Texas Virtual Academy at Hallsville

Local Improvement Plan 2026-2027

TEXAS VIRTUAL ACADEMY AT HALLSVILLE

POWERED BY K12

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LIP - Timeline

BOY Completion
Due November 20, 2026

Note: Board Agenda Item in November 2026

and

TEA audits announced - February 6, 2027

MOY Review
Due March 2027

EOY Review
Due June 2027

Diagnosed Essential Actions



Diagnosed Essential Actions
Essential Action 1.1 Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities
Essential Action 1.2 Compelling and aligned vision, mission, goals, values focused on a safe environment, high expectations, and rigorous instruction
Essential Action 2.1 Recruit, select, assign, induct, and retain a full staff of highly qualified educators
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Essential Action 5.2 Build teacher capacity through observation and feedback cycle
Essential Action 5.3 Data-driven instruction

Student Performance Goals

High School, K-12, AEA: Domain III

Components	2026	2027 Goals
Overall Score	15	**31.3**
Academic Achievement* (50%)	3.2	9.4
Graduation Status (10%)	.6	1.9
ELP Status (10%)	0	5
School Quality (CCMR) (30%)	11.3	15
** Component with the most weight in Domain III*		

Two Lowest Race/Ethnic Groups 2027 Accountability
African American
American Indian

2027 Goals

What does my campus need to achieve to earn a/an B in Domain III?

	Step 1.				Step 2.					Step 3.
Component	Total Earned	out of	Total Possible	=	Component Points (x 100)	x	Weight	=	Total Points	Do What?
Academic Achievement	6	out of	32	=	18.8	x	50%	=	9.4	
Grad Status	3	out of	16	=	18.8	x	10%	=	1.9	
ELP Status	2	out of	4	=	50	x	10%	=	5	
Student Success	8	out of	16	=	50	x	30%	=	15	
								Closing the Gaps Component Score	31.3	

Closing the Gap Calculator

2026 Scaling Tool

Prioritized Essential Actions

Essential Action Gap Analysis				
Not Yet Started	Planning for Implementation	Beginning Implementation	Partial Implementation	Fully Implemented
1	2	3	4	5
		5.1	1.1	
			1.2	
			2.1	
			3.1	
			4.1	
			5.2	
			5.3	
Bigger Gap Approach				

5.1 Small Gap Approach 4.1

Bigger Gap - Essential Actions	VS.	Smaller Gap - Essential Actions
• Low-rated Implementation Levels • Less tangible evidence • Lack Sustainable Systems • Change efforts will likely take two plus implementation years		• High-rated Implementation Levels • Tangible evidence • Established systems with the need for alignment or sustainable systems • Change efforts will likely take one implementation years

Prioritized Essential Action #1

Prioritized Essential Action #1: Rationale

Essential Action 5.1
Professional development for effective classroom instruction (RBIS)

Rationale for Essential Action #1

Rationale
- Campus self-assessment shows inconsistent implementation of research-based instructional practices in reading and writing.
- Teachers need stronger support to apply content-specific reading and writing pedagogy, high-leverage strategies, and differentiation for all learners.

Capacity-Building Focus
- Train teachers on reading and writing instructional framework.
- Strengthen use of high-leverage practices (monitoring student work and evidence-based responses).
- Support Tier 1 differentiation to meet the needs of individual students.

How Capacity Will Be Built
- Job-embedded PD and coaching provided by Region 7 (for grades 3-5), Curriculum Team, Instructional Coaching team, and Teach BIG
- Dedicated PD time embedded in the campus calendar
- Aligned walkthroughs and feedback to monitor implementation

Outcome
- More consistent, rigorous tier 1 instruction in reading and writing
- Increased student engagement and access to grade-level content
- Improved academic performance and growth

Rationale Statement

5.1 is prioritized based on the self-assessment - due to the need for campus administrators to monitor and support the implementation of campus expectations and instructional practices. Focusing on this area will help establish strong classroom cultures and routines to help students focus on learning and connect content to lived experiences. This action will help support the overall growth of the campus on the state assessment.

