San Elizario Independent School District

Borrego Elementary 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:

November 18, 2026

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

October 2026 Borrego Family Newsletter.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, Texas Strategic Leadership

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

LIFT, LIFT PLC Support, Texas Strategic Leadership

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

Region 19

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

8

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.

Lift Grant - $361,200

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?

Campus is part of TSL which under Lever 5 there needs to be a plan to ensure all continues. Instructional Capacity Building – Developing instructional leadership, planning delivery, and data-driven targeted support. Supports include but are not limited to walkthroughs, data reviews with leadership team. Plans have been created to help and support instruction, math framework which helps the teacher structure their lesson.

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

Our campus is currently receiving targeted instructional support from district Instructional Officers in their respective areas of expertise. They are collaborating with campus administration and teachers by conducting classroom walkthroughs, providing meaningful instructional feedback, reviewing lesson plans, and delivering professional development in science, mathematics, reading, and writing. This ongoing support is focused on strengthening instructional practices, ensuring curriculum alignment, and building teacher capacity to improve student learning and academic achievement. The resources that are currently being utilized are as follows: Math-Bluebonnet, RLA-HMH, Science-McGraw Hill and Social Studies-Texas My World.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

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

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

Yes

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

600

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?

600

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

Yes

Please select the adopted curriculum for: 6-8 Math

Bluebonnet Learning Math Grades 6-8/ 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?

900

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?

480

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?

149

If there are fewer than 165 instructional days in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028?

San Elizario ISD continually evaluates instructional decisions to ensure they are made in the best interest of students. The district's transition to a four-day instructional week has strengthened our ability to staff classrooms with certified teachers—an improvement we were unable to achieve in the two years prior to implementation. We recognize, however, that all instructional structures, including the academic calendar, must remain responsive to student needs and state requirements.
If the 2027–2028 calendar includes fewer than 165 instructional days, the district will review student outcome data, staffing impact, and community input to determine necessary adjustments. San Elizario ISD and the Board of Trustees is committed to adopting and implementing a calendar that upholds the district's dedication to providing high-quality instruction for all student.

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)
Benchmark		Campus	Bi-Monthly	Our campus assesses students in all core content areas during the 4th and 8th weeks of each assessment cycle using assessments developed by the district Curriculum and Instruction Department. Assessment results are collected, analyzed, and reviewed during our campus data PLC meetings to monitor student progress, identify areas of academic need, and celebrate student growth. Teachers are expected to use this data to make informed instructional decisions, plan targeted small-group interventions, and spiral previously taught concepts that require additional reinforcement. This ongoing process allows us to monitor student performance, adjust instructional practices, and ensure that students receive the support needed to demonstrate continuous academic growth.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	Beginning of the year DRA reading levels	Campus	BOY/MOY/ EOY	This data provides us with a clear understanding of our students' beginning reading levels and allows us to plan targeted small-group reading interventions based on their individual academic needs. Instruction will focus on strengthening foundational literacy skills, including phonemic awareness, fluency, and reading comprehension, to support students in progressing toward grade-level expectations. Consistent progress monitoring will be essential, as teachers are expected to meet regularly with students in small groups, provide differentiated instruction, and conduct running records to assess reading development. The data collected will guide instructional adjustments, identify areas requiring additional support, and ensure students are making measurable progress in their reading levels.
Interim		District	Semester	The results are used as an MOY indicator to see how students have progresses and may perform on STAAR.
STAAR Released Test		District	BOY/MOY/ EOY	Beginning-of-Year (BOY) assessments are administered only in 3rd grade reading and mathematics and 5th grade science. The assessment results are used to establish baseline student performance data and support the Teacher Incentive Allotment (TIA) process.

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

Our district Curriculum and Instruction Department developed a student data tracker for all classrooms to ensure consistent monitoring of student academic progress. Teachers are responsible for maintaining and updating these trackers with relevant student performance data, including previous STAAR assessment results, benchmark scores, DRA reading levels, and writing sample scores. The campus instructional leadership team regularly reviews the trackers to ensure data is accurate, current, and reflective of student progress. During designated Data PLC meetings, teachers and campus instructional leaders collaboratively analyze student performance, identify learning gaps, celebrate academic growth, and make data-driven instructional decisions. These discussions guide targeted small-group interventions, instructional adjustments, and ongoing progress monitoring to support continuous student achievement.

