

Pflugerville Independent School District



Westview Middle School 2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

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

Yes

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

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27.

Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

No

Please upload artifacts demonstrating a robust observation and feedback system.

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

Yes

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

Yes

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

Yes

Please select the date of board approval for this plan:

October 22, 2026

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

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SI Strategy

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

Intensive Curriculum & Instruction Improvements

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

LIFT, Other

Please specify the other program:

Instructional Leadership Grant

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.

Relay Graduate School of Education, Sustained Leaders

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

4

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.

Relay GSE Instructional Leadership Coaching – \$72,000 total for three participating campuses, including Westview Middle School

Provides 64 hours of on-campus coaching and 44 hours of virtual coaching to strengthen instructional leadership and implementation of Tier 1 instruction.

Funding Source: Instructional Leadership Grant

Associate Principal - Existing AP salary plus \$25,000 for elevated position

Funding Source: General Fund

Campus Instructional Coach – \$80,000

Facilitates the campus PLC cycle and supports lesson internalization, data analysis, instructional planning, and teacher development.

Funding Source: Campus Title I funds

District Capacity-Building Support – Existing Staff Allocation

Principal Manager, Director of School Improvement, Effective Schools Facilitator, and District Instructional Coach provide leadership coaching, instructional support, and implementation monitoring.

Funding Source: General Fund, Title I, LASO 3 Grant

Instructional Materials and Assessment Resources – Existing District Allocation

District-adopted curriculum, assessment platforms, and instructional protocols support Tier 1 instruction, PLCs, and monitoring of student growth.

Funding Source: Existing district instructional materials and operating funds

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?

If Instructional Leadership Grant funding were no longer available, Pflugerville ISD would continue implementation of the school improvement strategy using existing district and campus resources. The district would maintain the focus on strengthening Tier 1 instruction and increasing student growth through the following supports:

The Principal Manager, Director of School Improvement, and assigned Effective Schools Facilitator would continue to provide targeted coaching and support to the principal and campus leadership team. The campus instructional coach would continue to facilitate the campus's established PLC cycle, with targeted support from the District Instructional Coach to strengthen lesson internalization, data analysis, and instructional coaching practices. Westview would continue its existing PLC cycle, district lesson and module internalization protocols, assessment/data-analysis processes, classroom walkthroughs, and observation-and-feedback cycles using existing district and campus resources.

The district would prioritize Title I, Title II, local funds, or other available funding sources to continue targeted leadership development based on campus need. If grant funds were unavailable to support Relay GSE instructional leadership coaching, the district would first increase the frequency and intensity of existing district coaching and School Improvement support. Based on available resources and identified campus needs, the district could also use Title I, Title II, local funds, or other eligible funding sources to maintain targeted external technical assistance.

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

Pflugerville ISD has prioritized and redistributed talent and resources to Westview Middle School at a level proportionate to the campus's continued school improvement needs and CSI-Progress status. To strengthen campus leadership capacity and sustain the improvement that resulted in the campus moving from an F to a C, the district elevated an existing assistant principal to an Associate Principal role, providing additional leadership capacity to support instructional systems, teacher development, and implementation monitoring. The campus also uses Title I funds to maintain a campus Instructional Coach who provides job-embedded support to teachers and PLCs.

The district has further increased support by assigning both an Effective Schools Facilitator (ESF) and a District Instructional Coach to WVMS. The ESF provides targeted school improvement support to campus leadership, including implementation monitoring, problem-solving, and alignment of campus improvement actions, while the District Instructional Coach provides additional instructional coaching and support beyond the campus-funded coaching position. WVMS also receives external leadership and instructional support from Relay through the Instructional Leadership Grant and participates in district instructional systems work connected to the LIFT planning grant, including strengthening observation and feedback, PLC systems, and performance-management routines. The district's LIFT work specifically identifies observation and feedback as a high-priority area and includes monitoring coaching cadence, documentation, and feedback quality. The LIFT grant also supports development of the principal manager through bi-monthly calibration and collaboration time.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

Agile Mind (Texas Mathematics)

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?

250

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?

250

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)

Agile Mind (Texas Algebra 1, Texas Algebra 2, Texas Geometry)

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?

