



Northwest Independent School District

Prairie View 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.

[PVE Walkthrough Form Pg 1.png](#)
[PVE Walkthrough Form Pg 1 MATH.png](#)
[PVE Walkthrough Form Pg 2.png](#)
[PVE Walkthrough Form Pg 2 MATH.png](#)
[PVE Walkthrough Form Pg 3.png](#)
[PVE Walkthrough Form Pg 3 MATH.png](#)
[PVE Walkthrough Form Pg 4.png](#)
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[PVE Walkthrough Form Pg 5.png](#)
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[PVE Walkthrough Form Pg 6.png](#)
[PVE Walkthrough Form Pg 6 MATH.png](#)
[PVE Walkthrough Form Pg 7.png](#)
[PVE Walkthrough Form Pg 7 MATH.png](#)
[PVE Walkthrough Feedback 1 .png](#)
[PVE Walkthrough Feedback 2.png](#)
[PVE Walkthrough Feedback 4.png](#)
[PVE Walkthrough Feedback 3.png](#)
[PVE Walkthrough Feedback 5.png](#)
[PVE Walkthrough Feedback 6.png](#)
[PVE Walkthrough Glows 1.png](#)
[PVE Walkthrough Glows 1.png](#)
[PVE Walkthrough Glows 2.png](#)
[PVE Walkthrough Next Steps 1.png](#)
[PVE Walkthrough Next Steps 2.png](#)
[PVE Walkthrough Glows and Glows Feedback to Teacher Example .png](#)

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 9, 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?

Our campus is not engaged in a TEA program

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

Our campus is not engaged in a TEA program

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

Region 11

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

15

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.

Campus Instructional Teacher (CIT) - \$90,000 (Title 1 Fund)
Behavior Interventionist - \$75,000 (General Fund)
MTSS Interventionists (3 FTEs) - \$225,000 (General Fund)
Substitute Teachers for Extended Quarterly Planning - \$13,020 (General Fund)
Substitute Teachers for New Teacher Academy - \$3,720 (General Fund)
Heggerty for Phonemic Awareness- Kinder - \$600 (General Fund)
UFLI Foundations for phonics K-2 - \$1,260 (General Fund)
Patterns of Power/Wonder PK-5 for grammar - \$118 (General Fund)
Savvas, Envision Plus Texas - 74,000 (IMA)
Gomez and Gomez - 23,000 (General)
Imagine Math - \$8,000 (General Fund)
Lowman - \$5,200 (General Fund)

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?

NA, Not Contingent on Receiving Grants. District will fund the needs for this campus.

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

Additional Coaching support, Additional Support from Executive Director of Elementary Education

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

District Created

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

Yes

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

675

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

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

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

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

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

187

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	Quarterly	Monitor student progress toward TEKS, guide instructional decisions on upcoming units or spiraling needs, evaluate teacher strategies and methods for effectiveness or adjustment.
Other	Short-Cycle	District	Quarterly	Formative assessment on standards that students historically struggle on. Monitor student progress on these TEKS and direct reteaching needs.
Other	mClass	District	BOY/MOY/EOY	Measure students foundational literacy skills and guides teachers' instructional decisions, progress monitoring, and small group guidance.
Other	NWEA MAP	District	BOY/MOY/EOY	Math and Reading scores are used to identify at-risk and MTSS academic recommendations. MAP Growth is used to support teachers with classroom instruction and grouping students for small groups.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	Daily Formative Assessments	Campus	Daily	Teachers are constantly monitoring students progress on learning during instruction, so adjustments can be made in the moment.

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

After each assessment and progress monitoring check, all data is added to MTSS, Sped, and Campus Data Trackers. The data is analyzed using protocols during weekly PLCs, planning time, MTSS meetings, and Sped check ins. After analyzing the data and identifying the needs in instruction and intervention, plans are made to support whole group instruction, small group instruction , and intervention time.