Prioritized Essential Action #1: Capacity Building

Who will you partner with (i.e. VIP Partner)?

Curriculum and Instruction team, Instructional Coaching team, Region 7, Teach BIG, district partnership

How will you build capacity in this Essential Action?

Working alongside the Curriculum and Instruction team, the Instructional Coaching team, Region 7, and Teach BIG, TVAH will build campus leader and teacher capacity through job-embedded professional development focused on content-specific instructional practices. Capacity building will emphasize effective virtual lesson delivery, use of high-leverage strategies, differentiation within Tier 1 instruction, and actionable feedback grounded in instructional evidence.

Capacity Building Statement

The district will work alongside the campus to build campus leader and teacher capacity through job-embedded professional development focused on content-specific instructional practices. Capacity building will emphasize effective virtual lesson delivery, use of high-leverage strategies, differentiation within Tier 1 instruction, and actionable feedback grounded in instructional evidence.

Prioritized Essential Action #1: Communication

How will you communicate these priorities to your stakeholders? How will you create buy-in?

- Communicate instructional priorities and expectations through professional development and ongoing, job-embedded learning in weekly staff meetings and Professional Learning Team time.
- Monitor implementation and provide ongoing communicative support through reflective dialogue, step-backs, and review of instructional practices.
- Communicate progress and expectations to families through learning coach orientation, newsletters, and regular updates by principals and family ambassadors.
- Sustain buy-in by engaging students and stakeholders and using survey feedback to make responsive adjustments.

Communication Building Statement

This communication plan is designed to ensure our instructional priorities are clearly understood and consistently reinforced throughout the year. By embedding expectations into professional development, weekly collaboration, and regular campus communication, we create shared ownership and clarity around what high-quality instruction looks like. Ongoing feedback from staff, students, and families will help us reflect, adjust, and strengthen implementation so our work remains responsive and focused on continuous improvement.

Prioritized Essential Action #1: Desired Annual Outcome

Desired Annual Outcome

By May 2027, 90% of tier 1 instruction will demonstrate aligned materials, high-leverage strategies, and differentiation through research-based, content-specific instruction in reading and writing through informal and formal observations using the Standards for Success observation tool.

Remember

Your **Prioritized Essential Actions** are the basis for your **Annual Outcome**

S — Specific
- State what you'll do
- Use action words

M — Measurable
- Provide way to evaluate
- Use metrics or date targets

A — Achievable
- With your scope
- Possible to accomplish, attainable

R — Relevant
- Ensure the goal aligns with goals

T — Time-bound Tracking
- State what you'll do
- Use action words

Prioritized Essential Action #1: District Theory of Action

District Commitment Theory of Action

If TVAH provides job-embedded professional development that builds campus leaders' capacity for coaching and feedback and supports teachers in using instructional artifacts and data to refine practice, then research-based, high-quality instruction will be implemented consistently across classrooms.

District Commitment Theory of Action Statement

If the district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of instructional leadership systems (feedback on instructional materials alignment and use, data-driven instruction, leading effective professional development, and observation and feedback), then research-based, high-quality instruction will be implemented consistently across classrooms.

Prioritized Essential Action #1

BOY Desired Submission Outcome

By the end of December 2026, 100% of campus leaders and teachers participate in job-embedded professional development focused on content-specific instructional practices, including use of aligned instructional materials, high-leverage strategies, and instructional artifact review, as evidenced by the campus professional development tracker and walkthrough calibration records.

MOY Desired Submission Outcome

By the end of February 2027, at least 75% of classrooms demonstrate implementation of research-based, content-specific instructional practices, including aligned materials and high-leverage strategies, as evidenced by walkthrough data and instructional feedback documentation.