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

Please see the student intervention plan under "Additional Information".

Will the campus implement a PLC structure?

Yes

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

Our campus conducts weekly Professional Learning Community (PLC) meetings every Friday to promote collaboration, instructional alignment, and continuous improvement. Grade-level teams meet collectively to discuss instructional priorities, curriculum expectations, and student learning needs. Additional time is provided for teachers who specialize in specific content areas to collaborate, plan instruction, and receive targeted support from campus Instructional Specialists or district Instructional Officers. Special education teachers are included in PLC meetings according to the grade levels they serve to ensure alignment of instruction and appropriate support for all learners.

One Friday each month is specifically designated for a Data PLC, during which teachers analyze student assessment results, monitor academic progress, identify learning gaps, and celebrate student growth. These discussions guide instructional decisions, targeted interventions, and adjustments to teaching practices to ensure we are meeting the academic needs of all students.

How frequently will PLCs occur?

Weekly

Who will facilitate PLCs?

Our campus Instructional Leadership Team consists of two Instructional Specialists and three campus administrators who collaborate to support instructional planning, monitor student progress, and strengthen teaching practices. District Instructional Officers also participate as needed to provide targeted professional development, instructional guidance, and specialized support aligned with campus and teacher needs. Together, the team works to ensure consistent instructional expectations, curriculum alignment, and continuous improvement in student academic achievement. All PLC presentations are saved for reference.

Who is required to attend PLCs?

All certified teachers, campus Instructional Specialists, and all three campus administrators participate in this collaborative process to ensure alignment of instructional practices, support student learning, and promote continuous academic growth.

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

Alfonso Borrego Elementary implements structured, weekly PLCs focused on lesson internalization, lesson rehearsal. Teachers collaboratively plan standards-aligned instruction, anticipate misconceptions, and embed Aggressive Monitoring and checks for understanding. Teams analyze assessment data and student work to identify priority needs, plan targeted instructional responses, and monitor progress. Each PLC establishes clear outcomes and actionable next steps, supported by instructional coaching and follow-up.

Upload PLC agenda (optional):

BR_Software_20260807_142756.pdf
5th grade-9_18_26 PLT Meeting Agenda .pdf
Borrego_PLC_Data_9_18_26.pdf
3RD GRADE PLT Meeting Agenda 8_28_26 .pdf
Co_teach_Presentation_October_16__2026.pptx
Borrego_PLC_82826.zip
Borrego_PLC_1016_.zip
Borrego_PLC_92526.zip
Borrego_PLC_9426.pdf
BORREGO_PLC_July_31__2026.zip
BORREGO_PLC.pdf
Borrego_Data_PLC_91726.pdf
Borregp PLC 8-21-26.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
Teacher	Professional development focused on strengthening Tier 1 instruction through lesson internalization, curriculum implementation, aggressive monitoring, differentiated instruction, and effective instructional practices. Training includes UDL, ELPS, AVID Writing Strategies, HMH Reading, Bluebonnet Math, RBIS, TTESS, SLO, district writing expectations, and writing rubric calibration. Ongoing PLCs and coaching will support classroom implementation.	Instructional Specialists, Instructional Officers, Region 19, Assistant Principals and Principal	All Teachers

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

Differentiate professional development based on teacher experience, instructional needs, and classroom observation data. Pair inexperienced teachers with experienced campus teachers for mentoring, modeling, and instructional support. Instructional Specialists will provide targeted coaching, lesson internalization, lesson modeling, and support with implementing the adopted RLA and Math curricula. Ensure equitable access to instructional materials and resources across classrooms. Monitor implementation through classroom walkthroughs, coaching cycles, and PLCs, providing ongoing feedback and additional support as needed. Campus will use the TEA walkthrough forms which are used for Math and agnostic tool or similar with other content areas.

Teachers demonstrating instructional gaps will receive individualized coaching cycles with specific action steps, modeled lessons, and follow-up observations to monitor progress.

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?

Implementation of professional development will be monitored through the RLA/Math Learning Walk Observation Form in Eduphoria STRIVE, instructional coaching cycles, T-TESS observations, and the LIFT Action Plan in collaboration with Region 19.