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

Universal screeners are given at the beginning of the year, middle of the year, and end of the year to identify areas of strengths and needs for intervention. After each assessment, students that are determined to be in need of intervention based on scoring below grade level or not showing expected growth/progress are discussed in MTSS meetings, PLCs, and Special Education Check In meetings. During the meetings, plans for intervention are created for each student based on their specific needs and the interventions are monitored throughout the year.

Will the campus implement a PLC structure?

Yes

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

Each grade level will meet as a Professional Learning Community to focus on data and all content areas together in all grade levels that are self contained. Grade levels that are departmentalized review grade level data through protocols and discuss their specific content areas.

How frequently will PLCs occur?

PLCs occur once a week. Extended PLCs occur once every 9 weeks for each grade level and content area.

Who will facilitate PLCs?

Campus Instructional Teacher, Campus Admin, District Instructional Coaches

Who is required to attend PLCs?

Grade Level Teachers, Campus Instructional Teacher, Principal, PLC Specific Attendees- Grade Level Assistant Principal, MTSS Intervention Specialists, District Instructional Coaches. The PLC regularly includes guidance and feedback from Special Education and Emergent Bilingual staff.

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

During PLCs the Atlas protocol is used to analyze data, lesson internalization documents to plan, and the 4 Questions are used to identify next steps. The PLC Schedule and Topics document shows the differentiated topics and protocols throughout the year for all grade levels.

Upload PLC agenda (optional):

[PVE PLC Framework.png](#)

[PVE Planning and PLC Expectations 26-27.png](#)

[PVE PLC Schedule and Topics .png](#)

[Atlas Protocol.pdf](#)

[Topic Internalization Protocol.pdf](#)

[PVE Planning Steps .png](#)

Capacity Building

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

Role	Training/PD Description	Delivered By	Attended By
Principal Manager	The Executive Director of Elementary Education and the Executive Director of Elementary Support attended the School Improvement Intervention Training. Both principal managers will engage in monthly leadership calibration and coaching sessions focused on supporting the principal and assistant principal in data-driven decision-making, effective use of progress monitoring tools, and implementation fidelity of targeted improvement strategies. Training will include collaboration on Effective Schools Framework (ESF) practices and continuous improvement cycles. Principal managers will also participate in joint learning walks each month with principal and/or curriculum coordinators/coaches to ensure alignment and consistency in feedback on instructional practices and campus systems.	Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching & Learning, Curriculum Coordinators and Coaches, Region 11	Principal manager assigned to campus with identified areas for improvement.

Role	Training/PD Description	Delivered By	Attended By
Principal	Monthly professional learning on ESF Lever 1: Strong School Leadership and Planning and Lever 5: Effective Instruction, focused on progress monitoring, data analysis, and instructional feedback. Quarterly A-Team meetings for principals of campuses needing additional support, focused on data dives, progress monitoring, instructional leadership, and effective practices. Semester Strategy Huddles address campus data trends and barriers to student growth. Monthly individualized coaching aligned to TIP goals and district expectations to improve student outcomes and teacher retention. Learning walks at effective schools to calibrate instructional practices aligned to ESF Lever 5. Bi-weekly classroom walks with the principal and Curriculum and Instruction Leadership Team. Book Study focused on walkthroughs, impact coaching, and professional learning. PLC+ study focused on the five PLC questions, instructional strategies, data-driven student needs, and collective efficacy.	Assistant Superintendent of Curriculum & Instruction, Executive Director of Elementary Education, Executive Director of Elementary Support, Executive Director of Teaching & Learning, and district content specialists (Teaching & Learning, Assessment).	Campus Principal