Checklist

- Each Essential Action has a SMART goal
  - Specific, Measurable, Achievable, Relevant, and TIme-bound tracking
- Aligns to the Desired Annual Outcome

Remember

Your **Key Practices** are the basis for your **BOY/MOY/EOY Outcomes**

BOY: Prioritized Essential Action #1

Prioritized Essential Action #1

BOY Desired Submission Outcome

By the end of December 2027, 100% of campus leaders and teachers participate in job-embedded professional development focused on content-specific instructional practices, including use of aligned instructional materials, high-leverage strategies, and instructional artifact review, as evidenced by the campus professional development tracker and walkthrough calibration records.

Campus Actions

TVAH will provide job-embedded, differentiated professional development for campus leaders and teachers focused on content-specific instructional practices aligned to research based practices. Professional learning will intentionally address the needs of student subgroups. TVAH will support campus leaders in reviewing lesson plans and instructional artifacts to ensure alignment to TEKS, ELPS, pacing guides, and instructional materials. Regular classroom observations and calibrated walkthrough processes will be used to monitor implementation, guide feedback, and inform ongoing support.

District Actions

The district will ensure that TVAH will provide job-embedded, differentiated professional development for campus leaders and teachers focused on content-specific instructional practices aligned to research based practices. Professional learning will intentionally address the needs of student subgroups. The district will ensure TVAH will support campus leaders in reviewing lesson plans and instructional artifacts to ensure alignment to TEKS, ELPS, pacing guides, and instructional materials. Regular classroom observations and calibrated walkthrough processes will be used to monitor implementation, guide feedback, and inform ongoing support.

Challenges: Prioritized Essential Action #1
What challenges do you think you'll have in achieving desired campus or student outcomes for this cycle?

Challenge #1	
Professional development does not consistently translate into a clear understanding of how to implement content-specific instructional practices within the virtual learning platform.	
What specific action step addresses this challenge?	How does this action step address this challenge
Action Step #1	**Providing a rubric to campus leaders and teachers ensures consistency and a clear understanding of how to implement content-specific instructional practices within the virtual learning platform**
Challenge #2	
Professional development does not always sufficiently address instructional strategies needed to support a highly at-risk student population in a virtual learning environment.	
What specific action step addresses these challenge?	How does this action step address this challenge
Action Step #2	**Targeted professional learning equips teachers with practical strategies to increase engagement, access, and support for at-risk students, improving instructional responsiveness in virtual classrooms.**

Challenges: Prioritized Essential Action #1
What challenges do you think you'll have in achieving desired campus or student outcomes for this cycle?

Challenge #3	
Implementation of instructional practices requires consistent monitoring and actionable feedback to ensure fidelity in a virtual setting.	
What specific action step addresses this challenge?	How does this action step address this challenge
Action Steps #2 & #3	**Ongoing leader calibration, and then consistent monitoring and feedback of teachers provide clarity, accountability, and support, enabling teachers to refine practice and consistently implement research based instructional strategies in a virtual setting.**

Prioritized Essential Action #1

Action Step #1

Three rubrics will be embedded in the Standards for Success observation tool for use by all leaders for the following purposes:

1. LIFT Observation Tools for informal observations
2. Stride Rubric for formal observations
3. Stride Asynchronous rubric for checking components of the HQIM courses

Action Step #2

All leaders will be trained in the use of all three rubrics, with consistent calibration meetings to align on interpretation of the rubrics.

Action Step #3

Leaders will provide feedback through SFS on each rubric within 48 hours of each observation.
By the end of December, leaders will have conducted at least 2 informal observations with actionable feedback for each teacher.

