# Southwest Independent School District

# Sharon Christa McAuliffe Middle School

# 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:

—

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

McAuliffe Parent Feedback.pdf

## SI Strategy

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

Intensive Curriculum & Instruction Improvements

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

LIFT, 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 20

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

7

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.

McAuliffe was awarded a $ 120,000 PLC grant. $60, 000 will be used to provide PLC support through NIET and to provide additional professional services.

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

The district would follow a regular staffing model and allocate funds as needed to support school improvement.

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

The district was strategic in the placement of a vice principal of instruction and teacher on special assignment  based on their demonstrated ability to build effective systems and improve student outcomes. The vice principal and teacher worked in one of the districts high performing campus.

In addition to leadership and teacher placement, the district will continue to proportionately allocate resources and support based on campus need, including targeted instructional support, coaching, professional development, and additional district-level monitoring to strengthen systems, instruction, and student achievement. Through the NIET LIFT and PLC Grant, the campus will also receive additional support focused on strengthening instructional leadership, PLC implementation, teacher effectiveness, and high-quality instructional practices to improve student outcomes.

## Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

Bluebonnet Learning Math Grades 6-8/ Aprendizaje Bluebonnet Matemáticas de Secundaria

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?

260

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

District Created

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?

260

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 1/2/Geometry

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?

260

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

Not applicable

How many instructional days are included in the 2026-2027 calendar?

173

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 | Bi-Monthly | Teachers will disaggregate data after each module assessment to assess student mastery and determine reteach options. |
| Other | Exit Tickets | Campus | Daily | Teachers will use exit tickets aligned to the success criteria to monitor student mastery. Student work analysis protocols will then be used to identify learning gaps and determine targeted small-group instruction. |
| Other | Semester Exam | District | Semester | Campus leadership and teachers will measure student mastery of the standards taught throughout the semester, identify learning gaps, and use the results to inform reteaching and future professional development planning to support student learning gaps. |
| Benchmark | | District | Semester | Campus leadership and teachers will measure student mastery of priority standards, identify learning gaps, and use the results to guide reteaching, targeted interventions, and instructional adjustments in preparation for STAAR. |

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

Student growth will be monitored through exit tickets, formative assessments, module/unit assessments, semester exams, district benchmarks, and STAAR-aligned assessments. Exit tickets will provide ongoing evidence of mastery based on established success criteria, while district benchmarks will measure progress toward priority standards and STAAR readiness.

Teachers will maintain student growth trackers in the classroom to monitor individual progress over time, with particular attention to students who are not demonstrating expected growth and identified student groups. Data will be used to determine reteaching, targeted small-group instruction, intervention, and enrichment utilizing the mastery tracker in Eduphoria Aware. Teachers will also have students monitor their own data and have individual conferences about their growth and progress towards their goal.

Campus will create a campus data dashboard to track assessments.  Campus administrators, instructional coaches, and district content coordinators will routinely review student growth data during PLCs, data meetings, and leadership meetings to monitor implementation, identify areas requiring additional support, and make timely instructional adjustments. Progress will be reviewed throughout the year to ensure students are on track to meet established growth and achievement goals.

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

The campus will provide a tiered system of intervention to support students performing below grade level and students in identified special populations. Students who did not demonstrate sufficient performance on the previous year's STAAR assessment were strategically placed in enhanced RLA and/or Math courses to receive additional instructional support.  With priority being focused on High Did Not Meets math, then High Did Not Meets ELAR, and any other available spots for students that were Low Did Not Meets.

To monitor the effectiveness of interventions and ensure that instructional decisions are data-driven, teachers will track special populations' performance and progress. Special populations data are maintained on data charts in the PLC room, allowing teachers and instructional leaders to collaboratively monitor student progress, identify trends and areas of need, and determine appropriate instructional adjustments and interventions. PLC teams will use this data to regularly review student performance, monitor the impact of interventions, and identify students who may require additional support or targeted instruction.

7th grade math students who were High Did Not Meets are scheduled into a double-block instructional model, consisting of 45 minutes of Tier I instruction followed by 45 minutes of targeted small-group intervention and instructional rotations based on individual student needs. The 7th grade math classes are intentionally built with smaller sections to allow for more immediate feedback to students.  In addition, all students participate in a daily advisory/ enrichment, allowing the campus to provide additional time for reteaching, acceleration, intervention, and enrichment.