Learning walk look-fors will include classroom routines and management, pacing, explicit modeling, academic language, questioning and tasks, frequent practice, breadth and depth of instruction, checks for understanding, active monitoring, and responding to student learning.

Campus leadership and Instructional Specialists will use walkthrough evidence to provide targeted feedback, identify coaching needs, and monitor the implementation of instructional practices addressed during professional development. Follow-up learning walks, coaching sessions, and LIFT Action Plan reviews will be used to evaluate progress and determine additional support needed.

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?

The campus will request ongoing professional development, coaching, and instructional support from the district's Special Education and Curriculum & Instruction Departments to strengthen teachers' and administrators' capacity to support special populations, including students receiving special education services, emergent bilingual students, and students requiring targeted interventions.

Training will focus on differentiated instruction, implementation of IEP accommodations, language supports, effective small-group instruction, and the use of student data to identify learning gaps and monitor progress. Campus leadership and Instructional Specialists will collaborate with district departments to provide classroom modeling, targeted coaching, and follow-up support to ensure effective implementation of these practices.

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?

Bluebonnet Math Lesson Internalization Implementation:
100% of Grades 3- 6 math teachers submit and implement lesson plans aligned to Bluebonnet instructional expectations, including aggressive monitoring and checks for understanding.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Administrators, Instructional Specialist and teachers

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

PLC agendas, annotated lesson plans, walkthrough forms, administrator feedback records

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

Continued support with Bluebonnet implementation for 6th grade and teachers new to the curriculum.

Milestone 2

Description – What specific action or deliverable will be completed?

Instructional Coaching Cycles:
Administrators will have 2 coaching conversations a month which includes observation, feedback, action planning, and follow-up support.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Administrators and Instructional Specialist

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

Coaching logs, observation notes, feedback forms, teacher action plans, STRIVE reports, follow-up walkthrough data

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

All campus administrators and instructional specialists have completed the required training and continue to collaborate with Region 19 to receive ongoing guidance, professional development, and support. This partnership strengthens instructional leadership practices, ensures alignment with district expectations, and supports the effective implementation of instructional strategies to improve student achievement.

Milestone 3

Description – What specific action or deliverable will be completed?

Science Instruction:
Strategy: Strengthen fifth-grade science achievement through Claim-Evidence-Reasoning (CER),
TIP milestones through August 2026
- Train teachers on instructional routines and assessment tools.
- Provide CER rubrics
- Establish baseline assessments, implementation expectations, and PLC and coaching schedules.
October 2026: Establish baseline data; target 55% at Meets or above on common assessments and 50% proficient in CER.
-December 2026: Review midyear growth; target 65% proficiency on common assessments and CER.
-February 2027: Target 75% proficiency on common assessments and CER, and 70% STAAR readiness on Interim and Summit K12 assessments.
-May 2027: Target 85% CER proficiency, 90% accurate vocabulary use, 100% notebook completion, and 85% of students scoring at least 80% on exit tickets.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Administrator, Science IS, Instructional Officer and Teachers

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

Student work, lesson plans, student data tracker and walk throughs.

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

Continued Coaching for CER for teachers

Milestone 4

Description – What specific action or deliverable will be completed?

Targeted Math Intervention Effectiveness:
80% of intervention students demonstrate measurable growth in targeted skill areas.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Classroom teachers, Instructional Team and C&I

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

Progress-monitoring reports, intervention schedules, tutoring rosters, student growth charts

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

Data PLCs to review 4 and 8 week checks, K-12 Summit, Fluency checks, Student Data trackers

Milestone 5

Description – What specific action or deliverable will be completed?

Math Fluency
100% of classrooms implement daily spiral review and fluency routines aligned to priority TEKS.

TIP – August 2026: Train teachers on fluency goals, routines, and monitoring. Provide spiral reviews, common assessments, and trackers. Establish daily practice, collect baseline data, and use PLCs/coaching to plan interventions.

