Birdville Independent School District

West Birdville Elementary

2026-2027 Targeted Improvement Plan

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Needs Assessment, Stakeholder Engagement, and Additional Assurances

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

Yes

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

Yes

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

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

October 22, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

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SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT, LIFT PLC Support

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.

TNTP, Region 11, Engage2Learn, District Staff

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

1

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.

Dr. Jennifer Perry, Executive Director of Campus Support and Professional Learning

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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. Perry does not have formal turnaround experience; however, from 2009 to 2021, she served as a highly effective principal at a high-needs, Title I campus. During her tenure, she successfully led the campus through significant academic and organizational challenges, implementing initiatives that improved student outcomes, strengthened instructional practices, and fostered a positive school culture.

Over the past five years, Dr. Perry has remained highly involved in professional learning and campus support, earning the State Top Award for Leadership and Professional Learning from Learning Forward. Most recently, during the 2025–26 school year, Dr. Perry provided direct support to West Birdville Elementary as the campus implemented its improvement efforts and improved its state accountability rating from a 59 (F) to an 88 (B). This experience provided Dr. Perry with recent, practical involvement in supporting a campus through significant improvement.

In addition, Dr. Perry has led the National Board Certification program in Birdville, further demonstrating her commitment to supporting teacher excellence and sustaining high-quality instructional practices across the district. Her extensive leadership experience, combined with her recent work supporting campus improvement, demonstrates her ability to navigate complex environments, develop staff capacity, and support sustained continuous improvement.

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

Projected costs for implementation of the Targeted Improvement Plan include leadership development, instructional materials, professional learning and coaching, teacher capacity building, support for inexperienced instructional staff, PLC implementation, special populations support, and stakeholder engagement.

HQIM Implementation – Approximately $750,000
Costs include HQIM resources and instructional materials needed to support implementation. Additional training and coaching will support teachers and leaders with HQIM implementation, lesson internalization and rehearsal, and effective use of the instructional materials.
Funding Sources: Instructional Materials Allotment (IMA), Title I, Title II, LASO/SFI funds as allowable, and local funds.

Leadership Professional Learning and Coaching – Approximately $20,000
Funds will support professional learning and coaching for campus instructional leaders focused on HQIM implementation, RBIS, instructional leadership, effective PLCs, classroom observation

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and feedback, and use of student performance data. Regular leadership coaching, instructional walks, and T-TESS 2.0 calibration walks occurring during the regular workday will not require additional funding.
Funding Sources: Title I, LASO/SFI funds as allowable, and local funds.

Teacher Professional Learning and Capacity Building – Approximately $35,000
Approximately $15,000 will support HQIM training and instructional materials, $10,000 will support substitutes for peer observations and extended professional learning, and $10,000 will support teacher stipends for summer or after-hours training. Professional learning will focus on HQIM implementation and other identified instructional needs aligned with campus improvement priorities.
Funding Sources: Title I, State Compensatory Education (SCE), and local funds.

Support for Inexperienced Instructional Staff – Approximately $32,000
Approximately $30,000 will support targeted professional development, coaching, modeling, and other differentiated learning opportunities for staff with less than two years of experience in their role or those requiring additional support. Approximately $2,000 will support mentor teacher stipends. Protected time for coaching and mentoring during the regular workday will not require additional funding.
Funding Sources: Title I, State Compensatory Education (SCE), Title II, and local funds.

PLC and Collaborative Planning Support – Approximately $25,000
Approximately $7,000 will support protected PLC time and necessary adjustments to duty assignments, and approximately $18,000 will support teacher PLC facilitators. Weekly PLCs will focus on lesson internalization and rehearsal, student work and assessment analysis, reteaching, intervention, and monitoring progress toward grade-level standards and campus performance targets.
Funding Sources: Title I, State Compensatory Education (SCE), and local funds.

Special Populations and Intervention Support – Cost Based on Identified Need
Funds will support specialized professional learning and instructional/intervention resources for Special Education, Emergent Bilingual, and other identified student groups. District Special Education and Language Acquisition staff will also provide training, co-planning, modeling, and coaching through existing district resources. Intervention resources and additional instructional supports will be adjusted throughout the year based on student progress-monitoring data.
Funding Sources: Title I, State Compensatory Education (SCE), Bilingual Education Allotment, Special Education funds as allowable, and local funds.

Stakeholder and Family Engagement – Approximately $2,000
Funds will support Campus Improvement Team meetings, parent and family engagement activities, translation/interpretation, meeting materials, and other supports needed to encourage meaningful participation in the improvement process.
Funding Sources: Title I Parent and Family Engagement funds and local funds.

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Ongoing Monitoring and Performance Management – No Significant Additional Cost
Weekly instructional walks, T-TESS 2.0 calibration walks, the SFI Implementation Tool (Content Agnostic Classroom Observation Tool), Campus Walkthrough Feedback Forms, coaching and feedback cycles, District Support Team reviews, and other progress-monitoring structures will primarily be implemented through existing campus and district staff and systems.
Funding Sources: Existing campus and district operating budgets/local funds.