Will the campus implement a PLC structure?

Yes

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

Each STAAR tested core content is provided a daily PLC in addition to their individual conference.

How frequently will PLCs occur?

Daily

Who will facilitate PLCs?

The campus Principal, Vice Principal, Assistant Principal, Instructional Coaches, Executive Director, District Content Coordinators, department leads, and NIET advisor.

Who is required to attend PLCs?

All grade-level content teachers and content-specific inclusion support teachers.

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

Identify the Need, Learn, Develop, Apply, Evaluate

Upload PLC agenda (optional):

LIFT Math Classroom Observation Tool (2).pdf
LIFT Observation & Feedback Math Action Step Guide (2).pdf
LIFT Observation & Feedback RLA Action Step Guide (1).pdf
LIFT RLA Classroom Observation Tool.pdf
LIFT Content Agnostic Classroom Observation Tool.pdf
LIFT Observation & Feedback Content Agnostic Action Step Guide (1).pdf
Explicit Model PLC Meeting Agenda.pdf
7th Grade Daily PLC Schedule.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 | Understand the purpose and key functions of the Instructional Leadership Team (ILT).<br>Understand how effective implementation of ILT structures and practices strengthens the instructional program and builds collective efficacy across the campus. | NIET | Principal, Vice Principal, Assistant Principals, Instructional Coaches, Content Leads |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal | Understand the purpose and key components of effective Observation & Feedback Cycles and how they serve as a key lever within LIFT.<br><br>Identify the enabling conditions and structures necessary to effectively implement Observation & Feedback Cycles.<br><br>Understand the importance of protecting time and establishing systems for consistent observation, feedback, and follow-up.<br><br>Apply learning by reviewing and designing campus calendars that intentionally support Observation & Feedback Cycles. | NIET | Principal, Vice Principal, Assistant Principals, Instructional Coaches, Content Leads |
| Principal | Explain the purpose and design of LIFT PLCs and how they differ from compliance-based or informal collaboration.<br>Identify the roles and responsibilities of facilitators, teachers, and leaders within a LIFT PLC system.<br>Describe how PLCs function as part of a coherent instructional system aligned to HQIM to drive instructional improvement. | NIET | Principal, Vice Principal, Assistant Principals, Instructional Coaches, Content Leads |
| Principal | Review CBA and math observation data to identify campus-prioritized look-fors for PLCs and Coaching support.<br>Practice math calibration using the support tools, and align on a strong example of an explicit model.<br>Examine how trust and challenge work together to strengthen teacher and student growth. | NIET | Principal, Vice Principal, and Assistant Principals, Instructional Coaches, Content Leads |
| Principal | Creating campus performance objectives | District Leadership | Principal |
| Principal | Reviewed campus needs assessment from 2025-2026 with NIET. | NIET | Principal supervisor, Principal, and Vice Principal |

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

Inexperienced teachers and leaders (less than two years in their role) will receive targeted coaching, mentoring, and additional support focused on instructional best practices, classroom management, and effective planning. Campus administrators and content leads will provide individualized support through one-on-one meetings, participation in daily PLCs, explicit modeling, and ongoing feedback. Teachers and leaders identified as ineffective will receive targeted professional development and coaching aligned to specific areas of growth identified through observations, student performance data, and instructional walkthroughs. Progress will be monitored through frequent classroom observations, PLC participation, student achievement data, and follow-up coaching sessions to ensure continuous improvement and increased instructional effectiveness.

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?

TEA classroom observation protocols in conjunction with the action step guides. In addition, TEA PLC observation protocols in conjunction with the action step guides.

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

Weekly

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

Teachers and administrators will receive targeted capacity-building support to strengthen instruction and improve outcomes for students in special populations. Support will include monitoring target students through assessment data and Progress Learning, monitoring PLCs to ensure Special Education teacher involvement based on campus administrator expectations, and conducting walkthroughs to monitor the implementation of effective small-group instruction. In addition, teachers and administrators will receive Eduphoria training on how to access and analyze assessment data, along with professional development focused on effective small-group instruction to better meet the individual needs of students.

## 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?

Review the campus needs assessment created by NIET during the 2025-26 school year to determine areas of strength and areas of refinement moving in the 2026-27 school year.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Leadership

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

Agenda, Needs Assessment

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

Based on the needs assessment, NIET created specific professional development opportunities for McAuliffe.