TAP – October 2026: Assess 80% target for foundational facts/operations; monitor walkthroughs and coach.
January 2027: Assess 80% target for next grade-level skills; adjust instruction through PLCs.
March 2027: Assess 85% target for expanded skills; provide reteaching/coaching.
May 2027: Evaluate 90% end-of-year fluency target; document growth and gaps.
June–August 2027: Review results, update resources/assessments, share transition data, and train staff.

Ongoing: Use brief fluency checks, monthly PLC reviews, and coaching to adjust support. Measure accuracy and skills using grade-level frameworks.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Administrator, Math IS, Instructional Officer and Teachers

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

Student fluency trackers, classroom schedules, lesson plans, walkthrough evidence

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

Continued support with Bluebonnet implemantaiton for 6th grade and teachers new to the curriculum.

Milestone 6

Description – What specific action or deliverable will be completed?

Math PLC Data Analysis Process Fully Implemented:
PLC teams consistently analyze common assessment data and develop reteach/intervention plans for low-performing TEKS.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administration team, Region 19 (LIFT) , and Instructional Team (C &I)

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

PLC minutes, assessment reports, TEKS analysis documents, reteach plans

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

Monthly Co-observation walks with LIFT program, TEA observational tools and rubrics, and ongoing feedback with region 19 that lead our coaching sessions.

Milestone 7

Description – What specific action or deliverable will be completed?

RLA Small Groups and Reading Growth
RLA Strategy: Improve reading through DRA/EDL data, targeted small groups, and progress monitoring.

Aug.–Sept. 2026:
1. Administer BOY DRA/EDL assessments.
2. Analyze campus, grade, and teacher data to identify reading needs.

Sept.–Oct. 2026:
3. Establish small-group rosters and schedules for 100% of RLA teachers.
4. Model small-group lessons and support planning in PLCs.

Dec. 2026:
5. Verify 100% of teachers maintain running records and Student Trackers; regroup by need.

Jan. 2027:
6. Administer MOY DRA/EDL to TST and teacher-selected students; adjust interventions using running records.

Feb.–Apr. 2027:
7. Review monthly running records and provide targeted coaching.

May 2027:
8. Complete EOY DRA/EDL; calculate student reading growth from BOY.

June–Aug. 2027:
9. Review growth by grade and student group; share transition data and update resources.

Ongoing: Monitor through PLC reviews, STRIVE walks, coaching, and student 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 administrators and Instructional Specialists will monitor implementation through learning walks and coaching feedback.

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

Lesson plans, small-group schedules, walkthrough records, intervention logs

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

Teachers need assistance in working with emergent readers in the upper grades.

Milestone 8

Description – What specific action or deliverable will be completed?

Data-Driven Instruction and Intervention
Establish a consistent data analysis process across grades 3–6. Following each district assessment, teachers will identify the three lowest-performing TEKS, analyze student performance by teacher and student group, and develop targeted reteaching and intervention plans. Instructional Specialists will facilitate data PLCs and monitor implementation of instructional adjustments.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Administrators, Instructional Specialists, Teachers, District C&I

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

District assessment results, completed Data Analysis Forms, lowest-performing TEKS reports, PLC agendas, student trackers, and documented reteaching and intervention plans.

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

Access to district assessment reports, data analysis templates, protected PLC time, and support from Instructional Specialists and District C&I in interpreting data and planning targeted instruction.

Milestone 9

Description – What specific action or deliverable will be completed?

Campus Instructional Monitoring and Accountability
Implement a campus monitoring cycle to verify instructional expectations in RLA, Math, and Science. Campus administrators and Instructional Specialists will conduct learning walks, review small-group implementation, monitor curriculum alignment, and provide actionable feedback. Leadership will review observation trends and identify teachers needing additional coaching or instructional support.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, Instructional Specialists

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

Eduphoria STRIVE learning walk records, instructional monitoring summaries, coaching documentation, teacher feedback, and campus leadership meeting notes identifying trends and follow-up actions.

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

Common learning walk tools (Lift - Action Plan), scheduled observation time, coaching protocols, access to Eduphoria STRIVE, and District C&I support for calibrating instructional expectations.

Milestone 10

Description – What specific action or deliverable will be completed?