Role	Training/PD Description	Delivered By	Attended By
Teacher	Teachers receive professional learning on key elements of Prairie View's school improvement plan, including observation/feedback cycle, lesson internalization, standards-based instruction, and student discourse. Teachers engage in weekly PLCs focused on standards alignment, lesson planning, and analysis of student data to adjust instruction. Principal, assistant principal, CIT and instructional coaches lead bi-weekly coaching and feedback cycles on research-based instructional strategies. Professional development during district PD days and campus learning sessions address identified areas of need in reading and math, including Tier 1 instruction, research-based instructional strategies, small-group intervention, and progress monitoring using formative assessments. Implementation fidelity is supported through ongoing feedback, classroom walkthroughs, and individualized coaching aligned to research-based instructional strategies, lesson internalization, and student discourse.	The Executive Directors of Teaching and Learning and Elementary Education, Executive Directors of Elementary Education, Curriculum Coordinators, Instructional Coaches, Principal and Assistant Principal	All classroom teachers, interventionists, and support staff

Role	Training/PD Description	Delivered By	Attended By
Other Campus Admin (Assistant Principals, Instructional Coaches)	Assistant Principal, CIT and Instructional Coaches participate in Learning Teams designed to build capacity in instructional leadership, effective feedback, and implementation of Tier 1 instructional practices. Sessions focus on data-driven instruction protocols, classroom observation calibration, and coaching cycles to ensure consistent instructional practices across grade levels. Campus leadership team, which includes principal, assistant principal, CIT and teacher leaders meet biweekly to review student progress data, identify areas for reteach, and align professional learning to areas of need identified through walkthrough and assessment data. PLC+ PLC structure study with a focus on the 5 PLC questions that drive collaboration and improve student outcomes. We will focus on this structure and how it prioritizes the use of research-based instructional strategies to move learning forward, using data to determine where students are, and build collective efficacy within teams.	The Executive Directors of Teaching and Learning and Elementary Education, Executive Director of Elementary Support and Curriculum Coordinators	Assistant Principals, Interventionists, Instructional Coaches

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

Principal, Assistant Principal, CIT and Instructional Coaches lead bi-weekly coaching and feedback cycles on research-based instructional strategies for new teachers as well as teachers in need of additional support.

Campus utilizes a mentor coordinator and campus mentors for all new teachers.

Prairie View teachers attend New Teacher Academy with NISD Curriculum Coordinators and Coaches three times a year to get additional training on curriculum and research-based instructional strategies. During New Teacher Academy, new teachers are trained on district research-based instructional practices and then with guidance visit master teachers to observe these practices in action. During New Teacher Academy, new teachers are also supported with protocols for reviewing their data and discussing how to use data to make instructional decisions, forming small groups, reteaching, and extending.

Utilize the Teacher Support Specialist Coach in NISD that supports only new to NISD teachers. This coach supports both instruction and classroom management pieces. This coach is readily available to new teachers to support them with anything they need.

Instructional coaches visit all new to Prairie View teachers a minimum of two times within the first quarter to support content and pedagogical needs.

Some new teachers, depending on the grade level they serve, attend Reading Academy and have a Reading Academy support teacher that provides check-ins throughout the year.

New teachers and teachers in need of support are given the opportunity to attend Math and Reading Mini Labs throughout the year on and off campus.

Teachers needing additional support are on the weekly walkthrough schedule and receive feedback and next steps more frequently.

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?

Campus and district support staff will use classroom walkthrough tools with specific look fors aligned with professional learning on research based instructional strategies, including, but not limited to student discourse, multiple opportunities to engage in complex texts, student engagement with the standard(s) in multiple ways, and productive struggle.

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?

Weekly check-ins with the principal, each campus special education case manager, and the Elementary ARD Administrator.

Weekly observations, feedback, and next steps given to the campus case managers and principals based on schedule of services and implementation of supports for special education students by the Special Education Instructional Coach.

Monthly PLC meetings with Special Educational Instructional Coach, Coordinator of Special Education, Elementary ARD Administrator, campus case managers, and administration.

Emergent Bilingual Coaches support teachers with instructional strategies that support EB students with language acquisition.

