Eagle Pass Independent School District

Sam Houston Elementary

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

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

Yes

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

Yes

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

No

Please upload artifacts demonstrating a robust observation and feedback system.

Eduphoria STRIVE Walkthroughs (1) (1).png
Eduphoria STRIVE Walkthroughs (2) (1).png
Eduphoria STRIVE Walkthroughs (3) (1).png
Eduphoria STRIVE Walkthroughs (4).png
Teacher Walkthrough Feedback Form.pdf
T-TESS For EPISD Administrators (1).pdf

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

Yes

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

Yes

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

Yes

Please select the date of board approval for this plan:

November 10, 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?

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

—

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

Region 20, District Staff

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

6

What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.

Elizabeth Torres, DCSI, 50%
Veronica Chacon, Executive Director for Instruction, 2%
Carlos Rodriguez, ELAR Director, 7%
Rita Carreron, Math Director, 10%
Francisco Vielma, Science/Social Studies Director, 6%
Jaime Gonzalez, Bilingual Program Director, 5%

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

The Eagle Pass ISD District Service Center has provided targeted support in Curriculum and Instruction that has contributed to significant academic improvements across several campuses. Notably, Henry B. Gonzalez Elementary successfully exited the Comprehensive School Improvement process in 2026 while Kirchner Elementary also successfully exited the Comprehensive School Improvement process in 2025. Other campuses with improved Accounability ratings included Eagle Pass High School that improved from a B rating in 2025 to an A rating in 2026, CC Winn High School that improved from a C rating in 2025 to an B rating in 2026, Nellie Mae Glass Elementary that improved from a C rating in 2025 to an B rating in 2026, Dena Kelso Graves Elementary that improved from a C rating in 2025 to an B rating in 2026 and San Luis Elementary that improved from a C rating in 2025 to an C rating in 2026. As a result, Eagle Pass ISD improved its overall Accountability Rating score and maintained its B rating in 2026 earning.

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.

Instructional Materials and Staff Development: Writable- $3,422.18 (Title I, Part A, 211), Reading Academy- $6000 (173), Amira K-8th gr.- $ 8,201.80 (164), Magic School AI K-12th gr. $2,136.93 (IMA-410), Renaissance/MyOn K-12th gr.- 6,195.15 (164), HMH K-8th gr. $10,107.47 (IMA-410), Sharon Wells 2nd-5th gr. $9,070.91 (IMA-410), Maneuvering the Middle 6th-8th gr. $915.63 (IMA-410), IXL Math $5,116.70 (IMA-410), Lowman Math 6th gr. $1500 (263), Lowman Science 5th gr.- $750 (263), Lowman Science 6th gr. $300 (263), CBLI strategies$7000 districtwide (263), New ELPS, $8000 districtwide- (166), TELPAS Bootcamp $6500 districtwide- (263), Ellevation Strategies- $ (166), BTLP Support training $5600 districtwide (255)

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 SI strategy is not contingent on a grant funding source to support and execute this strategy.

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

Campus and district resources will be strategically aligned to areas of greatest academic need. Support personnel, including instructional leadership, intervention staff, bilingual support personnel, and teachers, will be utilized to provide targeted small-group instruction and interventions. Resources will be prioritized for Reading, Mathematics, Science, Emergent Bilingual students, Continously enrolled students, students receiving special education services, economically disadvantaged students, and other identified student groups. Professional development, instructional coaching, supplemental materials, technology resources, and extended-day learning opportunities will also be targeted based on student performance data.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Other

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

Yes

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

450

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

Yes

Please select the adopted curriculum for: K-5 RLA

Other

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?

525

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

Other

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?

450

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?

