional development and instructional leadership training would continue through Title II, Part A (for leadership and teacher development) and School Improvement (SI) funds, which already support ongoing coaching, PLC facilitation, and ILT training.
The district would also continue leveraging Great Minds & NIET partnerships for cost-efficient support in lesson internalization, data analysis, and HQIM coaching.

Instructional Coaching Structure:
If LASO4-funded instructional coach positions were no longer grant-funded, the district would maintain coaching support by strategically reassigning Title I-funded intervention and academic support roles to include HQIM coaching responsibilities, ensuring no interruption in teacher support.

Leadership Development and Monitoring:
Leadership capacity-building work would continue through Title II, Part A and Education Foundation mini-grants that the district routinely applies for to sustain professional growth initiatives such as NIET leadership training and ILT development.

Data-Driven Instruction and Progress Monitoring:
Ongoing assessment tools, including mCLASS, would continue to be funded through IMA, allowing for continuity in data collection, analysis, and intervention planning.

Through these reallocated resources and existing systems, Robstown ISD will ensure that the instructional infrastructure, professional learning cadence, and coaching framework established through LASO4 grants are sustained long-term and embedded into the district's continuous improvement and School Improvement plans.

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

Robstown ISD will strategically redistribute talent, funding, and instructional resources based on identified campus needs, student performance data, and School Improvement priorities. Campuses with the greatest instructional needs will receive proportionately greater levels of coaching, professional learning, leadership support, and progress monitoring.

Instructional coaches and district Teaching & Learning staff will prioritize support for identified campuses through increased classroom walkthroughs, PLC participation, lesson internalization support, data analysis, and coaching cycles. District and campus leaders will use student achievement, formative assessment, learning walk, and implementation data to determine the frequency and intensity of support.

Grant, federal, state, and local resources will also be strategically aligned to campus needs. School Improvement, LASO, Title, and IMA funds will be leveraged to provide HQIM materials, targeted professional learning, intervention resources, and additional implementation support. External partners, including Great Minds, ESC Region 2, and NIET, will be deployed based on areas of greatest instructional and leadership need.

Staffing and intervention resources will be reviewed throughout the year and adjusted when data indicate additional support is necessary. This differentiated approach ensures that resources are not distributed equally, but equitably, with greater levels of talent, time, funding, and instructional support directed toward campuses and student populations demonstrating the greatest need.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

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

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

Yes

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

450

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

Yes

Please select the adopted curriculum for: K-5 RLA

Amplify Texas Elementary Literacy Program in English and Spanish

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?

175

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-based assessment (CBA) data will measure student mastery of TEKS and HQIM objectives and identify learning gaps. During PLCs, teachers will analyze results by TEKS, student group, and individual student to identify misconceptions and instructional needs. CBA data will guide reteaching, differentiation, small-group instruction, intervention, and acceleration aligned to Amplify K–5 RLA and Bluebonnet Math K–5. Results will be reviewed alongside mCLASS DIBELS 8, IXL, formative assessments, and classroom evidence to identify students needing RTI/MTSS support and monitor growth. Campus leadership and the instructional coach will use CBA trends to determine PLC, coaching, and grade-level support priorities. District Teaching & Learning will monitor campus trends toward School Improvement goals and identify areas requiring additional instructional support or resources.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	Universal Screener	District	BOY/MOY/ EOY	The mCLASS DIBELS 8 screener is used to identify students' foundational literacy strengths and needs, determine risk for reading difficulties, and monitor progress toward grade-level reading expectations. BOY, MOY, and EOY screening data help teachers identify students needing additional support and inform differentiated instruction, intervention grouping, and RTI/MTSS decisions. Progress monitoring is used to measure student response to intervention and determine when instructional adjustments are needed.

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

San Pedro Fine Arts Academy will use a systematic data-review process to track student growth across grades K–5. Student growth will be monitored through curriculum-based assessments, HQIM-embedded assessments, mCLASS DIBELS 8 BOY/MOY/EOY benchmarks and progress monitoring, IXL diagnostic and growth data, and classroom formative assessments.

Teachers will track individual and student-group performance and review data during weekly PLCs to identify growth trends, skill gaps, and students requiring additional support or acceleration. PLC teams will use the data to adjust Tier I instruction, plan reteaching and differentiation, establish intervention groups, and determine appropriate RTI/MTSS supports.

