

Little Elm Independent School District

Little Elm Elementary School 2026-2027 Turnaround Plan

Needs Assessment and Stakeholder Engagement

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 TAP 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 Turnaround Plan, in accordance with Texas Education Code (TEC) §39A.104, 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 Turnaround 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.104, 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.103 and §39A.104, 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 19, 2026

As part of the Turnaround Plan (TAP) submission, in accordance with Texas Education Code (TEC) §39A.104, the LEA must upload documentation of stakeholder feedback or the stakeholder engagement process. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted. Please upload a copy of public comments or additional documents explaining the lack of public comments:

[2026 Fall Feedback \(Responses\) - Google Sheets.pdf](#)

SI Strategy

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

Closure/Reassign

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

LIFT, Other

Please specify the other program:

Reading Academy Implementation with Region 11 and RBIS

Which, if any, program is your school system interested in to support this strategy?

LIFT

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

Region 11

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

7

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.

Cost is associated with the LIFT Grant, instructional materials, stipends, and manipulatives. We have spent \$12,446 on instructional materials from IMA; \$55,100 for an approved provider for Little Elm Elementary from the LIFT Grant; \$4,172 for manipulatives from our local fund and have budgeted \$19,200 for stipends for teachers to be paid from the LIFT Grant.

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?

We have received the LASO 4 LIFT Grant. We would utilize our print material funds and resource funds designated in IMA from the High Quality Instructional Material Allotment.

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

The district has changed the evaluator for elementary principals, thus DCSI for elementary schools has changed from the Deputy Superintendent for Safety and Security to the Assistant Superintendent for Curriculum and Learning. The campus has hired strategically for key grade levels and has restructured teams to impact student success in a positive manner.

Closure/Reassign

Will students remain enrolled in this campus through the end of the 26-27 School Year?

Yes

What will happen to the facility once the campus is closed?

Campus facility will remain empty for the next school year and will not be used for direct educational purposes

What is the total student population currently enrolled at the closing campus?

327

Please indicate the number of campuses that will be assigned students from the closing campus. A receiving campus is any campus enrolling students reassigned from the closing campus.

4

Please provide the required information regarding the campus(es) receiving students from the closed campus:

Instructions: Below, provide the most current data available for the campus(es) receiving reassigned students from the closing campus. This section will be repeated for the number of campuses receiving students, indicated in the previous question.

Receiving Campus 1

Campus Name

Lakewood Village Elementary

CDCN (include leading zeros, e.g. 002354675)

061914111

Does this receiving campus have a state accountability rating of A, B, or C?

Yes

How many students from the closing campus are being reassigned to this campus?

140

What percent of students from the closing campus will be assigned here? (whole number, e.g. 60)

55

What is the distance from the closing campus to this receiving campus? (whole miles, e.g. 3)

5

What percentage of teachers from the closing campus will be assigned to this campus?

33

What percentage of administrators from the closing campus will be assigned to this campus?

0

Adopted curriculum: K-5 Math

Bluebonnet Learning Math Grades K-5

Is this the K-5 Math curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

We will ensure instructional minutes through the master schedule.

Adopted curriculum: K-5 RLA

Other

Is this the K-5 RLA curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

We will ensure instructional minutes through the master schedule.

Adopted curriculum: 6-8 Math

Not applicable

Is this the 6-8 Math curriculum for the duration of the plan?

—

Adopted curriculum: 6-8 RLA

Not applicable

Is this the 6-8 RLA curriculum for the duration of the plan?

—

Adopted curriculum: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Is this the 9-12 Math curriculum for the duration of the plan?

—

Adopted curriculum: 9-12 RLA

Not applicable

Is this the 9-12 RLA curriculum for the duration of the plan?

—

If there are fewer than 165 instructional days at the receiving in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028?

N/A

Use the provided table to describe the receiving campus's assessment plan, including

the specific assessment tools that will be used (e.g., unit assessments, benchmarks, common formative assessments), whether it is a district or campus assessment, frequency, and how the results of the assessment will be used (purpose).

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Monthly	ccData will be tracked to determine Domain 1, Domain 2 and Domain 3 projections along with reteach and intervention groups.ddddddd
Other	NWEA	District	BOY/MOY/EOY	Data will be used to project domain 1, 2, and 3 projections along with grouping students for re-teach and intervention.

Please describe the Observation and Feedback Protocol at this receiving campus.

TEA LASO 4 LIFT Observation and feedback protocols for K-5 math and for language arts we will use the TEA agnostic tool, as well as STR walks with direct feedback and coaching to teachers.