450

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)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

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

180

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)
Interim		District	Semester	Analyze student performance and projected STAAR proficiency, identify TEKS-based learning gaps, and implement targeted reteaching and accelerated instruction for grades 3rd to 6th.
Curriculum Based Assessment		Campus	Bi-Monthly	Assess student mastery of grade-level TEKS and monitor academic progress. Teachers will collaboratively analyze assessment data during PLC meetings to identify learning gaps, evaluate instructional effectiveness, and determine priority TEKS for reteaching. Results will guide differentiated instruction, targeted interventions, flexible grouping, and enrichment. Campus leadership will monitor student performance trends and the effectiveness of instructional adjustments.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	IOWA Assessments	District	BOY/MOY/ EOY	Measure academic performance and growth, identify strengths and learning gaps, and guide differentiated instruction and academic interventions for 2nd grade students. The EOY IOWA assessment is also used for EB reclassification.
Other	Amira/ Reading Progress Monitoring	District	Monthly	Assess reading development, identify foundational literacy needs, monitor reading growth, and provide targeted reading interventions for grades 2-6. For 2nd grade, it is also used to identify the At Risk student criteria.
Other	TPRI/Early Literacy Assessments	District	BOY/MOY/ EOY	Assess foundational reading skills, identify students at risk for reading difficulties, and monitor the effectiveness of literacy instruction and interventions for 2nd grade students.
Other	IXL Mathematics Diagnostic and Skills Assessments	District	BOY/MOY/ EOY	Identify mathematics skill gaps, monitor individual student growth, and assign targeted practice and intervention activities aligned with student needs (2nd-6th). The frequency can also be weekly. It is also used to identify the At Risk student criteria.
Other	Exit Tickets	Campus	Daily	Provide immediate evidence of student understanding of daily instructional objectives, identify misconceptions, and inform next-day instructional adjustments and flexible student groupings (2nd-6th).

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
STAAR Released Test		Campus	Quarterly	TFAR: Evaluate student application of assessed TEKS, analyze response patterns, strengthen instructional alignment, and provide targeted reteaching based on student performance.

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

Sam Houston Elementary will implement a systematic, data-driven process to track, monitor, and evaluate student academic growth throughout the school year. Student performance data from STAAR Interim Assessments, curriculum assessments, IOWA Assessments, Amira, TPRI, IXL Mathematics, Exit Tickets, and TFAR assessments will be collected and analyzed to monitor progress toward grade-level TEKS mastery and individual student growth goals.

Teachers will maintain student data trackers to document assessment results, identify learning gaps, and monitor individual student progress over time. During regularly scheduled Professional Learning Community (PLC) meetings, teachers and instructional leaders will analyze student performance by grade level, content area, student group, and priority TEKS to identify trends and determine instructional needs.

Based on assessment findings, teachers will implement targeted reteaching, differentiated small-group instruction, tutorial, and accelerated learning opportunities. Student progress will be monitored through weekly assessments, exit tickets, intervention data, and subsequent common assessments to determine the effectiveness of instructional adjustments.

Campus administration will review student growth data during scheduled data meetings, monitor the implementation of instructional action plans, and provide feedback and support to teachers. Students not demonstrating adequate progress will receive additional instructional support, and interventions will be adjusted based on ongoing assessment results. This continuous cycle of data collection, analysis, instructional response, and progress monitoring will support measurable academic growth, increased TEKS mastery, and improved student achievement.

Student growth data will be reviewed according to a consistent monitoring schedule. Exit tickets: reviewed weekly, IXL and Amira: reviewed monthly. Curriculum-based assessments (CBAs): reviewed bi-weekly, TFAR results: every 9 weeks, and student growth trackers will be reviewed monthly. STAAR Interim: after each administration, IOWA and TPRI will be analyzed at BOY, MOY, and EOY checkpoints based on district assessment schedules. Campus administration will monitor progress weekly and adjust interventions as needed.

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

Sam Houston Elementary will implement a systematic, data-driven intervention plan through RtI, prioritizing Emergent Bilingual (EB) students, and continuously enrolled students identified as needing immediate academic support.

