

Things to Consider Prior to Starting Workbook

This workbook is meant to support both TIP and TAP development. Differences between the two will be notated within each sheet/tab. The workbook serves as planning tool to assist you when filling out the survey link for the TAP/TIP turn in. Modify the cells as needed - the workbook attempts to follow the survey logic as closely as possible. When filling out this workbook, having an idea of what you will do similar across certain campuses allows you to merge cells to apply one strategy, tactic, etc to a group of campuses. During the submission, you will complete one submission per strategy and have an option at the end to complete an additional submission for additional TIPs, TAPs, strategies, etc.

Directions

1. Fill out the workbook PRIOR to the official link (or choose your own draft tool).
2. If there is criteria for success, it will be posted at the top.
3. Note that not all tabs need to be filled out - this depends on the strategy selected.
4. Items highlighted yellow indicate they only apply to certain strategies so read carefully.
5. Read each tab/sheet carefully.

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?
Additional Instructions				
	Charles Acton Leadership Academy	Rosa E. Hernandez	rohernandez@duncanvilleisd.org	DCSI
	S. Gus Alexander Elementary	Rosa E. Hernandez	rohernandez@duncanvilleisd.org	DCSI
	James R. Bilhartz Elementary	Rosa E. Hernandez	rohernandez@duncanvilleisd.org	DCSI
	H Bob Daniel Elementary	Rosa E. Hernandez	rohernandez@duncanvilleisd.org	DCSI
	Merrifield Elementary	Rosa E. Hernandez	rohernandez@duncanvilleisd.org	DCSI
Answer	William Byrd Middle School	Rosa E. Hernandez	rohernandez@duncanvilleisd.org	DCSI

Question/Prompt	School System Name	Please select the type of plan you are submitting
Additional Instructions		Targeted Improvement Plan for one or more campuses; Turnaround Plan for one or more campuses
	Name of School	
	Charles Acton Leadership Academy	Targeted Improvement Plan (TIP)
	S. Gus Alexander Elementary	Turnaround Plan (TAP)
	James R. Bilhartz Elementary	Turnaround Plan (TAP)
	H Bob Daniel Elementary	Turnaround Plan (TAP)
	Merrifield Elementary	Turnaround Plan (TAP)
	William Byrd Middle School	Turnaround Plan (TAP)

Criteria for Success

Did the LEA meet statutory requirements for stakeholder engagement, and has the board approved the plan?

-The district assures that the Campus Intervention Team (CIT) conducted a public meeting at each campus identified for school improvement with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the targeted improvement plan.
 -The district assures that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, place of the meeting, and includes the school improvement plan.
 -The board conducted a hearing regarding the plans for each campus identified for school improvement.
 -The board posted the plan on the district website prior to the hearing.
 -The plan is approved by the board.
 -Written comments from stakeholders, if any, are attached.

				TIP SPECIFIC ASSURANCES			
Question	List or copy and paste all SI - identified campuses below	Please indicate the type of needs assessment conducted for each SI-identified campus in the school system following the release of 2025 preliminary state and federal ratings.	I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.	I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.	I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, place of the meeting, and includes the school improvement plan.	I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each targeted improvement plan, and the board posted the plan(s) on the district website prior to the hearing.	Board approval date
Additional Instructions	List all SI campuses in the district	Choose one of the following: ESF Diagnostic and Local Classroom Review, Locally Conducted Needs Assessment, Texas Strategic Leadership Landscape Analysis	For locally conducted assessments only	Yes	Yes	Yes	Record the board approval date for each campus
Answer(s)	Charles Acton Leadership	ESF	You will give this assurance at the time of submission through the Qualtrics Survey.	You will give this assurance at the time of submission through the Qualtrics Survey.	You will give this assurance at the time of submission through the Qualtrics Survey.	You will give this assurance at the time of submission through the Qualtrics Survey.	11/17/25
	S. Gus Alexander Elementary	ESF					11/17/25
	James R. Bilhartz Elementary	ESF					11/17/25
	H Bob Daniel Elementary	ESF					11/17/25
	Fairmeadows Elementary	ESF					11/17/25
	Merrifield Elementary	ESF					11/17/25
	William Byrd Middle School	ESF					11/17/25
				TAP SPECIFIC ASSURANCES			
				I assure that the district provided notice to parents, the community, and stakeholders that each campus received an unacceptable performance rating for two consecutive years and is required to submit a campus turnaround plan and requested assistance from parents, the community, and stakeholders in developing the campus turnaround plan (s).	I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each	Board Approval Date	Be prepared to upload written comments received from stakeholders