Tier 2 behavior support training for teachers on the campus behavior framework team, made up of at least one teacher from each grade level.

Behavior Interventionist is meeting with Tier II and Tier III students weekly to support the social needs in academic settings.

Planned celebrations for special education students that make progress on their iReady assessments.

Student services department supporting the Behavior Interventionists to implement targeted staff supports for Tier 1 and Tier 2 behavior

Monthly review of student sped data for principal and assistant principal by the Director of Special Education and the Special Education Coordinator.. Each session will be grounded in instructional needs of diverse learners based on data collected from IEPs, classroom walk-throughs, and student performance data.

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 weekly structured planning in Reading and Math using the Lesson Internalization Protocol. By the identified checkpoint, all grade levels will consistently use the process to support standards alignment,

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, Teachers, Instructional Coaches, Executive Director for Elementary Education

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

The PVE Planning and PLC Expectations document, Backward Design documents, and Topic Internalization Protocol guide twice-weekly Reading and Math PLCs (Tuesday/Thursday).

Teachers submit two-week lesson plans each Friday and complete Monday internalization reviews. PLCs focus on TEKS alignment, learning targets, success criteria, lesson rehearsal, instructional resources, formative assessments, and anticipated misconceptions.

Campus administrators, CIT, and district coaches provide job-embedded support. Weekly administrative participation logs and classroom walkthroughs monitor planning implementation, instructional rigor, and alignment between plans and instruction.

Walkthrough feedback is reviewed during subsequent PLCs to refine planning, address instructional gaps, and strengthen Tier 1 instruction.

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

Lesson Internalization resources, coaching/modeling, protected planning time, and administrator/ coach calibration

Milestone 2

Description – What specific action or deliverable will be completed?

Implement a consistent RBIS-aligned observation and coaching cycle, including weekly observations for high-needs teachers and biweekly observations for higher-performing teachers. By the identified checkpoint, individualized feedback cycles, student discourse look-fors, and administrator calibration will be consistently 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 Coaches, Executive Director for Elementary Education, Executive Director for Teaching and Learning, Executive Director for Elementary Education

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

~PVE Walkthrough Form 26–27 used to document RBIS-aligned look-fors, student discourse, feedback, and instructional trends during weekly/biweekly observations.

~Tiered Teacher Waterfall Document identifies teacher support levels and the four instructional focus areas; reviewed regularly by campus administration to adjust coaching and observation priorities.

~PVE Walkthrough Schedule documents weekly observations for high-needs teachers and biweekly observations for higher-performing teachers.

~Observation/coaching trackers and feedback documentation reviewed by campus leadership at least monthly to monitor observation frequency, feedback cycles, implementation of feedback, and instructional trends.

~Administrator calibration artifacts document ongoing calibration of instructional look-fors and consistency of feedback.

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

RBIS-aligned look-fors, coaching/feedback resources, administrator calibration, and protected time for observations and feedback cycles

Milestone 3

Description – What specific action or deliverable will be completed?

Implement consistent Data Dives following common assessments to analyze student progress and move from data to action through PLCs. By the identified checkpoint, teams will consistently monitor targeted student groups and use findings to determine instructional adjustments and professional learning needs.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, Instructional Coaches, Executive Director for Teaching and Learning, Executive Director for Elementary Education

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

~Campus Literacy and Math Trackers and Admin Data Dashboard reviewed following common assessments to monitor student progress, identify trends, and determine instructional priorities.

~Atlas Protocol used during Data Dive/PLCs following common assessments to analyze results, identify student needs, and document instructional next steps.

~MTSS Data Tracker and Special Education Caseload Data Trackers reviewed regularly to monitor progress of targeted student groups and determine needed interventions or instructional adjustments.

~PLC/Data Dive artifacts and action plans reviewed by campus leadership following each data cycle to monitor implementation of next steps and identify professional learning needs.

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

Data analysis protocols/tools, protected PLC time, coaching support, and professional learning aligned to identified needs.