Students receiving intervention will be progress monitored at established intervals to determine their response to instruction. Teachers and intervention staff will use results to adjust student groupings, instructional strategies, intensity, or frequency of support when adequate growth is not demonstrated.

Campus leadership and the instructional coach will regularly review grade-level and campus trends through PLCs, data meetings, and leadership meetings. District Teaching & Learning staff will review growth data with campus leadership to monitor progress toward campus and School Improvement goals and identify areas requiring additional coaching, resources, or instructional support.

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

San Pedro Fine Arts Academy will provide a structured intervention system for students performing below grade level and students in special populations. Brilliance Time, newly embedded in the K–5 master schedule, will serve as the campus's protected Tier 2 and Tier 3 intervention block, ensuring students receive targeted support in addition to core Tier I instruction.

Students will be identified for intervention using multiple data sources, including curriculum-based assessments, HQIM-embedded assessments, mCLASS DIBELS 8, IXL diagnostics, classroom performance, and progress-monitoring data. During Brilliance Time, RLA intervention will primarily utilize mCLASS Intervention, while MathCatalyst will provide targeted mathematics intervention. Supplemental tools, including IXL and Amplify Boost, may be used based on identified student needs.

Teachers and intervention staff will use assessment data to form flexible skill-based groups and provide targeted instruction based on specific learning gaps. Student progress will be monitored regularly, and intervention groups, strategies, and intensity will be adjusted based on student response.

Students in special populations, including emergent bilingual, special education, and gifted students, will receive differentiated supports aligned to their individual needs, plans, and identified areas for growth. PLC and RTI/MTSS teams will review student data to coordinate Tier I instruction with intervention and ensure supports are supplemental, targeted, and responsive to student progress.

Will the campus implement a PLC structure?

Yes

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

San Pedro Fine Arts Academy PLCs will be organized by grade level (K–5) and will meet weekly, with dedicated time for both RLA and Math. PLCs will primarily focus on Unit/Module Internalization and Lesson Internalization using Amplify K–5 RLA and Bluebonnet Math K–5.

Campus administrators and the instructional coach will support PLC facilitation, with district Teaching & Learning and LIFT providers providing additional coaching and calibration. PLC learning will connect directly to classroom implementation through Observation & Feedback using the LIFT Classroom Observation Tools. Observation trends and student evidence will be used to identify areas for continued PLC focus, coaching, and instructional support.

The campus Instructional Leadership Team (ILT) will monitor PLC implementation and ensure alignment between internalization, classroom practice, and campus instructional priorities.

How frequently will PLCs occur?

Weekly

Who will facilitate PLCs?

Campus Principal, Instructional Coach, Literacy Coordinator, ILT Members

Who is required to attend PLCs?

All core instructional staff at San Pedro Fine Arts Academy will participate in weekly grade-level PLCs. Required participants will include classroom teachers, the instructional coach, and campus administrators. Bilingual/ESL and special education staff will participate as appropriate to ensure the needs of special populations are considered within Tier I instruction and HQIM implementation.

PLCs will focus primarily on Unit/Module Internalization and Lesson Internalization for Amplify K–5 RLA and Bluebonnet Math K–5. Intervention and support staff may join PLCs when student data, intervention planning, or coordination between Tier I and Brilliance Time supports is needed.

Campus administrators and the instructional coach will support facilitation, monitor implementation, and connect PLC learning to Observation & Feedback using the LIFT Classroom Observation Tools. The Instructional Leadership Team (ILT) will participate as needed to support calibration, identify instructional trends, and determine areas for additional coaching or professional learning.

PLC attendance and participation will be documented through shared agendas and attendance records to promote consistency, collaboration, and collective responsibility for student growth.

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

San Pedro Fine Arts Academy will align weekly grade-level PLCs and Instructional Leadership Team (ILT) meetings to create a continuous cycle of planning, implementation, observation, and feedback aligned to Amplify K–5 RLA and Bluebonnet Math K–5.

PLCs will focus on two primary practices: Unit/Module Internalization & Lesson Internalization. Unit/Module Internalization will support teachers in developing a shared understanding of standards, learning outcomes, assessments, key concepts, and the progression of learning within the HQIM. Lesson Internalization will provide teachers dedicated time to deeply prepare upcoming lessons, anticipate student responses and misconceptions, examine instructional tasks, and identify evidence of student learning.