Question	List or copy and paste all SI - identified campuses below	Enter the campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.
Additional Instructions	List all SI campuses in the district						
Answer(s)	Charles Acton Leadership Academy	37%	37%	50%	50%	100%	50%
	S. Gus Alexander Elementary	45%	45%	50%	75%	100%	50%
	James R. Bilhartz Elementary	35%	35%	50%	50%	100%	50%
	H Bob Daniel Elementary	35%	35%	50%	69%	100%	50%
	Merrifield Elementary	45%	45%	50%	50%	100%	50%
	William Byrd Middle School	55%	35%	50%	50%	100%	50%

Criteria for Success							
<p>Is the proposed strategy likely to move the campus to a C or better OR CSI exit in two years or less?</p> <p>-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.</p> <p>-There is appropriate support dedicated to strategy implementation and capacity building:</p> <p>+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</p> <p>+If district or campus staff members are named as the capacity builder, there is evidence that these staff members:</p> <p>-Have a track record of success in school turnaround</p> <p>-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)</p>							
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, grants has your school system been awarded to support this strategy?	Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?	Please name any organizations you are currently working with to build capacity and support strategy implementation.	What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?	5.5 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).
Additional Instructions	List all SI campuses in the district	Please write one of the following: Accelerating Campus Excellence (ACE) Model Closure/reassign Improve Graduation Rate Intensive Curriculum & Instruction Improvements School Model Change (excluding ACE) Turnaround Partnership (SB 1882)	Strong Foundations Implementation, SFI PLC Support, Instructional Leadership Pathways, School Action Fund Planning (Restart), School Action Fund Implementation (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Reassign), School Action Fund Planning (Redesign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), School Action Fund Implementation (Create New), Effective Schools Framework Focused Support Grant 24-26, Our school system has not been awarded a grant to support this strategy, Other (must enter grant into text box)	LIFT, LIFT PLC Support, School Improvement Curriculum and Instruction Support Grant, School Action Fund Planning (Restart), School Action Fund Implementation (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), School Action Fund Implementation (Create New), Effective Schools Framework Focused Support Grant 24-26, Our school system has not been awarded a grant to support this strategy, Other (must enter grant into text box)	SAPL list, ESCs, District Staff, Campus Staff, Other (must include name)	ONLY COMPLETE IF DISTRICT OR CAMPUS STAFF NAMED (column F on this page)	ONLY COMPLETE IF THE ORGANIZATION NAMED (column F on this page) IS NOT AN ESC OR ON THE STATE APPROVED PROVIDER LIST (SAPL).
Answer(s)	Charles Acton Leadership	Intensive Curriculum & Instruction Improvements	Strong Foundations	LIFT	SustainED		
	S. Gus Alexander Elementary	Intensive Curriculum & Instruction Improvements	Strong Foundations	LIFT	SustainED		
	James R. Bilhartz Elementary	Intensive Curriculum & Instruction Improvements	Strong Foundations	LIFT	SustainED		
	H Bob Daniel Elementary	Intensive Curriculum & Instruction Improvements	Strong Foundations	LIFT	SustainED		
	Merrifield Elementary	Intensive Curriculum & Instruction Improvements	Strong Foundations	LIFT	SustainED		
	William Byrd Middle School	Intensive Curriculum & Instruction Improvements	Strong Foundations	LIFT	SustainED		