Milestone 4

Description – What specific action or deliverable will be completed?

Implement quarterly extended PLC/Backward Design Days for every grade level and content area. By the identified checkpoint, teams will consistently use backward design to analyze standards, assessments, student needs, and instructional strategies to plan aligned, rigorous instruction.

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, Teachers, Instructional Coaches, Executive Director for Elmenentary Education, Executive Director for Teaching and Larning

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

~Backward Design/Extended Planning Schedules document quarterly planning days for every grade level and content area.

~Backward Design agendas and planning artifacts document standards analysis, assessment alignment, student needs, and planned instructional strategies each quarter.

~Assessment/data analysis and instructional plans demonstrate how teams use student data to adjust upcoming instruction.

~Campus leadership review of planning artifacts following each quarterly session monitors implementation, alignment, and identified next steps.

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

Backward Design protocols/resources, protected extended planning time, instructional coaching, and district content support.

Milestone 5

Description – What specific action or deliverable will be completed?

Provide ongoing professional learning on the new Savvas Math curriculum. By the identified checkpoint, teachers will demonstrate increased understanding and consistent use of curriculum resources, instructional routines, and supports aligned to grade-level standards.

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, Teachers, Instructional Coaches, Executive Director for Teaching and Learning

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

~26–27 PVE PLC and Staff Learning Schedule, agendas, and attendance document ongoing Savvas Math professional learning throughout the year.

~Planning artifacts demonstrate teacher use of Savvas resources, routines, and supports aligned to grade-level standards.

~Walkthrough data are reviewed regularly by campus leadership to monitor implementation of Savvas instructional practices and resources.

~PLC and walkthrough findings are used to identify additional coaching, resources, and professional learning needs.

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

Savvas resources, district math support, coaching/modeling, and protected professional learning and planning time.

Milestone 6

Description – What specific action or deliverable will be completed?

Implement a campus-wide Extended Constructed Response (ECR) plan in Reading. By the identified checkpoint, teachers will consistently provide explicit ECR instruction, practice, and feedback aligned to grade-level expectations and use student work to adjust instruction.

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, Reading Teachers, Instructional Coaches, Executive Director for Teaching and Learning, Executive Director for Elementary Education

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

~26–27 PVE PLC and Staff Learning Schedule documents ongoing Savvas Math professional learning throughout the year.

~PL agendas, attendance, and planning artifacts document teacher participation and application of Savvas resources and instructional routines.

~PVE Walkthrough Form/data used regularly to monitor implementation of Savvas resources, routines, and grade-level instruction.

~Campus leadership review of walkthrough and planning data following PL sessions monitors implementation, identifies trends, and determines additional coaching or professional learning needs.

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

ECR instructional resources, professional learning, exemplars/rubrics, coaching/modeling, and PLC support

Milestone 7

Description – What specific action or deliverable will be completed?

Provide campus-wide professional learning to ensure consistent, purposeful small-group instruction in Literacy and Math across grade levels by the identified checkpoint. Teachers will use student data to flexibly group students, target skills, differentiate instruction, and adjust groups based on progress. Literacy supports include mCLASS data and Tier 2/3 resources: HMH Table Top Reading Lessons, Comprehension Toolkit, Short Texts, and Reading Strategies 2.0. Math will use student data and Savvas Intervention Supports in the Differentiation Library.

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 Coaches, ELA Content Coordinator, Math Content Coordinator, Executive Director for Teaching and Learning, Executive Director for Elementary Education

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

~PLC/PD Schedule, agendas, attendance, and PLC notes document ongoing small-group and intervention learning through MTSS, district coaches, and CIT.

~Campus Literacy and Math Trackers and grade-level small-group plans are used regularly to analyze data, form flexible groups, identify skill needs, and monitor progress.

~Planning artifacts document use of Literacy Tier 2/3 resources and Savvas Intervention Supports for targeted instruction.

