Question/Prompt	School System Name	Name of the staff member employed by the school system completing this plan submission	Email	What role applies to the person completing this submission?	PLAN TYPE
Additional Instructions	Please select/type one of the following: Principal, Superintendent, District Coordinator of School Improvement (DCSI), Other (if other, please specify)				
Campus and Staff	Rodriguez Elementary School	Tanya Webb	twebb@seguin.k12.tx.us	Principal	LIP (Local Improvement Plan)
	Koennecke Elementary School	April Shelnutt	ashelnutt@seguin.k12.tx.us	Principal	LIP (Local Improvement Plan)
	A.J. Briesemeister Middle School	Linda Guzman	lguzman@seguin.k12.tx.us	Principal	LIP (Local Improvement Plan)
	Seguin ISD	Jessica Lee	jllee@seguin.k12.tx.us	DCSI/Director of Assessment & Accountability	N/A
	Seguin ISD	Dr. Kenneth Vogel	kvogel@seguin.k12.tx.us	Chief of Leadership & Student Services (Principal Supervisor)	
	Seguin ISD	Dr. Jack Lee	jacklee@seguin.k12.tx.us	Superintendent	

Criteria for Success										
Is the proposed strategy likely to move the campus to a C or better OR CSI exit in two years or less? -The school improvement strategy selected would reasonably improve student outcomes quickly enough that the campus would not be escalated to a sanction under Texas Education Code (TEC), Section 39A.111. -There is appropriate support dedicated to strategy implementation and capacity building: +There is a team/organization with a track record of success in systems building and rapidly improving student outcomes dedicated to supporting the campus in strategy implementation (an ESC, SAPL vendor, program-vetted vendor, etc.); OR +If district or campus staff members are named as the capacity builder, there is evidence that these staff members: -Have a track record of success in school turnaround -At least 50% of their role is dedicated to the implementation of the strategy on the campus (cannot be current principal or AP, unless role was added specifically to support SI)									
Question	**To which campus or campuses does this strategy apply?**	**Please select the strategy or strategies you will implement for this campus/these campuses**	**Which, if any, program is this campus engaged with for the 26-27 school year?**	**Which, if any, program is your school system interested in to support this strategy?**	**Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation**	**How many district staff members will be responsible for capacity building with this campus? 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.**	**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).**	**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.**	**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?**	**How will the campus or district redistribute talent and resources to proportionately support this campus's needs?**
Additional Instructions		Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year. Intensive Curriculum & Instruction ImprovementsAccelerating Campus Excellence (ACE) Model Closure/Reassign Improve Graduation Rate Intensive Curriculum & Instruction Improvements Turnaround Partnership (SB 1882)	LIFT, LIFT PLC Support, Texas Instructional Leadership, School Action Fund (Restart, Reassign, Redesign, Create New), System of Great Schools, Texas Straegic Leadership, Our Campus is not engaged in a TEA program, Other	LIFT, LIFT PLC Support, Texas Instructional Leadership, School Action Fund (Restart, Reassign, Redesign, Create New), System of Great Schools, Texas Straegic Leadership, Our Campus is not engaged in a TEA program, Other	SAPL list, ESCs, District Staff, Campus Staff, Other (must include name)	**2 staff members**				
Answer(s)	Rodríguez Elementary School (LIP), Koennecke Elementary, School (LIP), A.J. Briesemeister Middle School (LIP)	Intensive Curriculum & Instruction Improvements	LASO 4/LIFT PLC Support	LASO 4/LIFT PLC Support	Carnegie Learning, ESC 20, Blue Jean Educational Consulting, District Staff	Jessica Lee, Director of Assessment & Accountability/DCSI - 50%, Dr. Kenneth Vogel, Chief of Leadership & Student Services/Principal Supervisor - 50%	Jessica Lee, Director of Assessment & Accountability/DCSI - 3 years of school improvement work Dr. Kenneth Vogel, Chief of Leadership & Student Services/Principal Supervisor - 5 years of school improvement work Carnegie Learning - 20 years of school improvement work Blue Jean Educational Consulting - 60 years combined experience in school turnaround for Dr. Karin Holacka and Deana Lopez	For the 2026-2027 school year, Seguin ISD has secured multiple grant awards including LASO4/Lift Add on SI PLC and 2026-2027 ESSA grant. These grants support key strategies, including: implementing HQIM, targeting coaching for teachers and leaders, professional development, observation feedback cycles, PLCs, and systems level improvement.	