Huffman Independent School District

Huffman Middle 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 26, 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:

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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?

Texas Instructional Leadership

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

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

Region 4

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

3

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.

Stemscopes from Accelerated Learning for math curriculum, $2,800
Savvas from Gateway Education Holdings, LLC for reading curriculum, $65,765
Region 4 Education Service Center – Texas Instructional Leadership (TIL) Coaching & Professional Learning, $27,000

High-quality instructional materials (HQIM) and related instructional resources were purchased using the district's Instructional Materials Allotment (IMA) funds. TIL Coaching was purchased using

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 successful implementation of this strategy is not contingent upon grant funding; however, grant funds would enhance and accelerate implementation. If grant funding is not awarded, Huffman ISD will continue to implement the strategy using existing district resources and personnel. The district will leverage its established Trainer-of-Trainer model through the RISE framework, replicating the successful implementation used at the elementary campuses to build campus capacity. Campus and district leaders will continue Texas Instructional Leadership (TIL) training, lesson internalization, instructional coaching, PLCs, and observation and feedback cycles using local funds and existing professional learning structures. The district remains committed to implementing the strategy with fidelity regardless of grant funding.

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

The district does not anticipate redistributing personnel from other campuses to support this strategy. Instead, Huffman ISD will strategically realign existing district resources to meet the campus's needs. This includes assigning a Campus Instructional Specialist (CIS) to align instructional coaching professional learning through Texas Instructional Leadership (TIL), lesson internalization, PLCs, and coaching cycles. This intentional realignment of existing resources will ensure Huffman Middle School receives the necessary support to implement the turnaround strategy with fidelity while maintaining services across the district.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Texas i-Ready Classroom Mathematics

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?

300

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?

300

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

STEMscopes Texas Math

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

225

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

225

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

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

STEMscopes Math Texas

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 Math (Algebra 1, Algebra 2, Geometry)?

Yes

How many instructional minutes per week are in the master schedule for 9-12 Math curriculum delivery?

225

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 Math curriculum?

Yes

Please select the adopted curriculum for: 9-12 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 RLA?

Yes

How many instructional minutes per week are in the master schedule for 9-12 RLA curriculum delivery?

225

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 RLA curriculum?

Yes

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

173

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	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		Campus	Monthly	The purpose is to provide collaborative assessments designed to monitor student learning, inform instruction, and identify students who need additional support or enrichment.
Other	Universal assessments	Campus	BOY/MOY/ EOY	The purpose is to identify academic needs, monitor progress, and inform instructional decisions throughout the school year.
Benchmark		District	Semester	The purpose is to measure students' progress toward end-of-year grade level expectations, such as STAAR performance.

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

The campus will implement a comprehensive system for monitoring student growth through a district assessment calendar, collaborative data analysis, and ongoing progress monitoring at the campus, classroom, and student levels. A district testing schedule will establish consistent assessment windows throughout the year, including BOY, MOY, and EOY screeners, common assessments administered every 3–4 weeks, benchmark assessments, and state assessments. This structured assessment cycle ensures timely collection of data to monitor student progress and inform instructional decisions.

Following each assessment window, Professional Learning Communities (PLCs) will engage in structured data analysis to identify student strengths, learning gaps, and instructional priorities. PLC teams will analyze performance by standard, student subgroup, and individual student, using the data to determine reteach priorities, intervention groups, enrichment opportunities, and instructional adjustments. Campus administrators and instructional coaches will participate in PLC meetings to monitor implementation, provide support, and ensure instructional decisions are data-driven.

Student growth data will be monitored using multiple levels of data tracking. Campus data trackers will provide administrators with an overview of grade-level, content-area, subgroup, and campus-wide performance trends. Classroom data trackers will enable teachers to monitor mastery of priority standards, common assessment results, and student growth throughout the year. Student data trackers will empower students to monitor their own progress by tracking assessment results, growth goals, and mastery of standards, fostering ownership of their learning.

This continuous cycle of assessment, data analysis, instructional planning, and progress monitoring will ensure that all stakeholders regularly review student performance, respond quickly to identified needs, and provide targeted support to accelerate student achievement.

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

Student performance data from universal screeners, common assessments, benchmark assessments, classroom assessments, and teacher observations will be used to identify students who are performing below grade level and determine appropriate interventions.