~Walkthrough data are reviewed regularly by campus leadership to monitor implementation and alignment of small-group instruction to student needs.

~Student progress data are reviewed during PLCs to adjust groups, interventions, instructional next steps, and additional support/PL needs

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

Small-group instructional resources, small group lesson plans, student data, exemplars/ models, and instructional coaching support.

Milestone 8

Description – What specific action or deliverable will be completed?

Implement consistent Special Education collaboration and monitoring through monthly PLCs, weekly case manager meetings for grades 3–5, and weekly resource classroom walkthroughs by the District ARD Administrator and/or Special Education Supervisor. By the identified checkpoint, teams will consistently review student progress, service schedules, instructional needs, and classroom implementation to align supports and make timely instructional, intervention, and scheduling adjustments.

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, Special Education Case Managers, Executive Director for Sped.

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

~Special Education PLC agendas and notes document monthly review of student progress, instructional supports, and next steps.

~SPED Friday Check-In Notes document weekly meetings with grades 3–5 case managers to review student data, service schedules, and instructional needs.

~District SPED walkthrough documentation/feedback captures weekly monitoring of resource classroom instruction and implementation.

~Student progress data, service schedules, and planning artifacts document instructional, intervention, and scheduling adjustments.

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

Protected meeting time, student progress-monitoring data, service documentation, and Special Education support/resources

Milestone 9

Description – What specific action or deliverable will be completed?

Provide ongoing Dual Language professional learning through monthly PLCs with the district BIL coach, district Dual Language PLCs, cross-campus collaboration, and Gomez and Gomez training. Teachers will participate in classroom walkthroughs and feedback cycles to strengthen implementation. By the identified checkpoint, teachers will consistently implement Gomez and Gomez Dual Language instructional practices.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Dual Language Coach, Principal, AP, Executive Director for Teaching and Learning

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

~Dual Language PLC schedules, agendas, notes, and attendance document monthly collaboration with the district BIL coach and ongoing district/cross-campus learning.

~Gomez and Gomez training agendas, materials, and attendance document professional learning with Drs. Gomez and Gomez.

~Gomez and Gomez Walkthrough Forms and feedback document implementation of Dual Language instructional practices.

~PLC and walkthrough data are reviewed regularly by campus and district leadership/coaches to monitor implementation, identify trends, and determine next steps for coaching and professional learning.

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

Gomez and Gomez onsite training and classroom visits. Coach and coordinator walks to monitor and provide feedback.

Milestone 10

Description – What specific action or deliverable will be completed?

Monitor and strengthen weekly structured planning and Lesson Internalization in Reading and Math. By the identified checkpoint, teams will use planning artifacts, walkthrough evidence, and student data to refine planning practices and increase the alignment, rigor, and responsiveness of instruction.

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, Teachers, Instructional Coaches, Executive Director for Elementary Education, Executive Director for Teaching and Learning

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

PVE Planning and PLC Expectations, Lesson Internalization Protocols, planning artifacts, and walkthrough data reviewed weekly to monitor alignment between planning and instruction. Campus leadership uses findings to provide feedback and adjust planning supports, coaching, and instructional next steps.

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

Lesson Internalization resources, coaching/modeling, protected planning time, and

Milestone 11

Description – What specific action or deliverable will be completed?

Refine RBIS-aligned observation and coaching cycles based on teacher needs and instructional trends. By the identified checkpoint, campus leaders will use walkthrough and coaching data to adjust support levels, provide targeted feedback, strengthen student discourse, and monitor changes in instructional practice.

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 Coaches, Executive Director for Elementary Education, Executive Director for Teaching and Learning

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

PVE Walkthrough Form, Tiered Teacher Waterfall Document, Walkthrough Schedule, and coaching trackers reviewed at least monthly to identify instructional trends and changes in teacher practice. Findings are used to adjust coaching frequency, focus areas, feedback, and teacher support levels.

