



Lewisville Independent School District

Southridge 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.

No

Please upload artifacts demonstrating a robust observation and feedback system.

[Robust Ob Feedback system.pdf](#)

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:

November 2, 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:

[Southridge Elementary School Turnaround Plan Input Form \(Responses\) - Form Responses 1.pdf](#)

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

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.

Region 11, E3 Alliance

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

13

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.

The school improvement strategy of Intensive Curriculum & Instruction Improvements, is not contingent upon grant funding. Costs to the district include:

- RISE campus stipends of \$4,000 per instructional staff and Title 1 stipends of \$500 per staff member
- Instructional Materials: Adoption of HQIM math for K-12 was funded through our state IMTA funding with the additional money allowed when purchasing off of the SBOE IMRA list.
- RBIS training for staff (included in cost for LIFT grant partnership)
- \$163,719 for two full time Instructional facilitators staff members
- Possible Title 1 TEMP position for to support with small group instruction support. The temp would be paid \$15 per hour and the total cost would be TBD based on the total number of hours that is agreed upon.

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 only cost that is contingent upon grant funds is the salary cost for two Instructional Facilitators and possible Title 1 Temp that is funded through Title 1 funds. The Title 1 funds that cover the cost of the Instructional Facilitators and a TEMP has already been secured by the district.

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

Southridge Elementary has been assigned two full-time Instructional Facilitators, one specializing in Mathematics/Science and one in Reading Language Arts/Social Studies to provide sustained instructional coaching and support. Both facilitators bring a strong track record of success in coaching teachers and improving instructional practices. The RLA/Social Studies Instructional Facilitator has received training in Relationship-Based Instructional Strategies (RBIS), participated in LIFT Grant instructional walks, and completed ELPS training to support effective instruction for emergent bilingual students. The Math/Science Instructional Facilitator is trained in the district's High-Quality Instructional Materials (HQIM) and provides ongoing support for lesson internalization and rehearsal protocols across all grade levels. Both facilitators receive weekly professional learning and coaching from District Content Administrators focused on content knowledge, instructional coaching, lesson internalization and rehearsal, and data analysis to ensure consistent, high-quality support for teachers and improved student outcomes.

Southridge Elementary has also been assigned two new full-time Language Acquisition Specialists who oversee EB program compliance and support teachers with ELPS implementation, SLOP strategies, linguistic accommodations, and implementation of the Dual Language bilingual program model. LAS's coach teachers regarding best practices for EB students and advise regarding language of assessment. The two LAS's are both new to Southridge Elementary and were strategically assigned by the district due to their track strong track record of supporting EB students and coaching teachers regarding EB best practices.

The district implemented a leadership change at Southridge Elementary. Mr. Scott, new principal, was specifically hired as a 240-day Turnaround Principal based on previous experience increasing student outcomes and accountability scores at previous campuses. Additionally, one assistant was moved to another campus and Mr. Scott hired a new assistant principal with experience as Dean of Students at a Turnaround Campus.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Other

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?

450

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

Other

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?