Students identified as needing additional support will receive targeted Tier II and Tier III interventions aligned to their specific skill deficits. Intervention plans will include evidence based instructional strategies, small-group instruction, progress monitoring, and frequent review of student growth data to evaluate the effectiveness of interventions. PLC teams will regularly analyze student data to adjust instructional plans, regroup students, and recommend additional supports as needed.

Special populations, including students receiving Special Education services, Emergent Bilingual (EB) students, students served through Section 504, dyslexia services, gifted and talented programs, migrant, military-connected, homeless (McKinney-Vento), and other at-risk student groups, will receive supports aligned to their individual needs and program requirements. Instructional accommodations, modifications, language supports, assistive technology, and specialized interventions will be implemented in accordance with each student's individualized plan or program.

Collaboration among classroom teachers, interventionists, special program staff, instructional coaches, counselors, and campus administrators will ensure interventions are coordinated and monitored consistently. Student progress will be reviewed during PLC meetings, MTSS meetings, ARDs, and LPACs, and data review cycles to determine whether students are responding to interventions or require additional support. Families will be engaged throughout the process through regular communication regarding student progress, intervention plans, and strategies to support learning at home.

Will the campus implement a PLC structure?

Yes

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

PLCs are organized by content.

How frequently will PLCs occur?

PLCs occur every Wednesday for 45 minutes.

Who will facilitate PLCs?

The department chairs with campus administrators facilitate PLCs.

Who is required to attend PLCs?

All content teachers, SPED inclusion teacher, and administrator.

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

The campus will implement the Huffman ISD F.A.L.C.O.N.S. PLC Framework to ensure every Professional Learning Community (PLC) is focused on improving student learning through collaborative planning, evidence-based decision-making, and collective responsibility. PLCs will meet every Wednesday for 45 minutes following a consistent district protocol and agenda. The mission of the PLC process is to cultivate a collaborative culture where educators continuously improve instructional practice, while the vision is for every campus and every teacher to engage in meaningful collaboration that results in high-quality instruction and increased student achievement.

Each PLC follows the F.A.L.C.O.N.S. Framework:
F – Focus on the Standard: Clarify the priority standards, learning targets, and success criteria to ensure a common understanding of what students must know and be able to do.
A – Analyze Student Evidence: Review common assessment, formative assessment, and student performance data to identify trends, strengths, and misconceptions.
L – Lesson Design: Collaboratively develop rigorous, standards-aligned lessons, identify instructional strategies, anticipate misconceptions, and plan scaffolds for all learners.
C – Collaborative Rehearsal: Practice key instructional strategies and receive evidence-based feedback to strengthen instructional delivery.
O – Observe Student Learning: Analyze student work and formative assessment evidence to determine levels of mastery and identify instructional adjustments.
N – Next Instructional Response: Develop a plan for reteach, intervention, acceleration, and enrichment based on student learning needs.
S – Sustain & Reflect: Reflect on the effectiveness of instruction, celebrate successes, establish commitments, and identify next steps before the following PLC meeting.

PLC meetings follow a structured 45-minute agenda:
5 minutes: Review student data and previous commitments.
10 minutes: Focus on priority standards and learning targets.
15 minutes: Collaborative lesson design.
10 minutes: Instructional rehearsal and student work analysis.
5 minutes: Reflection, action planning, and team commitments.

Every PLC meeting produces tangible products that guide instruction and ensure consistency across classrooms, including a Know/Show Chart, collaborative lesson plan, common formative assessment (CFA), student work analysis, and intervention plan. Campus administrators and instructional coaches utilize the Huffman ISD PLC Observation Tool to monitor implementation, provide feedback, and ensure PLCs consistently engage in collaborative planning, lesson design, instructional rehearsal, student work analysis, and action planning focused on improving Tier I instruction and student outcomes.