Funding and resources will be reviewed throughout the year as implementation and student performance data are analyzed. When data indicate that students or student groups are not making expected progress, available staffing, professional learning, intervention, tutoring, instructional resources, or other supports may be redirected to address the identified need.

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?

The implementation of West Birdville Elementary's improvement strategy is not contingent upon receiving grant funding. Grant funds, including LASO funds when available, may be used to strengthen or expand implementation; however, the District will continue to support the identified strategies if grant funding is reduced or unavailable.

If grant funds are not available, the District will prioritize and reallocate other available funding sources, including Title I, Title II, State Compensatory Education (SCE), Instructional Materials Allotment (IMA), Bilingual Education Allotment, Special Education funds, and local funds, as allowable, to ensure the core components of the improvement plan continue.

Specifically:

- Campus Support Teachers and additional staffing support will continue to be prioritized for West Birdville based on identified campus and student needs using available SCE, Title I, and/or local funding.

- HQIM implementation in RLA and Math will continue using existing instructional materials and IMA resources. If grant funding for additional training or implementation support is unavailable, Title I, Title II, and local professional learning funds will be prioritized.

- Leadership and teacher coaching will continue through the Principal Supervisor, District Support Team, campus administrators, Instructional Facilitators, and district instructional staff. Much of this work—including instructional walks, T-TESS 2.0 calibration walks, PLC support, lesson internalization and rehearsal, and coaching and feedback—can be provided through existing staff and schedules without additional grant funding.

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- Support for inexperienced or ineffective teachers and leaders will continue through district and campus coaching, mentoring, modeling, co-planning, peer observation, and targeted professional learning. Title I, Title II, SCE, and local funds may be redirected to support substitutes, stipends, or additional professional learning when needed.

- PLCs, intervention, and progress monitoring will remain protected within the campus schedule. Title I, SCE, Bilingual Education Allotment, Special Education funds, and local resources may be used, as allowable, to provide additional intervention, tutoring, instructional resources, or support for identified student groups.

- Assessment and performance-management systems will continue through existing district assessment resources, District Common Assessments, STAAR-like benchmarks, the SFI Implementation Tool (Content Agnostic Classroom Observation Tool), Campus Walkthrough Feedback Forms, and established campus and district progress-monitoring structures.

If available funding is reduced, the District will first protect the components most directly connected to classroom instruction and student outcomes, including staffing, HQIM implementation, teacher and leader coaching, PLCs, intervention, and progress monitoring. Campus and district leaders will use implementation and student performance data to determine where available resources should be concentrated.

Grant funding may allow the District to increase the frequency or intensity of some supports, but the absence of grant funding will not prevent West Birdville Elementary from implementing its improvement strategy. The District will use available federal, state, and local resources and existing personnel to ensure the core work continues.

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

The District will provide additional instructional support and resources to West Birdville Elementary based on the needs identified through the Targeted Improvement Plan. This includes:

- Increased support from district instructional staff, including the principal supervisor, content specialists, and special population staff. Support will include regular campus walks, coaching, lesson internalization and rehearsal, PLC support, and modeling of effective instructional practices.

- Additional support for new, inexperienced, or struggling teachers through more frequent coaching and feedback, mentoring, co-planning, peer modeling, and job-embedded professional learning. The TIP calls for weekly coaching cycles for teachers needing additional support.

- Protected time for instruction, PLCs, and intervention, including dedicated HQIM instructional blocks, weekly PLCs, and intervention time. Intervention schedules and supports will be adjusted throughout the year based on student performance and identified needs.

- Additional learning opportunities for students, including targeted intervention and Saturday Learning Academies for students and identified student groups needing additional support.

- Ongoing adjustments to resources based on results. The Superintendent, Executive Leadership, principal supervisor, and appropriate district staff will regularly review implementation and student performance data. If students are not making expected progress, coaching, professional development, tutoring, intervention time, instructional resources, or other available supports will be redirected to address the identified need.

The District will continue to adjust the level and intensity of support provided to West Birdville Elementary throughout the year based on campus implementation and student performance data.

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Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

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

Yes

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

375

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edicion 1

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

Yes

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

675

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

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Please select the adopted curriculum for: 9-12 RLA

Not applicable

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

170

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

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment	District	Bi-Monthly	Results will be analyzed by standard, student group, and classroom to monitor progress toward campus targets, identify learning gaps, and determine needs for reteaching, intervention, and instructional adjustments. PLCs will use results to develop and monitor reteach plans, with specific attention to Closing the Gaps student groups.
Benchmark	District	BOY/MOY/EOY	Results will be used to establish baseline performance, monitor student growth throughout the year, identify students needing additional support, and determine whether students and identified student groups are on track to meet campus performance targets.
Benchmark	District	Semester	Benchmark results will provide a progress-monitoring measure of student performance on grade-level standards using STAAR-like rigor and format. Results will be used to monitor progress toward campus and student-group performance targets, identify standards requiring additional attention, and determine needed adjustments to instruction, intervention, and campus supports prior to STAAR.