Campus administrators and the instructional coach will support PLC facilitation and connect internalization work to classroom implementation through Observation & Feedback using the LIFT Classroom Observation Tools. Classroom evidence will be used to provide actionable teacher feedback and identify trends requiring additional coaching or PLC support.

The ILT will regularly review PLC implementation, observation evidence, student data, and instructional trends to determine campus-wide areas of focus. District Teaching & Learning and LIFT support providers will provide coaching and calibration to strengthen implementation.

This structure will create a continuous improvement process in which PLC internalization informs classroom instruction, classroom observations inform feedback, and feedback informs future PLC and coaching priorities.

Upload PLC agenda (optional):

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	The San Pedro Fine Arts Academy principal will receive ongoing training and coaching focused on instructional leadership, HQIM implementation, PLC facilitation, and effective Observation & Feedback. Training will include use of the LIFT Classroom Observation Tools, calibration of instructional look-fors, providing actionable feedback, and monitoring implementation of Amplify K–5 RLA and Bluebonnet Math K–5. LIFT providers, district Teaching & Learning, Great Minds, and ESC Region 2 will provide training and embedded coaching throughout the year. The principal will participate in joint classroom observations, learning walks, calibration activities, ILT development, and HQIM-focused professional learning. Coaching will strengthen the principal's ability to identify effective Tier I instruction, provide high-quality feedback, lead PLC/ILT systems, and use observation and student data to determine campus instructional priorities.	Great Minds, NIET, ESC2	Campus Principal
Teacher	K–5 teachers will receive ongoing professional learning focused on effective implementation of Amplify K–5 RLA and Bluebonnet Math K–5. Training will emphasize Unit/Module Internalization, Lesson Internalization, HQIM routines, formative assessment, differentiation, student engagement, and responding to student needs. Professional learning will be delivered through Great Minds, ESC Region 2, LIFT providers, district Teaching & Learning, the instructional coach, and campus leadership. Teachers will participate in weekly PLCs, HQIM professional learning, coaching, modeling, and Observation & Feedback cycles. Feedback from the LIFT Classroom Observation Tools will be used to identify individual and campus-wide professional learning needs and establish actionable next steps for strengthening Tier I instruction.	Great Minds, NIET, ESC2	Teachers

Role	Training/PD Description	Delivered By	Attended By
Principal Manager	The Principal Manager will participate in professional learning and coaching focused on developing principal instructional leadership capacity and monitoring implementation of HQIM, PLCs, ILTs, and Observation & Feedback systems. Training will emphasize calibration using the LIFT Classroom Observation Tools, identifying campus-wide instructional trends, providing actionable feedback to principals, and using student and implementation data to determine support priorities. LIFT providers and district/provider partners will support the Principal Manager through leadership training, calibration walks, implementation reviews, and collaborative campus visits. The Principal Manager will use this learning to coach the SPFAA principal, participate in joint observations and learning walks, monitor campus implementation, and differentiate leadership support based on identified needs and School Improvement priorities.	Great Minds, NIET, ESC2	Principal Manger

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

San Pedro Fine Arts Academy will use a tiered support model to differentiate professional learning and coaching based on teacher and leader experience, observation evidence, implementation data, and student needs.

Inexperienced (less than 2 years) and/or developing teachers will receive increased coaching and support, including weekly observations/check-ins, co-planning, modeling, and targeted support with Unit/Module and Lesson Internalization. Campus administrators and the instructional coach will provide additional assistance with HQIM routines, lesson delivery, classroom management, formative assessment, and differentiation using Amplify K–5 RLA and Bluebonnet Math K–5. Great Minds, ESC Region 2, and district Teaching & Learning will provide additional training and coaching as appropriate.

Experienced and proficient teachers will participate in the established Observation & Feedback cadence and receive coaching focused on refinement, advanced instructional practices, student ownership, differentiation, and opportunities to model effective practices for peers.

Inexperienced and/or developing leaders will receive more frequent coaching from the Principal Manager and LIFT providers. Support will include joint classroom observations, calibration using the LIFT Classroom Observation Tools, feedback development, PLC/ILT facilitation, and monitoring HQIM implementation.