600

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

Please select the adopted curriculum for: 9-12 RLA

Not applicable

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

174

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	Monthly	Prior to each math unit assessment, teachers are formatively assessing student proficiency per lesson by utilizing the "Show What you Know" component of Amplify Math and noting proficiency level in a math unit data tracker, allowing them to intervene immediately after each daily check and before the unit assessment. Unit assessments measure TEKS mastery immediately following a unit assessment and inform reteaching, intervention, and instructional adjustments that are discussed during PLCs. These unit assessments provide timely feedback to teachers so that they are able to intervene quickly and close gaps prior to a more comprehensive benchmark assessment. When a unit assessment has been given , the next PLC (within one week) immediately following the unit assessment is a data meeting for the first part of the PLC. The results will be used to monitor student proficiency and determine intervention for those who will need intervention and how it will be provided.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Benchmark	District	BOY/MOY/EOY	Benchmarks assess student mastery over all grade level standards, even if not taught yet. Reviewing this data during PLCs provides evidence to teachers regarding mastery level of standards that have been taught and have not been taught, specific standards that the majority of students may need reteach over and other standards that small groups of students may need a reteach. This will drive targeted small group instruction and tutoring to fill instructional gaps that still exist, placing students in strategic intervention pathways in order to close learning gaps and progress toward mastery of grade level standards. In 4th and 5th grades, this assessment data will also allow teachers to determine the current performance category for each student as compared to their STAAR performance category from the 25/26 school year, ensuring that all students are maintaining (if already at meets or masters) or improving their performance category (if DNM, low approaches, or high approaches).
STAAR Released Test	District	Semester	STAAR Released Tests assess student mastery over all grade level standards, even if not taught yet. Reviewing this data during PLCs provides evidence to teachers regarding mastery level of standards that have been taught and have not been taught, specific standards that the majority of students may need reteach over and other standards that small groups of students may need a reteach. This will drive targeted small group instruction and tutoring to fill instructional gaps that still exist, placing students in strategic intervention pathways in order to close learning gaps and progress toward mastery of grade level standards. In 4th and 5th grades, this assessment data will also allow teachers to determine the current performance category for each student as compared to their STAAR performance category from 25/26, ensuring that all students are maintaining (if already at meets or masters) or improving their performance category (if DNM, low approaches, or high approaches).

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

Southridge will monitor student growth through a consistent cycle of assessment, analysis, instructional response, and progress monitoring. Student growth data from i-Ready Reading and Math, unit assessments, literacy checks, released STAAR assessments, and classroom formative assessments (quick checks) will be tracked by grade level, content area, student, and student group. Data will be reviewed during weekly PLCs and scheduled campus data meetings to identify trends, determine students who are on or off track, and plan reteaching, intervention, and enrichment. For students receiving SPED services, District Common Unit Assessments will be co-evaluated by Gen Ed and SDI teachers using the 'Protect the Grade' procedure, tracking progress toward grade-level TEKS and measuring the true effectiveness of SDI interventions. The campus instructional team and building leadership team will monitor progress toward established Math, Reading, and Science goals throughout the year and review overall progress during the December 2026, May 2027, and August 2027 TIP checkpoints.

In 4th and 5th grades, assessment data will also allow teachers to determine the current performance category for each student as compared to their STAAR performance category from 25/26, ensuring that all students are maintaining (if already at meets or masters) or improving their performance category (if DNM, low approaches, or high approaches).

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

Through data PLCs, teachers will identify students who are not exhibiting mastery of grade level standards and place students into targeted small groups based on specific standards. These small groups will take place both during the school day and....

In addition to targeted small group intervention, students who are performing below grade level will be provided additional interventions, such as iReady Foundations, to close learning gaps. A Title I tutor will provide this intervention to students outside....

All Emergent Bilingual students and Special Education students will be also be assessed on all of the above assessments, receiving any appropriate content or linguistic accommodations noted in their individual plans. EB students will take assessments in their language of strength as determined by the LPAC. Language Acquisition Specialists and Special Education teachers will participate in data PLCs to ensure they are closely monitoring and responding to student needs, alongside and collaboration with general education teachers, so they can collaboratively plan instruction, review student performance, align accommodations and monitor progress. LAS's will coach teachers in ensuring appropriate linguistic accommodations and scaffolds are provided to students during their interventions so that learning gaps are closed. Special education teachers will ensure IEP goals are aligned to the identified gaps so that they are providing direct instruction in pull-out services that closes gaps and inclusion support that ensures students are accessing Tier 1 instruction.

SPED teachers will implement the district's updated SDI Math Instructional Framework using High-Quality Instructional Materials (Amplify Desmos) and Research-Based Instructional Strategies (RBIS) alongside i-Ready tools. To maximize access to grade-level learning, SDI math services are structured as additive—ensuring students maintain full access to Tier 1 core instruction while receiving push-in inclusion support, progress monitoring, and targeted pull-out. Necessary ARD amendments are conducted for students receiving daily pull-out to realign schedules. Furthermore, SPED students participate in District Common Assessments using allowable Eduphoria/STAAR accommodations. General Education and SDI teachers co-evaluate unit assessments using the 'Protect the Grade' framework, ensuring students are evaluated on taught content/modified standards while generating actionable data to measure grade-level growth and SDI effectiveness.

