

**Targeted Improvement Plan (TIP) Template 2025-2026**

**Campus Name:**

West Elementary

**SECTION 1: SCHOOL SYSTEM INFORMATION**

**School System Name**

Ector County ISD

**Name of the staff member employed by the school system completing this plan submission:**

Cheryl Wilson

**Email:**

cheryl.wilson@ectorcountyisd.org

**What role applies to the person completing this submission?**

District Coordinator of School Improvement

**SECTION 2: PLAN TYPE**

**Targeted Improvement Plan for one or more campuses; Turnaround Plan for one or more campuses:**

Targeted Improvement Plan (TIP)

**SECTION 3: STAKEHOLDER ENGAGEMENT**

**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.**

Locally Conducted Needs Assessment

**SECTION 4: STUDENT OUTCOME GOALS**

**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.**

41%

**Enter the campus-wide goal for the All Grades Math meets grade level or above STAAR performance rate for the 2025-2026 school year.**

42%

**Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.**

50%

**Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.**

50%

**Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.**

50%

**Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.**

50%

## **SECTION 5: SCHOOL IMPROVEMENT STRATEGY**

**Please select the strategy or strategies you will implement for this campus/these campuses: Accelerating Campus Excellence (ACE) Model, Closure/reassign, Improve Graduation**

**Rate, Intensive Curriculum & Instruction Improvements School Model Change (excluding ACE) Turnaround Partnership (SB 1882).**

Intensive Curriculum & Instruction Improvements

**Which, if any, grants has your school system been awarded to support this strategy?**

Our school system does not intend to apply for a grant to support this strategy

**Which, if any, has your school system applied for (or intends to apply for) to support this strategy?**

Our school system does not intend to apply for a grant to support this strategy

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

Darryl Williams – Get Better Faster / Teach Like a Champion

**How many district staff members will you be reporting capacity building information for?**

3

**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?**

Dr. Magdalena Aguilar – Executive Director of Leadership / Principal Manager – 50%  
Ms. Flores – Reading Coach – 50%  
Ms. Acosta – Math Coach – 50%

**Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).**

**Dr. Magdalena Aguilar:**

Dr. Magdalena Aguilar serves as the Executive Director of Leadership and brings 38 years of experience in education. She holds a Doctorate in Curriculum and Instruction from New Mexico State University, a Master's in Educational Leadership, and a Bachelor of Science in Education from the University of Texas at El Paso. Her extensive background includes serving as a School Improvement Officer for four years in a district of 45,000 students, leading a team that included three content area specialists, a Bilingual Director, and a Special Education Director. During her tenure, the district achieved A and B ratings, with campuses earning Exemplary distinctions. As a Bilingual Director for four years, Dr. Aguilar implemented a districtwide Early Exit Program in collaboration with a team of instructional specialists, resulting in an "Excellent" rating on the TAPR report.

Dr. Aguilar also served as a principal for more than 25 years, including 15 years at the elementary level, where her campuses reached both Exemplary and Blue Ribbon status. As a high school principal for seven years, she consistently led her campus to an "A" accountability rating each year while also overseeing the DAEP program for middle and high school students. Her career began as a bilingual teacher, serving over seven years at both the elementary and secondary levels. Throughout her career, Dr. Aguilar has demonstrated a steadfast commitment to instructional excellence, equity, and leadership development.

Reading Coach- provides targeted reading intervention for 4th, 5th grade who are performing below grade level, focusing on phonics, morphology, fluency, and comprehension. Monitors progress using district checkpoints, running records, and informal assessments. Ms. Alvarado supports teachers by modeling lessons and assisting with lesson planning. Ms. Alvarado has a Masters in bilingual education and reading. Her teaching experience consists of 23 years, including 18 years of being a reading specialist. Ms. Flores has a Bachelor's degree in 4-8 ELAR/SS and a Master's degree in bilingual education/curriculum and instruction with an ESL supplemental. I have taught 4th,6th,7th and 8th. I also have worked for Communities in Schools for two years where I worked with students in small group tutoring and social services. I have also tutored for 10 plus years. I am also in the process of taking the BTLPT on November 25, 2025 and my SPED on December 26, 2025.

Math coach - provides targeted instruction in math for 4th and 5th grade who are performing below grade level focusing on number sense, word problems and computations. Ms. Acosta has a bachelors in Child and Family Studies with a minor in ESL. A Generalist Teaching Certification in EC-6th, an ESL endorsement and a SPED EC-12. She has been a teacher for the past 14 years, working with students in headstart all the way up to middle school specializing in math. Ms. Acosta is in the process of completing her Masters in Educational Instructional Technology and is scheduled to complete the program in May of 2026.