Observation evidence, student outcomes, PLC implementation, and progress toward campus goals will be reviewed regularly to adjust the frequency, intensity, and focus of professional learning and coaching.

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?

San Pedro Fine Arts Academy will primarily use the LIFT Classroom Observation Tools to evaluate implementation of professional learning and determine whether training is transferring into classroom practice. Campus administrators, the instructional coach, Principal Manager, and LIFT support providers will use the tools during classroom observations, learning walks, and calibration walks.

Look-fors will include alignment to grade-level TEKS and HQIM, evidence that Unit/Module and Lesson Internalization is reflected in classroom delivery, appropriate use of HQIM instructional routines and tasks, clear learning expectations, student engagement and ownership, evidence of student thinking, checks for understanding, academic discourse, and appropriate scaffolds and differentiation based on student needs.

Observation evidence will be reviewed through ILT meetings, coaching conversations, and Observation & Feedback cycles to identify individual and campus-wide trends. Findings will be used to provide actionable feedback, determine coaching priorities, and identify areas requiring additional PLC support or professional learning.

Leadership implementation will also be monitored through LIFT coaching and calibration tools to evaluate the quality of PLC/ILT facilitation, classroom observation, feedback, and follow-through on identified instructional priorities.

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?

San Pedro Fine Arts Academy teachers and administrators will receive ongoing capacity-building support to ensure students in special populations have access to rigorous Tier I instruction and appropriate targeted supports. Professional learning will address emergent bilingual, special education, gifted/talented, and students receiving Tier 2 or Tier 3 intervention.

Teachers will receive training and coaching on using HQIM-embedded scaffolds, accommodations, differentiation, language supports, and student data while maintaining grade-level rigor in Amplify K–5 RLA and Bluebonnet Math K–5. PLCs will provide opportunities to incorporate these supports during Unit/Module and Lesson Internalization.

Training will also support effective intervention during Brilliance Time, including use of mCLASS Intervention for RLA, MathCatalyst for Math, and supplemental tools such as IXL and Amplify Boost. Teachers will use progress-monitoring data to adjust grouping and intensity of support.

Administrators and the instructional coach will receive support in identifying effective scaffolds and differentiation through the LIFT Classroom Observation Tools, monitoring access to grade-level HQIM, and providing actionable feedback. District Teaching & Learning, special programs staff, ESC Region 2, LIFT providers, and HQIM partners will provide targeted professional learning and coaching based on identified campus and student needs.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

Launch weekly K–5 grade-level PLCs focused on Unit/Module Internalization and Lesson Internalization for Amplify K–5 RLA and Bluebonnet Math K–5.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Instructional Coach

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

PLC calendar, weekly agendas, attendance records, and completed Unit/Module and Lesson Internalization artifacts.

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

LIFT coaching; Great Minds and ESC Region 2 HQIM support; Unit/Module and Lesson Internalization protocols; PLC agendas/templates; instructional coach and campus leadership facilitation.

Milestone 2

Description – What specific action or deliverable will be completed?

Train campus administrators and the instructional coach to implement Observation & Feedback using the LIFT Classroom Observation Tools.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Instructional Coach, Principal Manager

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

Training agenda/sign-in sheets, completed LIFT Classroom Observation Tools, and calibration artifacts.

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

LIFT training and coaching; LIFT Classroom Observation Tools and companion guides; calibration practice; Principal Manager and district Teaching & Learning support.

Milestone 3

Description – What specific action or deliverable will be completed?

Implement Brilliance Time as a protected Tier 2/Tier 3 intervention block using mCLASS Intervention for RLA, MathCatalyst for Math, and supplemental tools including IXL and Amplify Boost.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Instructional Coach, Teachers/Intervention Staff

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

K–5 master schedule showing protected Brilliance Time, student intervention rosters, intervention schedules, and program usage records.

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

Training and coaching on mCLASS Intervention and MathCatalyst; IXL and Amplify Boost resources; intervention schedules and grouping protocols; progress-monitoring guidance; RTI/MTSS support.

Milestone 4

Description – What specific action or deliverable will be completed?