Will the campus implement a PLC structure?

Yes

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

PLCs are organized by grade level and facilitated during weekly grade level 50 minute planning times. Teachers, including special education and bilingual staff, participate in at least one subject-specific planning PLC each week. Tuesday planning times are designated for Math PLCs and Wednesdays for ELAR PLCs. All grade level teachers, including monolingual, Dual language Bilingual, and Dual language ESL teachers, attend the content PLCs for the all content area that they teach.

Extended PLC days occur WHEN??? Half days?

Bilingual and ESL teachers also participate in dual language PLCs..... WHEN?

Special Education teachers participated in PLCs.... WHEN?

How frequently will PLCs occur?

Math PLCs occur every Tuesday and ELAR PLCs occur every Wednesday.

Extended grade level PLC days occur.... HOW FREQUENTLY? Once a 9 weeks?

Who will facilitate PLCs?

Content Planning PLCs will be facilitated by each content Instructional Facilitator. Our Math Instructional Facilitator will facilitate Math PLCs and our Reading Instructional Facilitator will facilitate the Reading PLCs.

Who is required to attend PLCs?

All grade level teachers, Language Acquisition Specialists, and Specially Designed Instruction teachers are required to attend content planning PLCs. At least 1 administrator is also required to attend all PLCs.

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

Southridge's PLC protocol intentionally includes lesson and unit internalization, lesson rehearsal, and student work analysis. During weekly PLCs, teachers unpack upcoming lessons, identify essential standards and success criteria, anticipate misconceptions, and rehearse key instructional moves.

During PLCs, the campus will utilize this time for lesson internalization, rehearsals, anticipate misconceptions and engage in data analysis for the upcoming week's instruction.

Upload PLC agenda (optional):

[4th Math PLC Agendas.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
Teacher	Teachers at Southridge engage in multi-layered professional learning combining district and campus opportunities to strengthen instruction and support student growth. District Professional Learning (Learning & Teaching Dept.): TEKS-aligned literacy, math, and science HQIM implementation. Analysis of unit assessment data to guide instructional planning. Differentiation strategies for diverse learners and special programs. SPED SDI framework training on Amplify Desmos Math Training, SDI Math training, and instruction vs. assessment accommodations. Content facilitators on campus 4 days/week (weekly rotation). Campus-Based Professional Learning: Led by the principal, AP, and instructional coach, staff participate in weekly PLCs , monthly faculty meetings, and biweekly coaching cycles. Learning focuses on lesson internalization, rehearsal, data analysis, and formative assessment tracking.	Instructional Facilitators	Teachers, Sped Teachers, Language Acquisition Specialists, Instructional Facilitators, Principal, Assistant Principals

Role	Training/PD Description	Delivered By	Attended By
Teacher	New teachers will receive ongoing support through New Teacher University, assigned mentoring, and targeted coaching from instructional facilitators and campus administrators. Support will include modeling, observation, actionable feedback, and follow-up based on needs identified through classroom walkthroughs. Walkthrough evidence will be reviewed regularly to monitor changes in instructional practice, determine the effectiveness of support, and identify when additional modeling, coaching, or increased support is needed.	Campus Mentor Teachers	Teachers new to campus
Other Campus Admin (Assistant Principals, Instructional Coaches)	AP's participate in monthly PL sessions facilitated by Professional Learning in collaboration with Learning and Teaching and other LISD departments. These sessions are intentionally designed to build capacity in instructional and operational leadership skills. Professional learning for assistant principals focuses on: - Implementing and monitoring the district-adopted literacy and math curriculum - Developing equitable and effective student behavior systems - Strengthening understanding of 504, Special Education, MTSS, and other compliance areas - Building organizational management skills related to scheduling, communication, and campus operations. The principal provides ongoing, job-embedded coaching to the assistant principal with an emphasis on developing instructional leadership capacity. Together, they conduct walkthroughs, facilitate PLCs, and engage in reflective coaching conversations to ensure alignment with campus instructional priorities and targeted improvement goals.	Principal, District Leadership	APs