Upload PLC agenda (optional):

PLC Weekly Agenda.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	Prior to the start of the school year, all principals, assistant principals, and campus instructional coaches participated in district-led professional learning on the Huffman ISD F.A.L.C.O.N.S. PLC Framework. The training was designed and facilitated by the Teaching and Learning Department to establish a consistent vision and expectations for Professional Learning Communities across all campuses. During the training, campus leaders learned the F.A.L.C.O.N.S. PLC protocol, including how to facilitate collaborative planning, analyze student data, design standards-aligned lessons, conduct instructional rehearsals, analyze student work, develop instructional response plans, and lead reflective conversations focused on continuous improvement. Participants also received training on the district PLC non-negotiables, weekly PLC agenda, required PLC products, and the PLC Observation Tool that will be used to monitor implementation and provide coaching feedback throughout the school year.	Coordinator of Teaching and Learning	Principals, Assistant Principals, and Campus Instructional Coaches

Role	Training/PD Description	Delivered By	Attended By
Other Campus Admin (Assistant Principals, Instructional Coaches)	Prior to the start of the school year, all principals, assistant principals, and campus instructional coaches participated in district-led professional learning on the Huffman ISD F.A.L.C.O.N.S. PLC Framework. The training was designed and facilitated by the Teaching and Learning Department to establish a consistent vision and expectations for Professional Learning Communities across all campuses. During the training, campus leaders learned the F.A.L.C.O.N.S. PLC protocol, including how to facilitate collaborative planning, analyze student data, design standards-aligned lessons, conduct instructional rehearsals, analyze student work, develop instructional response plans, and lead reflective conversations focused on continuous improvement. Participants also received training on the district PLC non-negotiables, weekly PLC agenda, required PLC products, and the PLC Observation Tool that will be used to monitor implementation and provide coaching feedback throughout the school year.	Coordinator of Teaching and Learning	Principals, Assistant Principals, and Campus Instructional Coaches

Role	Training/PD Description	Delivered By	Attended By
Teacher	Prior to the start of the school year, all principals, assistant principals, and campus instructional coaches participated in district-led professional learning on the Huffman ISD F.A.L.C.O.N.S. PLC Framework. The training was designed and facilitated by the Teaching and Learning Department to establish a consistent vision and expectations for Professional Learning Communities across all campuses. During the training, campus leaders learned the F.A.L.C.O.N.S. PLC protocol, including how to facilitate collaborative planning, analyze student data, design standards-aligned lessons, conduct instructional rehearsals, analyze student work, develop instructional response plans, and lead reflective conversations focused on continuous improvement. Participants also received training on the district PLC non-negotiables, weekly PLC agenda, required PLC products, and the PLC Observation Tool that will be used to monitor implementation and provide coaching feedback throughout the school year.	Coordinator of Teaching and Learning	Teachers

Role	Training/PD Description	Delivered By	Attended By
Other Campus Admin (Assistant Principals, Instructional Coaches)	Campus and district administrators participated in calibration sessions focused on the Huffman ISD FALCON Walk instructional observation process. During these sessions, leaders will conduct joint classroom walkthroughs, analyze evidence of instructional practice, and calibrate ratings to ensure consistency and reliability across campuses. Calibration will emphasize identifying rigorous Tier I instruction, student discourse, writing across content areas, checks for understanding, student engagement, and effective implementation of high-quality instructional materials (HQIM). Following classroom observations, leaders will engage in evidence-based discussions to align expectations, strengthen coaching practices, and ensure observation feedback is consistent, actionable, and focused on improving teacher effectiveness and student achievement.	Coordinator of Teaching and Learning	Assistant Principals, Principal, Campus Instructional Coach, Coordinator of Teaching and Learning, Coordinator of Accountability, Assessment, and Compliance, Superintendent
Teacher	Teachers, instructional coaches, and campus leaders will participate in professional learning focused on designing rigorous, standards-aligned assessments that accurately measure student learning and inform instruction. Training will include an overview Aware in Eduphoria, identifying and prioritizing Readiness and Supporting Standards, developing high-quality selected-response and constructed-response items, and aligning assessment questions to the appropriate Depth of Knowledge (DOK) levels. Participants will create common formative assessments using district assessment protocols, and evaluate assessment data to identify misconceptions, guide reteaching, and monitor student growth. The training will ensure assessments are aligned to the rigor of the TEKS and effectively prepare students for grade-level expectations.	Coordinator of Accountability, Assessment, and Compliance	Teachers

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

Each inexperienced teacher is provided by a mentor teacher by the district/campus. Campus instructional specialist also work with these teachers to provide support. CIS attend monthly mentorship training provided by Region IV. Teachers are provided with the same district level training as all teachers with additional support from mentor teachers and CIS when applicable.

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?