Criteria for Success													
<p>Does the plan ensure that administrators and teachers receive appropriate job-embedded training?</p> <ul style="list-style-type: none">• 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	Campus Principal Name	Years of experience as a campus principal	Campus principal turnaround experience	Principal Manager name	Years of experience as a Principal manager	Principal manager turn around experience	% of teachers on the campus who: have more than 2 years experience -are certified -are TIA designated teachers	Please describe your planned training/PD sessions (and who delivers and attends) for: -Principal manager -Principal -Other campus admin (assistant principals, instructional coaches) -Teachers	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?
Additional Instructions	List all SI campuses in the district excluding Texas Partnership, ACE, or Graduation Rate												
	Charles Acton Leadership Academy	Jessica Linwood	4	0	Rosa E. Hernandez	8	8 years as a principal manager. Out of the 8 years turned about over 26 school improvement campus from an unacceptable (F) to an acceptable (C) or higher within one school year.	90% 2+ years of experience; 81% certified; 0% TIA designated	Principal, Assistant Principals, and Principal Manager attended district professional learning sessions in June and July 2025.	1. Tiered Professional Learning: Tier 1 (All Staff): Core professional development aligned to the campus problem statements and root causes—focused on high-quality Tier 1 instruction, data-driven planning, and formative assessment practices. Tier 2 (Inexperienced/Ineffective Staff): Additional, small-group sessions emphasizing foundational instructional practices, classroom management, and lesson internalization. Sessions are modeled and followed by guided practice with feedback loops. Tier 3 (Intensive Support): Weekly side-by-side coaching, co-teaching, and targeted walkthroughs with real-time feedback and video reflections.	The campus will monitor implementation of professional learning through the TEA Observation Look-Fors, District Instructional Look-Fors, and Coaching Tools.		District Executive Directors and Directors from Special Education, Teaching & Learning, Bilingual, Student Services, and State & Federal Compliance will provide flexible, ongoing support to the campus through one-on-one visits, participation in instructional and calibration walks, sharing relevant departmental data, and offering bell-to-bell modeling and coaching as needed.
	S. Gus Alexander Elementary	Alicia Phillips	1	0	Rosa E. Hernandez	8	8 years as a principal manager. Out of the 8 years turned about over 26 school improvement campus from an unacceptable (F) to an acceptable (C) or higher within one school year.	56% of the campus is certified. 62% of teachers on campus have more than 2 years experience. 0% of teachers are TIA eligible.	All campus staff, teachers, instructional coaches, principals, and assistant principals attend district professional development training in August 2025.		Leaders will conduct regular walkthroughs using the TEA Observation Look Fors and the District Instructional Look Fors focused on: 1. TEKS and Learning Objective Alignment 2. Language Objective and Success Criteria 3. Instructional Strategies and Model (I Do, We Do, You Do) 4. Use of Teacher and Student Exemplars 5. Data Trackers and Data Walls 6. Walkthrough data will be reviewed weekly to identify trends, celebrate progress, and adjust coaching.	Each teacher will receive at least 1 formal walkthrough, 1 formal observation, and between 3 to 5 coaching visits with feedback from either the principal or assistant principals. Each Tier 2 and Tier 3 teacher will also receive 3-5 informal coaching visit from the instructional coach.	
	James R. Bilhartz Elementary	LaTonia Dennis	2	0	Rosa E. Hernandez	8	8 years as a principal manager. Out of the 8 years turned about over 26 school improvement campus from an unacceptable (F) to an acceptable (C) or higher within one school year.	Certified: 77% 2+ yrs experience: 79% TIA designated: 0%	Deputy Chief of School Leadership/Principal Manager provides monthly professional development training to principals, assistant principals and instructional coaches and this training has been scheduled once a month for the remainder of the 25-26 and 26-27 school years. In addition, the Deputy Chief of School Leadership/Principal Manager provides weekly principal's PLCs and flexible supports once a week on various high leverage school improvement strategies.	2. Individualized Coaching Cycles: Inexperienced or ineffective teachers are assigned an instructional coach or mentor for a 6-8 week coaching cycle with clear "See-It-Name-It-Do-It" goals. Progress is tracked through teacher trackers, observation data, and student outcomes, with coaching logs reviewed biweekly. Leaders receive parallel coaching from the principal supervisor/deputy chief focused on feedback quality, calibration, and data use to improve teacher effectiveness.			
	H Bob Daniel Elementary	Genita Crosby	1	0	Rosa E. Hernandez	8	8 years as a principal manager. Out of the 8 years turned about over 26 school improvement campus from an unacceptable (F) to an acceptable (C) or higher within one school year.	81% certified, 85% on campus have more than 2 years of experience. 0% are TIA designated.					
	Merrifield Elementary	Dr. Tanya Jones	12	12	Rosa E. Hernandez	8	8 years as a principal manager. Out of the 8 years turned about over 26 school improvement campus from an unacceptable (F) to an acceptable (C) or higher within one school year.	82% certified, 75% more than 2 years. 0% are TIA designated.	Deputy Chief of School Leadership/Principal Manager and Campus Principal provides monthly flexible supports to teachers and instructional coaches for the remainder of 25-26 and 26-27.				
	William Byrd Middle School	William Davis	8	8	Rosa E. Hernandez	8	8 years as a principal manager. Out of the 8 years turned about over 26 school improvement campus from an unacceptable (F) to an acceptable (C) or higher within one school year.	2+ yrs: 95% Certified: 70% TIA: 0%					