Complete a fall implementation review using PLC, classroom observation, student work, and assessment evidence and establish differentiated coaching supports based on identified teacher and leader needs.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Instructional Coach, Principal Manager, District Teaching & Learning

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

LIFT observation trends, PLC artifacts, CBA/student data, ILT review documentation, coaching plans, and identified action steps.

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

LIFT observation tools and coaching; CBA/student data; PLC artifacts; ILT review protocols; Great Minds/ESC Region 2 support based on identified HQIM needs.

Milestone 5

Description – What specific action or deliverable will be completed?

Analyze student progress-monitoring and assessment data to evaluate intervention effectiveness and adjust Brilliance Time groups, instructional strategies, and intensity of support.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Instructional Coach, Teachers/Intervention Staff

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

mCLASS, MathCatalyst, IXL, CBA, and progress-monitoring reports; revised intervention rosters; and documented RTI/MTSS decisions.

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

Progress-monitoring tools and reports; RTI/MTSS protocols; coaching on data analysis, flexible grouping, and adjustment of intervention intensity.

Milestone 6

Description – What specific action or deliverable will be completed?

Conduct recurring LIFT calibration and Observation & Feedback cycles and use classroom and student data through PLC/ILT structures to adjust Tier I instruction, differentiation, and coaching priorities.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Instructional Coach, Principal Manager, Grade-Level Teachers

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

Completed LIFT observation tools, calibration records, feedback documentation, PLC/ILT agendas, student work, assessment data, and documented instructional adjustments.

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

LIFT calibration/coaching support; classroom observation tools; HQIM resources; CBA and progress-monitoring data; PLC/ILT data-analysis protocols.

Milestone 7

Description – What specific action or deliverable will be completed?

Complete an end-of-year review of student growth, HQIM implementation, PLC effectiveness, Observation & Feedback trends, and intervention outcomes to determine progress and remaining needs.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Instructional Coach, Principal Manager, District Teaching & Learning

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

BOY-to-EOY student growth data, CBA results, intervention outcomes, LIFT observation trends, PLC evidence, and documented end-of-year findings/action steps.

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

Student growth and assessment reports; LIFT implementation data; PLC and intervention evidence; data-analysis support from district Teaching & Learning and LIFT providers.

Milestone 8

Description – What specific action or deliverable will be completed?

Develop the 2027–2028 sustainability and capacity-building plan based on implementation and student outcome data, including HQIM onboarding, PLCs, Observation & Feedback, intervention, and differentiated coaching priorities.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Principal Manager, Instructional Coach, District Teaching & Learning

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

Completed sustainability plan, 2027–2028 PLC/PD calendar, new-staff onboarding plan, and documented instructional, coaching, and intervention priorities.

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

End-of-year implementation findings; LIFT and HQIM provider consultation; district Teaching & Learning support; onboarding resources; PLC/coaching tools; and campus leadership/ILT planning time.

Performance Management

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

Robstown ISD and San Pedro Fine Arts Academy will use a structured performance-management process to monitor implementation, evaluate progress toward milestones, and adjust support throughout the 2026–2027 school year.

District-Level Monitoring
The Principal Manager and district Teaching & Learning team will regularly review campus progress toward the eight identified implementation milestones. District leaders will participate in campus visits, joint classroom observations, LIFT calibration walks, and data reviews with campus leadership. Evidence will include LIFT Classroom Observation data, PLC/ILT artifacts, HQIM implementation evidence, student assessment and progress-monitoring data, coaching documentation, and intervention outcomes.

District and campus leaders will review implementation progress at the December 2026, May 2027, and August 2027 checkpoints to determine whether milestones have been completed and identify additional training, coaching, resources, or adjustments needed.

Campus-Level Monitoring
The principal, assistant principal, and instructional coach will monitor implementation through weekly PLCs, ILT meetings, classroom observations, learning walks, and Observation & Feedback cycles. The ILT will review evidence of Unit/Module and Lesson Internalization, alignment between PLC planning and classroom instruction, student work, and implementation of Amplify K–5 RLA and Bluebonnet Math K–5.

The campus will also monitor implementation and effectiveness of Brilliance Time through intervention schedules, student groupings, program usage, and progress-monitoring data from mCLASS, MathCatalyst, IXL, CBAs, and other available student evidence. Intervention groups and supports will be adjusted based on student response.