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

RBIS-aligned look-fors, coaching/feedback resources, administrator calibration, and protected time for observations and feedback cycles

Milestone 12

Description – What specific action or deliverable will be completed?

Strengthen the Data Dive process by monitoring the impact of instructional actions following each assessment cycle. Teams will use disaggregated student data to evaluate effectiveness, adjust instruction/interventions, and identify professional learning and coaching needs.

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 Coaches, Executive Director for Elementary Education, Executive Director for Teaching and Learning

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

Campus Literacy and Math Trackers, Admin Data Dashboard, Atlas Protocol, MTSS Tracker, and Special Education Caseload Trackers are reviewed following each assessment cycle to evaluate student progress and the impact of previous instructional actions. PLC/Data Dive artifacts document adjustments to instruction, interventions, professional learning, and coaching based on results.

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

Data analysis protocols/tools, protected PLC time, coaching support, and professional learning aligned to identified needs.

Milestone 13

Description – What specific action or deliverable will be completed?

Continue and refine quarterly Extended PLC/Backward Design Days for every grade level and content area. Teams will use student performance data and evidence from previous instructional cycles to adjust planning, strengthen rigor, and improve Tier 1 instruction

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, Teachers, Instructional Coaches, Executive Director for Elementary Education, Executive Director for Teaching and Learning

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

Quarterly Backward Design schedules, agendas, planning artifacts, assessment analysis, and instructional plans document adjustments based on student performance and prior instructional outcomes. Campus leadership reviews artifacts after each session to monitor rigor, alignment, implementation, and next steps.

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

Backward Design protocols/resources, protected extended planning time, instructional coaching, and district content support.

Milestone 14

Description – What specific action or deliverable will be completed?

Monitor and strengthen implementation of the Savvas Math curriculum based on walkthrough, PLC, planning, and student achievement data. Professional learning and coaching will be adjusted to address identified instructional needs and strengthen consistent implementation.

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, Teachers, Instructional Coaches, District Math Support, Executive Director for Elementary Education, Executive Director for Teaching and Learning

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

PLC/Staff Learning Schedule, planning artifacts, walkthrough data, and student achievement data reviewed regularly to evaluate implementation and impact of Savvas practices. Findings are used to refine instructional practices and determine targeted coaching, resources, or PL.

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

Savvas resources, district math support, coaching/modeling, and protected professional learning and planning time.

Milestone 15

Description – What specific action or deliverable will be completed?

Monitor and strengthen campus-wide ECR instruction through analysis of student writing and progress data. Teams will calibrate expectations, identify trends in claim, evidence, and reasoning, and adjust instruction and supports to improve student writing outcomes

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, Reading Teachers, Instructional Coaches, Executive Director for Elementary Education, Executive Director for Teaching and Learning

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

ECR plan, student writing samples, rubrics/scoring data, PLC artifacts, and progress data reviewed during PLCs to identify trends in claim, evidence, and reasoning. Teams document instructional adjustments, reteach needs, and targeted supports based on student writing performance.

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

ECR instructional resources, professional learning, exemplars/rubrics, coaching/modeling, and PLC support

Milestone 16

Description – What specific action or deliverable will be completed?

Monitor and refine purposeful small-group instruction in Literacy and Math using current student progress data. Teachers will adjust flexible groups, targeted skills, interventions, and instructional resources based on evidence of student response and achievement.

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 Coaches, Math Content Coordinator, Executive Director for Elementary Education, Executive Director for Teaching and Learning

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

Literacy/Math Trackers, small-group plans, walkthrough data, PLC artifacts, and progress-monitoring data reviewed regularly to evaluate student response to small-group instruction. Teams adjust groupings, targeted skills, resources, interventions, and instructional strategies based on progress

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

Small-group instructional resources, small group lesson plans, student data, exemplars/models, and instructional coaching support.

Milestone 17

Description – What specific action or deliverable will be completed?