Criteria for Success		
How will the strategy be implemented? -Milestones include all activities needed to fully implement the program or strategy, covering planning and implementation stages. -Milestones include all upfront capacity building, implementation action steps, and ongoing support and coaching touchpoints, and student assessment cycles. -Milestones cover, at a minimum, the two school years that the campus is required to implement the plan.		
Question	List or copy and paste all SI - identified campuses below	Please share the key milestones for this strategy
Additional Instructions	List all SI campuses in the district	Timeframe is, at minimum, through end of SY 26-27 for TIP and through end of SY 27-28 for TAP.
Answer(s)	Charles Acton Leadership Academy S. Gus Alexander Elementary James R. Bilhartz Elementary H Bob Daniel Elementary Merrifield Elementary William Byrd Middle School	28.1 Key Milestones for the 2025–2026 School Year Summer 2025 (June–August): 7/2025: SustainedED trained all leaders and teachers on structured PLC protocols to unpack standards, develop lessons using HQIM and create student exemplars 7/2025: SustainedED trained all leaders and K-5 teachers on the implementation of Bluebonnet for reading and math Fall 2025 (September–December): 9/2025: Each school improvement campus will receive 2 half days per a week of curriculum implementation support through PLC and observation feedback systems 9/24/25 & 9/25/25: All school improvement campuses present their State of School that outline root causes, identify high leverage strategies, and present their campus Improvement goals 9/2025: District Teaching & Learning with School Leadership Calibration Walk #1 with high leverage feedback and district commitments to principal 9/2025: Learning Walk #1 conducted to monitor Tier I instruction and provide principal high leverage feedback and next steps 9/2025: Baseline data meetings with principals to establish data walls, student data trackers, and campus data trackers 10/2025: Each school improvement campus will receive 2 half days per a week of curriculum implementation support through PLC and observation feedback systems 10/1/2025: Principal professional development on Coaching & Feedback using Get Better Faster coaching model and use of RBIS tools 10/8: Professional Development for District Leaders, DCSI/Principal Manager, Principals, Executive Directors, and Directors of various departments (SpED, Student Services, HR, Accountability, Teaching & Learning, CCMR, Operations, etc) on Effective Coaching & Feedback, HR Documentations, Edugence, and MTSS 10/8/2025: Follow up professional development on Coaching & Feedback using Get Better Faster coaching model and use of RBIS tools 10/21/25 & 10/22/2025: Principals present their Impact Focus Check-in #1 Plan to the Academic Readiness Team (ART) and the principals leaves with district high leverage commitments outlining next steps and district supports 10/24/2025: Learning Walk #2 conducted in partnership with the Deputy Chief of School Leadership, principal, and campus administration to calibrate Tier I instruction based on District Look For's and T.E.A. Look Fors 10/2025: SustainedED and principal will conduct a Product Advisor (PA) Walk #1 to observe math and reading classrooms and provide feedback on the implementation and effectiveness of teachers' use of Bluebonnet to deliver high-quality Tier I instruction 10/31/2025: Follow up and finalize data walls, student data trackers, and campus data trackers 11/2025 to 3/2025: Monthly district professional development opportunities for all grades 3-8 teachers in math, reading, and science on unpacking standards and implementing high-yield instructional strategies 11/2025: Each school improvement campus will receive 2 half days per a week of curriculum implementation support through PLC and observation feedback systems 11/2025: Learning Walk #2 conducted in partnership with Deputy Chief of School Leadership, principal, campus administration, and when available Region 10 consultant and SustainedED team to monitor Tier I instruction and provide principal high leverage feedback and next steps 11/2025: District Teaching & Learning with School Leadership Calibration Walk #2 with high leverage feedback and district commitments to principal 11/5/2025: Professional development training on RBIS tool, specifically PACE Strategies for Reading & Math, Read Write Draw, Analyze, Plan, Solve (APS), and Screen-to-Scratch strategies 11/2025: Principal, Assistant Principal, and Instructional Coach professional development training on "How to Conduct Effective Data Conferences" 12/2025: Each school improvement campus will receive 2 half days per a week of curriculum implementation support through PLC and observation feedback systems 12/2025: Principals hold semester #1 Data Conference with all teachers in STAAR/EOC areas 12/2025: Learning Walk #4 conducted in partnership with Deputy Chief of School Leadership, principal, campus administration, and when available Region 10 consultant and SustainedED team to monitor Tier I instruction and provide principal high leverage feedback and next steps 12/3/2025: Principal, Assistant Principal, and Instructional Coaches professional development training on TELPAS Strategies & Best Practices for STAAR 2.0 12/10:: Professional Development for District Leaders, DCSI/Principal Manager, Principals, Executive Directors, and Directors of various departments (SpED, Student Services, HR, Accountability, Teaching & Learning, CCMR, Operations, etc) on SCCS 1st Semester Recap and Roadmap Forward,