## **SECTION 6: CURRICULUM AND INSTRUCTION**

**Please select the adopted curriculum:**

RLA: HMH Into Reading  
 Math: enVision Math

**Is this the curriculum that will be implemented for the duration of the plan? If Yes, how many instructional minutes per week are required/recommended for implementation of this curriculum?**

Yes

**If No, what new curriculum will be adopted?**

n/a

**When will the district adopt the new curriculum?**

n/a

**How many instructional minutes per week are required/recommended for implementation of this curriculum?**

HMH Into Reading - 450-600 minutes per week  
 SAVVAS Math - 300-375 minutes per week

**How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?**

Kindergarten receives 800 minutes weekly for RLA, 450 minutes for Math, and 75 minutes weekly for Science and Social Studies combined. Bilingual Kinder students receive 225 minutes for Language Development, 725 minutes for SLAR, 450 minutes for Math, and 75 minutes for Science and Social Studies combined.

First grade receives 800 minutes weekly for Reading (including phonics and stations), 500 minutes for Math, 150 minutes for Science, and 100 minutes for Social Studies.

Second grade receives between 300 and 450 minutes weekly for both Reading and Math, 90 minutes per week for Science, and 90 minutes twice per week for Social Studies.

Third grade monolingual students receive 700 minutes weekly for RLA, 600 minutes for Math, 225 minutes weekly for Science (three times per week) and Social Studies (two times per week). Bilingual third graders receive 650 minutes weekly for RLA, 450 minutes for Math, and 225 minutes combined for Science and Social Studies (three and two times per week, respectively), along with 225 minutes per week dedicated to Language Development.

Fourth grade students receive 700 minutes weekly for ELAR, 600 minutes for Math, and 225

minutes per week for Science and Social Studies, which are taught two to three times per week.

Fifth grade students receive 500 minutes weekly for ELAR and Social Studies combined, 500 minutes for Math, and 500 minutes for Science, as instruction is departmentalized and Social Studies is integrated within the ELAR block.

**How many instructional days are included in the 2025-2026 calendar?**

175

**If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?**

n/a

**Please describe the assessment plan for the impacted campus(es).**

Campuses begin the year with NWEA MAP Growth assessments. Week of: 9/2/25

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.

Weeks of: 9/8/25, 10/6/25, 11/10/25, 12/15/25, 2/2/26, 3/2/2026, 4/13/26, 5/18/26

These assessments are designed to take no more than a single class period and assess recently covered material.

Campuses will participate in interim assessments in STAAR Tested Grade levels / content areas Week of: 1/21/26-2/6/26

Campuses will design and conduct regular Common Formative Assessments (CFAs) through PLCs. (Ongoing)

Campuses will participate in STAAR Assessments (Window). 4/7/26-5/1/26

Campuses will take the NWEA MAP Growth assessments at the end of the year. Week of 5/4/26

**Will the campus(es) implement a PLC structure?**

Yes

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

All PLCs take place on the following dates of the week for all grade levels K-5 during protected time. This time is separate from the teacher conference period daily. Monday- Reading, Tuesday- Math, Wednesday is lesson internalization and Science/SS. Thursdays are set aside for ARD meetings. Every other Friday is set aside for MTSS.

**How frequently will PLCs occur?**

PLCs occur weekly in grades K-5 during a protected 45-minute timeslot.

**Who will facilitate PLCs?**

For each grade level, the Multi-classroom leader (MCL) for the grade level facilitates the PLCs for all content in that grade level. Principal Gonzales attends the 4th and 5th grade PLCs for RLA and Math weekly; AP Villegas attends the K-1 PLCs for RLA & Math weekly; and Principal Fellow Ramos attends the 2nd & 3rd grade PLCs for RLA & Math weekly.

**Who is required to attend PLCs?**

The entire grade level teaching team including the MCL, Reach Associate, and administrator are required to attend.

**Please describe the PLC protocol to be used.**

Campuses use a district created 9-week PLC cycle and protocol - [https://docs.google.com/document/d/1jsQ\\_5Fesx0K59arwaqoDDPBlc7-OrIrLvm5DNelExIw/edit?usp=sharing](https://docs.google.com/document/d/1jsQ_5Fesx0K59arwaqoDDPBlc7-OrIrLvm5DNelExIw/edit?usp=sharing)

This framework outlines a 9-week PLC model implemented twice per semester, integrating DuFour's PLC guiding questions with high-impact practices from Bambrick-Santoyo and other research-based models.

Campuses cycle collect study data, determine standards to be addressed, design formative assessments, and determine next steps for students based on the results.