Should grant funding not be secured, the district is prepared to: -Reallocate federal ad local funds (ex, Title I, ESSA, State Comp Ed) to maintain essential positions and supports. -Leverage internal instructional capabilities to continue training and coaching at the campus level. -Integrate grant-funded practices into existing district systems to ensure sustainability and alignment. -Prioritize high-impact strategies in budget planning to ensure continuity of implementation. This plan ensures the continued advancement of our strategic priorities, irrespective of future funding outcomes.	As a Local Improvement Plan campus, the campus will receive prioritized district resources and intensive support aligned with the Seguin ISD Accountability Improvement Plan. Instructional coaches are strategically allocated using a weighted model based on the number of full-time teachers and campus accountability ratings, providing increased coaching support to campuses with the greatest academic needs. The Curriculum, Instruction, and Assessment (CIA) team will provide targeted instructional support, professional development, and twice-monthly curriculum calibration walks. The campus will receive monthly instructional coaching for all core teachers in STAAR-tested subjects, twice-monthly coaching for new (0-year) core teachers, and monthly administrative feedback cycles supported by LIFT. The principal will participate in a guided leadership program with an external consultant, including monthly virtual coaching and monthly on-site, side-by-side leadership coaching, in addition to monthly coaching with the principal supervisor and monthly instructional rounds. Every six weeks, the campus will participate in cadence of accountability meetings with the Superintendent, Chief Academic Officer, principal supervisor, and District Coordinator of School Improvement (DCSI) to review academic performance, improvement plan implementation, and progress toward established goals. This intensified system of coaching, monitoring, and accountability ensures that district talent and resources are strategically directed toward accelerating student achievement and improving campus performance.

Criteria for Success

Does the plan increase the quality of instructional materials to be used at the campus and provide adequate time and support for teachers to internalize materials and reflect on student performance?
-The campus will increase the quality of the instructional materials to be used at the campus (if not already implementing SBOE-approved HQIM or OER).
-The district has allocated sufficient instructional time for delivery of HQIM and has a calendar with a minimum of 165 instructional days.
-The campus will have weekly (at a minimum) high-quality PLCs to support instructional delivery and respond to student outcomes
-The PLC protocol includes time for lesson internalization and student work analysis.

ONLY IF YOU SELECTED C&I, ACE, SCHOOL MODEL CHANGE, OR 1882 AS YOUR SCHOOL IMPROVEMENT STRATEGY

Question	List or copy and paste all SI - identified campuses below	Please select the adopted curriculum	Is this the curriculum that will be implemented for the duration of the plan?I	How many instructional minutes per week are required/recommended for implementation of this curriculum?	Does the amount of minutes meet the required/recommended number of minutes for the curriculum adoption?	How many instructional days are included in the 2026-2027 calendar?	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.	Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored	What is the campus plan for student intervention and supporting students below grade level and in special populations	Will the campus(es) implement a PLC structure?	How frequently will PLCs occur?	Who will facilitate PLCs?	Who is requried to attend PLCs?	Please describe the PLC protocol to be used
Additional Instructions	List all SI campuses in the district excluding Texas Partnership schools													
Answer(s)	Rodriguez Elementary School (LIP), Koennecke Elementary, School (LIP), A.J. Briesemeister Middle School (LIP)	**Elementary:** RLA: Bluebonnet, Mathematics: Bluebonnet, Social Studies: Studies Weekly, Science: SAVVAS **Middle School:** RLA: Amplify, Mathematics: Bluebonnet, Science: SAVVAS, Social Studies: Navigate Texas	**Yes**	**Elementary**: Reading/Language Arts: 600 minutes per week Mathematics: 450 minutes per week Science: Grades K–2: 150 minutes per week Grades 3–4: 200 minutes per week Grade 5: 225 minutes per week Social Studies: 150 minutes per week **Middle School and High School**: Reading/Language Arts: 250 minutes per week Mathematics: 250 minutes per week Science and Social Studies: 250 minutes per week each	**Yes**	**168 Days**	The campus assessment plan is designed to provide timely, accurate, and actionable data to inform instruction, target interventions, monitor student progress, and ensure accountability for accelerated achievement. Common Formative Assessments: Weekly Exit Tickets: District Created Class exit tickets and quick checks aligned