SpED, Student Services, HR, Accountability, Teaching & Learning, CSM, Operations, etc) on CCMR for Semester Review and Readmap Update, Analyzing Student Work, and Using Data to Drive Instruction

Spring 2026 (January–June):

1/2026: Mid-year data conference with principals identify high leverage action steps for Spring Semester

1/2026: Each school improvement campus will receive 2 half days per a week of curriculum implementation support through PLC and observation feedback systems

1/2026: District Teaching & Learning with School Leadership Calibration Walk #3 with high leverage feedback and district commitments to principal

1/2026: Learning Walk #5 conducted in partnership with Deputy Chief of School Leadership, principal, campus administration, and when available Region 10 consultant and SustainED team to monitor Tier I instruction and provide principal high leverage feedback and next steps

1/7/2026: Principal, Assistant Principal, and Instructional Coaches professional development training on Analyzing Student Work Samples

1/12/26 & 1/13/2026: Principals present their Impact Focus Check-in #2 Plan to the Academic Readiness Team (ART) and the principals leaves with district high leverage commitments outlining next steps and district supports

1/2026: Principals hold mid-year data conference with all teachers to review i-Ready data and next steps

2/2026: SustainED and principal will conduct a Product Advisor (PA) Walk #2 to observe math and reading classrooms and provide feedback on the implementation and effectiveness of teachers' use of Bluebonnet to deliver high-quality Tier I instruction

2/2026: Each school improvement campus will receive 2 half days per a week of curriculum implementation support through PLC and observation feedback systems

2/2026: District Teaching & Learning with School Leadership Calibration Walk #4 with high leverage feedback and district commitments to principal

2/2026: Learning Walk #6 conducted in partnership with Deputy Chief of School Leadership, principal, campus administration, and when available Region 10 consultant and SustainED team to monitor Tier I instruction and provide principal high leverage feedback and next steps

2/18: Professional Development for District Leaders, DCSI/Principal Manager, Principals, Executive Directors, and Directors of various departments (SpED, Student Services, HR, Accountability, Teaching & Learning, CCMR, Operations, etc) on Hiring & Contract Timelines, MTSS supports, Instructional Coaching & Feedback

3/2026: Each school improvement campus will receive 2 half days per a week of curriculum implementation support through PLC and observation feedback systems

3/2026: Learning Walk #7 conducted in partnership with Deputy Chief of School Leadership, principal, campus administration, and when available Region 10 consultant and SustainED team to monitor Tier I instruction and provide principal high leverage feedback and next steps

3/23/26 & 3/24/2026: Principals present their Impact Focus Check-in #3 Plan to the Academic Readiness Team (ART) and the principals leaves with district high leverage commitments outlining next steps and district supports

3/2026: Principals hold EOY-year data conference with all teachers to review i-Ready data & STAAR/EOC mock data and next steps

5/2026: Each school improvement campus will receive 2 half days per a week of curriculum implementation support through PLC and observation feedback systems

5/2026: Start planning for next cycle 26-27 school year

6/2026: Principal EOY conferences; reflect on progress and plan adjustments for 2026-27

28.2 Key Milestones for the 2026–2027 School Year

Summer 2026 (June–August):

6/2026: Leadership retreat to review 2025–2026 outcomes, update campus goals, and refine high-leverage strategies

7/2026: SustainED and Teaching & Learning provide summer training refreshers for all leaders and new teachers on RBIS tools, PLC protocols, and HQIM alignment

8/2026: Refresh training for returning teachers and new training for new teachers

8/2026: Campus leadership teams finalize 2026–2027 data walls, teacher data trackers, and student trackers

8/2026: All school improvement campuses submit updated State of School plans outlining root causes, high-leverage actions, and measurable goals for the year.