Assessment data from STAAR Interim Assessments, Curriculum Based assessments, IOWA Assessments, Amira, TPRI, IXL Mathematics, Exit Tickets, and campus common assessments

(TFAR) will be disaggregated by student population, grade level, content area, and priority TEKS to identify persistent learning gaps, and determine targeted instructional needs.

The campus will strengthen Tier 1 instruction through consistent implementation of TEKS-aligned, high-quality instructional materials, differentiated instruction, explicit vocabulary development, and evidence-based instructional practices. Particular emphasis will be placed on integrating the English Language Proficiency Standards (ELPS), content and language objectives, CBLI strategies, structured academic conversations, and linguistic scaffolds to support EB students' academic achievement and English language development.

Continuously enrolled students demonstrating limited academic growth will receive targeted interventions addressing persistent skill deficits, foundational learning gaps, and grade-level TEKS mastery. Teachers will analyze longitudinal student performance data to identify patterns of academic difficulty and implement differentiated small-group instruction, accelerated learning, and timely reteaching to address identified needs.

Teachers, special education staff, and campus instructional leaders will collaborate to develop and implement instructional action plans. Students receiving special education services, Section 504 accommodations, and other specialized supports will receive instruction and interventions aligned with their individual learning needs and applicable educational plans.

Student progress will be monitored through weekly assessments, exit tickets, campus common assessments, intervention data, and periodic growth assessments. During weekly Professional Learning Community (PLC) meetings, teachers and instructional leaders will analyze student performance, with particular attention to EB and continuously enrolled students, to evaluate intervention effectiveness, adjust instructional groupings, and determine additional instructional support.

Campus administration will monitor implementation through classroom walkthroughs, lesson plan reviews, student growth trackers, PLC documentation, and intervention records. Leadership will conduct regular data reviews to evaluate the effectiveness of instructional practices and ensure that students not demonstrating adequate progress receive timely, intensified support.

Through intentional intervention, strengthened Tier 1 instruction, and continuous progress monitoring, Sam Houston Elementary will address persistent achievement gaps, accelerate academic growth, and improve student outcomes across all student populations, with an intentional focus on EB and continuously enrolled students.

Will the campus implement a PLC structure?

Yes

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

Sam Houston Elementary will organize PLCs by grade level and content area to promote collaborative planning, instructional alignment, and data-driven decision-making. Grade-level teams will collaborate on TEKS-aligned instruction, differentiated instructional strategies, and curriculum-based assessments. Administrator-led PLCs will focus on building teacher capacity, analyzing student performance data, identifying instructional gaps, and developing targeted interventions, with particular emphasis on Emergent Bilingual (EB) and continuously enrolled students. Extended content-area PLCs will provide opportunities for deeper data analysis, professional learning, and strengthening instructional practices. The Administrative Instructional Leadership Team will collaboratively review campus priorities, monitor instructional implementation, coordinate teacher coaching and classroom walkthroughs, and strategically plan instructional support for the upcoming week to ensure continuous campus improvement.

How frequently will PLCs occur?

Teachers will meet every Tuesday for grade-level collaborative planning focused on TEKS alignment, instructional strategies, differentiated instruction, and curriculum-based assessments. On Wednesdays, PLCs will be conducted with campus administration to build teacher instructional capacity, analyze student performance data, monitor academic growth, identify instructional gaps, and plan targeted interventions. Extended content-area PLCs will occur once every nine weeks to strengthen teacher capacity, deepen data analysis, and enhance instructional practices. Additionally, the Administrative Instructional Leadership Team will meet weekly to strategically plan for the upcoming week, analyze student achievement data, monitor priority student populations, review instructional practices, coordinate classroom walkthroughs and teacher coaching, and establish instructional priorities to support campus improvement goals.

Who will facilitate PLCs?