**SECTION 7: CAPACITY BUILDING**

**Please describe your planned training/PD sessions (and who delivers and attends) for:  
-Principal manager –Principal –Other campus admin (assistant principals, instructional coaches) -Teachers**

Name: Teach Like a Champion / Get Better Faster / Bamrick-Santoyo Training

Description: 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.

Delivered By: Darryl Williams

Audience: Principal Managers, Principals, Assistant Principals, Multi-classroom Leaders

Timeframe: Monthly

Name: Data Tours

Description: 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.

Delivered by: Executive Director of Accountability & School Improvement, Cheryl Wilson; Accountability Team

Audience: Principals, Principal Managers, Principals turn these around with campus leadership teams

Timeframe: Data Tours are completed after each of the following major data points: A-F Accountability Results- August; District Checkpoint Assessments (Closing the Loop - September & Domain III) - October, Interim Assessments - February.

Name: 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.

Delivered by: Executive Director of Academics, Dr. Kristen Vesely, Academic Content Coordinators

Audience: Principal Managers, Principals, Assistant Principals, Multi-classroom leaders, classroom teachers

Timeframe: Quarterly

Name: WICOR Instructional Framework Training

Description: This training introduced the AVID WICOR instructional framework to all teachers districtwide including 10 select strategies to ensure that all teachers have a calibrated baseline for instructional strategies throughout the district.

Delivered by: AVID Campus Coordinators, Academic Content Coordinators, Special

Education Team members

Audience: Principal Managers, Principals, Assistant Principals, Multi-classroom leaders, classroom teachers

Timeframe: October PD Day, Oct. 14th

Name: Effective Schools Framework Training

Description: The ESF training provided an understanding of the ESF framework and the 5 levers. Additionally, leaders began to evaluate their campus practices based on the levers and develop an understanding of the ESF diagnostic process.

Delivered by: ESC 18 School Improvement Team

Audience: Principal Managers, Principals

Timeframe: September 5th, 2025

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

Differentiation of training for inexperienced and/or ineffective teachers and leaders will be guided by the Campus Tiering Document. Campuses are tiered based on their accountability ratings, school improvement status, and with consideration for principal experience at the campus. Campuses identified at higher tiers will receive additional visits and support from Executive Director Leaders (EDLs), with academic and data supports prioritized based on tier level. Improvement schools will receive at minimum weekly coaching and on-site support from EDLs to ensure consistent progress. For teachers, support will be targeted according to their individual tier level, with Multi-Classroom Leaders (MCLs), instructional coaches, and campus administrators engaging in more frequent coaching and feedback cycles for these teachers.

### **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?**

After each data tour, EDLs will request to see the "longsheet" artifacts from School Improvement campuses. These are data sheets on legal size paper that are part of the data tour process reflecting that the campus has internalized the information for their campus. Look fors include relevant campus data and campus action steps related to the data.

T-TESS Walkthrough forms as well as SchoolMintGrow Walkthrough forms will be used to monitor implementation of strategies from Darryl Williams Training. The look fors are feedback and action steps provided to teachers after each observation and/or coaching cycle.

The school improvement team will use the new LIFT walkthrough tool to monitor fidelity of implementation of HQIM, pacing, and on-grade level tasks.

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

Each teacher will receive 1 walkthrough a week and receive immediate feedback using the district T-TESS walkthrough and feedback tool. The MCLs observe/coach 2 times a week, including feedback and action steps using the data tool from Grow by Leveled Data in SchoolMint Grow.

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

Special Education - Sped 101, accommodating students in the general education classroom.  
 EB - sheltered instruction, academic language support  
 MTSS - implementation of MTSS plans, progress monitoring  
 MTSS-Behavior - managing troubling behaviors in the classroom, deescalation techniques.

**SECTION 8: MILESTONES**

**Please share the key milestones for this strategy through August 2026 for TIP, and key milestones through August 2027 for TAP. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints and assessment cycles.**

August 2025 marks the launch of the school year with a focus on data and instructional alignment. Teachers will participate in the Academic Tour, which includes the rollout of EduHub to enhance instructional collaboration. Campus principals will engage in an A–F Data Tour to review accountability data, while Darryl Williams will provide leadership training for principals and district leaders. Weekly visits between principals and Executive Directors of Leadership (EDLs) begin and continue throughout the year to support instructional leadership and monitor campus progress.

In September 2025, campuses will administer the Beginning-of-Year (BOY) MAP assessments to establish baseline data for student growth. Checkpoint 1A assessments will be conducted and reviewed using the “Closing the Loops” data protocol. Darryl Williams will continue leadership training sessions, and the district will host the September Superintendent Reviews. Additionally, the “Closing the Loops” Data Tour will introduce data literacy practices for reteaching, enrichment, and intervention planning, while campuses identified for the Effective Schools Framework (ESF) will participate in diagnostic reviews.