Fall 2026 (September–December):

9/2026-12/2026: Each school improvement campus will receive 2 half days per a week of curriculum implementation support through PLC and observation feedback systems

9/2026: District Teaching & Learning with School Leadership Calibration Walk #1 and Learning Walk #1 to monitor TEKS alignment, rigor, and feedback practices

9/2026: Baseline data meetings to set growth targets and identify focus students.

10/2026: Principal professional development on Advanced Coaching Cycles and Effective PLC Leadership

10/2026: Principals present Impact Focus Check-in #1 to the Academic Readiness Team (ART); district provides targeted support and feedback

11/2026: Learning Walk #2 and District Calibration Walk #2 with feedback focused on Tier I instruction and student engagement

11/2026: Product-Specific Observation #1 with SustainED; PD on deepening student discourse and use of exemplars

12/2026: Benchmark #1 administered; data analyzed in campus PLCs and leadership meetings for reteach planning

12/2026: Principals conduct Semester 1 Data Conferences with all teachers in STAAR/EOC areas

Spring 2027 (January–June):

1/2027: Mid-Year Data Review with Deputy Chief and Teaching & Learning; identify spring priorities

1/2027-5/2027: Each school improvement campus will receive 2 half days per a week of curriculum implementation support through PLC and observation feedback

1/2027: Learning Walk #3 and District Calibration Walk #3 with high-leverage feedback and district commitments

1/2027: Principals present Impact Focus Check-in #2 to ART and receive updated support.

2/2027: Product-Specific Observation #2 with SustainED

2/2027: Professional development on Tier II/III Interventions and closing gaps for special populations

3/2027: Benchmark #2 administered; PLCs analyze growth trends and reteach outcomes

3/2027: Learning Walk #4 and District Calibration Walk #4 with feedback focused on alignment and student ownership

4/2027: Impact Focus Check-in #3 presentations to ART; action steps finalized.

5/2027: Principals conduct EOY Data Conferences with all teachers; develop next-year instructional priorities

6/2027: EOY Leadership Reflection with Deputy Chief; planning for 2027–2028 school year begins

28.3 Key Milestones for the 2027–2028 School Year

Summer 2027 (June–August):

6/2027: Leadership retreat and reflection on prior-year performance; adjust high-leverage strategies and targets

7/2027: District-wide SustainED Training Refresh for all leaders and new hires on HQIM, PLC protocols, and feedback calibration

8/2027: All campuses submit updated State of School Plans identifying continued focus areas and new growth target

Fall 2027 (September–December):

9/2027: District Teaching & Learning Calibration Walk #1 and Learning Walk #1 to monitor sustainability of Tier I practices

9/2027: Baseline data reviews and PLC goal-setting meetings.

9/2027: District Common Assessment (DCA) #1; data analyzed for reteach and acceleration

10/2027: Principal professional development on Instructional Leadership for Sustainability (maintaining systems with fidelity)

10/2027: Impact Focus Check-in #1 with ART to monitor ongoing alignment and district commitment

11/2027: Product-Specific Observation #1 with SustainED

12/2027: Benchmark #1 administered; data analyzed for reteach and acceleration

12/2027: Principals conduct Semester 1 Data Conferences with all core content teachers

Spring 2028 (January–June):

1/2028: Learning Walk #2 and District Calibration Walk #2 with high-leverage feedback cycles

1/2028: DCA #2 administered; data analysis and reteach plans developed.

1/2028: Mid-Year Data Review and principal reflection with DSCI/Principal Manager and Teaching & Learning teams

2/2028: Professional Development on sustaining teacher growth through coaching and reflection

3/2028: Benchmark #2 administered; data analysis and reteach plans developed.