to the TEKS and objectives of the week will be used to inform immediate instructional adjustments and guide small-group instruction and intervention. Frequency: Weekly Common Formative Assessments: Module or Unit Assessments: Campus Based Frequency: every 2–3 weeks Purpose: Identify knowledge and skill gaps and respond to class and student misconceptions. STAAR Released Test: District Created Frequency: Once a Year - March. Purpose: to adjust instruction, provide targeted interventions, and update student groups for intervention support. RenSTAR Math & RLA Frequency: BOY/MOY/EOY. Purpose: Computer adaptive tests are given three times a year to track student growth and flag those students needing immediate tier-based intervention. The assessment can be re-administered to students at any time to determine if students are making progress in specific skills and standards.	The campus will implement a consistent student growth monitoring system using teacher and student-level data trackers to measure individual student progress throughout the year. Each tracker will include the student's prior-year STAAR or end-of-year assessment performance, an individualized growth goal, and results from module/unit assessments, quarterly curriculum-based assessments, and benchmark assessments. Teachers will update the tracker following each identified assessment and determine whether each student is on track for growth, demonstrating insufficient growth, or falling behind the expected growth trajectory. During PLCs, teachers and campus leaders will routinely review student-level and aggregate data to identify trends, evaluate progress toward growth goals, and determine students requiring additional support or acceleration.	The campus will use a systematic intervention process to support students performing below grade level and students in special populations. Teachers and PLC teams will use weekly exit tickets, assessment data, and student growth trackers to identify skill gaps, set student goals, and provide targeted reteaching and intervention. Special education staff will collaborate with teachers to ensure supports align with IEP goals and individual student needs. Campus MTSS teams will regularly review student data and adjust interventions based on progress. IXL will also be used to target skill deficits and monitor growth. Campus leaders will monitor intervention effectiveness through PLCs, MTSS meetings, and ongoing student performance data.	Yes	Campus grade level teams will meet at least twice a week.	A campus administrator or the designated PLC facilitator (Instructional Coach or Department Lead).	Required Weekly: All subject-level and grade-level teachers Instructional coaches (Math and RLA) Campus administration Required 2 times per semester: Central office instructional administration Upon Request: ESL teachers SpEd teachers	IEach campus will implement a PLC structure focused on improving instruction and student outcomes, utilizing protocols for collaborative lesson planning, lesson internalization, lesson rehearsal, and data analysis. PLCs are organized by grade level. Prompt Start: Every PLC begins with norms, data-driven celebrations, and a clear understanding of the upcoming standard (TEK). Focus: Meetings are to be purposeful, data-driven, and directly aligned with student learning outcomes. Pre-Work: To ensure full engagement in the collaborative process, teachers and administrators must complete all pre-work before the PLC meeting. Accountability: Each PLC will develop and implement an agenda that details pre-work, meeting objectives, notes, and action items. Meeting 1: Required Curriculum PLC (Focus: The Five Questions) - This meeting follows a continuous loop, beginning with reflection on recent student performance to inform future instruction. Meeting 2: Collaboration Session (Focus: Team Choice) - During this time, teams select a focus from the list below to go deeper into instructional practice: Lesson Internalization: Deep diving into High-Quality Instructional Materials (HQIM). Collaborative Lesson Planning: Building daily lessons aligned to the explicit instructional model and research-based instructional strategies. Lesson Rehearsal: Utilizing TEA protocols to practice high-impact delivery. Data Analysis: Conducting deep dives into summative or interim assessment trends. Mini-PD: Targeted professional learning based on team goals. Intervention & Enrichment Planning: Detailed design of differentiated support. The PLC develops data-informed instructional action plans, including targeted re-teaching, differentiated small-group instruction, or refined lesson delivery using high-quality instructional materials (HQIM). Regular follow-up cycles monitor the impact of changes, fostering continuous improvement, shared accountability, and accelerated student achievement, thereby directly addressing the demands of a turnaround environment. Framework and agenda templates are attached.