Role	Training/PD Description	Delivered By	Attended By
Principal	Principal development is led by the Chiefs of Elementary Schools in partnership with Learning and Teaching and focuses on deepening curriculum knowledge, calibrating expectations for high-quality instruction, and strengthening observation and feedback practices. Monthly professional learning occurs through leadership meetings, calibration walks, collaborative sessions, and campus-based coaching and data reviews. Summer 2026, principals and assistant principals completed LISD Principal Essentials Playbook training and baseline ratings across all five domains. During T-PESS goal-setting conferences, principals identified Playbook growth areas aligned to campus priorities. Monthly One Vision or LIFT EB3 walkthroughs and data reviews monitor TIP implementation, T-PESS progress, instructional expectations, and differentiated leadership support.	Principal Manager, Learning & Teaching, & Director of Professional Learning	Principal
Principal Manager	The Chief of Schools facilitates a weekly meeting with school chiefs to collaborate regarding timely needs and topics to ensure alignment in our instructional leadership across all campuses. The principal manager meets with the Superintendent bi-weekly, alongside the Chief of Schools and Learning & Teaching leadership, to review campus data and discuss strategic support for the campus. The principal manager meetings once a month with the Chief of Schools for a 1:1 meeting to touch-base on campus progress and coach the principal manager through any difficult situations they are navigating.	Superintendent & Chief of Schools	School Chiefs/ Principal Managers

Role	Training/PD Description	Delivered By	Attended By
Other Campus Admin (Assistant Principals, Instructional Coaches)	Instructional Facilitators participate in weekly Professional Learning every Friday with the Learning & Teaching department. The learning consists of digging into curriculum, learning about best practices, and practicing coaching.	Executive Director of Elementary Curriculum & Programs	Instructional Facilitators

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

All Southridge teachers are tiered to differentiated support based on experience, instructional effectiveness, and student outcomes. Inexperienced teachers or teachers in need (Uncertified teachers, certified teachers with 0-1 years of experience and/or ineffective teachers) will receive weekly walkthroughs with bite-sized feedback, targeted instructional facilitator support/ coaching, mentor support, lesson rehearsal/internalization, and frequent follow-up on identified action steps. Leaders needing additional support will receive increased coaching, calibration walks, and observation/feedback support from campus principal. (See Robust Observation/ Feedback Cycle uploaded in the Needs Assessment Tab)

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?

Southridge will use the One Vision Walkthrough Tool, LEAD Evaluation observation tools, and the TEA RLA Observation Tool to monitor and evaluate implementation of campus and district expectations and training. Look-fors will include lesson internalization and pacing, alignment to grade-level standards, student engagement and academic discourse, checks for understanding, small-group instruction, classroom routines, and use of scaffolds for diverse learners. (See Robust Observation/ Feedback Cycle uploaded in the Needs Assessment Tab)

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

Weekly

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

Teachers will receive ongoing support from Special Education and Emergent Bilingual staff during PLCs, as well as collaboration around best practices for both special education and emergent bilingual students. Capacity building will focus on appropriate scaffolds, language supports, accommodations, specially designed instruction, and targeted interventions while maintaining access to grade-level content.

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?

Implement a common weekly PLC protocol that includes lesson internalization, anticipated misconceptions, rehearsal, differentiation, and student work analysis.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, Instructional Facilitators

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

Completed weekly PLC agendas that highlight lesson internalization/rehearsal artifacts; Southridge Walkthrough Tracker data demonstrating classroom implementation of planned instructional practices.

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

Beginning of year training, District Curriculum resources, Instructional Facilitator support and coaching, Protected PLC time

Milestone 2

Description – What specific action or deliverable will be completed?

Establish and monitor campus-wide instructional expectations for objectives, pacing, grade-level rigor, student engagement, academic discourse, checks for understanding, and protected instructional time through expectations trainings at the BOY and walkthrough evidence of those items being implemented.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, Instructional Facilitators

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

BOY Training Agenda, Walkthrough trend data demonstrating implementation of identified instructional look-fors

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

One Vision calibration, staff PD, PLC reinforcement, district curriculum support

Milestone 3

Description – What specific action or deliverable will be completed?