Continuous Improvement and Support
LIFT Classroom Observation Tools will provide a consistent structure for monitoring Tier I implementation and identifying instructional trends. Observation evidence, student outcomes, and PLC implementation data will be used to establish actionable feedback and differentiated coaching priorities, with additional support provided to inexperienced and/or developing teachers and leaders.

At each milestone checkpoint, campus and district leaders will document progress, review evidence of completion, identify implementation gaps, and establish next steps. End-of-year findings will inform the August 2027 sustainability and capacity-building plan for the 2027–2028 school year.

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

The SPFAA Principal will serve as the primary campus leader responsible for monitoring progress toward the identified milestones, supported by the Assistant Principal and Instructional Coach. The campus Instructional Leadership Team (ILT) will regularly review implementation evidence, student data, PLC progress, Observation & Feedback trends, and intervention outcomes to determine progress and identify needed adjustments.

At the district level, the Principal Manager and district Teaching & Learning team will review milestone progress with campus leadership and provide oversight, coaching, and additional support as needed. District and campus leaders will formally review milestone completion at the December 2026, May 2027, and August 2027 checkpoints.

The Superintendent and district leadership team will receive updates on overall implementation progress and areas requiring additional district-level support or resources.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress data will be collected through multiple sources that document both implementation and student outcomes.

Campus-Level Data Collection:
Campus leaders and the instructional coach will collect evidence through LIFT Classroom Observation Tools, Observation & Feedback documentation, learning walks, coaching records, PLC/ILT agendas and artifacts, Unit/Module and Lesson Internalization artifacts, student work, and HQIM implementation evidence.

Student progress will be monitored through curriculum-based assessments, mCLASS DIBELS 8 and progress monitoring, mCLASS Intervention, MathCatalyst, IXL, and other classroom and intervention data. Brilliance Time schedules, intervention rosters, student groupings, and program usage will provide additional evidence of intervention implementation.

District-Level Data Collection:
District Teaching & Learning will maintain centralized implementation data through district trackers and Looker Studio dashboards, as appropriate. Campus evidence will be reviewed alongside student achievement and growth data to monitor progress toward each milestone.

During monthly progress reviews, the Principal, Principal Manager, and district Teaching & Learning team will triangulate implementation evidence, observation trends, PLC/ILT documentation, coaching records, and student data to determine milestone status and identify needed adjustments.

Formal evidence of milestone completion will be documented and reviewed at the December 2026, May 2027, and August 2027 checkpoints.

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

Milestone progress data will be shared through structured communication between San Pedro Fine Arts Academy, district Teaching & Learning, and district leadership to ensure timely decision-making and continuous improvement.

Campus to District:
The SPFAA Instructional Leadership Team (ILT) will maintain and review implementation evidence, including LIFT observation data, PLC/ILT artifacts, coaching documentation, intervention data, and student achievement and growth results. During monthly progress reviews, the Principal will share milestone status, implementation trends, identified needs, and action steps with the Principal Manager and district Teaching & Learning team.

District Teaching & Learning will use district trackers and Data Studio dashboards, as appropriate, to summarize implementation and student outcome trends. Key findings will be communicated to the Superintendent and relevant district leaders to identify needed resources, professional learning, coaching, or other supports.

Campus Stakeholders:
Campus leaders will share relevant trends, celebrations, focus areas, and next steps with teachers through PLCs, ILT meetings, faculty meetings, and coaching conversations. Data shared with staff will be focused on actionable information that supports instructional improvement and student growth.

Formal Checkpoints:
At the December 2026, May 2027, and August 2027 checkpoints, campus and district leaders will review and document milestone completion. Summarized progress may also be shared with the Superintendent's leadership team, School Board, and other relevant stakeholders through established district reporting processes.

Data-sharing will maintain a continuous feedback loop in which implementation evidence and student outcomes inform adjustments to professional learning, coaching, intervention, and resource allocation.

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	63
Meets Grade Level	40
Masters Grade Level	15

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	53
Meets Grade Level	27
Masters Grade Level	11

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

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

Performance Level	EOY Goal (%)
Approaches Grade Level	57
Meets Grade Level	34
Masters Grade Level	12

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?

6

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?

4

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

—

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

No

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

6

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

3

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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