Action Step Checklist

- Aligned to the correct Essential Action and use language from the Key Practice and Success Criteria
- Demonstrate meaningful progress toward **BOY Outcome** (include planning, execution, and monitoring action steps)
- Support the creation of a system that can be implemented consistently and beyond a single isolated incident
- There is clear alignment between **district actions** and action steps for each cycle
- Comprehensive and consider training, tools, protocols and systems that need to be created
- Within the capacity of leadership and staff

Prioritized Essential Action #1

Action Step #1

Three rubrics will be embedded in the Standards for Success observation tool for use by all leaders for the following purposes:

1. LIFT Observation Tools for informal observations
2. Stride Rubric for formal observations
3. Stride Asynchronous rubric for checking components of the HQIM courses

Evidence Used to Determine Progress

Rubrics finalized and loaded into observation tool Standards for Success.
Rubrics assigned to all teachers and campus leaders for use.

How will data be recorded and reviewed?

Standard for Success setup completed and all staff have access to appropriate rubrics.

Leader(s) Accountable	Leader (s) Follow Up Action(s)
Curriculum and Instruction Manager Campus Principals Executive Director School Director	Ensure all rubrics are finalized Ensure all rubrics are uploaded and correctly assigned to all staff

Non-Funded Resources Needed

Prioritized Essential Action #1

Action Step #2

All leaders will be trained in the use of all three rubrics, with consistent calibration meetings to align on interpretation of the rubrics.

Evidence Used to Determine Progress

Training held on the use of all three rubrics - agendas from trainings; attendance form completion from staff present
Calibration meetings held to align on interpretation of the rubrics - agendas from meetings

How will data be recorded and reviewed?

Leadership team will ensure training is comprehensive and meets the needs of the staff - reviewing training agendas.
Leadership team will ensure all staff attend training and all leaders attend calibration meetings.

Leader(s) Accountable	Leader (s) Follow Up Action(s)
Curriculum and Instruction Manager Campus Principals Executive Director School Director	Follow up with staff who did not attend and actively participate.

Non-Funded Resources Needed

Prioritized Essential Action #1

Action Step #3

Leaders will provide feedback through SFS on each rubric within 48 hours of each observation. By the end of December, leaders will have conducted at least 2 informal observations with actionable feedback for each teacher.

Evidence Used to Determine Progress

Standards for Success dashboard
1:1 meeting agenda record

How will data be recorded and reviewed?

Data will be reviewed through coaching conversations and learning walks completed by the leadership team.

Leader(s) Accountable	Leader (s) Follow Up Action(s)
Curriculum and Instruction Manager Curriculum Coordinators Campus Principals Campus Assistant Principals Lead teachers Executive Director School Director	• Evidence will drive coaching conversations and additional job-embedded PD needs based on data analysis

Non-Funded Resources Needed

Prioritized Essential Action #2

Prioritized Essential Action #2: Rationale

Essential Action 4.1
Daily Use of High-Quality Instructional Materials (HQIM)

Rationale for Essential Action #2

Rationale
- Campus data indicates inconsistent use of high-quality instructional materials within Tier 1 reading and writing instruction
- This results in gaps in standards alignment, pacing, and rigor

How Capacity Will Be Built
- Prioritizing daily use of HQIM
- Training staff on use of HQIM
- Providing regular supports and trainings through PLTs on proper implementation of HQIM

Outcome
- Higher scores on common formative assessments
- Higher scores on interims
- Improved ECR ratings

Rationale for Essential Action #2

Campus data indicates inconsistent use of high-quality instructional materials within Tier 1 reading and writing instruction, resulting in gaps in standards alignment, pacing, and rigor. Prioritizing daily use of high quality instructional materials ensures all students have consistent access to grade-level reading and writing content with embedded supports. This focus strengthens instructional coherence and promotes equitable, rigorous Tier 1 instruction across classrooms.

Prioritized Essential Action #2: Capacity Building

Who will you partner with (i.e. VIP Partner)?

Curriculum and Instruction team, Teach BIG, Region 7 (grades 3-5), district partnership

How will you build capacity in this Essential Action?