Please describe how district and receiving campus leaders will consistently build instructional leadership capacity for key leadership roles—including principal managers, principals, administrative teams, instructional leadership teams, and teachers—and explain how the support provided will be monitored, differentiated, and adjusted in response to student learning outcomes.

We will participate in the LIFT 4 administrator coaching opportunities and accompanying training throughout the 2027-2028 year. Performance management meetings will be held with our Approved Provider and with the district and the campus administrator. The Science of Teaching Reading partnership will continue with Region 11 and feedback cycles after walks will be adhered to. Adjustments to support such as increased coaching and training, improvement on processes and SWAP meetings will be made as needed based on individual campus needs.

What is the differentiated capacity building plan related to supporting students in special populations for the consolidated student body?

Transition ARDs will be had on all special education students to ensure the receiving school knows the student's IEPs and schedule of services. Training will be provided for staff and administrators as needed to meet the needs of the special education students.

Will this campus implement a PLC structure?

Yes

How will PLCs be organized?

PLCs will meet weekly and be led by campus administration. For reading and math, the internalization process and lesson rehearsals will be utilized, as well as SWAP protocols will be followed. Documentation will be weekly agendas, district participation, and teacher pre-work with annotations and the creation of exemplars.

How frequently will PLCs occur?

PLCs will occur weekly.

Who will facilitate PLCs?

Campus administration will facilitate the PLCs and a gradual release model will be used as capacity is built in teacher leaders.

Who is required to attend PLCs?

Teachers and administrators will attend PLCs.

Please describe the PLC protocol used at this campus.

The TEA PLC protocol will be used including module internalization, lesson internalization, lesson rehearsal, and Student Work Analysis Protocol (SWAP) will be utilized.

PLC Agenda Upload

[Copy of LIFT PLC Agenda Template & Protocol-Specific Templates.pdf](#)

Receiving Campus 2

Campus Name

Brent Elementary

CDCN (include leading zeros, e.g. 002354675)

061914103

Does this receiving campus have a state accountability rating of A, B, or C?

No

If No, please explain why reassigned students could not be placed at a campus with a rating of A, B, or C:

Brent Elementary has room for students and is a natural fit for some of the students based on redrawn boundaries.

How many students from the closing campus are being reassigned to this campus?

42

What percent of students from the closing campus will be assigned here? (whole number, e.g. 60)

17

What is the distance from the closing campus to this receiving campus? (whole miles, e.g. 3)

2

What percentage of teachers from the closing campus will be assigned to this campus?

33

What percentage of administrators from the closing campus will be assigned to this campus?

0

Adopted curriculum: K-5 Math

Bluebonnet Learning Math Grades K-5

Is this the K-5 Math curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

We will ensure instructional minutes through the master schedule.

Adopted curriculum: K-5 RLA

Other

Is this the K-5 RLA curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

We will ensure instructional minutes through the master schedule.

Adopted curriculum: 6-8 Math

Not applicable

Is this the 6-8 Math curriculum for the duration of the plan?

—

Adopted curriculum: 6-8 RLA

Not applicable

Is this the 6-8 RLA curriculum for the duration of the plan?

—

Adopted curriculum: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Is this the 9-12 Math curriculum for the duration of the plan?

—

Adopted curriculum: 9-12 RLA

Not applicable

Is this the 9-12 RLA curriculum for the duration of the plan?

—

If there are fewer than 165 instructional days at the receiving in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028?

NA

Use the provided table to describe the receiving campus's assessment plan, including the specific assessment tools that will be used (e.g., unit assessments, benchmarks, common formative assessments), whether it is a district or campus assessment, frequency, and how the results of the assessment will be used (purpose).

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Monthly	Data will be used to project domain 1, 2, and 3 projections along with grouping students for re-teach and intervention.
Other	NWEA	District	BOY/MOY/EOY	Data will be used to project domain 1, 2, and 3 projections along with grouping students for re-teach and intervention.

Please describe the Observation and Feedback Protocol at this receiving campus.

TEA LASO 4 LIFT Observation and feedback protocols for K-5 math and for language arts we will use the TEA agnostic tool, as well as STR walks with direct feedback and coaching to teachers.

Please describe how district and receiving campus leaders will consistently build instructional leadership capacity for key leadership roles—including principal managers, principals, administrative teams, instructional leadership teams, and teachers—and explain how the support provided will be monitored, differentiated, and adjusted in response to student learning outcomes.