Complete initial teacher tiering based on experience, instructional implementation, walkthrough evidence, and student performance; assign observation/coaching frequency.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, APs

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

Completed teacher tiering roster and coaching schedule

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

Walkthrough data, LEAD data, assessment data, instructional facilitator input

Milestone 4

Description – What specific action or deliverable will be completed?

Fully implement the Southridge Walkthrough Tracker so every walkthrough documents instructional evidence, feedback/action step, and follow-up date

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, APs

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

Walkthrough tracker showing completed observations, action steps, and follow-up dates

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

One Vision and LEAD tools, administrator calibration

Milestone 5

Description – What specific action or deliverable will be completed?

Establish weekly coaching/feedback cycles for Tier 2 and Tier 3 teachers that include observation, actionable feedback, modeling/rehearsal when needed, and a follow-up walkthrough.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, Instructional Facilitators

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

Coaching logs, walkthrough feedback, evidence of follow-up and implementation

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

Coaching protocols, modeling, facilitator support, new teacher mentor support as applicable

Milestone 6

Description – What specific action or deliverable will be completed?

Implement a data-analysis process following benchmarks to identify misconceptions, students requiring reteach/intervention, and specific instructional responses.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, Instructional Facilitators, Teachers

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

Assessment analysis documents, student groupings, reteach plans, student performance trackers

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

Unit assessment data, PLC time, data-analysis coaching

Milestone 7

Description – What specific action or deliverable will be completed?

Establish consistent K–5 RLA and Math small-group instruction based on current student data, with groups and instructional focus adjusted through progress monitoring.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Teachers, Instructional Facilitators, APs

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

Small-group plans/groupings, walkthrough evidence, iReady and progress monitoring data

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

Small group trainings, iReady resources, instructional materials

Milestone 8

Description – What specific action or deliverable will be completed?

Embed SPED and Emergent Bilingual planning into content PLCs so accommodations, SDI, language supports, scaffolds, and interventions are identified before instruction.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

APs, Instructional Facilitators, SPED Staff, Language Acquisition Specialists, Teachers

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

PLC artifacts and lesson plans showing planned supports; walkthrough evidence of implementation

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

SPED/EB Specialist participation, LAS support, training on accommodations, SDI and language supports

Milestone 9

Description – What specific action or deliverable will be completed?

Complete initial professional learning for all RLA teachers and instructional leaders on the newly adopted Reading HQIM, including lesson structure, pacing, materials, and internalization expectations.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

District RLA Staff, Principal, APs, Instructional Facilitator

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

Training attendance, training materials, completed initial internalization artifacts

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

HQIM materials, district/vendor training, protected professional learning time

Milestone 10

Description – What specific action or deliverable will be completed?

Calibrate administrators and instructional facilitators on specific Reading HQIM walkthrough look-fors before beginning formal implementation monitoring.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

District Curriculum Staff, Principal

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

Calibration artifacts and completed practice walkthroughs demonstrating common expectations

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

HQIM implementation rubric/walkthrough tool, district coaching

Milestone 11

Description – What specific action or deliverable will be completed?

Implement weekly Reading HQIM PLCs in every grade level using a common protocol for lesson internalization, rehearsal, misconceptions, scaffolds, and student tasks.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, RLA Instructional Facilitator

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

PLC agendas, internalization artifacts, lesson rehearsal evidence, walkthrough data

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

Protected PLC time, HQIM materials, facilitator coaching

Milestone 12

Description – What specific action or deliverable will be completed?

Complete the first campuswide Reading HQIM fidelity review by analyzing walkthroughs, PLC artifacts, classroom tasks, and student work; identify implementation gaps by grade level/teacher.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, Instructional Facilitators, District Curriculum Staff

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

Review summary identifying trends, strengths, gaps, and next steps

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

HQIM walkthrough tools, district calibration/support

Milestone 13

Description – What specific action or deliverable will be completed?