250

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

Not applicable

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

175

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		District	Monthly	Measure mastery of taught TEKS and progress within the adopted curriculum. Teachers analyze results in PLCs to identify strengths, misconceptions, and instructional gaps; determine student groupings; plan reteach and enrichment; and evaluate the effectiveness of Tier 1 instruction.
Interim		District	Semester	Monitor progress toward STAAR expectations and analyze standards-level and student-group performance to determine instructional priorities, reteach, and intervention needs.
Interim		Campus	Quarterly	Monitor progress toward STAAR expectations and analyze standards-level and student-group performance to determine instructional priorities, reteach, and intervention needs.
Other	STAR 360 Reading & Math Universal Screeners	District	BOY/MOY/EOY	Monitor student performance and growth; identify students needing intervention or enrichment; inform instructional grouping; and evaluate progress over time.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	TEKSready – Science & Social Studies	District	BOY/MOY/EOY	Monitor progress toward grade-level TEKS, identify individual and student-group learning gaps, and adjust instruction and intervention based on growth and mastery.
Other	Common Formative Assessments	Campus	Daily	Provide timely evidence of student learning so PLCs can identify misconceptions, adjust upcoming instruction, plan small-group instruction, and determine reteach or enrichment.

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

Westview Middle School uses a structured data-driven instruction (DDI) process to continuously monitor student growth and adjust instruction. The principal and Associate Principal facilitate weekly PLC meetings during which teachers analyze formative assessment data, identify student misconceptions and learning gaps, determine appropriate interventions, and plan instructional responses. Student performance is tracked by TEK in a campus-developed spreadsheet, allowing teachers and administrators to monitor mastery of specific standards, identify students requiring additional support, and evaluate progress following reteaching.

Following summative assessments, PLC teams conduct more comprehensive data reviews to evaluate student progress, identify persistent learning gaps, and determine the need for more intensive, tiered interventions. Campus leaders use these findings to monitor the effectiveness of instructional responses and adjust intervention plans based on student needs.

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

Westview Middle School implements a data-driven, tiered intervention system to support students performing below grade level and students in special populations. During weekly PLC meetings, teachers analyze formative assessment data, track student performance by TEK, identify misconceptions, and develop targeted reteach plans. The principal and Associate Principal facilitate this process to ensure instructional responses are aligned to identified student needs. Summative assessment reviews provide additional information to identify students requiring more intensive interventions and evaluate student progress.

Intervention opportunities are embedded throughout the instructional week. Teachers provide targeted small-group instruction approximately twice per week, and students receive additional support through tutorials and IXL during advisory three days per week. These opportunities allow teachers to address identified skill gaps, reinforce essential standards, and provide differentiated instruction based on student performance.

Westview implements both Emergent Bilingual and Special Education co-teaching models to provide specialized support within grade-level core instruction. This approach allows students to access rigorous, grade-level content while receiving appropriate language development, instructional scaffolds, accommodations, and individualized support. Teachers and administrators also receive ongoing guidance from district Emergent Bilingual and Special Education specialists to strengthen instructional planning and implementation.

Will the campus implement a PLC structure?

Yes

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

PLCs at Westview Middle School are organized by grade level and content area to provide teachers with consistent collaborative planning time aligned to the courses they teach. 50 minutes of PLC time is embedded in the master schedule Monday through Friday, providing frequent opportunities for teachers to internalize upcoming lessons, analyze student work and assessment data, identify student misconceptions, and develop targeted reteach and intervention plans.

How frequently will PLCs occur?

PLCs at Westview Middle School will occur five days per week, Monday through Friday, with common PLC time (50-minutes) embedded in the master schedule for each content-area team. This frequent meeting structure provides ongoing opportunities for teachers to engage in lesson internalization, analyze student work and assessment data, plan upcoming instruction, and develop targeted reteach and intervention based on identified student needs.

Who will facilitate PLCs?

Westview Middle School PLCs are facilitated by designated teacher leaders in collaboration with an instructional partner, either an Assistant Principal or the District Instructional Coach. Data-driven PLC meetings are facilitated directly by the Principal and Associate Principal, who guide teachers through TEK-level student performance analysis, identification of learning gaps, and development of targeted reteach and intervention plans.

Who is required to attend PLCs?

Westview Middle School requires general education teachers, campus administrators, and instructional coaches to attend PLCs. Resource teachers participate in PLCs aligned to the grade levels and content areas they support. For mathematics, both resource and inclusion teachers attend the grade-level PLCs for the students they serve to support coordinated instructional planning, appropriate accommodations, and targeted interventions.

EB teachers collaborate with general education teachers through co-planning during co-teach periods, before and after school, and during teachers' additional conference periods to support the planning and implementation of instruction for Emergent Bilingual students. This collaboration provides general education teachers with guidance on language supports, scaffolds, and individual student needs that can be incorporated into core instruction and intervention.