PLCs will be facilitated by campus administration, including the Principal and Instructional Officer, in collaboration with grade-level teachers. Tuesday collaborative planning will be teacher-led, while Wednesday PLCs will be facilitated by campus administration to strengthen teacher capacity and support data-driven instruction. Both administrators will provide instructional coaching and support in literacy, mathematics, and science based on their areas of expertise. District curriculum directors will provide/facilitate additional content-specific coaching, professional development, and instructional resources. Education Service Center Region 20 will also support campus improvement through classroom observations and feedback to teachers and administrators.

Who is required to attend PLCs?

All grade-level teachers are required to participate in Tuesday collaborative planning and Wednesday PLC meetings with campus administration, including the Principal and Instructional Officer. Special education teachers, bilingual/ESL personnel, and instructional support staff will participate as appropriate to address student learning needs and strengthen instructional practices. Extended content-area PLCs will include teachers, campus administration, and district curriculum directors as applicable. Education Service Center Region 20 representatives will provide additional instructional support and feedback as needed.

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

Sam Houston Elementary will implement a structured, data-driven PLC protocol focused on continuous instructional improvement and student achievement.

Tuesday grade-level collaborative planning will focus on unit and lesson internalization, including reviewing upcoming TEKS, curriculum expectations, instructional rigor, lesson objectives, and assessments. Teachers will also conduct lesson rehearsals to practice instructional delivery, questioning techniques, modeling, and differentiated strategies before implementation.

Wednesday administrator-led PLCs will focus on student work analysis, assessment data, and teacher capacity building. Teachers and instructional leaders will examine student work samples, exit tickets, curriculum assessments, and student data ledgers to identify misconceptions, learning gaps, and TEKS mastery. Findings will guide flexible instructional grouping, targeted reteaching, differentiated small-group instruction, and interventions, with particular emphasis on Emergent Bilingual (EB) and continuously enrolled students.

Extended content-area PLCs will provide deeper professional learning focused on instructional rigor, TEKS alignment, differentiation, and effective instructional practices.

Campus administration will monitor implementation through classroom walkthroughs, feedback, and coaching cycles. PLC agendas, student work samples, data ledgers, instructional action plans, and walkthrough documentation will serve as evidence of implementation and progress toward campus improvement goals.

Upload PLC agenda (optional):

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Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal	Instructional coaching, walkthrough calibration, data analysis, PLC facilitation, progress monitoring, school improvement and accountability, campus action planning, TEKS-aligned instruction, Reading Academies, Amira, CBLI, New ELPS, LPAC, TELPAS, HB 1416 procedures, Sharon Wells Math, IXL, and MagicSchool AI integration for Language Arts/ Grammar instruction, TELPAS Bootcamp	C&I Directors, DCSI, Bilingual Director, ESC 20, Seidlitz	Principal and Instructional Officer(Assistant Principal)
Teacher	Explicit, systematic, and cumulative instruction; data-driven instruction using student ledgers, common assessments, and TEKS mastery; weekly PLCs focused on instructional rigor, TEKS alignment, differentiation, academic vocabulary, and targeted interventions for EB and continuously enrolled students. Campus-led coaching will address effective Tier 1 instruction, structured literacy, classroom routines, learning centers, teacher-led small groups, and formative assessments. Additional professional development includes CBLI, New ELPS, BTLPT training, literacy and mathematics instructional strategies, Sharon Wells, Math IXL, Amira, HMH, writing across the curriculum, T-TESS rubric training, accountability, and school improvement. Teachers will participate in instructional coaching with district leadership, peer observations of effective instructional practices at other campuses, and follow-up reflection to support classroom implementation.	Principal, Instructional Officer, Executive Director for Instruction, and School Improvement, Curriculum, Accountability & GT Director, C&I Directors, ESC Region 20, Seidlitz	Classroom Teachers, including General Education, Bilingual/ESL, and Special Education Teachers, as applicable.
Principal Manager	School Improvement Orientation by DSCI- September 2026, Texas Association for Bilingual Educators (TABE) Conference- October 2026, trainings including TTESS Walkthroughs, New ELPS, Amira Learning-Tier 1 Mapping, Content Based Language Instruction, TPESS Certification, Texas Assessment Conference, TASA Midwinter, TASB Summer Leadership	TABE, TSNAP, TASA, TASB, DCSI, EPISD Curriculum Directors, ESC20, Seidlitz	Executive Director for Instruction (Principal Supervisor)

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

Sam Houston Elementary will differentiate professional development based on years of experience, T-TESS rubric indicators, classroom walkthrough evidence, student achievement data, and identified instructional needs.