Does the plan ensure that administrators and teachers receive appropriate job-embedded training?
-Administrators responsible for the campus (including the principal and principal manager) receive upfront/initial training on key elements of the school improvement strategy.
-Teachers receive upfront/initial training on key elements of the school improvement strategy.
-Teachers receive an observation and feedback round from an instructional leader or coach at least biweekly.
-The observation tool includes research-based instructional strategies (RBIS) look fors.
-The observation tool includes look fors related to implementation of approved curriculum.
-The capacity building/professional development (PD) plan matches the current state of talent at the campus.
+There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that are new (in their first two years) to their role.
+There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that do not have a demonstrated track record of success.
+There is a plan to differentiate and/or increase support for uncertified teachers.

DO NOT INCLUDE TEXAS PARTNERSHIP STRATEGY, ACE, OR GRADUATION RATE STRATEGY CAMPUSES

Question	List or copy and paste all SI - identified campuses below	Please describe your planned training/PD sessions (and who delivers and attends).	How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?	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?	How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Answer(s)	Rodriguez Elementary School (LIP), Koennecke Elementary, School (LIP), A.J. Briesemeister Middle School (LIP)	The leadership development topics focus on essential instructional and operational competencies aligned with the Guided Leadership and Turnaround framework. Key areas include driving turnaround leadership, cultivating high-frequency instructional feedback, and designing operational processes to maintain systemic coherence. The curriculum also emphasizes data-informed dialogue through structured protocols, strategic initiative planning, and building collective efficacy to strengthen team capacity and improve student outcomes. Turnaround Leadership: Lead Like a Teacher Rationale: Effective leaders apply the same intentional practices that make great teachers successful: establishing purpose, engaging learners, using evidence, and adjusting based on results. Participants examine how they spend their time and identify high-impact leadership actions that support adult learning. Leaders leave with practical strategies to strengthen instructional leadership and improve student outcomes. The Human Element: Meaningful Feedback Rationale: Meaningful feedback helps people grow, strengthens instructional practice, and improves student outcomes. Participants learn to deliver timely, specific, actionable feedback while balancing support with clear expectations and accountability. Through practice and reflection, leaders develop strategies for providing feedback that is direct, respectful, and focused on continuous improvement. Data-Informed Dialogue: An Evidentiary Approach Rationale: Sustainable school improvement relies on structured protocols to collaboratively analyze student performance data. This session equips leaders with a five-step analysis cycle to diagnose root causes and monitor targeted interventions that drive instructional growth. Participants follow the five-step analysis cycle using campus “real-time data”. Data-Informed Dialogue: Data Storytelling Rationale: Data visualization and storytelling help educators make sense of complex metrics across multiple categories. This session equips leaders with tools to translate student performance and demographic data into compelling narratives that motivate strategic action. Participants create a visualization, story, and timeline to share with their staff. The Human Element: Communication and Conflict Rationale: Navigating difficult conversations and resolving conflict constructively is critical for sustaining effective school teams. Leaders will explore active listening and clear messaging strategies to build trust, preserve relationships, and align campus operations. Participants practice and role-play active listening, conflict resolution, and messaging using scenario cards. The Human Element: Building Teacher Efficacy (½ day) Rationale: John Hattie identifies collective teacher efficacy as one of the most powerful influences associated with student achievement, emphasizing the shared belief that educators can positively impact student learning. This session helps principals understand how their leadership shapes teachers’ mindsets, expectations, and collective responsibility for results. Participants explore practical strategies to build collective efficacy through evidence-based collaboration, a focus on instructional impact, and a shared belief that all students can achieve at high levels. Systems Approach: Controlling the Chaos (½ day) Rationale: Clear operational processes enable school leaders to maintain systemic order and focus on instructional priorities. Participants will learn how to delegate operational oversight and establish structured routines to continuously improve organizational practices so that every component of the system supports teaching, learning, and student success. Participants and/or teams choose an operational process that has worked for them this year, map it, and create a visual display to share with the large group. Brainstorm the top area needing a “clear” process. Determine a timeline to create and pilot the implementation group. The Human Element: Building the Right Team (½ day) Rationale: Building a high-performing school team begins with strategic talent selection and management. This session helps principals develop effective hiring processes to identify candidates whose skills, mindset, and values align with campus priorities and student needs. Participants explore strategies for evaluating candidates, selecting the right talent, and strategically positioning staff to maximize strengths, build capacity, and improve student outcomes.	Seguin ISD will differentiate professional learning based on teacher experience, instructional effectiveness, and student performance through the implementation of a Teacher Tiering Tool. The tool will evaluate teachers across three T-TESS-aligned areas: student performance, planning and lesson internalization, and professional demeanor and ethics, with classroom management concerns serving as an additional indicator for intensive support. Teachers will be assigned one of four support levels: Level 1 – Exemplary, Level 2 – Proficient, Level 3 – Developing, or Level 4 – Needs Improvement. Each level will establish differentiated expectations for instructional coaching, professional learning, feedback, and progress monitoring. Teachers with fewer than two years of experience will receive foundational training, mentoring, and twice-monthly instructional coaching focused on HQIM implementation, lesson internalization, classroom management, and effective instructional practices. Teachers identified as Developing or Needs Improvement will receive increasingly intensive, job-embedded support, including instructional modeling, co-planning, targeted coaching cycles, and individualized improvement plans when warranted. Campus leadership will monitor teacher progress through T-TESS observations, instructional walkthroughs, coaching documentation, and student achievement data. Teacher support levels will be reviewed and adjusted based on demonstrated instructional improvement and student outcomes, ensuring professional learning is responsive to individual needs and focused on improving instructional quality and student achievement.	Classroom Walk Through Tool Look-fors: Monitoring the fidelity of curriculum implementation Differentiated instruction Data-driven decisions Instructional Look-fors: Student-centered activities High expectations Evidence-based tasks Productive Struggle Structured Discussions Writing Opportunities Foundational Look-fors: Balance of conceptual understanding, procedural skills, and fluency Instruction emphasizes depth of key concepts by focusing on the most important topics for the grade level/content PLC Feedback Look-fors: Clear purpose and vision Consistent regular meetings Shared norms Collaborative Real-time data Shared ownership and accountability	Monthly	Seguin ISD will provide differentiated, job-embedded professional learning and ongoing coaching to strengthen teachers’ and administrators’ capacity to effectively serve students in special populations, including students receiving special education services, emergent bilingual students, students with disabilities served through Section 504, and students receiving MTSS interventions. Special Education teachers will participate in sustained professional development focusing on high-leverage instructional strategies and explicit instruction principles. Consistent and effective delivery of Specially Designed Instruction (SDI), including the SDI guides of bluebonnet. Multi-Tiered System of Supports (MTSS) and reinforcement of TEA Tier Learn coursework. Principals will receive monthly campus-specific support from the central special education department to assist in addressing SPED students’ needs, including: Adherence to federal and state compliance requirements, including the timely execution of ARD meetings and the appropriate scheduling and delivery of services for Special Education students. Monitoring the progress and achievement of Special Education students, instrutional implementation of SDI for Bluebonnet, and special education legal updates from the school district attorney. Dual Language teachers will participate in periodic professional development focused on high-leverage instructional strategies for Emergent Bilinguals and Content-Based Language Instruction (CBLI).