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

Student growth will be tracked and monitored throughout the year using multiple measures, including classroom and HQIM assessments, District Common Assessments, intervention progress-monitoring data, two STAAR-like benchmark assessments, and STAAR results.

Teachers and PLC teams will review student performance regularly to determine whether students are making expected progress toward meeting or mastering grade-level standards. Data will be reviewed by student, standard, classroom, and identified student group, with particular attention to Closing the Gaps groups. Weekly PLCs will use student work and assessment results to identify learning gaps, plan reteaching and intervention, and monitor whether students are responding to those supports.

Campus leaders will monitor DCA, benchmark, and intervention data against established campus performance targets to identify students and student groups who are not demonstrating expected growth. When progress is insufficient, instructional groups, reteach plans, intervention time, coaching, and other supports will be adjusted based on the identified need.

The principal supervisor and District Support Team will also review campus progress throughout the year through instructional walks, progress reviews, and district performance-management meetings. These regular reviews will allow the campus and district to determine whether improvement strategies are producing the expected student growth and make adjustments before the next assessment cycle.

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

The campus will use a 3-week intervention cycle to identify and provide targeted support for students performing below grade level. Intervention will be aligned to grade-level HQIM and based on student performance data, with flexible grouping used to adjust support as student needs change.

Weekly PLCs will analyze student work, District Common Assessment results, and other progress-monitoring data to identify specific standards students have not mastered and develop targeted reteach and intervention plans. Students who are not making expected progress will receive increased or adjusted intervention rather than remaining in an intervention that is not producing results.

For Special Education and Emergent Bilingual students, the campus will provide targeted instructional supports and scaffolds that maintain access to grade-level content. SPED and EB coordinators will support teachers through professional learning, co-planning, and instructional strategies specific to the needs of these students. Instructional Facilitators and the District Support Team will also support teachers with intervention planning, flexible grouping, and implementation of grade-level HQIM.

Students needing additional time and support may also participate in Saturday Learning Academies, with priority given to identified students and student groups, including Special Education, Emergent Bilingual, and Continuously Enrolled students. Student progress will be monitored throughout each intervention cycle, and intervention time, grouping, instructional strategies, and additional supports will be adjusted when students are not demonstrating expected growth.

Will the campus implement a PLC structure?

Yes

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

PLCs at West Birdville Elementary will be organized by grade clusters to provide focused collaboration and support for teachers working at similar instructional levels. Kindergarten and 1st-grade teachers will meet together, 2nd and 3rd-grade teachers will collaborate as a cluster, and 4th and 5th-grade teachers will work together. Each grade cluster will participate in 90 minutes of PLC+ time each week, using this time to plan instruction, analyze student work, and internalize lessons. Pre-K teachers will have a separate 45-minute weekly PLC to address the unique needs of early learners. This structure allows teachers to collaborate within their instructional context, share strategies that work, and use student data to make informed decisions. By building this dedicated time into the schedule, the PLCs help ensure that instruction is purposeful, responsive, and designed to improve student learning outcomes across all grade levels.

How frequently will PLCs occur?

PLCs at West Birdville Elementary will be held weekly on Fridays, with 90 minutes allocated for K–5 grade clusters and 45 minutes for Pre-K teachers. During this time, teachers focus on planning instruction, analyzing student work, and internalizing lessons to ensure effective delivery in the classroom. In addition to the weekly PLCs, grade-level teachers have common 45-minute planning periods each day, providing ongoing opportunities to collaborate, refine instruction, and deepen understanding of curriculum and instructional strategies. This combination of weekly PLCs and daily collaboration ensures teachers consistently work together to strengthen instruction and support student learning.

Who will facilitate PLCs?

PLCs at West Birdville Elementary will be facilitated primarily by the campus principal and instructional facilitators, who will guide teachers through planning, lesson internalization, and analysis of student work. In addition, members of the Birdville ISD District Support Team will regularly attend PLCs to provide coaching, model best practices, and support teachers in implementing High-Quality Instructional Materials (HQIM) with fidelity. Their participation ensures alignment with district expectations, offers real-time feedback, and promotes collaborative problem-solving around instructional challenges. This combination of campus and district leadership helps make PLCs productive, focused on student outcomes, and closely connected to the strategic goals of the School Improvement Plan.

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Who is required to attend PLCs?

All classroom teachers and instructional facilitators at West Birdville Elementary are required to attend PLCs, ensuring that each grade-level cluster has full participation in collaborative planning, analysis of student work, and lesson internalization. Specials teachers, including PE, music, and librarians, are not required to attend full PLC sessions, but they participate as needed to support scheduling rotations and ensure that core classroom teachers have uninterrupted PLC+ time. Attendance is mandatory for all teachers delivering core instruction, and the campus principal, instructional facilitators, and designated district support team members are also present to guide discussions, provide coaching, and model instructional strategies. This structure promotes consistent engagement, accountability, and ensures that instructional decisions are informed by collaborative teacher input and real-time student data.