The district uses the Falcon 5 Walkthrough form - which focus' on 5 areas: Monitoring and Moving, Objectives, Student Talk, Check for Understanding, Lesson Reflection. We use the calibration tool attached to ensure all those walking classes and coaching are aligned. For the Coaching Tool - We are using "See It, Name It, Do It" and take teachers who are in need through the coaching cycle.

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

Other

Please describe the observation frequency:

By using the Falcon 5 Form, teachers will receive a minimum of 1-3 walkthroughs per semester depending on the Tier of the Teacher. All of the teachers are also appraised under T-TESS and receive at least a minimum of 1 walkthrough per semester and 1- 45-minute formal observation per year.

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

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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?

Establish weekly PLC protocols that include lesson internalization, planning for student discourse, writing opportunities, student work analysis, and instructional adjustments based on assessment data.

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 Coaches, Coordinator of Teaching & Learning, Teachers

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

PLC agendas, meeting minutes, lesson plans, student work protocols

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

PLC facilitator training, district PLC protocols, coaching support

Milestone 2

Description – What specific action or deliverable will be completed?

Implement a campus observation and feedback cycle focused on rigorous instruction, student discourse, writing, checks for understanding, and HQIM implementation.

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 Coaches, Coordinator of Teaching & Learning

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

Walkthrough data, observation feedback forms, trend reports

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

Observation tools, coaching calibration, instructional leadership training

Milestone 3

Description – What specific action or deliverable will be completed?

Implement common formative assessments and progress monitoring cycles to identify student misconceptions, monitor growth, and adjust Tier I instruction and interventions.

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 Coaches, Coordinator of Accountability, Assessment & Compliance

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

Assessment calendar, CFA results, data meeting agendas, intervention plans

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

Assessment platform, data protocols, PLC data analysis training

Milestone 4

Description – What specific action or deliverable will be completed?

Implement structured student discourse routines and writing expectations in every classroom using district instructional strategies aligned to HQIM.

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 Coaches, Teachers

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

Classroom walkthrough data, student writing samples, lesson plans, student engagement data

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

Professional learning on discourse strategies, writing across the curriculum, model lessons

Milestone 5

Description – What specific action or deliverable will be completed?

Develop and implement targeted intervention plans for students not demonstrating expected academic growth based on common assessments, MAP, and classroom evidence. Progress is monitored every 3–4 weeks.

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, Interventionists, Teachers, Instructional Coaches

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

Student intervention rosters, MTSS documentation, progress monitoring reports, master schedule, tutorial schedules, attendance logs, student progress data

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

Intervention resources, progress monitoring tools, MTSS coaching

Milestone 6

Description – What specific action or deliverable will be completed?

Differentiate coaching and professional learning based on teacher needs, providing intensified coaching for new, struggling, and out-of-field teachers.

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 Coaches, Coordinator of Teaching & Learning

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

Coaching schedules, individualized coaching plans, observation reports

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

Leadership coaching, mentor teachers, instructional coaching support

Milestone 7

Description – What specific action or deliverable will be completed?

Analyze STAAR, MAP Growth, common assessment, and campus performance data to evaluate Year 1 implementation and identify priorities for Year 2.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, Coordinator of Accountability, Assessment & Compliance, Coordinator of Teaching & Learning

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

End-of-year data reports, campus data review, leadership presentations

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

Data analysis protocols, accountability support

Milestone 8

Description – What specific action or deliverable will be completed?

Revise the Campus Improvement Plan, PLC priorities, coaching plan, and professional learning plan based on Year 1 implementation evidence and stakeholder feedback.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, Campus Leadership Team, District Curriculum Team

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

Updated Campus Improvement Plan, coaching plan, professional learning calendar, stakeholder feedback

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

District planning support, accountability guidance

Milestone 9

Description – What specific action or deliverable will be completed?

Refine PLC implementation to include vertical alignment, deeper student work analysis, and instructional planning that increases rigor and student ownership of learning.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, Instructional Coaches, Teacher Leaders

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

PLC artifacts, vertical alignment documents, student work protocols

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

Advanced PLC training, facilitator coaching

Milestone 10

Description – What specific action or deliverable will be completed?

Implement teacher-led instructional rounds and peer observations to strengthen instructional practices and share highly effective strategies across departments.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, Instructional Coaches, Teacher Leaders

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

Observation schedules, peer feedback forms, reflection logs

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

Peer observation protocols, substitute coverage, coaching support

Milestone 11

Description – What specific action or deliverable will be completed?