Teachers with less than two years of experience will be offered a grade-level mentor to support TEKS-aligned lesson planning, classroom management, instructional routines, differentiation, and effective teaching practices. Additional support will include collaborative planning, instructional modeling, and individualized feedback.

Teachers demonstrating instructional gaps will receive targeted coaching from the Principal and Instructional Officer through classroom observations, actionable feedback, instructional modeling, and follow-up walkthroughs. District Curriculum and Instruction (C&I) Directors will provide additional content-specific training and coaching. Teachers will also have opportunities to observe effective instructional practices at other campuses.

Weekly PLCs will strengthen data analysis, instructional rigor, structured literacy, small-group instruction, and targeted interventions for Emergent Bilingual (EB) and continuously enrolled students.

Leadership capacity building will include individualized mentoring for first-year administrators. The first-year Principal is assigned an experienced Principal mentor, while the second-year Instructional Officer is offered mentorship and capacity building from her current Principal who was an experienced Instructional Officer. These mentoring opportunities will support instructional leadership, campus operations, decision-making, teacher coaching, and school improvement implementation.

Additionally, the Principal will attend required monthly ESC Region 20 professional development meetings. Campus administrators will receive training and coaching from district C&I Directors, the Executive Director for Instruction and the School Improvement, Curriculum, Accountability & GT Director, focusing on instructional leadership, accountability, PLC facilitation, walkthrough calibration, and student progress monitoring.

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?

Sam Houston Elementary will evaluate professional development implementation through Eduphoria Strive classroom walkthroughs aligned with the T-TESS rubric, instructional coaching logs, PLC documentation, lesson plan reviews, and student progress-monitoring data. Campus administration will conduct ongoing walkthroughs and provide actionable feedback, targeted coaching, and follow-up observations to monitor instructional implementation.

Instructional look-fors will include TEKS-aligned content and language objectives, instructional rigor, explicit and systematic instruction, differentiated instruction, effective questioning, student engagement, academic vocabulary, ELPS/CBLI strategies, formative assessments, purposeful learning centers, teacher-led small-group instruction, and targeted interventions for EB and continuously enrolled students.

PLC and leadership look-fors will include analysis of student ledgers and assessment data, identification of priority TEKS, instructional action plans, implementation of coaching feedback, progress monitoring, and adjustments to instruction based on student performance.

The Principal and Instructional Officer will review walkthrough trends, coaching documentation, PLC outcomes, and student achievement data to evaluate training effectiveness, identify additional professional development needs, and monitor progress toward campus improvement goals.

Please describe the observation frequency:
The Principal and Instructional Officer will each conduct eight classroom walkthroughs weekly(16) using Eduphoria Strive and the T-TESS rubric. Teachers requiring additional instructional support will be prioritized for weekly observations, while other teachers will be observed on a rotating schedule. No teacher will be observed more than once per week. All walkthroughs will be completed and submitted in Eduphoria Strive by the end of the observation day. Each walkthrough will include reinforcement feedback highlighting effective instructional practices and refinement feedback identifying areas for improvement. When coaching is needed, the coaching session will be scheduled on the same day as the walkthrough and conducted within three days. Campus administration will review walkthrough findings during weekly leadership meetings and analyze instructional trends monthly to monitor teacher growth, identify professional development needs, and strong instructional practices.