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

West Birdville Elementary will implement Corwin's PLC+ Protocol, a structured, research-based framework designed to strengthen collaborative planning and ensure PLCs directly impact teacher practice and student outcomes. Each weekly 90-minute session will dedicate focused time for lesson internalization of HQIM materials, where teachers carefully unpack upcoming lessons, anticipate potential challenges, and plan scaffolds and extensions that remain true to the design of the adopted curriculum while meeting the needs of diverse learners.

A key strength of the PLC+ model is its emphasis on student work analysis—teachers regularly examine assessments, student artifacts, and performance data to evaluate mastery of HQIM-aligned content, identify misconceptions, and adjust instruction without losing alignment to the curriculum. By combining lesson internalization with analysis of student outcomes, PLC+ ensures that HQIM implementation is both consistent and responsive to how students are engaging with the content. This reflective cycle creates a powerful system of continuous improvement, where teacher collaboration strengthens the use of HQIM with fidelity, leading to more informed instructional decisions and timely, targeted support that accelerates student learning.

Upload PLC agenda (optional):

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Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal	Instructional leadership development focused on HQIM implementation, RBIS, effective PLCs, use of student and subgroup data, classroom observation and feedback, and monitoring the campus improvement strategy. Includes leadership coaching, side-by-side instructional walks, and T-TESS 2.0 calibration walks to strengthen consistency in identifying effective instructional practices and providing actionable teacher feedback.	Principal Supervisor, District Support Team, District Instructional Staff	Principal, Assistant Principals, Instructional Facilitators
Other Campus Admin (Assistant Principals, Instructional Coaches)	Job-embedded training and coaching focused on HQIM, lesson internalization and rehearsal, RBIS, PLC facilitation, student work and assessment analysis, reteach planning, and instructional coaching. Includes side-by-side coaching and calibration with campus and district leaders.	Campus Administration, District Support Team, District Content Specialists	Instructional Facilitators
Teacher	Ongoing professional learning focused on HQIM implementation in RLA and Math, lesson internalization and rehearsal, RBIS, effective PLC practices, student work and data analysis, and planning for reteaching and intervention. Weekly PLCs provide protected time to apply training directly to upcoming instruction and respond to student learning needs.	Campus Instructional Leaders, Instructional Facilitators, District Content Specialists, District Support Team	Classroom Teachers
Teacher	In addition to campuswide professional learning, inexperienced teachers receive more frequent, hands-on support through modeling, co-planning, lesson internalization and rehearsal, classroom management support, peer observation, and weekly observation/coaching cycles. Training and coaching are adjusted based on individual teacher needs and student performance.	Instructional Facilitators, Campus Administrators, District Content Specialists, District Support Team	Teachers with Less Than 2 Years of Experience in Their Current Role

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Role	Training/PD Description	Delivered By	Attended By
Teacher	Targeted professional learning based on specific needs identified through classroom observations, walkthroughs, student work, assessment results, and coaching. Support may include modeling, co-planning, lesson rehearsal, peer observation, targeted PD, and increased observation and feedback cycles until improvement is demonstrated.	Campus Administrators, Instructional Facilitators, District Content Specialists, District Support Team	Teachers Identified Through Observation, Implementation, or Student Performance Data as Needing Additional Support
Teacher	Professional learning focused on providing Special Education students access to grade-level HQIM through appropriate accommodations, scaffolds, specially designed instruction, progress monitoring, intervention, and effective use of student data. Support is also embedded within PLC planning and lesson internalization.	District Special Education Coordinators/ Specialists, Campus Instructional Leaders, District Support Team	Special Education Teachers, Classroom Teachers, Instructional Facilitators, Campus Administrators, as Appropriate
Teacher	Professional learning focused on providing Emergent Bilingual students access to grade-level content through appropriate language supports, scaffolds, differentiation, student grouping, and use of language and academic performance data. Support is embedded within PLCs and lesson internalization to help teachers plan supports before instruction.	District Language Acquisition Coordinators/ Specialists, Campus Instructional Leaders, District Support Team	Classroom Teachers, Bilingual/ESL Staff, Instructional Facilitators, Campus Administrators, as Appropriate

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Role	Training/PD Description	Delivered By	Attended By
Teacher	Weekly job-embedded learning focused on lesson internalization and rehearsal, analysis of student work and assessment results, identification of misconceptions, planning for reteaching and intervention, and monitoring the progress of identified student groups. PLC support will be adjusted when implementation or student performance data indicate additional assistance is needed.	Instructional Facilitators, Campus Administrators, District Content Specialists/ District Support Team as Needed	Grade-Level and Content-Area Teachers
Principal	Additional leadership coaching based on experience and demonstrated need. Support may include side-by-side classroom walks, T-TESS 2.0 calibration, modeling of teacher feedback and coaching conversations, PLC observation/facilitation, data analysis, and support with monitoring HQIM and the campus improvement strategy. The frequency and intensity of coaching will increase when leadership practices or campus results indicate additional support is needed.	Principal Supervisor, District Support Team, District Instructional Leaders	Principal, Assistant Principals, and Instructional Leaders with Less Than 2 Years in Role or Identified as Needing Additional Support

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

West Birdville Elementary will provide additional training and support for teachers and leaders who have less than two years of experience in their role or who need additional support based on observations, implementation data, or student performance.