Implement student data conferences and goal-setting processes so students regularly monitor their academic growth, writing progress, and achievement goals.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Teachers, Counselors, Instructional Coaches, Administrators

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

Student data notebooks, goal-setting forms, conference documentation

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

Student data trackers, goal-setting resources, teacher training

Milestone 12

Description – What specific action or deliverable will be completed?

Expand targeted intervention and enrichment systems using Year 1 data to improve achievement for all student groups, with a focus on accelerated growth.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Interventionists, Teachers

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

Intervention schedules, progress monitoring reports, subgroup data

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

Intervention materials, scheduling support

Milestone 13

Description – What specific action or deliverable will be completed?

Develop teacher leadership capacity by training team leaders and mentor teachers to facilitate PLCs, coaching conversations, and collaborative instructional planning.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Coordinator of Teaching & Learning, Instructional Coaches

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

Leadership training agendas, facilitator observations, leadership assignments

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

Teacher leader academy, leadership coaching, facilitation resources

Milestone 14

Description – What specific action or deliverable will be completed?

Conduct implementation audits to evaluate the fidelity of PLCs, HQIM, coaching, interventions, discourse, and writing across all content areas and address remaining gaps.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Coordinator of Teaching & Learning, Instructional Coaches

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

Implementation rubrics, walkthrough summaries, audit reports, action plans

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

Teacher leader academy, leadership coaching, facilitation resources

Milestone 15

Description – What specific action or deliverable will be completed?

Conduct a comprehensive review of STAAR, MAP Growth, accountability, and implementation data to evaluate the effectiveness of the Turnaround Plan and identify next priorities.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Principal, Coordinator of Teaching & Learning, Coordinator of Accountability, Assessment & Compliance, Superintendent

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

End-of-year accountability reports, campus data review, improvement analysis

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

Accountability reports, data dashboards

Milestone 16

Description – What specific action or deliverable will be completed?

Develop and implement a sustainability plan that embeds effective instructional systems, PLC practices, coaching structures, and continuous improvement processes into ongoing campus operations.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Superintendent, Coordinator of Teaching & Learning, Coordinator of Accountability, Assessment & Compliance

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

Sustainability plan, updated campus procedures, professional learning calendar, leadership monitoring schedule

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

District planning support, continuous improvement protocols, leadership coaching

Performance Management

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

District and campus leaders will monitor implementation through weekly classroom walkthroughs, coaching cycles, PLCs, and leadership meetings focused on the fidelity of high quality instructional materials, student discourse, writing, and instructional rigor. Common formative assessments, NWEA MAP data, and intervention progress will be reviewed regularly to monitor student growth and adjust instruction.

District leaders will conduct monthly progress reviews to monitor implementation milestones, analyze student outcome data, identify areas of need, and provide additional coaching, professional learning, and resources to ensure the plan is implemented with fidelity and leads to improved student achievement.

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

Campus Principal, Assistant Principal, Instructional Coaches, District Coordinator of School Improvement, Coordinator of Teaching and Learning, and Superintendent. These leaders will review implementation milestones through PLCs, leadership meetings, and monthly district progress reviews to ensure the plan is implemented with fidelity and student outcomes are improving.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress data will be collected through classroom walkthrough and coaching records, PLC agendas and minutes, common formative assessment and NWEA MAP data, student work samples, intervention progress monitoring, and professional learning attendance records. Campus and district leaders will use these data sources to monitor implementation fidelity, measure progress toward milestones, and make timely adjustments to support continuous improvement.

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

Milestone progress will be shared through monthly campus and district leadership meetings, quarterly performance management reviews, PLC data discussions, and Campus Improvement Team meetings. Progress updates will include implementation evidence, assessment and growth data, walkthrough trends, and intervention outcomes to inform stakeholders, celebrate successes, and identify adjustments needed to ensure continuous improvement.

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	70
Meets Grade Level	55
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	55
Masters Grade Level	25

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

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	55
Masters Grade Level	25

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?

3

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	65
Masters Grade Level	35

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	65
Masters Grade Level	35

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	65
Masters Grade Level	35

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

22

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

3

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?

16

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

8

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

22

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

19

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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