Ector County Independent School District

Ector Middle School

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

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

Yes

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

Yes

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

No

Please upload artifacts demonstrating a robust observation and feedback system.

Classroom Walkthrough Observation Form 26-27.pdf
Get Better Faster Obser. Tool (CORN).pdf
Coaching Cycle Log 2026-2027.xlsx
f91108ba-420e-424a-
bcd6-01ef60707eec_LIFT_Companion_Guide_Content_Agnostic_ObsFeedback_1_.pdf
Analytics available.docx
0cd27ad3-33bc-4317-81d5-26aa89b5cd6f_Content_Agnostic_Classroom_Observation_Tool.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.

No

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.

No

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.

No

Please select the date of board approval for this plan:

November 17, 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?

Our campus is not engaged in a TEA program

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

Our campus is not engaged in a TEA program

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

Other, District Staff

Please specify the other organization:

Darryl Williams – Get Better Faster / Teach Like a Champion

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

3

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.

Anthony Garcia, Executive Director of Leadership, 50%
Darryl Williams, Get Better Faster / Capacity Builder, 50%
Flor Peña, Campus Instructional Specialist, 100%
Lesly Perez, Instructional Coach, 50%

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).

Darryl Williams -

Uncommon Schools / Teach Like a Champion - Darryl Williams - Darryl Williams and the Teach Like a Champion team bring a strong record of success in school turnaround through their work with Uncommon Schools and initiatives such as TurnNJ, which produced significant, measurable gains in student achievement in historically underperforming schools. Under Williams's leadership and coaching, schools have implemented proven instructional and leadership practices that moved campuses from struggling to exceeding state standards. Their data-driven, teacher development–focused approach has been independently validated for closing achievement gaps and sustaining high performance across diverse, high-need student populations.

Anthony Garcia
Anthony Garcia brings more than 15 years of experience in public education to his current role as Executive Director of Leadership at ECISD. He has held roles as a teacher, assistant principal, and principal at middle and high schools prior to taking his current role. As EDL over secondary campuses, Garcia is responsible for developing and supporting leadership across ECISD's campuses — guiding administrators, fostering school culture, and driving strategic initiatives aimed at student and educator success. His long-standing commitment to the Odessa area and his comprehensive experience at multiple school levels equip him to serve as a trusted leader in the district. Mr. Garcia holds a Bachelor's degree from Texas Tech University, and a Master's degree in Educational Leadership from Stephen F. Austin State University.

Lesly Perez: Instructional Coach:
I began my career in education with two years as a substitute teacher across elementary and high school levels, including two long-term positions teaching high school Spanish. I transitioned into full-time teaching before, serving as an Instructional Coach at Ector Middle School. Throughout my teaching career, I regularly served as a Lead Teacher. In this role, I supported my peers with lesson planning, curriculum alignment, modeling instructional strategies, conducting observations, and hosting shadowing opportunities. To continually refine my practice, I have completed professional development in all core subjects, blended learning, the Texas Reading Academies, Gifted and Talented (GT) training, Professional Learning Communities (PLCs), and AVID (Advancement Via Individual Determination) training. Through AVID, I incorporate high-engagement strategies centered on WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) to foster critical thinking, structured note-taking, collaborative learning, and college and career readiness in the classroom. This marks my first year working in a turnaround school, which has been an exciting and rewarding opportunity. I have experienced firsthand the strong organizational structure, clear expectations, and comprehensive resources provided to support student success. I actively lead and engage in PLCs, lesson design, exemplar creation, instructional modeling, walkthroughs, coaching, and the Emergent Tree framework. We have also dived into leadership reports, closing the loop and going over data to help with reteaching and closing the gaps. I remain committed to continuous growth by attending targeted professional development to expand my knowledge and strengthen my coaching practice.

Flor Pena: Specialist
During my two years at Ector, I have grown significantly as an instructional educator and developed a deeper understanding of how intentional systems drive student achievement. Working in a turnaround environment has strengthened my knowledge of TEKS-aligned instruction, rigorous lesson planning, exemplars, targeted intervention, progress monitoring, and data-driven decision-making. I have also learned the importance of pairing strong student relationships with high academic expectations and accountability for learning. Through strategic grouping, intervention, assessment data, and consistent monitoring of student mastery, I have seen how purposeful instructional practices can accelerate student growth. My experience at Ector has reinforced that rigor, consistency, collaboration, and targeted instructional support are essential to improving outcomes for every student.