Writing Instruction and STAAR ECR Calibration
Implement scheduled writing calibration sessions for grades 3–6 using the STAAR ECR rubric. Teachers will score common writing artifacts, analyze student responses, identify weaknesses in organization, development of ideas, and text evidence, and plan targeted writing instruction. Student writing performance will be monitored across assessment periods to evaluate growth.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

RLA Teachers, Instructional Specialists, Campus Administrators

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

Student writing artifacts, STAAR ECR rubric scores, calibration records, PLC documentation, writing data comparisons, and instructional plans addressing identified writing needs.

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

STAAR ECR rubrics, student writing samples, calibration protocols, protected PLC time, instructional modeling, and support from District C&I.

Milestone 11

Description – What specific action or deliverable will be completed?

Math STAAR Readiness Goal Attainment:
Campus meets or exceeds projected STAAR Mathematics performance targets.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Classroom teachers, Instructional team, administration team

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

Benchmark assessments, STAAR projections, campus dashboards, student growth reports

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

STAAR readiness goals, Lesson internalization, Lesson Rehearsal, Math Framework

Milestone 12

Description – What specific action or deliverable will be completed?

BOY Literacy Assessment and Student Grouping Process:
100% of students assessed and placed into intervention or enrichment groups based on literacy data.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Classroom Teacher, Administration team, Instructional Team, C & I

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

DRA/EDL reports, reading inventories, intervention rosters, class data folders

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

Small group instruction expectations were shared, guided support from RLA instructional specialist, teachers tracking student success

Milestone 13

Description – What specific action or deliverable will be completed?

Reading Progress-Monitoring Cycle Established:
Teachers routinely monitor student reading progress and adjust instructional groups based on assessment data.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Classroom Teachers, Administration Team, Instructional team

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

Student reading trackers, running records, PLC documentation, progress-monitoring forms

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

Modeling for those needing support with running records, ensure leveled readers are available, TBD purchase of I-READY program, K12 Summit

Milestone 14

Description – What specific action or deliverable will be completed?

Mid-Year Literacy Growth Review:
At least 75% of targeted students demonstrate measurable improvement in reading proficiency levels.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Classroom teachers, Administration team, Instructional team

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

MOY assessment reports, intervention data, student growth charts, reading progress reports

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

Guided support from RLA instructional specialist, teachers tracking student success, instructional team accountability to review data, K12 Summit

Milestone 15

Description – What specific action or deliverable will be completed?

ELA STAAR Readiness and Literacy Achievement Goal Attainment:
Campus meets or exceeds projected Reading Language Arts STAAR performance targets and literacy growth goals.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Classroom teachers, Administration team, Instructional team

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

STAAR predictors, benchmark assessments, writing portfolios, EOY reading data, campus dashboards

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

Guided support from RLA instructional specialist, teachers tracking student success, instructional team accountability to review data, K12 Summit

Performance Management

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

Campus leadership will monitor successful implementation by consistently reviewing student data, work and reviewing teacher's student data tracker. How frequently will progress be reviewed, at least quarterly for the superintendent, at least monthly for district leaders and other relevant stakeholders. Review each milestone and identify where we stand and how close it is for completion.

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

The campus administrative team, in collaboration with the Associate Superintendent, provides oversight, guidance, and support to ensure alignment with district expectations and campus instructional goals.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Campus administrators will consistently review student data checkpoints to monitor academic progress and ensure established milestones and instructional goals are being met. Equally important, administrators will maintain a strong presence in classrooms through regular walkthroughs and observations, providing timely, meaningful, and actionable instructional feedback. This ongoing process will support teacher growth, strengthen instructional practices, and ensure that student learning remains at the forefront of our campus improvement efforts.

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

District leadership has access to campus assessment data, data PLC PowerPoint presentations, and individual student progress trackers. This shared access allows district leaders to monitor student academic performance, review campus improvement efforts, and provide ongoing guidance and support. It also promotes transparency, accountability, and alignment between campus and district instructional goals.

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	90
Meets Grade Level	60
Masters Grade Level	30

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	90
Meets Grade Level	60
Masters Grade Level	30

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	90
Meets Grade Level	60
Masters Grade Level	30

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?

40

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?

50

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?

65

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

25

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

Due to the length of our reading improvement plan, the document below was uploaded for viewing.

Upload additional documents (optional):

Borrego Reading Improvement Action Plan 26-27.docx