We will participate in the LIFT 4 administrator coaching opportunities and accompanying training throughout the 2027-2028 year. Performance management meetings will be held with our Approved Provider and with the district and the campus administrator. The Science of Teaching Reading partnership will continue with Region 11 and feedback cycles after walks will be adhered to. Adjustments to support such as increased coaching and training, improvement on processes and SWAP meetings will be made as needed based on individual campus needs.

What is the differentiated capacity building plan related to supporting students in special populations for the consolidated student body?

Transition ARDs will be had on all special education students to ensure the receiving school knows the student's IEPs and schedule of services. Training will be provided for staff and administrators as needed to meet the needs of the special education students.

Will this campus implement a PLC structure?

Yes

How will PLCs be organized?

PLCs will meet weekly and be led by campus administration. For reading and math, the internalization process and lesson rehearsals will be utilized, as well as SWAP protocols will be followed. Documentation will be weekly agendas, district participation, and teacher pre-work with annotations and the creation of exemplars.

How frequently will PLCs occur?

PLCs will occur weekly.

Who will facilitate PLCs?

Campus administration will facilitate the PLCs and a gradual release model will be used as capacity is built in teacher leaders.

Who is required to attend PLCs?

Teachers and administrators will attend PLCs, as well as math, reading, and EB specialists.

Please describe the PLC protocol used at this campus.

The TEA PLC protocol will be used including module internalization, lesson internalization, lesson rehearsal, and Student Work Analysis Protocol (SWAP) will be utilized.

PLC Agenda Upload

[Copy of LIFT PLC Agenda Template & Protocol-Specific Templates.pdf](#)

Receiving Campus 3

Campus Name

Glover Elementary

CDCN (include leading zeros, e.g. 002354675)

061914107

Does this receiving campus have a state accountability rating of A, B, or C?

Yes

How many students from the closing campus are being reassigned to this campus?

71

What percent of students from the closing campus will be assigned here? (whole number, e.g. 60)

28

What is the distance from the closing campus to this receiving campus? (whole miles, e.g. 3)

2

What percentage of teachers from the closing campus will be assigned to this campus?

33

What percentage of administrators from the closing campus will be assigned to this campus?

0

Adopted curriculum: K-5 Math

Bluebonnet Learning Math Grades K-5

Is this the K-5 Math curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

We will ensure instructional minutes through the master schedule.

Adopted curriculum: K-5 RLA

Other

Is this the K-5 RLA curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

We will ensure instructional minutes through the master schedule.

Adopted curriculum: 6-8 Math

Not applicable

Is this the 6-8 Math curriculum for the duration of the plan?

—

Adopted curriculum: 6-8 RLA

Not applicable

Is this the 6-8 RLA curriculum for the duration of the plan?

—

Adopted curriculum: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Is this the 9-12 Math curriculum for the duration of the plan?

—

Adopted curriculum: 9-12 RLA

Not applicable

Is this the 9-12 RLA curriculum for the duration of the plan?

—

If there are fewer than 165 instructional days at the receiving in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028?

NA

Use the provided table to describe the receiving campus's assessment plan, including the specific assessment tools that will be used (e.g., unit assessments, benchmarks, common formative assessments), whether it is a district or campus assessment, frequency, and how the results of the assessment will be used (purpose).

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
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Please describe the Observation and Feedback Protocol at this receiving campus.

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Transition ARDs will be had on all special education students to ensure the receiving school knows the student's IEPs and schedule of services. Training will be provided for staff and administrators as needed to meet the needs of the special education students.

Will this campus implement a PLC structure?

Yes

How will PLCs be organized?

PLCs will meet weekly and be led by campus administration. For reading and math, the internalization process and lesson rehearsals will be utilized, as well as SWAP protocols will be followed. Documentation will be weekly agendas, district participation, and teacher pre-work with annotations and the creation of exemplars.

How frequently will PLCs occur?

PLCs will occur weekly.

Who will facilitate PLCs?

Campus administration will facilitate the PLCs and a gradual release model will be used as capacity is built in teacher leaders.

Who is required to attend PLCs?

Teachers and administrators will attend PLCs

Please describe the PLC protocol used at this campus.

The TEA PLC protocol will be used including module internalization, lesson internalization, lesson rehearsal, and Student Work Analysis Protocol (SWAP) will be utilized.