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.

Staffing -
Opportunity Culture
- 3 Multi-Classroom Leaders ($45,000) (1 Math, 1 Reading, 1 Science)
- Instructional Coach (Title 1 Funds $55,000, Reallocation of position)
- Campus Specialist is paid for by District Title 2 funds ($80,000)

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?

n/a

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

Staffing positions and title funds have been allocated to increase the number of effective / high-growth teachers on the campus. One campus instructional specialist has been assigned by the district to this campus, and the campus has used Title 1 funds to secure a campus instructional coach as well. Staff has been distributed according to campus need to ensure high-quality staff in high-need areas. Students are assigned to Opportunity Culture/TIA-designated teachers based on student need and data indicators.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

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?

235

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?

235

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)

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 Math (Algebra 1, Algebra 2, Geometry)?

Yes

How many instructional minutes per week are in the master schedule for 9-12 Math curriculum delivery?

235

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 Math curriculum?

Yes

Please select the adopted curriculum for: 9-12 RLA

Not applicable

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

175

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	District Common Assessment (District Checkpoint)	District	Monthly	Campuses will participate in District Checkpoint assessments directly tied to the scope and sequence of each grade level / content area. These are administered in the 5th week and 9th week of each 9-week grading period. These assessments are designed to take no more than a single class period and assess recently covered material. Campuses engage in data review after each of these assessments and respond to identified needs through reteaching, spiraling, and / or extension. The district also provides growth tables after each assessment. Together with performance data, the growth data is also used to assist with student grouping, determination of interventions, and MTSS tiering.
Interim		District	Semester	Campuses will take the RLA and Math interim in Fall, and interims for all 4 core subject area in the Spring. These STAAR aligned assessments are used not only to give students practice and familiarity in the STAAR platform, but also to provide campuses data on STAAR-aligned performance, growth, and predictive analytics. Growth tables and performance data are provided to campuses after each of these assessments to assist with student grouping, remediation and intervention plans, and data tracking.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	I-Ready	District	BOY/MOY/ EOY	Students participate in the i-ready assessment to engage in a personalized learning pathway throughout the year. The results of the assessments and learning pathway also provide teachers with scripted lessons for student intervention.

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

The district accountability team will produce student growth tables after each checkpoint and interim assessment. These growth tables utilize the state accountability methodology and compare growth to the prior year STAAR assessment. These growth tables provide not only overall growth scores, but also student listings and demographic group growth scores for Domain III monitoring. The campus will review these growth tables after each checkpoint and interim assessment and utilize them for planning student interventions during the campus intervention block, MTSS-tiering, and student grouping within classrooms.

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

All students who failed Math, Reading, or Science STAAR are assigned to a lab class for remediation and intervention including Emergent Bilingual and Special Education students. The master schedule also includes a daily RTI block (Eagle's Nest) of 27 minutes. The campus has scheduled specific subject areas for remediation and intervention each day (6th & 7th Grade RLA & Math Monday-Thursday, Friday = SEL; 8th grade has each core subject 1 day per week Monday - Thursday, with SEL on Fridays). Emergent Bilingual students are pulled for intervention groups and Summitt K-12 practice weekly by the Campus Instructional Specialist. All core subject area teachers provide tutoring 3x per week (after school, before school, or during Eagle's nest).

Will the campus implement a PLC structure?

Yes

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

PLCs are organized by Grade Level and Content area (ie. 6th grade RLA has a shared PLC period).

How frequently will PLCs occur?

Teachers in tested subject areas meet daily for 47 minutes for PLC (6-8th reading; 6-alg 1 math, 8th Science, 8th social studies). All other courses meet 1x per week.

Who will facilitate PLCs?

Multi Classroom Teachers, Assistant Principals, and Lead Teachers co-facilitate all PLCs. Administrators are present in all tested core subject area PLCs.

Who is required to attend PLCs?

All teachers and administrators are required to attend PLCs. The associated Special Education and ESL staff attend PLCs for their co-taught courses. Special Populations teachers also have a PLC planning time during Eagle's nest daily.