		Additional Professional Development includes: Monthly SILT (Superintendent Instructional Leadership Team) Meetings, Seguin ISD will implement a comprehensive 2026–2027 teacher professional development plan focused on strengthening research based instructional practices, HQIM implementation, and student achievement. New teachers will participate in a dedicated onboarding week. August PD will focus on aligning district instructional expectations, explicit instruction, HQIM, research-based instructional strategies (RBIS), as well as Teach Like a Champion Strategies (Turn and Talk, Work the Clock, and Exit Tickets). September training will emphasize PLC data protocols using screening and assessment data. November sessions will address curriculum based assessments, EB and Special Education supports, and MTSS processes. Additional district and campus professional learning will reinforce HQIM, targeted interventions, TLAC strategies (Do Now, Active Observation, and Show Me). Ongoing coaching, PLC collaboration, and monitoring will ensure consistent implementation and improvements in student outcomes.		Leadership Look-fors: Instructional leadership: Documented walkthroughs, actionable feedback, coaching cycles, and evidence of improved instructional practices. Data-driven decision-making: Structured PLC agendas, student growth trackers, documented intervention plans, and follow-up on student outcomes. Accountability: Campus improvement goals, progress-monitoring evidence, clear action steps, and documented follow-through. Leadership effectiveness: Clear communication protocols, established operational systems, strategic staff assignments, and evidence of collaborative problem-solving. Continuous improvement: Evidence that campus leaders evaluate implementation, adjust strategies based on results, and build teacher capacity.		
		Observation/Feedback - Walk through Tool - Participants will understand how Observation and Feedback Cycles support teacher improvement by preparing for observations and using Classroom Observation Tools to rate instruction and calibrate with other leaders and Observation/Feedback - Action Step Feedback Participants will understand how to implement action step feedback as part of the observation and feedback cycle.				

Criteria for Success			
How will the strategy be implemented? -Description (What specific action or deliverable will be completed?), Timeline (By what checkpoint will this milestone be completed?)			
Question	**List or copy and paste all SI - identified campuses below**	**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**
Additional Instructions	List all SI campuses in the district	Time Frame is, at minimum, through end of SY 26-27 for TIP and through end of SY 27-28 for TAP.	
Answer(s)	Rodriguez Elementary School (LIP), Koennecke Elementary, School (LIP), A.J. Briesemeister Middle School (LIP)	M1: HQIM Curriculum Internalization and Research-Based Instructional Strategies: Complete districtwide professional development on HQIM internalization, Bluebonnet Math and Reading. Train teachers in research-based instructional strategies (RBIS) and Teach Like a Champion techniques (TLAC), including Turn and Talk, Work the Clock, and Exit Tickets. Teachers will demonstrate understanding through lesson internalization, walk throughs, and instructional planning artifacts.	December 2026
		M2: HQIM Fidelity and Instructional Practice Implementation: Implement job-embedded professional development and coaching focused on consistent HQIM implementation, instructional rigor, and effective instructional delivery. Provide lesson modeling, co-planning, and targeted coaching on foundational skills, comprehension using complex texts, differentiated small-group instruction, and Teach Like a Champion strategies: Turn and Talk, Work the Clock, Exit Tickets, Do Now, Active Observation, and Show Me.	May 2027
		M3: Data-Driven PLC Implementation and Student Growth Monitoring: Establish consistent data-driven PLC protocols across campuses to analyze beginning-of-year screening data, curriculum-based assessments, benchmarks, student work, and weekly exit tickets. Teachers will maintain individual student growth trackers, establish student achievement and growth goals, identify learning gaps, and develop targeted instructional action plans. Campus leaders will monitor implementation and progress toward student growth targets.	May 2027
		M4: Instructional-Focused PLC Protocol Implementation: Establish and implement instructional-focused PLC protocols emphasizing collaborative lesson internalization, HQIM planning, instructional modeling, research-based instructional strategies, and analysis of student work. Campus leaders will monitor PLC implementation to ensure instructional planning is aligned with district curriculum expectations and translates into effective classroom instruction.	December 2026