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

Westview follows PfISD's structured PLC protocols for module internalization, lesson internalization, lesson rehearsal, and student work analysis/data-driven instruction. These processes support teachers in deeply understanding the HQIM, preparing to deliver rigorous Tier 1 instruction, and responding to evidence of student learning.

Module internalization occurs before teachers begin lesson-level internalization. Using the PfISD Module Internalization Protocol, teams examine the module overview and progression of content, identify anticipated misconceptions, review the pacing and assessment sequence, complete and analyze the end-of-module assessment, identify critical knowledge and skills, and examine the arc of learning across topics and lessons. This establishes a shared understanding of where instruction is headed and how individual lessons contribute to module-level outcomes.

Lesson internalization uses the PfISD Lesson Internalization Protocol. Teachers complete pre-work by reviewing the lesson and creating a student exemplar. During PLCs, teams identify the lesson objective and aligned TEKS/ELPS, develop Know/Show charts, examine pacing and coherence, anticipate misconceptions, identify key discourse opportunities and checks for understanding, and plan appropriate scaffolds, accommodations, and modifications. Teachers also participate in a lesson internalization process where they internalize on their own and submit to campus leadership for feedback.

A significant component of Westview's PLC process is its campus-developed DDI system. Following common assessments, teachers analyze student performance by TEK and document results in a campus tracking spreadsheet. Teams use the data to identify standards and skills requiring additional instruction, determine which students have and have not demonstrated mastery, and develop targeted reteach plans. The principal and associate principal facilitate this process, ensuring that PLC conversations move from data analysis to specific instructional actions and that teams follow through on identified reteach needs.

PLCs also incorporate student work analysis using the district protocol, which requires teams to compare student work to exemplars and success criteria, identify patterns of mastery and misconception, and commit to specific instructional adjustments. Across the PLC cycle, Westview therefore incorporates module/unit and lesson internalization, lesson rehearsal, TEK-level data analysis, student work analysis, and targeted reteach planning, with campus leadership directly facilitating and monitoring implementation.

Upload PLC agenda (optional):

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Capacity Building

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

Role	Training/PD Description	Delivered By	Attended By
Teacher	Research-Based Instructional Strategies (RBIS): Training strengthens teachers' and leaders' understanding of RBIS and supports application of the practices within lesson internalization and daily Tier 1 instruction. Follow-up occurs through PLCs, coaching, and classroom implementation.	SustainEd	Teachers and campus instructional leaders
Principal	Research-Based Instructional Strategies (RBIS): Training strengthens teachers' and leaders' understanding of RBIS and supports application of the practices within lesson internalization and daily Tier 1 instruction. Follow-up occurs through PLCs, coaching, and classroom implementation.	SustainEd	Principals
Principal	Instructional Systems & Change Management: Develops leaders' capacity to manage instructional change and establish strong campus systems for PLCs and observation/feedback. Leaders apply the training to implementation of district instructional priorities and campus instructional systems.	SustainEd	Principal, assistant principals, instructional coaches; district instructional leaders
Principal	Observation & Feedback / Instructional Walkthroughs: Builds leaders' capacity to conduct frequent classroom observations, identify high-leverage instructional evidence, provide actionable feedback, and use implementation trends to differentiate teacher coaching and support. Leaders use the district Content Agnostic Observation Tool to create consistency in classroom look-fors.	Sustain Ed	Principal, assistant principals, instructional coaches

Role	Training/PD Description	Delivered By	Attended By
Principal	Relay Leadership Coaching: Provides intensive principal leadership development focused on strengthening the principal's ability to lead instructional improvement, develop campus leadership systems, coach and develop staff, and monitor implementation of the campus improvement strategy.	Relay Graduate School of Education	Principal
Teacher	6–8 RLA Lesson Internalization: Know the Destination; Pacing the Lesson; Tier 1 Instruction	PfISD department staff	6–8 RLA teachers
Teacher	6th, 7th & 8th Grade Lesson Internalization	PfISD department staff	Grade 6, 7, and 8 math teachers and educators supporting those courses
Teacher	Making WIPs & HQIM Work	PfISD Department Staff	MS teachers using HQIM resources; Algebra teachers using HQIM resources
Teacher	Middle School ELLA: RLA Lesson Internalization	PfISD Department Staff	6–8 ELLA teachers
Teacher	Inclusion vs. Inclusivity	PfISD Department Staff	SPED staff

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

Westview Middle School will differentiate capacity-building support based on teacher and leader experience, performance, and demonstrated implementation needs. Campus leaders will use observation data, student performance data, PLC implementation, and progress toward individual coaching goals to identify staff requiring additional support. Consistent with district instructional priorities, teachers are tiered for support based first on performance and then on implementation fidelity, with those requiring greater support receiving a higher frequency and intensity of coaching.