The campus will partner with the Curriculum and Instruction team to build teacher and leader capacity for daily Tier 1 implementation of high-quality instructional materials in reading and writing. Capacity building will focus on lesson internalization, pacing, and delivery of aligned instructional materials, with attention to meeting the needs of all student subgroups. This work will be supported through job-embedded professional development, coaching, and feedback cycles that strengthen instructional practice and leader monitoring of research based instructional practice implementation for individual teachers and Professional Learning Teams.

Capacity Building Statement

The district will ensure that the campus partners with the Curriculum and Instruction team to build teacher and leader capacity for daily Tier 1 implementation of high-quality instructional materials in reading and writing. Capacity building will focus on lesson internalization, pacing, and delivery of aligned instructional materials, with attention to meeting the needs of all student subgroups. This work will be supported through job-embedded professional development, coaching, and feedback cycles that strengthen instructional practice and leader monitoring of research based instructional practice implementation for individual teachers and Professional Learning Teams.

Prioritized Essential Action #2: Communication

How will you communicate these priorities to your stakeholders? How will you create buy-in?

- Communicate instructional priorities and expectations through professional development and ongoing, job-embedded learning in weekly staff meetings and Professional Learning Team time.
- Communicate progress and expectations to families through learning coach orientation, newsletters, and regular updates by principals and family ambassadors.
- Sustain buy-in by engaging students and stakeholders

Communication Building Statement

Instructional priorities related to daily Tier 1 use of high-quality instructional materials in reading and writing will be communicated to staff through targeted professional development and reinforced during weekly staff meetings focused on lesson alignment and pacing. Families and community members will be informed through back-to-school events, newsletters, and campus communications. Students will be engaged through consistent expectations for instructional delivery and reinforcement of the campus focus on rigorous, grade-level instruction. Ongoing feedback from staff and families will be used to monitor understanding, address challenges, and sustain buy-in throughout the year.

Prioritized Essential Action #2: Desired Annual Outcome

Desired Annual Outcome

By May 2027, 90% of reading classrooms implement Tier 1 high-quality instructional materials in reading and writing with fidelity, resulting in measurable growth on STAAR for identified student subgroups: African American, Hispanic, White, and Eco-Dis. Measurable growth will be calculated as follows

- African American: 32%
- Hispanic: 36%
- White: 62%
- Eco. Dis: 33%

Remember

Your **Prioritized Essential Actions** are the basis for your **Annual Outcome**

S	M	A	R	T
Specific	Measurable	Achievable	Relevant	Time-bound Tracking
• State what you'll do • Use action words	• Provide way to evaluate • Use metrics or date targets	• With your scope • Possible to accomplish, attainable	• Ensure the goal aligns with goals	• State what you'll do • Use action words

Prioritized Essential Action #2: District Theory of Action

Campus Commitment Theory of Action Statement

If TVAH ensures campuses have access to TEKS-aligned, high-quality instructional materials and assessments, including full unit and daily lesson plans, aligned interim assessments, integrated supports for special populations, and an assessment calendar aligned to scope and sequence, then teachers will consistently implement rigorous Tier 1 instruction that provides all students equitable access to grade-level content and supports and improved outcomes for student subgroups.

District Commitment Theory of Action Statement

If the district processes and procedures support the effective use of standards-aligned, high quality instructional materials and assessments, then teachers will consistently implement rigorous Tier 1 instruction that provides all students equitable access to grade-level content and supports and improved outcomes for student subgroups.

Prioritized Essential Action #2

BOY Desired Submission Outcome

By the end of December 2026, 100% of teachers have access to and are prepared to use TEKS-aligned, high-quality instructional materials for Tier 1 reading and writing, including unit plans, daily lesson plans, and aligned assessments, as evidenced by professional development completion records and Professional Learning Team agendas.

MOY Desired Submission Outcome

By the end of February, 2027, at least 75% of classrooms demonstrate daily use of high-quality instructional materials for Tier 1 reading and writing with appropriate pacing and rigor, including embedded supports for student subgroups, as evidenced by walkthrough data and instructional artifact review.