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

This campus uses the district PLC protocol which follows the 9-week instructional cycle and data cadence in the district. This ensures that weekly PLC structures are completed while embedding internalization, TEKS analysis, and data protocols into the cadence of meetings.

Upload PLC agenda (optional):

ECISD 9-Week PLC Facilitator Guide - Google Docs.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
Other Campus Admin (Assistant Principals, Instructional Coaches)	Teach Like a Champion / Get Better Faster / Bambrick-Santoyo Training: Darryl Williams, CEO of Teach Like a Champion trainings EDLs, Principals, APs, and Multi-classroom leaders monthly on best practices for school leadership and coaching teachers. Topics covered include: developing systems and processes, school culture, tiering teachers for support, coaching and providing effective feedback, and implementing aggressive monitoring.	Darryl Williams	Principal Manager (EDL), Principal, Assistant Principals, MCLs
Other Campus Admin (Assistant Principals, Instructional Coaches)	Data Tours: Campus and District Leaders participate in data tours that enhance leaders' data literacy for major data points used throughout the district. The goal of each data tour is to deeply understand the data provided as well as its impact on accountability and next steps for the campus team. Each data tour has components that start with the 30,000 ft view and lead to individual student level interventions.	District Accountability & School Improvement Team	Principal, Campus Leadership Team
Teacher	Academic Tours Description: Academic tours are designed to roll out academic initiatives and information to campus leadership and teachers. This includes the district PLC process, use of district curriculum documents, and the districtwide instructional framework.	District Academics Department	All teachers
Other Campus Admin (Assistant Principals, Instructional Coaches)	Emergent Tree Tier 2 Bridges Program: Campuses in "scale" for Emergent Tree Tier 1 behavior system are participating in 2 full-day professional development sessions for the Tier 2 bridges program (September, Spring), as well as virtual and in person coaching visits to ensure strong implementation and fidelity on these campuses.	Emergent Tree Consultants and Coaches	Campus Emergent Tree Team (Principal, Administration, and Select Teacher Team)

Role	Training/PD Description	Delivered By	Attended By
Teacher	RBIS - RBIS (Research-Based Instructional Strategies) training equips educators with evidence-based practices for delivering rigorous, standards-aligned Tier 1 instruction. The training helps teachers deepen their understanding of content-specific instructional practices, strengthen lesson design and delivery, anticipate student misconceptions, and use effective strategies that promote student thinking, engagement, and mastery of grade-level content. Reading and Math teachers will attend before the start of the 27-28 school year.	Region 18 Service Center	RLA and Math teachers
Teacher	New ELPs Training - The new Texas ELPS training prepares educators to implement the updated English Language Proficiency Standards (ELPS) by integrating language development into daily content-area instruction. The training emphasizes intentionally supporting students in developing listening, speaking, reading, and writing skills while maintaining access to rigorous, grade-level academic content.	District Bilingual / ESL Team	All content area teachers, Principals, administrators
Principal	School Improvement Orientation - Texas School Improvement (SI) Orientation provides campus and district leaders with an overview of TEA's school improvement framework, requirements, and processes for identified campuses. The training helps teams understand their improvement pathway, required planning and monitoring activities, available supports, and expectations for using data and evidence-based practices to drive continuous improvement.	Region 18 Service Center	Principal, Principal Manager

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

District Professional development was adjusted this year to include a pathway for novice
For teacher with 0-3 years of experience, or teachers with demonstrated need, Teacher's Nest occurs after school monthly as a required professional development time facilitated by campus principal, assistant principals, department chairs, and multi-classroom leaders. During this time, specific timely and relevant topics are covered (classroom management, AVID WICOR engagement strategies, Darryl Williams Content).
Teachers can be added to this training based on teacher tiering.

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?

Emergent Tree training is evaluated using the Emergent Tree Classroom coaching tool and Tier 1 / 2 fidelity checklists.
Darryl Williams training is evaluated using a combination of the "see it, name it, do it" coaching scripting cycle and the district walkthrough form.
District level training is evaluated using the district classroom walkthrough form.

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

Other

Please describe the observation frequency:

Core content area teachers receive observations and feedback bi-weekly; however, high need teachers receive more frequent observation and feedback cycles.

