

Northwest Independent School District



Berkshire Elementary 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.

[Berkshire Walkthrough \(Responses\) - Form Responses 1.pdf](#)
[Berkshire Walkthroughs.pdf](#)

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:

November 9, 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?

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.

Behavior Interventionist - \$75,000 (General Fund)
MTSS Interventionist (1.5 FTE) - \$112,500 (General Fund)
Substitute Teachers for Extended Quarterly Planning - \$13,020 (General Fund)
Substitute Teachers for New Teacher Academy - \$500 (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 (Instructional Materials Allotment)
Imagine Math - \$8,000 (General Fund)
Lowman - \$5,200 (General Fund)
Literacy Consultant - \$45,000 (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 Support, Hiring Literacy Consultant

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 Assessments	District	Quarterly	Formative assessment on standards that students historically struggle on. Monitor student progress on these TEKS and direct reteaching needs.
Other	mClass Assessment	District	BOY/MOY/EOY	Purpose: Measure students foundational literacy skills and guides teachers' instructional decisions, progress monitoring, and small group guidance.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	NWEA Map	District	BOY/MOY/EOY	Purpose: 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.
Other	Daily Formative Assessment	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.

Our grade level teachers utilize a Data Dashboard to enter scores from universal screeners and assessments to monitor performance over time. In PLCs and planning, teams (including our special education teachers) discuss trends and create intervention plans with support from administrators, instructional coaches, and specialists.

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

Our grade level teachers utilize a Data Dashboard to enter scores from assessments to monitor performance over time. Dashboards are viewed by administrators, special education teachers, specialists, etc. to track growth and progress. In PLCs and planning, teams discuss trends and create intervention plans. Universal screeners also help identify students in need of additional support. Students performing below thresholds or not showing expected growth/progress are discussed in MTSS meetings, PLCs, and Special Education meetings, and additional targeted support is provided.

Will the campus implement a PLC structure?

Yes

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

PLCs are organized by grade level in grades K-2 and the by grade and content area (e.g. 3rd grade RLA/3rd grade Math) in grades 3-5. Each Special Education teacher joins with the grade level they primarily serve.

How frequently will PLCs occur?

PLCs meet weekly for 50 minutes. Extended PLCs occur once each quarter by grade level and content area, providing all Reading and Math teachers a half-day to work together.

Who will facilitate PLCs?

Team Leads, administrators, and content/curriculum coaches facilitate PLCs.

Who is required to attend PLCs?

All grade level teachers are required to attend.

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

In our PLCs, we use a standard agenda template to ensure that meeting time is focused on enhancing teaching and learning and monitoring progress towards our campus goals. We utilize a variety of protocols based on the goals of the PLC session. To analyze data, we frequently utilize the Atlas protocol to make observations, identify root causes, and make instructional adjustments and plans for moving forward. For deepening teacher learning, we often use discussion protocols to read and respond to research articles and literature. Regardless of the goals of the PLC, teams create an agenda for the meeting and keep notes with discussion, next steps, and who is responsible. Team Leads are responsible for developing the PLC's agenda which is often aligned during our weekly instructional leadership team meetings. Our admin team reviews weekly agendas and monitor effective implementation.

Upload PLC agenda (optional):

[Fifth Grade PLC Agenda.pdf](#)

Capacity Building

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

Role	Training/PD Description	Delivered By	Attended By
Principal 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 principals 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 the principal and/or curriculum coordinators/coaches, as well as other central office leaders, 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 Berkshire'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 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 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, and teacher leaders meet weekly 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 Principals, 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. New teachers routinely observe specific instructional practices of highly effective teachers and model lessons from instructional coaches in order to improve instruction in their classrooms.

New Berkshire 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 visit master teachers to observe these practices in action with guidance from New Teacher Academy facilitators. 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. This coach supports both instruction and classroom management pieces and is readily available to new-to-NISD teachers to support them with anything they need.

Instructional coaches visit all new to NISD teachers a minimum of two times within the first quarter to support content and pedagogical needs. Based on observations, they provide feedback and additional support to new teachers, as needed.

Long-term guest educators receive weekly support from NISD Special Education instructional coaches.

New teachers in grades K-3 attend Reading Academy and receive increased support from our Reading Academy Facilitator.

Teachers in need of additional support receive more frequent walkthroughs, action steps, and feedback

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 and each campus special education case manager by the Special Education Instructional Coach.

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 between Special Educational Instructional Coach, Coordinator of Special Education, campus case managers, and administration.

Monthly 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.

Weekly Behavior Interventionist meeting with Tier II students to support the social needs of students in academic settings.

Campus administrators receive training on MTSS best practices from the Director of Student Services.

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?