Checklist

- Each Essential Action has a SMART goal
  - Specific, Measurable, Achievable, Relevant, and TIme-bound tracking
- Aligns to the Desired Annual Outcome

Remember

Your **Key Practices** are the basis for your **BOY/MOY/EOY Outcomes**

BOY: Prioritized Essential Action #2

Prioritized Essential Action #2

BOY Desired Submission Outcome

By the end of December 2026, 100% of teachers have access to and are prepared to use TEKS-aligned, high-quality instructional materials for Tier 1 reading and writing, including unit plans, daily lesson plans, and aligned assessments, as evidenced by professional development completion records and Professional Learning Team agendas.

Campus Actions

TVAH will ensure access to TEKS- and ELPS-aligned, research based instructional materials for Tier 1 reading and writing, including unit plans, daily lesson plans, and aligned assessments. TVAH will provide guidance and support to campus leaders to ensure instructional materials are aligned to scope and sequence and include integrated supports for student subgroups. TVAH will also collaborate with campus leadership to review lesson planning artifacts and assessment calendars to support readiness for implementation with fidelity.

District Actions

The district will support all TVAH campuses by ensuring access to TEKS- and ELPS-aligned, high-quality instructional materials for Tier 1 reading and writing, including unit plans, daily lesson plans, and aligned assessments, will provide guidance and support to campus leaders to ensure instructional materials are aligned to scope and sequence and include integrated supports for student subgroups and will also collaborate with campus leadership to review lesson planning artifacts and assessment calendars to support readiness for implementation with fidelity.

Challenges: Prioritized Essential Action #2
What challenges do you think you'll have in achieving desired campus or student outcomes for this cycle?

Challenge #1	
Teachers do not consistently internalize or use high-quality instructional materials as designed for daily Tier 1 reading and writing instruction.	
What specific action step addresses these challenge?	How does this action step address this challenge
Action step #1	Structured Professional Learning Team routines support teachers in understanding lesson intent, pacing, and rigor, increasing consistent daily use of instructional materials.

Challenge #2	
Instructional materials are not always used in ways that fully support student subgroups, including Emergent Bilingual students and students with disabilities.	
What specific action step addresses these challenge?	How does this action step address this challenge
Action step #2	Intentional use of embedded supports ensures Tier 1 instruction is accessible and rigorous for all learners, improving equity and subgroup access to grade-level content.

Challenges: Prioritized Essential Action #2
What challenges do you think you'll have in achieving desired campus or student outcomes for this cycle?

Challenge #3	
Lack of clear plan for implementation of high-quality instructional materials specifically related to building students' writing skills and stamina.	
What specific action step addresses these challenge?	How does this action step address this challenge
Action step #3	Purposeful and thoughtful development of writing plans for each campus, based on ECR analysis and data review, implemented with fidelity will ensure a focused improvement that will be monitored at 3 different assessment points throughout the school year.

Prioritized Essential Action #2

Action Step #1

Establish clear campus expectations and planning routines for daily Tier 1 use of high-quality instructional materials in reading and writing, within the Professional Learning Team agenda. Leadership will provide feedback as needed on planning notes to ensure implementation. Ensure Bluebonnet curriculum is successfully implemented in the asynchronous courses for grades 3-5 RLA, and other HQIM for RLA grades 6-12, released one quarter at a time to give time for adjustments based on data.

Action Step #2

Provide job-embedded professional development and guided planning support focused on implementing research based instructional practices as designed, with emphasis on embedded scaffolds and supports for student subgroups. PLTs for RLA will regularly review data focusing on specific subpopulations to measure progress towards goals.

Action Step #3

Comprehensive writing plans for each campus will be developed and implemented with fidelity, using HQIM to ensure student growth toward goals for interim 1, interim 2, and finally STAAR.