Continue and strengthen collaboration and monitoring of Special Education services through monthly PLCs, weekly case manager meetings, and weekly district SPED walkthroughs. Campus and district leaders will use student progress, service, and walkthrough data to adjust instructional supports, interventions, schedules, and professional learning.

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, Special Education Teachers, Content Teachers, Instructional Coaches, >xecutive Dlrecotr for Sped

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

SPED PLC notes, Friday Check-In Notes, district SPED walkthrough feedback, service schedules, and student progress data reviewed weekly/monthly by campus and district leaders. Findings are used to adjust instructional supports, interventions, schedules, coaching, and professional learning.

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

Protected collaboration time, student data, Special Education resources, and campus/district instructional support.

Milestone 18

Description – What specific action or deliverable will be completed?

Monitor and strengthen implementation of Gomez and Gomez Dual Language practices through monthly BIL PLCs, district PLCs, cross-campus collaboration, training, walkthroughs, and feedback. Campus and district leaders will use implementation and student performance data to identify trends and adjust coaching and professional learning.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Principal, AP, Dual Language Coach, Teachers

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

Dual Language PLC documentation, Gomez and Gomez Walkthrough Forms, feedback, and student progress data reviewed monthly/regularly by campus and district leaders/coaches to identify implementation and achievement trends and adjust coaching, instructional supports, and professional learning.

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

Gomez and Gomez onsite training and classroom visits. Coach and coordinator walks to monitor and provide feedback.

Performance Management

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

Campus and district leaders will utilize multiple, structured tools to systematically monitor the successful implementation of the plan. Leadership teams will conduct bi-weekly progress reviews documented in the Milestone Progress & Monitoring Tracker. Each milestone identifies the responsible and accountable leaders, evidence of progress, and defined measurement approaches. The tracker's structure and rating system provide a consistent, transparent mechanism for monitoring implementation fidelity, analyzing trends, and determining next steps for continuous improvement.

In addition, leaders will use the campus walkthrough tool to collect evidence of instructional alignment to the plan's priorities and to identify areas for growth and targeted support. Data from walkthroughs, PLC discussions, and coaching feedback will be triangulated during review meetings to assess implementation quality and inform responsive actions. This ongoing cycle of monitoring, reflection, and adjustment ensures that strategies are implemented with fidelity and lead to measurable improvements in instructional practices and student outcomes.

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

Principal, Assistant Principals, Assistant Superintendent for Curriculum and Instruction, Executive Director for Teaching and Learning, Executive Director for Elementary Education, Executive Director for Elementary Support, Executive Director for Research Assessment and Accountability, Executive Director for Student Support Services

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Progress will be monitored through planning and PLC artifacts, observation/coaching trackers, walkthrough data, student assessment and progress-monitoring data, and professional learning documentation. Campus leadership will review evidence regularly to determine implementation progress, identify trends, and make instructional adjustments. Progress and next steps will be shared with staff through PLCs, leadership team meetings, and professional learning, and documented.

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

Milestone progress will be shared with district leadership through regular TAP progress reviews, Strategy Huddles, and campus leadership meetings. Updates will include implementation evidence, student progress data, celebrations, identified needs, and next steps. Relevant progress will also be shared with staff and other stakeholders through PLCs, leadership team meetings, and campus improvement updates.

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	42
Masters Grade Level	18

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	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	71
Meets Grade Level	36
Masters Grade Level	17

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

16

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

4

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

Performance Level	EOY Goal (%)
Approaches Grade Level	78
Meets Grade Level	48
Masters Grade Level	24

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

Performance Level	EOY Goal (%)
Approaches Grade Level	75
Meets Grade Level	42
Masters Grade Level	22

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

Performance Level	EOY Goal (%)
Approaches Grade Level	76
Meets Grade Level	22
Masters Grade Level	24

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

18

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

4

Will this campus have a graduation class for the 2025-2026 school year?

No

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

18

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

9

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

20

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

12

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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