Implement weekly structured team 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, rigor, and responsive 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 Elementary Support

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

To verify completion of this milestone, grade-level Reading and Math teachers submit weekly lesson plans that embed the full or shortened Lesson Internalization Protocol elements prior to instruction. Teachers utilize the embedded protocol framework during weekly PLC and planning sessions to unpack TEKS standards, script exemplar student responses, anticipate misconceptions, and embed responsive instructional moves directly within their lesson plans. Instructional leadership monitors implementation by reviewing all lesson plans weekly and conducting weekly targeted classroom walkthroughs. Walkthrough data is captured in feedback logs to verify that the embedded responsive planning translates into live, aligned classroom instruction across all grade levels.

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

Full and shortened Lesson Internalization Protocol templates, unpacking TEKS training, exemplar lesson plans, internalization quality rubrics, coaching/modeling in PLCs, protected weekly 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 Support, Executive Director for Teaching and Learning

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

To verify completion of this milestone, instructional leaders conduct weekly observations of high-needs teachers and biweekly observations of higher-performing teachers, capturing data in the standardized walkthrough form. Leaders record objective observations, evaluate student discourse look-fors, and assign actionable next steps aligned to the Get Better Faster (GBF) scope and sequence. Leadership monitors adherence to coaching tiers using the walkthrough tracker to ensure 100% of required visits occur on schedule. Every Friday, leadership compiles and analyzes weekly walkthrough insights to track campus-wide instructional trends, monitor action step implementation, and review observation data during leadership meetings to maintain administrator calibration.

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

Get Better Faster (GBF) waterfall scope and sequence, student discourse look-for guides, administrative calibration walkthroughs, Berkshire Walkthrough Tracker, feedback response forms, and protected time for observation cycles and feedback check-ins.

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, Teachers, Instructional Coaches, Executive Director for Elementary Support, Executive Director for Teaching and Learning, Executive Director for SPED, SPED coaches and coordinators, Executive Director for Student Services, Director and Coordinator for Student Services

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

Following each common assessment, grade-level teams and SPED case managers conduct Data Dives using the ATLAS protocol. Classroom and grade-level dashboards track student progress and targeted groups, while SPED caseload dashboards monitor individual student needs. Teams develop Tier 1 reteaching action plans and adjust BEAR Time interventions and flexible groupings based on results. Identified gaps inform targeted coaching and professional learning. Campus leadership monitors implementation through biweekly SPED case manager meetings, quarterly individual teacher data chats to evaluate instructional impact, review of all post-assessment PLC artifacts, and targeted walkthroughs during Tier 1 reteaching and BEAR Time. Findings guide ongoing instructional adjustments and support.

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

Standardized ATLAS protocol guides, Grade-Level and SPED Caseload Data Dashboards, BEAR Time intervention block planning templates, Data Chat Google Forms, protected PLC time, coaching support, and targeted professional learning resources.

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, Content Coordinators, Executive Director for Elementary Support, Executive Director for Teaching and Learning

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

To verify completion of this milestone, grade-level and content-area teams participate in quarterly Backward Design Days guided by a Calendar of Extended PLCs and Math/Reading Extended PLC Agendas. Teams analyze TEKS standards and assessment/data analysis to map out unit sequences, construct quarterly content maps, and produce aligned Backward Design planning artifacts and instructional plans. Instructional leadership monitors implementation by reviewing all extended PLC agendas, Content Map artifacts, and unit instructional plans immediately following each quarterly session, and by conducting weekly classroom walkthroughs to ensure daily instruction aligns with the quarterly backward design maps.

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

Backward Design planning protocols, Calendar of Extended PLCs, protected extended planning time, instructional coaching, and district content support.

Milestone 5

Description – What specific action or deliverable will be completed?

Implement monthly collaborative PLCs between content and Special Education teachers. By the identified checkpoint, teams will consistently review student progress, align instructional supports, and plan targeted strategies to address the needs of students receiving Special Education services.

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, Special Education Teachers, Content Teachers, Instructional Coaches, Executive Director and Director for SPED, Executive Director for Elementary Support

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

To verify completion of this milestone, content and Special Education teachers conduct monthly collaborative PLCs documented through PLC agendas and notes. During these sessions, teams analyze student progress data for students receiving Special Education services to co-create collaborative planning artifacts that outline documented instructional supports and next steps, including targeted scaffolding and IEP-aligned accommodations. Instructional leadership monitors implementation by reviewing all monthly PLC agendas, meeting notes, and collaborative planning artifacts, as well as conducting targeted classroom walkthroughs to verify that agreed-upon supports and strategies are actively implemented in daily instruction.

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

Standardized SPED-Content PLC agenda templates, IEP accommodation crosswalk guides, student progress data, protected collaboration time, Special Education instructional resources, and campus/district support.