PLC Agenda Upload

[Copy of LIFT PLC Agenda Template & Protocol-Specific Templates.pdf](#)

Capacity Building

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

Role	Training/PD Description	Delivered By	Attended By
Principal Manager	Product Academy Training School Improvement Training RBIS Math Academy Pilot Next Level Leadership Summit Embedded Approved Provider Training through PLCs and Observation/Coaching Feedback Cycles Learning for Leaders (monthly) targeted Bluebonnet training over leadership components and responsibilities. Data Training District Professional Learning with math components	Region 11; Director for Accountability & Assessment; Coordinator for Elementary Mathematics	Penny Tramel

Role	Training/PD Description	Delivered By	Attended By
Principal	Product Academy Training School Improvement Training RBIS Math Academy Pilot Next Level Leadership Summit Embedded Approved Provider Training through PLCs and Observation/Coaching Feedback Cycles Learning for Leaders (monthly) targeted Bluebonnet training over leadership components and responsibilities. Data Training District Professional Learning with math components	Region 11; Director for Accountability & Assessment; Coordinator for Elementary Mathematics	Ashley Holmes
Teacher	Product Academy Training RBIS Embedded Approved Provider Training through PLCs and Observation/Coaching Feedback Cycles Data Training District Professional Learning with math components	Region 11; Director for Accountability & Assessment; Coordinator for Elementary Mathematics	District Instructional Leadership Team
Other Campus Admin (Assistant Principals, Instructional Coaches)	Product Academy Training School Improvement Training RBIS Math Academy Pilot Embedded Approved Provider Training through PLCs and Observation/Coaching Feedback Cycles Learning for Leaders (monthly) targeted Bluebonnet training over leadership components and responsibilities.	Region 11	Alissa Royal; Michelle Wood

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

We have seasoned mentors that will work with our Year 1 and Year 2 teachers, in addition to their grade level teams supporting them, the campus administrators, and the Director for Professional Learning.

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?

We are using the Math Observation Tool from TEA for our math walks and we are using our STR walk we created in conjunction with Region 11.

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?

EB strategies
GT strategies
STR training
PLC training
MTSS training

Milestones

List 16-20 key milestones your campus will complete to implement this strategy (8-10 per year). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027, December 2027, May 2028, August 2028.

Milestone 1

Description – What specific action or deliverable will be completed?

Teachers and leaders will facilitated student work analysis sessions with use of curriculum embedded Math assessments (Exit Tickets) using the Bluebonnet Learning Math protocol during PLC to identify trends of high leverage standards in student errors and respond to errors.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

campus administrator and teachers

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

PLC agendas with responsive instructional plans

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

Teachers and administrators have already completed SWAP protocol and PLC training. Continued support will be provided by the Elementary Math Coordinator and Region 11 LASO 4/LIFT campus coach with just in time training and support.

Milestone 2

Description – What specific action or deliverable will be completed?

Regular Math unit and lesson internalization in collaborative teams and/or individually with campus administrator to identify student look fors, misconceptions, and supports for all learners.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

teachers and campus administrators

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

Module and lesson annotations and PLC agendas.

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

Teachers and administrators have already completed module and lesson internalization and PLC training. Continued support will be provided by the Elementary Math Coordinator and Region 11 LASO 4/LIFT campus coach with just in time training and support.

Milestone 3

Description – What specific action or deliverable will be completed?

Teachers create, manage and utilize math data trackers for state, district, and curriculum based summative assessments to identify focus sub-populations so that domain 3, closing the gaps, goals can be met to achieve 2 or 3 points per demographic per category.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

teachers and campus administrators

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

Math data trackers

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

Trainings for administrators, Learning for Leaders monthly trainings provided by Region 11 consultants. Observation and feedback cycles. Implementation facilitation, and lesson rehearsals.

Milestone 4

Description – What specific action or deliverable will be completed?

School leaders use the LIFT Math Observation Tool to engage in cycles of observation and feedback to support continuous growth and development of teaching and educational practices using Bluebonnet Learning Math instructional materials. Leaders look beyond the surface of instruction to identify concrete evidence that the teacher has internalized the units and lessons taught to support all learners.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

campus administrators, Elementary Math Coordinator, Assistant Superintendent of Curriculum & Learning and Region 11 LASO/LIFT campus coach

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

LIFT Math Observation Tool, LIFT Math Observation Companion Guide, LIFT Math Observation and Feedback Action Step Guide

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

Administrators have completed training on the LIFT Math Observation Tool, LIFT Math Observation Companion Guide and will receive training on additional change management tools through District Leader training days and supports through campus PLCs.

Milestone 5

Description – What specific action or deliverable will be completed?