During October 2025, Campus Improvement Teams (CITs) will convene to develop their Targeted Improvement Plans (TIPs). The Domain III Data Tour will guide principals in tracking student group performance and setting campus goals. Campuses will administer Checkpoint 1B and engage in Growth Table reviews using the “Closing the Loops” protocol.

Darryl Williams will provide ongoing leadership training. October Superintendent Reviews and monthly TIP data reviews will ensure alignment of progress monitoring.

In November 2025, campuses will hold public CIT meetings to review and finalize TIPs, gathering feedback from parents and the community before submission. Checkpoint 2A assessments and Growth Table reviews continue the focus on data-informed instruction. Darryl Williams will facilitate another leadership training session, and campuses will be visited using the TEA LIFT Observation protocol. Monthly TIP Data Reviews will monitor implementation progress.

December 2025 will feature targeted Darryl Williams training based on observed district needs. Campuses will complete Checkpoint 2B and conduct “Closing the Loops” data reviews and Growth Table analysis to identify instructional priorities before winter break.

In January 2026, the Middle-of-Year (MOY) MAP Growth assessments for grades K–2 will be administered. Darryl Williams will lead additional topic-based training aligned with emerging needs, and the STAAR Interim Assessment window will open. TIP progress from December and January will be reviewed in a combined data analysis session. Campus Visits using TEA LIFT Protocol will continue.

February 2026 brings the close of the STAAR Interim window, with performance and growth reports replacing Checkpoint 3A for STAAR-tested subjects. An Interim Data Tour will guide data analysis, and TELPAS administration will begin. Darryl Williams will continue to lead leadership development sessions, and campuses will prepare TIPs for approval at the February or March Board Meeting. February Superintendent Reviews and TIP data reviews will continue progress monitoring. Campus Visits using TEA LIFT Protocol will continue.

During March 2026, campuses will administer Checkpoint 3B for K–2 students and complete performance and growth analyses. Darryl Williams will continue targeted professional learning, and approved TIPs will be submitted to the TEA for affirmation. March Superintendent Reviews and monthly data reviews will continue to track progress. Campus Visits using TEA LIFT Protocol will continue.

April 2026 is primarily focused on STAAR administration, and as such, no Darryl Williams training is scheduled during this high-stakes testing period. Campuses may choose to administer the optional Checkpoint 4A for non-tested subjects.

In May 2026, STAAR testing continues alongside End-of-Year MAP Growth assessments. Campuses will conduct Checkpoint 4B reviews and participate in monthly TIP Data Reviews. Darryl Williams will resume topic-based leadership training to address end-of-year instructional reflections and preparation for the next cycle.

June 2026 will focus on reviewing preliminary STAAR results and conducting Campus

Improvement Planning Workshops, including comprehensive Campus Needs Assessments. Predictive Accountability activities will help campuses anticipate results and plan targeted supports for the upcoming year.

During July 2026, Campus Improvement Planning will continue alongside Predictive Accountability work. ECISD will host its annual Leadership Academy, and all TIP campuses will participate in the Emergent Tree training initiative, with Cohort 1 entering Year 2 and Cohort 2 beginning Year 1.

Finally, August 2026 will center on reviewing finalized Accountability Results through an Accountability A–F Data Tour. The ECISD School Improvement Orientation Workshop will prepare all leaders and TIP campuses for the 2026–2027 school year, setting the foundation for continued academic growth and system improvement.

## **SECTION 9: PERFORMANCE MANAGEMENT**

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

Tier 4 Campuses will meet with Executive Directors of Leadership weekly for coaching, support, and weekly data reviews. Campuses in Tier 4 will also participate in a monthly meeting 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 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?**

Milestone progress will be reviewed monthly by the DSCI and Principal Managers. Progress will be reviewed by the superintendent and cabinet members at least 3x per semester.

**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 reviews 3x per semester.

**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.

**SECTION 10: RESOURCES**

**Please share the required costs to implement plan and source of funds.**

Title I funds are utilized to support six Multi-Classroom Leaders (MCLs) on the campus, as well as two instructional aides who manage the Science STEM Lab. In addition, a request has been submitted for approval to purchase IXL licenses for 4th and 5th grade English Language Arts and Reading (ELAR) and Science. Upon approval, these instructional resources will also be funded through Title I. The proposed funding amounts are \$1,347.50 for ELAR, serving 245 students, and \$1,616.50 for Science, serving 122 students.

**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

**SECTION 11: ADDITIONAL INFORMATION**

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

The Reading, Bilingual, and Math specialists at the campus are pulling small groups daily using the 24-25 STAAR data, MAP Data, and District Checkpoint Data. These positions are unique in that they are designated as student support for intervention specifically.