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

Once monthly, teachers receive a Bilingual / ESL training from district staff and from the Campus instructional specialist. The entire staff attending training on how to read and support IEPs, and another special education training is planned in the fall with staff. All staff also attended ELPs training, MTSS, ARD, and 504 training at "Ector University" in Fall 2026.

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?

Observation and Feedback Cycles Calibration- Campus administrators regularly (at least monthly) utilize Sibme for walkthrough calibration.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Administration

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

100% of administrators will have completed calibrated walkthroughs with Sibme; Screenshots from each campus administrator Sibme account showing use of the app for calibrated walkthroughs

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

Sibme training (Completed Summer 2026); Sibme app access, ongoing Simbe training and support through HR and Leadership (EDLs)

Milestone 2

Description – What specific action or deliverable will be completed?

Classrooms will implement positive learning environment and classroom management routines, including Emergent Tree (as appropriate for Cohort).

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Emergent Tree Team

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

80% of randomly sampled classrooms will show evidence of Emergent Tree Tier 1 Fidelity. (Temperature checks, frayer models, feedback boards, aligned feedback)

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

Emergent Tree Training, Tier 1 Fidelity Checklist; Tier 1 Fidelity walks from Emergent Tree and MTSS Behavior Specialists

Milestone 3

Description – What specific action or deliverable will be completed?

Classrooms will implement district adopted High-Quality Instructional Materials (HQIM) and pacing guides with fidelity.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

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

100% of randomly sampled classrooms will show evidence of fidelity to district adopted HQIM and pacing; Campus walkthroughs sampled by EDL / DCSI using district walkthrough tool.

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

EduHub Access, District Walkthrough forms

Milestone 4

Description – What specific action or deliverable will be completed?

Campuses will monitor the progress of Emergent Bilingual English language development and utilize district adopted platform for language practice.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus LPAC Administrator / ESL Facilitator

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

MOY Summit K-12 assessment shows 95% participation rate among Emergent Bilingual Students; Elementary campus master schedules reflect the Transitional Bilingual Early Exit Model as adopted by the district, and teachers utilize adopted language development curriculum appropriately. MOY Summit K-12 Assessment report; Bilingual / ESL classroom monitoring and walkthroughs.

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

Summitt K-12 Access, Summitt K-12 Training (provided Sept. 2026); Summitt K-12 training; TELPAS Data Tour

Milestone 5

Description – What specific action or deliverable will be completed?

Implementation of expectations for academic language and rigorous questioning; Campus leaders will provide ongoing professional learning, coaching, and observation feedback focused on academic language development and rigorous questioning strategies
Campuses will implement the use of academic language and rigorous questioning in Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

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

80% of randomly sampled classrooms will: use precise academic language and rigorous, meaningful, standards aligned tasks and questioning strategies that build and deepen student understanding measured by scoring a 3 or higher on the Observation Tool.
- Key terms are introduced and used during explanations
- Tasks and questions build and deepen student understanding
Participated in PD provided by Academics team

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

Eduhub Access, Unit overviews; Academic Tours, including AVID WICOR Training, Coaching for teachers who have this action step (MCLs, instructional coaches, and / or campus administrators)

Milestone 6

Description – What specific action or deliverable will be completed?

Campuses will implement the AVID WICOR instructional framework to ensure multiple means of participation, engagement, and frequent practice in Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

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

80% of randomly sampled classrooms will: demonstrate more than one engagement strategy and practice that reveals student thinking (discussion, writing, student practice aligned with AVID WICOR measured by scoring a 3 or higher on the Observation Tool, presence in lesson plans and exemplars, etc.

- Students have regular opportunities to practice during the lesson.
- Participation is high with few or no students disengaged.

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

AVID WICOR Training, AVID WICOR strategies and resources (EduHub).

Milestone 7

Description – What specific action or deliverable will be completed?

Campuses teachers will plan and implement checks for understanding and academic monitoring in Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

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

In at least 80% of randomly sampled classrooms, teachers will: deliberately check for understanding through questioning, student work tasks, and / or formative assessments, and monitor for student understanding of lesson objectives (not just task completion) measured by scoring a 3 or higher on the Observation Tool; submission of PLC documentation, exemplars and lesson plans.

- Checks for understanding provide clear information about how students are progressing toward the objective
- Teacher collects clear evidence of student understanding.