For inexperienced teachers, support will be more frequent and hands-on. Instructional facilitators, campus leaders, district content specialists, and other appropriate district instructional staff will provide coaching, modeling, co-planning, lesson internalization and rehearsal, and classroom feedback. Weekly PLCs will also provide time for teachers to plan with their teams, analyze student work and assessment data, and receive support with HQIM, RBIS, reteaching, intervention, and other identified instructional needs. Teachers needing more intensive support may receive weekly coaching and observation cycles until improvement is demonstrated.

Teachers with more experience who are not consistently demonstrating effective instructional practices will receive targeted support based on the specific area of need. Walkthroughs, observations, student work, assessment results, and coaching feedback will be used to

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determine where support is needed. This may include additional modeling, co-planning, lesson rehearsal, peer observation, targeted professional learning, or more frequent coaching and feedback. As teachers demonstrate improvement, the frequency and level of support may be adjusted.

Campus leaders with less than two years of experience in their role will also receive additional support from the principal supervisor and appropriate district leaders. Coaching will focus on areas such as conducting effective classroom observations, providing meaningful feedback to teachers, facilitating PLCs, monitoring HQIM implementation, analyzing student data, and responding when instruction or student performance is not meeting expectations.

Leaders who need additional support in a specific area will receive more focused coaching, modeling, and follow-up. District and campus leaders will use evidence from campus walks, PLCs, teacher coaching, implementation data, and student performance to determine where additional leadership support is needed.

The level of support will not be the same for everyone. The frequency, type, and intensity of training and coaching will be based on experience and demonstrated need. Staff requiring greater support will receive more frequent coaching and follow-up, while support may be reduced as consistent improvement is demonstrated. If the support being provided is not resulting in improvement, campus and district leaders will adjust the approach and provide additional training, coaching, modeling, or other assistance as needed.

The goal is to ensure teachers and leaders receive the differentiated support necessary to become more effective in their roles and, ultimately, improve student learning and increase the percentage of students meeting or mastering grade-level standards.

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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?

West Birdville Elementary will primarily use the SFI Implementation Tool (Content Agnostic Classroom Observation Tool) and Campus Walkthrough Feedback Form to monitor whether professional learning is being implemented in classrooms. Campus leaders, the principal supervisor, and appropriate district instructional staff will use these tools during regular classroom walks and coaching visits. Coaching logs, PLC documentation, lesson internalization artifacts, and student work will provide additional evidence of implementation.

Classroom look-fors will include:

- Evidence that teachers are implementing HQIM as intended and maintaining appropriate grade-level rigor.

- Evidence of effective lesson internalization and preparation, including alignment between the

lesson objective, instructional tasks, and grade-level standards.

- Use of Research-Based Instructional Strategies (RBIS) and practices emphasized through professional learning.

- Evidence that students are actively engaged in grade-level learning and are doing the thinking and work expected by the lesson.

- Appropriate scaffolds and supports that provide Special Education and Emergent Bilingual students access to grade-level content.

- Evidence that teachers are using checks for understanding, student work, and assessment results to adjust instruction, reteach, and provide intervention.

- Evidence that feedback from previous coaching and professional learning is being applied in classroom instruction.

Campus and district leaders will also conduct T-TESS 2.0 calibration walks throughout the year. These walks will help ensure that campus and district leaders have a shared understanding of effective instructional practices and are consistently applying T-TESS 2.0 expectations when observing instruction and providing feedback to teachers. Calibration walks will focus particularly on observable practices within Domains 2 and 3, while also connecting those practices to West Birdville's HQIM, RBIS, and instructional priorities.

For campus leaders, leadership coaching and calibration walks will be used to evaluate implementation of professional learning. Look-fors will include the leader's ability to accurately identify effective instructional practices and areas of need, provide teachers with specific and actionable feedback, effectively facilitate or support PLCs, monitor HQIM implementation, and use student performance and walkthrough data to determine where additional teacher or campus support is needed.

Walkthrough and coaching evidence will be reviewed regularly by campus and district leaders. When expected practices are not evident, additional coaching, modeling, professional learning, or follow-up observations will be provided based on the identified need.

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

Biweekly

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

West Birdville Elementary teachers and administrators will receive targeted professional learning and job-embedded support focused on meeting the needs of students in special populations, particularly Special Education and Emergent Bilingual students, while maintaining access to grade-level standards and HQIM.

Support will include:

- Professional learning on appropriate scaffolds, accommodations, differentiation, and instructional strategies that provide students access to grade-level content while maintaining appropriate rigor.