		M5: Assessment Plan Integration and Targeted Intervention Implementation - Complete professional development on district assessment procedures, curriculum-based assessments, formative assessment practices, Tier 2 and Tier 3 district-adopted instructional materials, and MTSS processes. Implement data-driven intervention plans using assessment results, weekly exit tickets, and IXL progress monitoring. Campus teams will review intervention effectiveness and adjust instructional supports for students demonstrating learning gaps, including students receiving special education, multilingual, and other specialized services.	May 2027
		M6: Differentiated Teacher Coaching and Novice Teacher Support - Implement a differentiated teacher support system based on experience, instructional effectiveness, and campus accountability needs. Establish teacher coaching tiers, mentor assignments, and targeted professional development plans. Provide twice-monthly instructional coaching for new (0-year) core teachers in STAAR-tested subjects and monthly coaching for core STAAR-tested teachers. Coaching will emphasize HQIM implementation, RBIS, classroom management, and identified instructional growth areas.	May 2027
		M7: Instructional Leadership Development and Accountability - Implement ongoing leadership development aligned to the Guided Leadership and Turnaround framework, emphasizing instructional leadership, meaningful feedback, data-informed dialogue, data storytelling, communication, collective teacher efficacy, operational systems, and strategic talent management. Principals will participate in monthly virtual and on-site leadership coaching, principal supervisor coaching, instructional rounds, and six-week cadence of accountability meetings to monitor improvement plan implementation and student outcomes.	May 2027

		M8: Instructional Observation and Feedback Cycles - Implement systematic classroom observation and feedback cycles to monitor instructional effectiveness, HQIM fidelity, and RBIS implementation. Campus administrators will conduct monthly T-TESS walkthroughs and provide timely, specific, actionable feedback with documented follow-up. Campuses will implement monthly administrative feedback cycles supported by LIFT, two T-TESS observations for STAAR-tested teachers, and twice-monthly curriculum calibration walks conducted by CIA and campus leadership. Feedback will inform individualized coaching and professional development.	May 2027

Criteria for Success						
Has the district outlined a performance management plan that ensures the strategy will be implemented with fidelity? -There is a plan for plan performance management, including superintendent and other key leadership review of metrics and progress at a semesterly cadence. -The response describes: +Who will review progress towards milestones, +How frequently progress is reviewed, +How progress data will be collected, and +How it is shared with district leadership and other relevant stakeholders						
Question	**List or copy and paste all SI - identified campuses below**	**Please describe how district and campus leaders will monitor the successful implementation of this plan.**	**Who will be responsible for reviewing progress towards the milestones described in the previous section?**	**How frequently will progress toward milestones be reviewed?**	**How will milestone progress data be collected?**	**How will milestone progress data be shared with district leadership and other relevant stakeholders?**
Additional Instructions	List all SI campuses in the district					

Answer(s)	Rodriguez Elementary School (LIP), Koennecke Elementary, School (LIP), A.J. Briesemeister Middle School (LIP)	District and campus leaders will monitor successful implementation of the plan through a structured system of monthly progress monitoring, instructional observations, data-driven PLCs, and six-week Cadence of Accountability meetings. Campus Principals and leadership teams will update and review campus scorecards monthly, tracking milestone completion, implementation fidelity, student achievement, and growth toward established targets. The Principal Supervisor will review scorecards monthly to identify implementation gaps, provide targeted coaching, and ensure timely adjustments. Campus administrators will conduct regular classroom walkthroughs, observation and feedback cycles, and PLC monitoring to evaluate HQIM implementation, research-based instructional strategies, assessment practices, and targeted interventions. The Curriculum, Instruction, and Assessment team will conduct curriculum calibration walks to monitor instructional alignment and consistency across campuses. Every six weeks, Campus Principals will present progress to the Superintendent, Chief Academic Officer, Principal Supervisor, and DCSI during Cadence of Accountability meetings. District leadership will analyze performance trends, evaluate the effectiveness of implemented strategies, identify barriers, and establish three to four prioritized action steps. The Principal Supervisor and DCSI will monitor follow-through, provide differentiated support, and ensure continuous improvement in instructional practices and student outcomes.	