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

Darryl Williams Training for MCLs, Assistant Principals, Principals, and EDLs
Coaching for teachers who have this action step (MCLs, instructional coaches, and / or campus administrators)

Milestone 8

Description – What specific action or deliverable will be completed?

The campus administration will implement observation and feedback cycles according to teacher need and tiering to ensure high quality instrction and coaching for teachers.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Administration

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

85% of walkthroughs in core content area classrooms show a documented action step based on Campus Action Step Tracker.

Creation and maintenance of teacher tiering roster, observation rosters, principal calendars

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

District walkthrough form, EduHub Access; Coaching for teachers identified in Tier 2 or 3 (MCLs, instructional coaches, and / or campus administrators), EDL support, coaching, and supervision of principals who do not meet observation and feedback goals / expectations Darryl Williams / Teach Like a Champion, teacher waterfall

Milestone 9

Description – What specific action or deliverable will be completed?

The campus will implement the district PLC and data analysis structures to strengthen data-based decision-making at the classroom, team, and campus levels. During weekly PLC meetings, teams will use student data trackers, assessment results, and student work to analyze growth and mastery, identify students needing intervention or enrichment, and plan targeted instructional responses. Through the district's Closing the Loop process, teams will implement these responses, monitor student progress, and review subsequent evidence to determine effectiveness and adjust instruction. Campus leadership will participate in Superintendent data reviews using district-provided and district-reported data to evaluate campus progress, identify priorities, and guide 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, PLC Leads

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

100% of Closing the Loops data analysis documents and weekly PLC documents have been completed and uploaded to the PLC artifacts "Data Tours" folder in google drive for Checkpoint 2B, 3A, 3B, and Spring Interim (for impacted grades and subject areas) and students have been identified for intervention or enrichment groups. Weekly submission of PLC artifacts, including agendas, data analysis, updated student data trackers, instructional action steps, and follow-up monitoring; completed Closing the Loop documentation; and documentation of participation in Superintendent data reviews, including identified priorities and resulting campus action steps.

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

District PLC Artifact Folder, Closing the Loops Data Analysis Data Tour (provided Sept. 2026), PlayLab app

Milestone 10

Description – What specific action or deliverable will be completed?

The campus will ensure all returning RLA and Math teachers in applicable grade levels for RLA and Math receive RBIS training.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal

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

100% of Returning RLA and Math teachers will have received RBIS Training

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

Funding for training ($250 for RLA per teacher, $500 for Math per teacher)

Performance Management

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

CSI Progress Campuses with at least a C Rating will meet with Executive Directors of Leadership weekly for coaching, support, and weekly data reviews. These will also participate in meetings quarterly with Superintendent Dr. Boyer, Chief of Schools, Mr. Marquez, and Chief Academic Officer Dr. Trejo, to review campus data, campus PLC artifacts, attendance and discipline reports, and fidelity of implementation of academic interventions. Campuses will monitor the progress of the TIP at least monthly to review with Executive Directors of Leadership.

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

Cheryl Wilson (DCSI) will review monthly updates on the implementation of the Targeted Improvement Plan.
Executive Directors of Leadership (Principal Managers) will review data and documentation weekly with principals.
Superintendent Dr. Boyer, Chief of Schools, Mr. Marquez, and Chief of Academics, Dr. Trejo, will review campus data with principals during monthly superintendent data reviews.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress will be collected monthly and uploaded to campus TIP folders hosted by the Accountability and School Improvement Team. Campuses will also provide artifacts during superintendent data review meetings quarterly.

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

All Milestone progress data and artifacts will be shared with Executive Directors of Leadership and cabinet level leadership for review utilizing the TIP folder for data collection in Microsoft TEAMS / One Drive, as well as the superintendent data review process.

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	72
Meets Grade Level	44
Masters Grade Level	22

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

—

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	75
Meets Grade Level	46
Masters Grade Level	17

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

—

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

Performance Level	EOY Goal (%)
Approaches Grade Level	69
Meets Grade Level	43
Masters Grade Level	20

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

—

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

16

Not applicable: Academic Achievement goal (SY 26-27)

—

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

2

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

—

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

No

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

16

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

8

Additional Info

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

—

Upload additional documents (optional):

—