### Milestone 2

Description – What specific action or deliverable will be completed?

Provide professional development to Instructional leaders to support observation and feedback protocol implementation.

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 Administration

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

Training Sign In Sheet, Evidence of observation feedback protocols being used in campus visits and observation data pulled and reviewed.

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

Calibration of observation feedback protocols at the district level, Eduphoria Strive Weekly Report, Calendar Invite to Review Weekly Calibration and observation protocols

### Milestone 3

Description – What specific action or deliverable will be completed?

Provide professional development to Instructional leaders to support PLC observation and feedback protocol implementation to support building the capacity of the teachers to deliver effective instruction.

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 Administration

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

Training Sign In Sheet, Evidence of PLC observation feedback protocols being used in campus visits and observation data pulled and reviewed.

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

Calibration of PLC observation feedback protocols at district level, Eduphoria Strive Weekly Report, Calendar Invite to Review Weekly Calibration and PLC protocols

### Milestone 4

Description – What specific action or deliverable will be completed?

All campus administrators will complete TTESS 2.0 modules asynchronously, attend in-person training,  and take certification to ensure to accurtaley provide feedback to teachers on classroom observations.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Administration

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

Sign in sheet, completed module quiz, TTESS 2.0 certification

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

Training from TNTP

### Milestone 5

Description – What specific action or deliverable will be completed?

Based on cumulative Module/Unit Assessments and Semester Exams the ILT will create and review Campus Data to identify trends and campus needs to support teachers in effective delivery of instruction.

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 Administration

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

Module/Unit/Semester Exam Data, Teacher Sign In

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

Eduphoria Aware Training

### Milestone 6

Description – What specific action or deliverable will be completed?

Teachers will meet individually with students to review previous STAAR assessments, set goals, and track their 2026-27 assessment data.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Leadership Team, teachers

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

Student Data Trackers

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

Eduphoria training

### Milestone 7

Description – What specific action or deliverable will be completed?

The campus will provide targeted Math and Reading Tutoring after school and/or on Saturdays to close gaps.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus leadership team, teachers

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

Sign In Sheets, Lesson Plan

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

Buses, tutoring resources

### Milestone 8

Description – What specific action or deliverable will be completed?

The district will provide scripted STAAR Blitz/Camps/Countdowns to STAAR tested content areas to prepare for their upcoming assessment.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Content Coordinator/Specialist

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

Sign In sheets, STAAR action plans, Observation and Feedback Data

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

Busses, camp resources, district created action plans

**Milestone 9**

Description – What specific action or deliverable will be completed?

The campus will host TELPAS Saturday Camps where students will have the opportunity to work in the four language proficiency areas in Summit K12 to prepare for the TELPAS assessment.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus leadership team, teachers

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

Sign In Sheets, Summitt K-12 reports

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

Buses, camp resources, technology, Summitt K12 support

**Milestone 10**

Description – What specific action or deliverable will be completed?

The campus administration will develop a Rocket Way Leadership Retreat to analyze previous year data, identify trends, areas of strengths and refinements to prioritize needs for the 2027-28 school year.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus Administration and Teachers

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

Sign In Sheets, Data, Action Plans

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

Alternate Location, Accountability Review, NIET

## Performance Management

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

Executive Director and Campus Instructional Leadership team will meet bi-weekly to review the campus assessment data, teacher mastery lists, and student progress monitoring to identify areas of support needed.

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

Executive Director, principal, vice- principal, instructional coaches

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Milestone progress data will be collected through bi-weekly meetings between the Executive Director and the Campus Instructional Leadership Team. During these meetings, the team will review campus assessment dashboards, teacher mastery lists, and student progress-monitoring data to identify trends, determine areas of need, and establish targeted instructional supports and next steps.

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

The Executive Director will be responsible for sharing milestone progress data with the District Leadership Team. Updates will include campus assessment results, teacher mastery trends, student progress-monitoring data, identified areas of need, and the targeted supports and next steps being implemented. Relevant information will also be shared with content coordinators and district-assigned staff to support the campus as appropriate to ensure alignment, accountability, and timely support.

## 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 | 80 |
| Meets Grade Level | 52 |
| Masters Grade Level | 21 |

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 | 75 |
| Meets Grade Level | 40 |
| Masters Grade Level | 21 |

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 | 37 |
| Masters Grade Level | 13 |

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?

68.8

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

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?

68.8

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

56.3

## 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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