Assign targeted coaching to teachers demonstrating inconsistent implementation based on the first-semester review and student performance evidence.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, Instructional Facilitators

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

Updated teacher tiers, coaching plans/logs, documented action steps and follow-up evidence

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

Modeling, observation/feedback cycles, district content support

Milestone 14

Description – What specific action or deliverable will be completed?

Conduct a midyear subgroup data review for SPED, Emergent Bilingual, African American, and other identified student groups and revise intervention, small-group, and instructional supports based on results.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, Instructional Facilitators, SPED/EB Staff

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

Subgroup data analysis, revised student groups/interventions, PLC documentation

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

iReady/unit assessment data, SPED/EB specialists, progress monitoring tools

Milestone 15

Description – What specific action or deliverable will be completed?

Verify alignment among grade-level standards, HQIM lessons, classroom tasks, student work, and assessments through recurring PLC reviews and walkthrough evidence.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, Instructional Facilitators, Teachers

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

PLC artifacts, student-work reviews, walkthrough trends demonstrating alignment and rigor

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

TEKS/HQIM resources, district curriculum coaching, calibration

Milestone 16

Description – What specific action or deliverable will be completed?

Develop grade-level team leader capacity to independently facilitate effective PLCs, analyze student data, monitor instructional implementation, and lead teams through identified instructional next steps.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, Instructional Facilitators, Team Leads

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

PLC observations and artifacts demonstrating team-led internalization, data analysis, instructional decision-making, and follow-up on identified action steps.

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

Leadership development, PLC facilitation protocols, administrator feedback

Performance Management

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

Southridge will monitor implementation through weekly PLCs, classroom walkthroughs, LIFT learning walks, assessment reviews, and the Southridge Walkthrough Tracker. Campus leaders will regularly review evidence of instructional implementation, teacher action steps, follow-up support, student progress, and milestone completion, making immediate adjustments when data shows limited progress.

District leaders will monitor implementation through ongoing support visits, Principal Manager touchpoints, DCSI reviews, and district content-team support. Progress toward TAP milestones and student outcomes will be reviewed regularly, with identified gaps resulting in specific corrective actions, assigned responsibilities, and timelines for follow-up.

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

Southridge principal and leadership team will be responsible for reviewing progress toward the TAP milestones. This includes assistant principals and instructional facilitators and language acquisition specialists, with district oversight and support from the Principal Manager, DCSI, and relevant district curriculum leaders. Progress will be reviewed through walkthrough data, PLC evidence, assessment results, and milestone documentation.

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Milestone progress data will be collected through the Southridge Walkthrough Tracker, PLC agendas and artifacts, LIFT learning walk feedback, lesson internalization and rehearsal documents, student intervention/progress monitoring trackers, and assessment data including iReady, district unit assessments, and STAAR. Campus leadership will use these sources to document implementation, identify trends, and determine whether milestones are on track or require adjustment. Campus leaders will maintain and review this evidence throughout the year and use it during the December 2026, May 2027, and August 2027 checkpoints to determine the level of implementation, measure impact, and identify any needed adjustments.

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

Milestone progress data will be shared with district leadership through regular Principal Manager meetings, DCSI check-ins, and monthly progress reviews using walkthrough data, PLC artifacts, coaching evidence, assessment results, and milestone status updates. Relevant stakeholders will receive summarized progress updates through campus leadership meetings (BLT), staff communication, and required TAP/CIP reporting, including identified areas of progress, concerns, and next steps.

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	72
Meets Grade Level	35
Masters Grade Level	15

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

Performance Level	EOY Goal (%)
Approaches Grade Level	72
Meets Grade Level	35
Masters Grade Level	15

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

Performance Level	EOY Goal (%)
Approaches Grade Level	72
Meets Grade Level	35
Masters Grade Level	15

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

12

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

2

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

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	40
Masters Grade Level	20

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

Performance Level	EOY Goal (%)
Approaches Grade Level	80
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	80
Meets Grade Level	40
Masters Grade Level	20

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

12

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

2

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?

12

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

4

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

12

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

4

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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