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

Other

Please describe the observation frequency:

The Principal and Instructional Officer will each conduct eight classroom walkthroughs weekly(16) using Eduphoria Strive and the T-TESS rubric. Teachers requiring additional instructional support will be prioritized for weekly observations, while other teachers will be observed on a rotating schedule. No teacher will be observed more than once per week. All walkthroughs will be completed and submitted in Eduphoria Strive by the end of the observation day.

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

Teachers and administrators will receive ongoing professional development and coaching from campus administration, district C&I Directors, Bilingual/ESL and Special Education departments, and ESC Region 20. Training will focus on CBLI, ELPS integration, TELPAS, LPAC procedures, differentiated instruction, instructional accommodations, linguistic scaffolds, academic vocabulary, and structured student discourse. Additional support will address HB 1416 accelerated instruction, targeted small-group interventions, and progress monitoring.

Weekly PLCs will support analysis of student performance by special population, identification of learning gaps, and development of TEKS-aligned instructional strategies. Classroom walkthroughs, instructional coaching, and student growth trackers will monitor implementation and effectiveness, with particular emphasis on improving outcomes for EB and continuously enrolled 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?

Complete BOY Data Analysis and Establish Instructional Priorities:
Campus administration will complete the beginning-of-year STAAR data analysis by grade level, content area, and special population to identify achievement gaps, priority TEKS, and instructional needs. Findings will establish campus instructional priorities and guide district-required SMART goals, PLCs, and targeted interventions, emphasizing EB and continuously enrolled students.

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 Officer, Grade-Level Teachers, Special Education Teachers

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

Completed campus STAAR data analysis workbook, grade-level and special population performance summaries, identified instructional priorities, and campus action plan.

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

Prior-year STAAR data, district assessment reports, data analysis resources

Milestone 2

Description – What specific action or deliverable will be completed?

Establish PLC Systems and Grade-Level SMART Goals:
Implement Tuesday collaborative planning and Wednesday administrator-led PLCs using campus STAAR analysis to develop grade-level SMART goals. Each team will complete the district SMART Goal Worksheet identifying measurable targets, instructional strategies, responsible personnel, timelines, and evidence of effectiveness. Establish student growth trackers and intervention procedures aligned with identified instructional priorities.

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 Officer, Grade-Level Teachers, Special Education Teachers

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

Completed grade-level SMART Goal Worksheets, PLC agendas, student growth trackers, TEKS mastery analysis, and documented instructional action steps.

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

District SMART Goal Worksheet, campus STAAR analysis, student assessment data, PLC planning time

Milestone 3

Description – What specific action or deliverable will be completed?

Implement Targeted Professional Development and Teacher Capacity Building:
Provide differentiated professional development based on STAAR analysis, PLC findings, and classroom instructional needs. Training will focus on TEKS alignment, instructional rigor, explicit and systematic instruction, structured literacy, CBLI/ELPS, differentiation, academic vocabulary, small-group instruction, and formative assessment. New teachers will receive grade-level mentoring, while teachers with identified instructional gaps will receive individualized coaching and opportunities to observe effective instruction at other campuses.

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 Officer, Teachers, C & I Directors, ESC Region 20

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

Professional development agendas, attendance records, mentoring documentation, coaching logs, peer observation records, and instructional implementation evidence.

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

District and Region 20 professional development, instructional modeling, coaching resources, mentoring support, and classroom observation opportunities.

Milestone 4

Description – What specific action or deliverable will be completed?

Implement Classroom Walkthroughs and Instructional Coaching Cycles:
The Principal and IO will each conduct 8 classroom walkthroughs weekly (16), using Eduphoria Strive and T-TESS rubric. Teachers requiring additional instructional support will be prioritized for weekly observations, while other teachers will be observed on a rotating schedule. No teacher will be observed more than once per week.
All walkthroughs will be completed and submitted in Eduphoria Strive by the end of the observation day. Each will include reinforcement feedback highlighting effective instructional practices and refinement feedback identifying areas for improvement. When coaching is needed, session will be scheduled on the same day as the walkthrough and conducted within three days.
Campus administration will review walkthrough findings during weekly leadership meetings and analyze instructional trends monthly to monitor teacher growth, identify professional dev. needs, and strengthen instructional practices.