Teachers with fewer than two years of experience in their role, uncertified teachers, and teachers who do not yet demonstrate consistent effectiveness will receive intensified support, including at least weekly classroom observation and feedback from an administrator or instructional coach, targeted coaching on specific action steps, additional modeling or co-planning as needed, and increased support. Westview's established DDI process will also allow campus leaders to use TEK-level student performance and reteach data to identify where individual teachers or teams require additional instructional support.

Leadership support will also be differentiated. The principal and Associate Principal will receive ongoing coaching and technical assistance through Relay, while the assigned Effective Schools Facilitator will provide additional support based on implementation and performance-management needs. Because Westview has a returning leadership team and demonstrated significant improvement by moving from an F to a C, leadership support will focus on strengthening and sustaining the instructional systems already contributing to improvement while providing more intensive coaching when implementation data identify a need.

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?

Westview Middle School will use the district Content Agnostic Observation Tool as the primary classroom walkthrough tool to evaluate implementation of instructional training, with walkthrough evidence documented in KickUp. Look-fors will focus on whether professional learning is translating into daily instructional practice, including alignment to the lesson objective and standards, appropriate rigor of student tasks, effective academic discourse, checks for understanding, evidence of anticipated misconceptions and responsive instructional moves, appropriate scaffolds and supports for diverse learners, and evidence that students are doing the cognitive work of the lesson.

Implementation evidence will be connected to Westview’s PLC and DDI processes. Campus leaders will look for evidence that lesson internalization is visible in classroom practice and that instructional adjustments and reteach plans developed through TEK-level data analysis are being implemented. The principal, Associate Principal, campus Instructional Coach, District Instructional Coach, and other supporting leaders will use walkthrough trends to determine where implementation is strong and where additional coaching or professional learning is needed. Leadership implementation will also be monitored through coaching and instructional leadership tools associated with Relay and the district’s LIFT work, particularly evidence of consistent observation-and-feedback cycles, coaching documentation, PLC implementation, and follow-through on identified instructional priorities.

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?

Westview Middle School will provide targeted capacity-building support to strengthen teachers' and administrators' ability to meet the needs of students in special populations, with particular emphasis on the campus's large Emergent Bilingual (EB) population. With the transition from the former Newcomer Academy model to push-in support for Emergent Bilingual students, capacity building will focus on strengthening the ability of core-content teachers and support staff to provide effective language supports within Tier 1 instruction.

Teachers and campus leaders receive ongoing support from district specialists in Emergent Bilingual education and Special Education. District specialists provide consultation, coaching, and instructional guidance based on identified campus and student needs and support teachers in appropriately scaffolding grade-level instruction while maintaining rigor. Special population staff also collaborate with teachers through PLCs and the push-in model to strengthen instructional planning and implementation for students receiving specialized services.

These supports are reinforced through Westview's lesson internalization and DDI processes. During lesson internalization, teachers plan for academic discourse, anticipated misconceptions, scaffolds and reteaching moves, checks for understanding, and required accommodations and modifications. Through Westview's DDI process, teams disaggregate student performance, including the performance of special populations, and use TEK-level data to identify instructional gaps and develop targeted reteach plans. EB and Special Education expertise can therefore be incorporated into both the planning and response portions of the instructional cycle.

Campus administrators, the campus Instructional Coach, District Instructional Coach, and district EB and Special Education specialists reinforce implementation through PLC support, coaching, and classroom observation and feedback. This structure ensures that capacity building for special populations is ongoing and embedded within Westview's instructional systems rather than delivered as isolated professional development.

Milestones

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

Milestone 1

Description – What specific action or deliverable will be completed?

Establish and launch campus instructional leadership systems aligned to district priorities. Campus leaders will establish leadership roles, coaching loads, teacher support tiers, PLC expectations, and observation/feedback routines to support implementation of the campus improvement strategy.

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; Campus Instructional Coach; ESF

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

Campus instructional leadership action plan; documented coaching loads; teacher support tiers; PLC schedule; observation/feedback calendar; implementation artifacts reviewed through CST

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

Sustained instructional systems support; ESF coaching; district instructional priorities and implementation tools

Milestone 2

Description – What specific action or deliverable will be completed?