- Support from district Special Education and Language Acquisition coordinators and specialists, including co-planning, modeling, coaching, and targeted professional learning based on identified campus, teacher, and student needs.

- Job-embedded support during PLCs and lesson internalization to help teachers intentionally plan appropriate supports for students in special populations before instruction occurs rather than responding only after students struggle.

- Training and coaching on using student work, assessment results, and progress-monitoring data to identify learning gaps, plan targeted reteaching and intervention, and adjust flexible groups and instructional supports based on student needs.

- Classroom observations and coaching focused on whether students in special populations are actively engaged in grade-level learning and whether appropriate scaffolds, accommodations, and instructional supports are being implemented effectively.

Campus administrators and instructional facilitators will also receive coaching on what to look for during classroom observations, how to provide teachers with specific and actionable feedback, and how to use disaggregated student performance data to monitor the progress of Special Education, Emergent Bilingual, and other identified student groups.

When data indicate that students in a special population are not making expected progress, campus and district staff will work collaboratively to adjust instructional supports, intervention, coaching, professional learning, or other available resources based on the identified need.

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Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

1. Establish and implement the 2026–27 instructional leadership and monitoring system. Campus leaders will establish weekly instructional walks, regular coaching and feedback cycles, and T-TESS 2.0 calibration walks focused on HQIM, RBIS, and effective instructional practices.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Assistant Principals; Instructional Facilitators; Principal Supervisor; District Support Team

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

Instructional walk schedule; Campus Walkthrough Feedback Forms; SFI Implementation Tool (Content Agnostic Classroom Observation Tool); T-TESS 2.0 calibration documentation; coaching logs

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

T-TESS 2.0 calibration support; walkthrough tools; coaching and modeling from Principal Supervisor and District Support Team

Milestone 2

Description – What specific action or deliverable will be completed?

2. Implement HQIM in RLA and Math with protected instructional and planning time. Campus schedules and PLC structures will protect time for grade-level HQIM instruction, lesson internalization and rehearsal, intervention, and collaborative planning.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

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Responsible Roles – Who is accountable for this milestone?

Principal; Assistant Principals; Instructional Facilitators; District Content Coordinators

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

Master schedule; PLC schedules and agendas; lesson internalization/rehearsal artifacts; walkthrough data demonstrating implementation of grade-level HQIM

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

HQIM training and materials; lesson internalization and rehearsal support; district content support; District Support Team coaching

Milestone 3

Description – What specific action or deliverable will be completed?

3. Implement differentiated coaching and professional learning for inexperienced and ineffective teachers and leaders. Staff with less than two years in their role and staff not consistently demonstrating expected practices will receive increased observation and feedback, coaching, modeling, co-planning, and targeted professional learning based on identified needs.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Principal Supervisor; Assistant Principals; Instructional Facilitators; District Support Team

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

Identified staff/support roster; coaching plans and logs; observation and feedback documentation; PD records; SFI Implementation Tool (Content Agnostic Classroom Observation Tool) data

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

Coaching and modeling; mentoring; targeted PD; peer observation; T-TESS 2.0 calibration; lesson internalization/rehearsal support

Milestone 4

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Description – What specific action or deliverable will be completed?

4. Implement weekly PLC cycles focused on lesson internalization, lesson rehearsal, student work, and instructional response. PLCs will use student work and assessment data to identify misconceptions and learning gaps, plan reteaching and intervention, and monitor progress toward grade-level standards and campus/student-group targets.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Assistant Principals; Instructional Facilitators; Grade-Level Teams

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

Weekly PLC agendas/minutes; lesson internalization artifacts; student work analysis; DCA analysis; reteach and intervention plans

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

PLC facilitation training; data-analysis protocols; HQIM resources; district content support; coaching for Instructional Facilitators

Milestone 5

Description – What specific action or deliverable will be completed?

5. Implement and monitor a campuswide intervention system for students below grade level and identified special populations. Intervention groups will be developed from current student data and adjusted as student needs change. SPED and Emergent Bilingual students will receive appropriate scaffolds and supports while maintaining access to grade-level standards and HQIM.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Assistant Principals; Instructional Facilitators; Classroom Teachers; SPED and EB Staff; District SPED and Language Acquisition Staff

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

Intervention schedules and rosters; flexible-grouping documentation; progress-monitoring data; PLC documentation; student work and student growth data

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

SPED and EB specialist support; intervention resources; training on scaffolds and accommodations; flexible-grouping support; progress-monitoring tools

Milestone 6

Description – What specific action or deliverable will be completed?

6. Complete two STAAR-like benchmark assessment cycles and use the results to adjust instruction and support. Results will be analyzed by standard, classroom, and student group and compared with established campus performance targets. Findings will be used to adjust reteaching, intervention, coaching, and other campus supports prior to STAAR.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Campus Instructional Leadership Team; Instructional Facilitators; Teachers; District Support Team; District Assessment and C&I Staff

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

Two completed benchmark administrations; benchmark reports; student-group analysis; PLC data-analysis documentation; reteach/intervention plans; evidence of instructional adjustments

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

STAAR-like benchmark assessments; data-analysis tools and protocols; district assessment/ content support; PLC time; coaching based on results

Milestone 7

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Description – What specific action or deliverable will be completed?