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 Officer, Teachers

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

Eduphoria Strive walkthrough records, T-TESS-aligned feedback, coaching logs, instructional action plans, and follow-up observation documentation.

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

Eduphoria Strive, T-TESS rubric, walkthrough calibration, instructional coaching support, district C&I Directors, Executive Director or Instruction, School Improvement, Curriculum, Accountability & GT Director, and Region 20 assistance as needed.

Milestone 5

Description – What specific action or deliverable will be completed?

Analyze MOY Data and Monitor SMART Goal Progress:
Analyze middle-of-year assessment results by grade level, content area, priority TEKS, and special population. Compare student performance with BOY baselines and grade-level SMART goal targets. Evaluate the effectiveness of instructional strategies and interventions, identify students requiring additional support, and revise instructional action steps during PLCs.

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 Officer, District Support Staff

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

BOY-to-MOY growth comparisons, updated student ledgers, TEKS mastery reports, SMART Goal Worksheet progress reviews, PLC documentation, and revised intervention plans.

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

STAAR Interim, HMH, Amira, IXL, TPRI, IOWA, and other applicable assessment results; district data analysis support and instructional coaching.

Milestone 6

Description – What specific action or deliverable will be completed?

Strengthen Instruction and Monitor Intervention Effectiveness:
Refine Tier 1 instruction and targeted interventions based on MOY data and SMART goal progress. During weekly PLCs, teachers will analyze curriculum campus assessments, identify low-performing TEKS, and adjust differentiated instruction, academic vocabulary development, CBLI strategies, and teacher-led small-group interventions. Campus administration will monitor implementation through walkthroughs, coaching cycles, and student growth trackers.

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 Officer,Teachers

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

Updated student growth trackers, TEKS mastery reports, weekly assessment results, intervention monitoring records, PLC action steps, SMART Goal Worksheet updates, and coaching documentation.

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

District support coaching, instructional modeling, assessment resources, differentiated instructional materials, and intervention planning support.

Milestone 7

Description – What specific action or deliverable will be completed?

Evaluate EOY Student Achievement and SMART Goal Attainment:
Analyze end-of-year assessment results and available 2027 STAAR data to evaluate student growth, TEKS mastery, and attainment of district-required SMART goals. Review achievement by grade level, subject, and special population, emphasizing EB and continuously enrolled students. Determine the effectiveness of instructional strategies and targeted interventions.

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 Officer, Grade-Level Teachers, C&I Directors, Curriculum, Accountability & GT Director

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

EOY assessment reports, available STAAR results, BOY–MOY–EOY growth comparisons, subgroup performance analysis, completed SMART Goal Worksheet evaluations, and campus achievement summaries.

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

District assessment and accountability reports, student growth trackers, data analysis tools, and curriculum director assistance.

Milestone 8

Description – What specific action or deliverable will be completed?

Evaluate Professional Development and Instructional Coaching Effectiveness:
Evaluate the impact of professional development, grade-level mentoring, PLCs, and instructional coaching on teacher practices and student achievement. Analyze walkthrough trends, coaching documentation, SMART goal progress, and instructional implementation evidence to identify effective practices and remaining capacity-building needs.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Instructional Officer, Executive Director for Instruction, Curriculum, Accountability & GT Director, C&I Directors

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

Professional development participation records, walkthrough trend reports, coaching logs, mentoring documentation, PLC records, SMART goal evaluations, and identified instructional improvement priorities.

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

Eduphoria Strive reports, coaching documentation, district leadership feedback, Region 20 support, and student achievement data.

Milestone 9

Description – What specific action or deliverable will be completed?