3/2028: Impact Focus Check-in #2 with ART; update on implementation progress

4/2028: Learning Walk #3 and Calibration Walk #3 with district and Region 10; focus on student ownership and academic discourse

5/2028: EOY Data Conference and planning for 2028–2029; celebrate campus growth and success

6/2028: Leadership Reflection to finalize sustainability plan and share best practices across campuses

All components of the SF Implementation plans are implemented with fidelity when the school year starts

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	The district will monitor the the school improvement plans in the following ways: 1. District and campus leaders will closely monitor the implementation and impact of this plan through a structured system of feedback, data review, and accountability. 2. The principal will receive monthly feedback and coaching from the Teaching & Learning department based on calibration walks that focus on Tier I instruction and implementation of high-leverage strategies. 3. The DCSI/Principal Manager will provide weekly feedback on progress toward milestones and meet with each principal for a weekly progress check-in to review instructional trends and student data. 4. The DCSI/Principal Manager will conduct walkthroughs at least once per month, while the Superintendent will participate in campus walkthroughs at least once per grading period to monitor progress and reinforce district priorities. 5. The DCSI and Principal Manager will conduct weekly meetings with our consultant partner, SustainED, to review instructional and PLC feedback related to the implementation of Bluebonnet and our high-quality instructional materials (HQIMs). These meetings will also be used to analyze teacher and student performance data, identify trends, and align targeted supports on a weekly basis to accelerate student outcomes and ensure instructional coherence across campuses. 6. The DCSI/Principal Manager will conduct quarterly data meetings with each campus principal to analyze and review student achievement, student progress, and closing-the-gap data. These meetings will be used to identify trends, monitor implementation of improvement strategies, and adjust supports as needed to ensure continuous growth and equitable outcomes for all students. 7. Three Impact Focus meetings are scheduled throughout the year for principals to review campus data, identify high-leverage strategies, and determine next steps. These meetings will include the Chief Academic Officer (CAO), Deputy Chief of School Leadership, Executive Directors from Teaching and Learning, Special Education, and Student Services, the DCSI/Principal Manager, Superintendent, and other senior cabinet members. The purpose of these meetings is to ensure alignment, accountability, and coordinated support for improving student outcomes across all campuses. District commitments are made during these meetings to principals with the goal of accelerating support, addressing identified needs, and driving improved student outcomes. 8. The DCSI and Principal Manager have established monthly progress monitoring check-ins with each principal to review the overall status of key milestones, activities, and initiatives. These meetings are designed to deepen understanding of the comprehensive improvement plan, monitor the implementation of each component, and identify high-leverage instructional and operational moves. Each session will conclude with clear, actionable next steps to ensure continuous improvement and accelerated student success outcomes. 9. The DCSI/Principal Manager, Chief Academic Officer (CAO),and Superintendent will meet monthly to analyze student performance data, review milestone progress, and make necessary adjustments to ensure continuous improvement and full implementation of the Targeted Improvement and Turnaround Plans.	DCSI/Principal Manager: Rosa E. Hernandez, Deputy Chief of School Leadership	Twice a month	We will collect this data from learning walks & calibration observations, data from DCA's & Benchmark assessments, surveys from professional development, and PLC agendas, sign-in sheets, and sample artifacts.	This data is shared in the monthly Supt/CAO/DCSI meeting and a plan progress update will be shared publicly at our board meeting once a semester.
	Charles Acton Leadership Academy					
S. Gus Alexander Elementary						
James R. Bilhartz Elementary						
H Bob Daniel Elementary						
Merrifield Elementary						
William Byrd Middle School						

Criteria for Success			
Has the district identified all resources needed to implement the SI strategy? -The description lists all additional costs associated with implementing the school improvement strategy (e.g., stipends, instructional materials, training/professional development costs, costs for additional staff positions created to implement the strategy, etc.) -Each cost described includes the source of funds.			
Question	List or copy and paste all SI - identified campuses below	Please share the required costs to implement plan and source of funds	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?
Additional Instructions	List all SI campuses in the district	Source of Funds: LASO 3 SFI grant award Strong Foundation Implementation (RIDER 76), Cost: \$1,864,000.000 SFI School Improvement PLC Supports, Cost: \$600,000	If the grant is not awarded, the district would reallocate existing resources to ensure the strategy is implemented with fidelity. District Coordinators and Instructional Coaches would assume greater responsibility for supporting and facilitating PLCs, providing targeted instructional coaching, and monitoring progress across campuses. Additionally, the district would leverage existing Title I and State Compensatory Education (SCE) funds to sustain professional learning, instructional support, and key components of the plan. This blended funding approach would allow the district to continue building instructional capacity and ensuring equitable student outcomes, even without the external grant source.
Answer(s)	Charles Acton Leadership Academy		
	S. Gus Alexander Elementary		
	James R. Bilhartz Elementary		
	H Bob Daniel Elementary		
	Merrifield Elementary		
	William Byrd Middle School		