Implement consistent PLC lesson internalization routines. PLCs will use district protocols to internalize upcoming Tier I instruction, including completion of required pre-work and identification of lesson objectives, student evidence of mastery, misconceptions, CFUs, and supports for all learners.

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; Campus Instructional Coach; PLC/Content Leaders

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

PLC agendas and artifacts; completed lesson internalizations; PLC observation data demonstrating use of the district protocol

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

District Lesson Internalization Protocol; C&I support; campus instructional coach; ESF; SustainedED coaching

Milestone 3

Description – What specific action or deliverable will be completed?

Launch observation and feedback cycles and monitor implementation through the district walkthrough system. Campus instructional leaders will conduct classroom observations at the established coaching cadence and provide actionable feedback aligned to district instructional priorities. Walkthroughs will be recorded in KickUp and reviewed for trends.

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; Campus Instructional Coach; ESF; Principal Supervisor

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

KickUp walkthrough records; coaching documentation; observation/feedback trend data; evidence of feedback to teachers; updated teacher tiers

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

Content Agnostic Observation Tool; KickUp; SustainedED and ESF calibration/coaching

Milestone 4

Description – What specific action or deliverable will be completed?

Establish campus performance-management routines using BOY student and implementation data. Campus and district leaders will establish routines for reviewing student performance, walkthrough trends, PLC implementation, and progress toward TIP milestones and student outcome goals.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Campus Leadership Team; ESF; Director of School Improvement; Principal Supervisor

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

BOY performance-management artifacts; CST agendas/action steps; student data trackers; TIP milestone monitoring documentation

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

SustainedED performance-management support; district assessment dashboards; ESF facilitation; CST

Milestone 5

Description – What specific action or deliverable will be completed?

Launch Relay instructional leadership coaching through the Instructional Leadership Grant. From October through May, campus leaders will participate in Relay coaching focused on strengthening instructional leadership practices and implementing identified campus priorities. Coaching goals and action steps will be incorporated into campus leadership work.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Identified Campus Leaders; Relay Coach; Director of School Improvement

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

Relay coaching schedule; coaching logs/notes; leadership action steps; evidence that coaching feedback is incorporated into campus systems

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

Instructional Leadership Grant; Relay technical assistance/coaching; district coordination and monitoring

Milestone 6

Description – What specific action or deliverable will be completed?

Implement recurring data-driven instruction cycles following major assessments. PLCs will analyze CBA, screener, interim, formative, and student-work data using district protocols and develop targeted reteach/intervention plans identifying students, skills, instructional response, and reassessment.

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; Campus Instructional Coach; PLC/Content Leaders

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

Completed data protocols; PLC artifacts; reteach/intervention plans; student grouping documentation; reassessment evidence

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

District CBA/Data Dive protocols; assessment dashboards; SustainED support; C&I and instructional coaching

Milestone 7

Description – What specific action or deliverable will be completed?

Use MOY performance-management data to evaluate implementation and make course corrections. Campus and district leaders will examine student outcomes and implementation evidence to determine whether instructional systems are producing expected progress and identify adjustments to coaching, PLCs, intervention, or resource allocation.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; ESF; Director of School Improvement; Principal Supervisor; Campus Support Team

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

MOY State of the School presentation; updated TIP milestone tracker; CST action steps; changes to teacher tiers/coaching loads; documented instructional adjustments

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

Sustained performance-management support; district quarterly review; ESF/CST support; assessment and KickUp data

Milestone 8

Description – What specific action or deliverable will be completed?

Complete the October–May Relay coaching cycle and demonstrate application of leadership learning. Campus leaders will complete the IL Grant coaching cycle and identify evidence of growth in the instructional leadership practices targeted through coaching, including next steps for sustaining those practices.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Identified Campus Leaders; Relay Coach; Director of School Improvement

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

Coaching completion documentation; leadership artifacts; evidence of implemented action steps; end-of-cycle reflection and identified sustainability actions

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

Relay coaching; IL Grant resources; district leadership support

Milestone 9

Description – What specific action or deliverable will be completed?