Campus Principals and their leadership teams will review milestone progress monthly using campus scorecards, student performance data, and implementation evidence. The Principal Supervisor will also review campus scorecards monthly to monitor progress toward established targets, identify implementation gaps, and provide targeted coaching and support. Progress will be formally reviewed every six weeks during Cadence of Accountability meetings with the Superintendent, Chief Academic Officer, Principal Supervisor, and District Coordinator of School Improvement (DCSI). District leadership will evaluate milestone progress, provide feedback, and establish prioritized action steps. The Principal Supervisor and DCSI will monitor follow-through to ensure timely implementation, accountability, and improved student outcomes.	Monthly with the Campus Principal and Principal Supervisor and Every 6 Weeks in Cadence of Accountability Meetings with the Campus Principal, DCSI, Superintendent, Principal Supervisor, and Chief Academic Officer.	Milestone progress data will be collected, with documented evidence, and updated monthly on each campus scorecard. Campus leadership teams will monitor progress toward established targets, analyze implementation evidence and student performance trends, and identify areas requiring adjustments. Data will be reviewed during six-week Cadence of Accountability meetings with district leadership to evaluate milestone completion, celebrate successes, address performance gaps, and establish prioritized action steps for continuous improvement.	Milestone progress data will be shared with district leadership through structured Cadence of Accountability meetings, held every six weeks. Campus Principals will deliver standardized presentations aligned to their scorecards, Targeted improvement milestones, and district strategic priorities. Presentations will include quarterly performance targets, the number of targets exceeded, met, or below expectations, significant data-supported accomplishments, and the actions contributing to successful outcomes. Leaders will also identify missed targets, analyze performance gaps and implementation challenges, and present specific adjustments to improve results. Each presentation will conclude with anticipated obstacles, next-quarter targets, measurable leadership commitments, and identified support needs. Following each presentation, district leadership will engage in structured discussion, clarifying questions, feedback, and coaching. The team will identify three to four prioritized action steps, assign accountability, and monitor follow-through at subsequent meetings. This process ensures transparent progress monitoring, timely instructional adjustments, alignment with district priorities, and shared accountability for improved student outcomes. Campus staff will be informed of campus-wide efforts during monthly staff meetings and PLC meetings. Progress will be shared with the public at a board meeting through data updates.

Question	List or copy and paste all SI - identified campuses below	Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.	Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.	Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.	Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?	Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?	Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?	Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?
Additional Instructions	List all SI campuses in the district							
Answer(s)								
	A.J. Briesemeister Middle School	76% approaches, 50% meets, 23% masters	65% approaches, 37% meets, 16% masters	71% approaches, 49% meets, 20% masters	19/32 (17.8 points)	3/4 (4.7 points)	3/4 (7.5 points)	6/16 (3.8 points)
	Koennecke Elementary	78% approaches, 56% meets, 29% masters	71% approaches, 47% meets, 23% masters	73% approaches, 50% meets, 25% masters	20/36 (18.8 points)	4/4 (10 points)	20/32 (31.3 points)	10/16 (6.3 points)
	Rodriguez Elementary	70% approaches, 52% meets, 21% masters	67% approaches, 52% meets, 20% masters	68% approaches, 49% meets, 19% masters	14/32 (13.1 points)	4/4 (10 points)	15/24 (31.3 points)	8/16 (5 points)