7. Complete regular campus and district progress reviews and adjust support when results indicate additional need. Campus and district leaders will review DCA, benchmark, intervention, walkthrough, coaching, and student-group data to determine whether improvement strategies are producing expected results. Staffing, coaching, PD, intervention time, tutoring, or other resources will be adjusted when progress is insufficient.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Principal Supervisor; District Support Team; Superintendent/Executive Leadership; Campus Instructional Leadership Team

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

Progress-monitoring reports; campus performance-target reports; SFI Implementation Tool (Content Agnostic Classroom Observation Tool) data; Campus Walkthrough Feedback Forms; coaching trends; documentation of changes to staffing, intervention, PD, or other resources

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

District performance-management structures; student data reports; Campus Support Teachers; district content and special population staff; additional resources based on identified needs

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Milestone 8

Description – What specific action or deliverable will be completed?

8. Complete the annual evaluation of the improvement strategy and establish 2027–28 priorities. Campus and district leaders will evaluate student outcomes, implementation evidence, and stakeholder feedback to determine which strategies will continue, be revised, or be discontinued. Findings will inform the CNA, CIP/TIP, staffing, professional learning, and resource allocation for 2027–28.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal; Campus Improvement Team; Principal Supervisor; District Support Team; District Leadership

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

2026–27 student outcome data; CNA findings; CIT minutes; annual TIP/CIP evaluation; SFI Implementation Tool (Content Agnostic Classroom Observation Tool) trends; identified 2027–28 priorities

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

Final assessment/accountability data; CNA process and tools; district planning support; stakeholder feedback; district leadership review

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Performance Management

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

District and campus leaders will monitor the successful implementation of this plan through a layered performance management system that ensures fidelity at every level. Campus principals and assistant principals conduct weekly or biweekly monitoring through classroom walkthroughs, observation/feedback cycles, pacing guide reviews, and PLC+ discussions of student data. These reviews are documented in coaching logs, lesson internalization notes, intervention plans, and student work analysis.

District instructional leaders conduct monthly reviews, drawing on evidence from PLC+ documentation, mentoring participation records, CIT agendas and minutes, and reports of HQIM adherence and intervention effectiveness. This allows for timely calibration across campuses and consistent support for teachers.

At the district level, progress toward milestones is reviewed monthly with the superintendent and District Support Team. These reviews include analysis of teacher capacity growth, student outcome data, stakeholder feedback, and resource allocation decisions. Findings are shared with the school board and, where appropriate, with the Campus Improvement Team and community stakeholders to ensure transparency and accountability.

Through this ongoing system of campus, district, and superintendent-level monitoring, the district ensures that milestones are implemented with fidelity, progress data is consistently collected, and results are communicated with all relevant stakeholders.

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

Progress toward the milestones will be tracked regularly at every level of leadership to make sure the plan stays on course.

At the campus level, principals, assistant principals, and instructional facilitators will review progress every week. These check-ins focus on classroom instruction, PLC work, and support for teachers, ensuring day-to-day implementation is strong.

At the district level, instructional coordinators and directors will step in every two weeks to look at campus data, coaching notes, and evidence of HQIM use. Their role is to spot trends, provide targeted support, and make sure strategies are consistent across schools.

At the executive level, the superintendent and Administrative Curriculum Team will review progress twice a month. These meetings highlight big-picture outcomes, capacity building, and whether the work is moving campuses toward meeting performance goals.

Finally, the Campus Improvement Team (CIT) and school board will review progress during their regular quarterly and annual meetings, making sure stakeholder voice and governance stay at the center of the process.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Progress toward each milestone will be collected using multiple sources to monitor implementation, teacher and leader growth, student progress, and the effectiveness of the campus improvement strategy.

For Milestone 1, progress toward the instructional leadership and monitoring system will be documented through weekly instructional walk data, coaching logs, Campus Walkthrough Feedback Forms, the SFI Implementation Tool (Content Agnostic Classroom Observation Tool), T-TESS 2.0 calibration walk documentation, and leadership meeting notes. These data will be used to monitor the consistency of classroom observations, feedback, and instructional leadership practices.

For Milestone 2, HQIM implementation data will be collected through master schedules, PLC documentation, lesson internalization and rehearsal artifacts, classroom walkthroughs, and the SFI Implementation Tool (Content Agnostic Classroom Observation Tool). Campus and district leaders will review this evidence to determine whether grade-level HQIM in RLA and Math is being implemented as intended and whether teachers have the protected instructional and

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planning time needed to support implementation.