All elementary school leaders will conduct at least 3 classroom observation and feedback cycles of Bluebonnet Learning Math instruction using the LIFT Math Observation Tool with each teacher per quarter .

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

campus administrators

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

LIFT Math Observation Tool and data collected through Laserfiche tracker

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

Trainings for administrators, Learning for Leaders monthly trainings provided by Region 11 consultants. Observation and feedback cycles. Implementation facilitation, and lesson rehearsals.

Milestone 6

Description – What specific action or deliverable will be completed?

Teachers will receive ongoing, job-embedded math support through the process of the monthly observation and feedback cycles. School leaders will engage in co-observations and coaching sessions with their supervisors once per semester as part of their leader ongoing, job-embedded support.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

campus administrators, teachers, Assistant Superintendent of Curriculum and Learning

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

Observation and Feedback cycles.

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

Trainings for administrators, Learning for Leaders monthly trainings provided by Region 11 consultants. Observation and feedback cycles. Implementation facilitation, and lesson rehearsals.

Milestone 7

Description – What specific action or deliverable will be completed?

All teachers of mathematics, including Special Education teachers trained on Math Research-based Instructional Strategies (RBIS) and how Bluebonnet Learning Math instructional materials support RBIS.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Region 11

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

attendance rosters

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

Trainings for administrators, Learning for Leaders monthly trainings provided by Region 11 consultants. Observation and feedback cycles. Implementation facilitation, and lesson rehearsals.

Milestone 8

Description – What specific action or deliverable will be completed?

Administrators will join the Region 11 STR, Science of Teaching Reading, Implementation Specialist on three learning walks. During each debrief administrators will work with the Implementation Specialist, Tanya Kellerman, to determine next steps for campus professional development and individual teacher just in time training.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

All stakeholders

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

STR Walks data and Data Dashboard for districts and campus.

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

Trainings for administrators, Learning for Leaders monthly trainings. Observation and feedback cycles for administrators and teachers. Implementation facilitation, HMH Internalize and optimize protocols, and lesson rehearsals.

Milestone 9

Description – What specific action or deliverable will be completed?

STR Coaching: The campus will partner with Region 11 to provide STR coaching, Reading Academies implementation support, for targeted teachers.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

All campus stakeholders

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

STR coaching and feedback documents. District Data Dashboard provided by Region 11.

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

Trainings for administrators, Learning for Leaders monthly trainings. Observation and feedback cycles for administrators and teachers. Implementation facilitation, HMH Internalize and optimize protocols, and lesson rehearsals.

Milestone 10

Description – What specific action or deliverable will be completed?

Professional Learning: Teachers will attend Region 11 Training on District and Campus Professional Learning days.

The Elementary Reading Coordinator will partner with administration to provide just in time training throughout the school year.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

All stakeholders.

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

Professional Learning sign in sheets, reports from Strive.

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

Professional learning sessions will be prepared by the reading coordinator.

Milestone 11

Description – What specific action or deliverable will be completed?

Teachers create, manage and utilize reading data trackers for state, district, and curriculum based summative assessments to identify focus sub-populations so that domain 3, closing the gaps, goals can be met to achieve 2 or 3 points per demographic per category.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

All stakeholders.

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

Student and teacher data trackers.

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

Training on student goal setting, student led conferences, and data analysis protocols.

Performance Management

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

At the campus, teachers are meeting as a PLC weekly. Scheduled data meetings occur monthly.

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

The campus Principal, Assistant Principal, Math Coordinator, Reading Coordinator, Superintendent, Assistant Superintendent for Curriculum & Learning, and Director of Accountability will work together to ensure progress is being made in each of the milestones described previously.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

The Campus Improvement Team will come together monthly to review data and the DCSI will have individual meetings with the principal. Region 11 and district STR data will be collected in a dashboard and Google forms; Bluebonnet data tracking with the Approved Provider will be utilized,

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

Individual meetings with principals with the DCSI and

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	75
Meets Grade Level	50
Masters Grade Level	25

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

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	40
Masters Grade Level	20

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

Performance Level	EOY Goal (%)
Approaches Grade Level	73
Meets Grade Level	45
Masters Grade Level	22

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

16

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

4

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	78
Meets Grade Level	52
Masters Grade Level	28

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	40
Masters Grade Level	20

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	73
Meets Grade Level	45
Masters Grade Level	22

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 27-28?

16

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 27-28?

4

Will this campus 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?

20

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

7

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 27-28?

20

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 27-28?

7

Additional Info

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

In year two, the campus will be closed.

Upload additional documents (optional):

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