Complete EOY evaluation and establish Year 2 improvement priorities. Campus and district leaders will evaluate implementation fidelity and student outcomes, identify which systems should be sustained or strengthened, and establish priorities and supports for 2027–28 based on accountability, assessment, walkthrough, PLC, and coaching data.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal; Director of School Improvement; ESF; Principal Supervisor; Campus Support Team

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

EOY State of the School/accountability review; completed TIP milestone status; student outcome analysis; 2027–28 action priorities; updated campus support plan

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

District accountability analysis; School Improvement Team; ESF; SustainED/Relay findings and recommendations

Performance Management

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

District and campus leaders will monitor implementation of the plan through multiple, aligned performance management structures. The principal and campus leadership team will regularly review implementation evidence, classroom walkthrough data logged in KickUp, PLC implementation, and student performance and growth data to determine whether the improvement strategy is resulting in changes in Tier 1 instruction and student outcomes. The Principal Manager, Director of School Improvement, and Effective Schools Facilitator will monitor progress through Campus Support Team meetings, principal coaching and check-ins, campus visits, and quarterly district data reviews. The District Instructional Coach will provide an additional feedback loop by supporting the campus instructional coach and identifying trends in PLC and instructional practice. Relay GSE coaching will provide ongoing evidence of the principal's implementation of instructional leadership practices. When implementation or student outcome data indicate insufficient progress, district and campus leaders will identify specific gaps and adjust the frequency or intensity of coaching, professional learning, instructional support, and progress monitoring.

At the district level, Westview's implementation and performance data will be reviewed monthly with the Office of School Leadership (OSL). In addition, the Deputy Superintendent will facilitate quarterly performance reviews with the Superintendent, elevating progress toward milestones, implementation evidence, student outcomes, identified barriers, and actions needed from district leadership. These multiple monitoring cycles—ongoing campus review, monthly OSL review, quarterly Superintendent review, and formal LIFT BOY/MOY/EOY performance management—create a clear escalation and feedback structure so that implementation concerns are identified early and resources, coaching, or other district supports can be adjusted in response to campus need.

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

The WVMS principal and campus leadership team will be responsible for routinely reviewing progress toward milestones at the campus level. At the district level, the Principal Manager, Director of School Improvement, and assigned Effective Schools Facilitator will review milestone progress through Campus Support Team meetings, principal check-ins, campus visits, and quarterly district reviews. The District Instructional Coach will provide additional implementation evidence related to instructional coaching and PLC practices.

At the district level, the Director of School Improvement and Office of School Leadership (OSL) will review Westview's progress during monthly data reviews. The Deputy Superintendent will provide an additional level of oversight through quarterly performance reviews with the Superintendent, ensuring that progress toward milestones, barriers to implementation, and needed district actions or resources are elevated to district leadership. SustainEd will also review progress toward LIFT implementation outcomes through its BOY, MOY, and EOY performance management routines.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress data will be collected through multiple sources, including student assessment and growth data, classroom walkthrough data documented in KickUp, PLC artifacts, lesson internalization evidence, student work, and coaching documentation. Campus leaders will collect and review these data as part of the campus's established PLC and instructional leadership cycles. The Effective Schools Facilitator and other district leaders will gather implementation and outcome evidence through Campus Support Team meetings, campus visits, principal check-ins, and quarterly district data reviews. Relay GSE coaching documentation will provide additional evidence of progress in principal instructional leadership practices, and WVMS student performance data will be incorporated into SustainED's LIFT planning grant performance management updates. Data will be disaggregated by student group, grade level, and content area as appropriate to determine progress toward both implementation and student outcome milestones.

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

Milestone progress data will be shared with district leadership through Campus Support Team meetings, principal check-ins, campus visits, and quarterly district data reviews. The Principal Manager, Director of School Improvement, Effective Schools Facilitator, and other relevant district leaders will review student outcome data and implementation evidence to assess progress and determine needed adjustments or additional support. Sustained performance management updates associated with the LIFT planning grant will provide an additional mechanism for reviewing and communicating WVMS performance data. At the campus level, the principal and leadership team will share relevant milestone data with teachers through PLCs, ILT meetings, and faculty communication structures so that staff understand progress toward campus goals and can adjust instructional practices when needed. Progress will also be communicated to families and other stakeholders through established campus and district improvement-planning processes.

At the district level, milestone progress will be shared monthly with the Office of School Leadership (OSL) through data reviews that include student performance, implementation evidence, progress toward milestones, identified barriers, and planned actions. The Deputy Superintendent will elevate this information quarterly to the Superintendent through district performance reviews, providing an additional level of monitoring and accountability.

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	67
Meets Grade Level	44
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	68
Meets Grade Level	38
Masters Grade Level	18

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

Performance Level	EOY Goal (%)
Approaches Grade Level	65
Meets Grade Level	42
Masters Grade Level	20

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

18

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

4

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

No

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

18

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

9

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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