Revise Campus Action Plan and Prepare for the Following BOY:
Use EOY findings, available STAAR and accountability results, and grade-level SMART goal evaluations to revise campus instructional priorities for 2027–2028. Update professional development plans, PLC procedures, student growth trackers, and targeted intervention systems. Establish next-year instructional priorities based on identified achievement gaps and teacher capacity-building needs.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Instructional Officer, SBDM Committee

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

Revised campus instructional action plan, updated SMART goal planning documents, professional development priorities, PLC calendar, student growth tracking templates, and BOY implementation procedures. Comprehensive needs assessment data, final TIP review, identified strengths and needs, updated problem statements, instructional priorities, and recommendations for the 2027–2028 CIP.

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

District leadership coaching, available accountability results, prior-year student achievement data, curriculum resources, and Region 20 school improvement support.

Performance Management

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

The Principal and Instructional Officer will monitor TIP implementation through weekly administrative instructional leadership meetings, Wednesday PLCs, classroom walkthroughs, coaching cycles, and student progress monitoring. Each administrator will conduct eight walkthroughs weekly using Eduphoria Strive and the T-TESS rubric to monitor instructional practices and implementation of professional development.

Campus leadership will review milestone completion, PLC action steps, student ledgers, TEKS mastery, assessment results, and progress toward district-required SMART goals. Particular attention will be given to academic growth among Emergent Bilingual (EB) and continuously enrolled students.

District leadership, including the Executive Director for Instruction and School Improvement, Curriculum, Accountability & GT Director, and C&I Directors, will provide ongoing oversight, instructional coaching, and support. Monthly leadership reviews will be used to evaluate milestone progress, identify implementation barriers, and determine corrective actions.

Formal BOY, MOY, and EOY data reviews will evaluate student achievement, intervention effectiveness, and progress toward campus improvement goals. Findings will guide adjustments to instructional strategies, professional development, and campus action plans. Evidence will include milestone documentation, PLC records, SMART Goal Worksheets, walkthrough reports, coaching logs, and student achievement data.

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

The Principal and Instructional Officer will be primarily responsible for reviewing and monitoring progress toward campus TIP milestones. District oversight and support will be provided by the Executive Director for Instruction and School Improvement, Curriculum, Accountability & GT Director, and Curriculum and Instruction (C&I) Directors.

Grade-level teachers will contribute through weekly PLCs, student progress monitoring, and SMART goal reviews. Campus and district leadership will collaboratively review milestone completion, implementation evidence, student achievement data, and progress toward campus improvement goals to ensure accountability and determine necessary instructional adjustments.

How frequently will progress toward milestones be reviewed?

Other

Please describe the review frequency:

TIP milestones will be monitored weekly by campus administration through leadership meetings, PLCs, walkthroughs, and student achievement data. Progress toward each milestone will be documented, with action steps adjusted as needed. District leadership will review milestone progress monthly, and the Superintendent will receive quarterly updates. Formal BOY, MOY, and EOY reviews will evaluate student growth and overall TIP effectiveness.

How will milestone progress data be collected?

Milestone progress data will be collected through Eduphoria Strive walkthroughs, coaching logs, PLC documentation, SMART Goal Worksheets, student growth trackers, TEKS mastery reports, and assessment results. Campus administration will review data weekly, document milestone completion, and share findings during PLCs. Progress summaries will be shared monthly with district leadership and quarterly with the Superintendent to monitor student outcomes and guide instructional adjustments.

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

Milestone progress data will be shared through weekly PLCs, monthly district leadership reviews, Site-Based Decision-Making (SBDM) committee meetings, and quarterly Superintendent updates. Campus administration will present progress summaries using assessment data, SMART Goal Worksheets, student growth trackers, and walkthrough reports. Findings will be shared with teachers, SBDM members, and district leadership to monitor implementation, address instructional needs, and adjust strategies to improve student achievement.

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	46
Masters Grade Level	12

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	70
Meets Grade Level	49
Masters Grade Level	12

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	70
Meets Grade Level	40
Masters Grade Level	12

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?

50

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?

75

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?

50

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

50

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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