Ector County Independent School District

Pease Elementary

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

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

Yes

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

Yes

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

No

Please upload artifacts demonstrating a robust observation and feedback system.

Pease_Instructional_Walkthrough_Action_Tracker.xlsm
Classroom Walkthrough Observation Form 26-27.pdf
Pease Instructional Walkthrough Action Tracker.xlsm
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.

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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.

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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.

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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)

—

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?

6

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

Julie Marshall, Executive Director of Leadership, 50%
Darryl Williams, Capacity Builder, 50%
Rocky Phillips, Instructional Specialist (RLA), 100%
Yancey Southard, Assistant Principal, 50%
Jamie Anderson, IB Coordinator, 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).

Julie Marshall -
Julie Garner Marshall is a district instructional leader with 35 years of experience in public education. She has worked extensively with TEA turnaround campuses serving high-needs student populations and leading comprehensive school improvement efforts. In a previous district role, she contributed to the development and monitoring of Campus Improvement Plans, Improvement Required Plans, and TEA Turnaround Plans, providing direct support to multiple middle schools engaged in turnaround processes. Her career includes service as a Principal, Curriculum Facilitator, District ELA Coordinator, and Success Coach at campuses with high economic disadvantage, including Zavala Elementary and Blackshear Elementary. She holds a Master of Science in Counseling and Principal Certification from the University of Texas Permian Basin, as well as two bachelor's degrees from Texas Tech University. Her leadership experience demonstrates a strong record of coaching, data-driven improvement, and elevating instructional quality on struggling campuses.

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.
Micah Arrott, Principal, 100%

Rocky Phillips, Instructional Specialist (RLA), 100%
Rocky Phillips has extensive experience supporting school turnaround by strengthening instruction, developing
teachers, and creating systems of accountability focused on student achievement. She has led PLC and
data-analysis cycles, supported teachers in unpacking standards and internalizing lessons, and used
assessment data to develop targeted reteach, intervention, and enrichment plans. Through consistent
coaching, progress monitoring, and a strong focus on Tier 1 instruction, she has helped teams close
achievement gaps, improve instructional practices, and increase student growth. Her approach centers on
knowing the standards, knowing the data, knowing the scholars, and consistently closing the loop.

Jamie Anderson, IB Coordinator, 50%

Now in her 18th year in public education, Jamie has firsthand experience contributing to a successful school
turnaround at Pease Elementary, a Title I campus that improved its state accountability rating from an F to a C.
As the IB PYP Coordinator and a member of the campus leadership team, she has helped drive improvement
by strengthening instructional practices, using data to guide decisions, building teacher capacity, and
establishing systems of accountability and support.
Beyond academics, Jamie has helped transform campus culture through IB PYP, AVID, student leadership,
and the House System, creating greater student ownership, engagement, and belonging. This experience has
reinforced her belief that sustainable school turnaround occurs when strong instruction, high expectations,
intentional leadership, and a positive school culture work together toward one shared vision: success for every
student.

Yancey Southard, Assistant Principal, 50%
He has direct experience working in a school turnaround environment and contributing to significant campus
improvement. During the 2025–2026 school year, he served as a K–5 math specialist on an Improvement
Required campus that increased its accountability score from a 66 to an 87 in a single school year.
In that role, he supported campus improvement through data analysis, targeted small-group instruction, MTSS
implementation and documentation, and direct instructional support across multiple grade levels. His work
required identifying student needs, using assessment data to guide intervention, monitoring progress, and
supporting teachers in adjusting instruction based on student performance.
He also brings experience teaching mathematics across multiple grade levels and districts, including work on
campuses with histories of turnaround and improved accountability performance. Throughout his career, he
has demonstrated strong student performance on STAAR and developed a strong understanding of how
effective instruction, purposeful intervention, consistent progress monitoring, and the strategic use of data can
contribute to sustained campus improvement.

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Instructional Specialist ($80,000 - Title 2 District Funds)
IB Coordinator ($80,000 - Choice Schools Fund)
1 Multi-Classroom Leader Level II ($17,000 - Redistributed Position)
3 Multi-Classroom Leaders Level I ($45,000 - Redistributed Position)
2 Team Reach Teachers ($16,000 - Redistributed Position / Title I Funds)
3 Teacher Residents ($99,000 - Teacher Resident Funding)
Darryl Williams - Funding by district, Title II

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?

Instructional Specialists are assigned by the district based on school improvement status and campus need. Staffing positions and title funds have been allocated to increase the number of effective / high-growth teachers on the campus. 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 indications.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Other

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

Yes

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

585

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?

585

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

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

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?

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 RLA, Math, and Science 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 grade levels pull two invention groups daily as part of the master schedule (two groups for reading, and two groups for math). Instructional specialist pulls student groups for intervention as well. Students are selected for small groups based on assessment data from assessments listed above. Students in special populations are included in these groups.

Will the campus implement a PLC structure?

Yes

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

Two double blocked PLCs occur weekly. On Tuesdays vertical PLCs (K-5) meet by content area (Reading, Math, Science, Social Studies, and Bilingual) meet. On Fridays grade bands meet for PLCs (K-1, 2-3, and 4-5.). The double is 90 minutes twice per week.

How frequently will PLCs occur?

PLCs meet twice weekly for 90 minutes each (a total of 180 minutes weekly).

Who will facilitate PLCs?

Principal, MCLs, and Assistant Principal facilitate by assigned subject area.

Who is required to attend PLCs?

All content area teachers attend, all teacher residents, and Special education teachers are all required to attend. Separate PLCs for Specials teachers take place on Fridays.

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.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	Texas IB Schools Training for all Teachers and Paraprofessionals, takes place annually in the summer and at least twice throughout the year.	TIBS	All staff

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 1: Campuses in Year 1 of the Emergent Tree Tier 1 Behavior program will attend training in person 3x per year (July, September, Spring), have two in-person coaching visits, and 2 virtual coaching visits.	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?

All new teachers receive a coach for modeling and lesson plan support from the administrative support in addition to having a mentor teacher.
Within the district, Instructional Facilitators (IFs) (uncertified) are part of the IF Academy designed to support these staff members and push toward certification. Additionally, district PD days are designed with differentiated pathways based on experience level.

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?

Biweekly

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

All teachers received training on the new ELPs. The campus will provide Content Based Language Instruction (CBLI) training through the district Bilingual / ESL department by the end of the first semester. The district special education team has been supporting the specialized classroom frequently. And all teachers will attend a special education training based on campus needs by the end of the first semester.

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: manage instructional time effectively including transitions, routines, and procedures, in ways that maximize instructional time AND implement district, campus and/or campus behavior systems . Teacher address misbehaviors with minimal disruption to the classroom and students follow teacher expectations with positive reinforcement. This will be measured by the Observation tool (classroom management and environment section).

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 instruction 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	78
Meets Grade Level	46
Masters Grade Level	24

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	72
Meets Grade Level	47
Masters Grade Level	21

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	71
Meets Grade Level	45
Masters Grade Level	22

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):

—