Action Step Checklist

- Aligned to the correct Essential Action and use language from the Key Practice and Success Criteria
- Demonstrate meaningful progress toward **BOY Outcome** (include planning, execution, and monitoring action steps)
- Support the creation of a system that can be implemented consistently and beyond a single isolated incident
- There is clear alignment between **district actions** and action steps for each cycle
- Comprehensive and consider training, tools, protocols and systems that need to be created
- Within the capacity of leadership and staff

Prioritized Essential Action #2

Action Step #1

Establish clear campus expectations and planning routines for daily Tier 1 use of high-quality instructional materials in reading and writing, within the Professional Learning Team agenda. Leadership will provide feedback as needed on planning notes to ensure implementation. Ensure Bluebonnet curriculum is successfully implemented in the asynchronous courses for grades 3-5 RLA, and other HQIM for RLA grades 6-12, released one quarter at a time to give time for adjustments based on data.

Evidence Used to Determine Progress

Completed unit planning templates
Quick Reference Guides
Asynchronous courses

How will data be recorded and reviewed?

Asynchronous reviews
Review of completed unit planning templates

Leader(s) Accountable	Leader (s) Follow Up Action(s)
Curriculum and Instruction Manager Curriculum Coordinators Campus Principals Campus Assistant Principals Lead teachers Executive Director School Director	Ensure school-wide processes are documented and staff are trained Ensure agendas are complete and filled out with PLC process

Non-Funded Resources Needed

Prioritized Essential Action #2

Action Step #2

Provide job-embedded professional development and guided planning support focused on implementing research based instructional practices as designed, with emphasis on embedded scaffolds and supports for student subgroups. PLTs for RLA will regularly review data focusing on specific subpopulations to measure progress towards goals.

Evidence Used to Determine Progress

Monthly PD tracker
Classroom observations
Professional Learning Team meeting observations
PD Surveys
Data tracking on White, Hispanic, African American, and Eco Dis groups for reading achievement

How will data be recorded and reviewed?

Content teams will record all team meetings.
Leaders will review team meetings, PD surveys, and observations to give targeted feedback.

Leader(s) Accountable	Leader (s) Follow Up Action(s)
Curriculum and Instruction Manager Curriculum Coordinators Campus Principals Campus Assistant Principals Lead teachers Executive Director School Director	Ensure PD schedule is completed and implemented Ensure observations are scheduled with coaching sessions

Non-Funded Resources Needed

Prioritized Essential Action #2

Action Step #3

Comprehensive writing plans for each campus will be developed and implemented with fidelity, using HQIM to ensure student growth toward goals for interim 1, interim 2, and finally STAAR.

Evidence Used to Determine Progress

Completed writing plans
Walk through feedback on writing plans
PLT agendas reviewing student work
Interim ECR scores

How will data be recorded and reviewed?

Team agendas and recordings will be housed in a central location. Walkthrough data will be stored in Standards for Success (SFS). Leaders will review all data for completeness and fidelity.

Leader(s) Accountable	Leader (s) Follow Up Action(s)
Curriculum and Instruction Manager Curriculum Coordinators Campus Principals Campus Assistant Principals Lead teachers Executive Director School Director	Review and approve writing plans Give feedback on writing plans as they are implemented Contribute to PLT agendas when reviewing student work (ECRs) Review of ECR scores with teachers for analysis

Non-Funded Resources Needed

MOY Review
March 2026

MOY Review
Did you achieve your desired outcomes?
What data supports your claim?

EA #1
MOY Desired Submission Outcome
Action Step #1
Action Step #2
Action Step #3

EA #2
MOY Desired Submission Outcome
Action Step #1
Action Step #2
Action Step #3

EOY Review
June 2027

MOY Review
Did you achieve your desired outcomes?
What data supports your claim?

EA #1
EOY Desired Submission Outcome
Action Step #1
1.
Action Step #2
Action Step #3

EA #2
EOY Desired Submission Outcome
Action Step #1
Action Step #2
Action Step #3