For Milestone 3, differentiated coaching and professional learning will be tracked through coaching plans and logs, observation and feedback documentation, professional learning participation records, and walkthrough data. Progress for inexperienced teachers and leaders and those needing additional support will be reviewed more frequently to determine whether coaching and professional learning are resulting in improved practice and whether the level of support should be increased, maintained, or reduced.

For Milestone 4, PLC implementation will be monitored through weekly agendas and minutes, lesson internalization artifacts, student work analysis, DCA results, and documented reteach and intervention plans. Campus leaders and instructional facilitators will review PLC evidence to determine whether teams are using student learning data to identify misconceptions, adjust instruction, and monitor progress toward grade-level standards and campus performance targets.

For Milestone 5, intervention and special population supports will be monitored through intervention schedules and rosters, flexible-grouping documentation, progress-monitoring data, student work, PLC documentation, and disaggregated student performance data. Special attention will be given to the progress of Special Education, Emergent Bilingual, and other identified student groups to determine whether interventions, scaffolds, and instructional supports are producing expected growth.

For Milestone 6, progress will be collected through the results of the two STAAR-like benchmark assessments. Results will be analyzed by student, standard, classroom, grade level, and student group and compared with established campus performance targets. PLC documentation, reteach plans, intervention adjustments, and coaching records will provide evidence of how the campus responds to benchmark results prior to STAAR.

For Milestone 7, campus and district progress reviews will bring together DCA and benchmark results, intervention data, student-group performance, walkthrough data, the SFI Implementation Tool (Content Agnostic Classroom Observation Tool), Campus Walkthrough Feedback Forms, and coaching trends. Documentation from these reviews will identify areas of progress, areas requiring additional support, and any resulting adjustments to staffing, coaching, professional development, intervention, tutoring, or other resources.

For Milestone 8, the campus will complete an annual review of student outcomes and implementation data. Evidence will include end-of-year student performance data, CNA findings, Campus Improvement Team meeting documentation, walkthrough and implementation trends, stakeholder feedback, and the annual evaluation of the TIP/CIP. These findings will be used to determine which strategies should continue, be adjusted, or be discontinued and to establish priorities for the 2027–28 school year.

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Milestone evidence will be maintained and reviewed by campus and district leadership at established progress-monitoring checkpoints throughout the year. Rather than relying on a single measure, the campus will review implementation data alongside student outcome data to determine whether strategies are being implemented as intended and whether they are having the expected impact on student learning. When progress is not evident, the campus and district will use the data to adjust instruction, coaching, intervention, professional learning, staffing, or other supports.

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

Milestone progress data will be shared through established campus and district progress-monitoring structures so that implementation and student outcome data are regularly reviewed and used to make decisions.

At the campus level, milestone progress will be reviewed regularly through weekly PLCs, campus instructional leadership meetings, coaching and feedback cycles, and faculty meetings as appropriate. Teachers, instructional facilitators, and campus administrators will review student performance, walkthrough data, PLC evidence, intervention progress, and other implementation data to identify what is working and where adjustments are needed.

The Principal Supervisor and District Support Team will review milestone progress with campus leadership through regular campus visits, instructional and T-TESS 2.0 calibration walks, coaching sessions, and scheduled progress reviews. These reviews will include evidence from the SFI Implementation Tool (Content Agnostic Classroom Observation Tool), Campus Walkthrough Feedback Forms, coaching and PLC documentation, DCA and benchmark results, intervention data, and progress toward campus and student-group performance targets. District content and special population staff will be included when the data indicate a need for additional instructional or program support.

The Superintendent and Executive Leadership will receive regular updates through District Support Team, Executive Leadership Team, Cabinet Plus, and other established district performance-management meetings. Updates will focus on progress toward milestones, student growth and student-group performance, implementation trends, areas of concern, and any additional staffing, coaching, professional learning, intervention, or resources needed to support the campus.

The Campus Improvement Team (CIT) will review progress at established checkpoints throughout the year. The CIT will review implementation and student outcome data, provide stakeholder feedback, and consider whether strategies or resources need to be adjusted. Relevant progress and significant adjustments will also be communicated to staff and families through established campus communication structures.

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The Board of Trustees will remain informed through regular reports provided through the Superintendent and department presentations and reports throughout the year. These updates will provide information on student performance, campus improvement efforts, progress, challenges, and significant adjustments or resource needs.

This communication process ensures that milestone progress is not simply reported, but reviewed and acted upon. When implementation or student performance data show that expected progress is not occurring, campus and district leaders will use the information to adjust instruction, coaching, professional learning, intervention, staffing, or other resources based on the identified need.

Student Outcome Goals

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

Performance Level	EOY Goal (%)
Approaches Grade Level	83
Meets Grade Level	57
Masters Grade Level	32

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

Performance Level	EOY Goal (%)
Approaches Grade Level	78
Meets Grade Level	52
Masters Grade Level	24

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

Performance Level	EOY Goal (%)
Approaches Grade Level	79
Meets Grade Level	52
Masters Grade Level	26

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

24

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

3

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

No

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

24

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

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Additional Info

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

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Upload additional documents (optional):

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