Milestone 6

Description – What specific action or deliverable will be completed?

Implement biweekly meetings with Special Education case managers to review student progress, service schedules, and instructional needs. By the identified checkpoint, teams will consistently use student data to make timely instructional and scheduling adjustments.

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, Special Education Case Manager, Executive Director and Director for SPED, Executive Director for Elementary Support

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

To verify completion of this milestone, instructional leadership and Special Education case managers conduct biweekly meetings guided by standardized meeting agendas and notes. During these sessions, case managers review student progress data and current service schedules to evaluate effectiveness, identify emerging instructional needs, and make timely adjustments to student schedules or instructional strategies. Instructional leadership monitors implementation by tracking meeting completion, reviewing all agendas and meeting notes following each session, and verifying that documented scheduling and instructional adjustments are promptly executed for served students.

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

Standardized meeting agenda and notes templates, master IEP service schedules, SPED Caseload Data Dashboards, progress-monitoring tools, protected meeting time, and Special Education administrative support.

Milestone 7

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, Elementary Math Coordinator, Executive Director for Teaching and Learning, Executive Director for Elementary Support

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

To verify completion of this milestone, math teachers participate in professional learning sessions documented through professional learning agendas and attendance logs. Teachers apply this learning by embedding Savvas curriculum resources, instructional routines, and grade-level supports directly into their weekly planning artifacts. Instructional leadership monitors implementation by reviewing attendance records, evaluating weekly planning artifacts for Savvas resource integration, and conducting weekly targeted classroom walkthroughs. Walkthrough data is captured in leadership logs to verify that Savvas instructional routines and curriculum resources are consistently executed during daily math instruction across all grade levels.

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

Savvas resources, curriculum preview guides, publisher and district math training, instructional coaching/modeling, and protected professional learning and planning time.

Milestone 8

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 Elementary Education, Executive Director for Teaching and Learning

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

To verify completion of this milestone, teachers implement the campus ECR Vertical Alignment Framework, utilizing standardized graphic organizers, common writing vocabulary, and shared anchor charts across Reading and all content areas. Teachers embed explicit ECR instruction into weekly lesson plans and conduct routine ECR writing practice, analyzing student ECR work samples and STAAR scoring rubrics during PLCs to provide student feedback and plan re-teaching. Instructional leadership monitors implementation by reviewing weekly lesson plans for scheduled ECR practice and observing explicit ECR instruction during weekly classroom walkthroughs.

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

Campus ECR Vertical Alignment Framework, STAAR ECR rubrics, standardized graphic organizers, cross-content writing anchor charts, ECR professional learning, student work exemplars, coaching/modeling, and PLC support.

Milestone 9

Description – What specific action or deliverable will be completed?

Strengthen implementation of purposeful small-group instruction in Reading and Math. By the identified checkpoint, teachers will consistently use student data to form flexible groups, target specific skill needs, and adjust instruction based on student progress.

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 Elementary Support, Executive Director for Teaching and Learning

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

To verify completion of this milestone, Reading and Math teachers analyze student assessment and progress monitoring data during PLCs to establish flexible student groups and design targeted, skill-based small-group instruction. Teachers document these flexible groupings, targeted TEKS skills, and specific instructional moves directly within their planning/PLC artifacts, updating groups regularly based on progress monitoring evidence. Instructional leadership monitors implementation by reviewing PLC planning artifacts and progress monitoring data logs for alignment, and by conducting weekly targeted classroom walkthroughs to observe live small-group instruction and confirm that grouping and instruction reflect current student needs.

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

Small-group lesson plan templates, skill-specific intervention task banks, BEAR Time block schedules, progress-monitoring dashboards, professional learning, in-class coaching/modeling, and data tools

Milestone 10

Description – What specific action or deliverable will be completed?

Provide campus-wide professional learning on effective small-group instruction in Reading and Math, including the use of student data to form purposeful groups, target specific skill needs, and provide differentiated 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, Instructional Coaches, Executive Director for Elementary Support, Executive Director for Teaching and Learning

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

To verify completion of this milestone, leadership delivers campus-wide professional learning sessions documented through professional learning agendas, presentation materials, training resources, and attendance logs. Math and Reading teachers apply these strategies by embedding data-driven small-group routines, targeted skill focuses, and differentiated instruction directly into their weekly planning artifacts. Instructional leadership monitors implementation by verifying 100% attendance and resource distribution from professional learning days, evaluating weekly planning artifacts for small-group differentiation strategies, and conducting targeted classroom walkthroughs to verify that professional learning content translates into daily classroom practice.

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

Small-group instructional resources, student data, exemplars/models, and instructional coaching support

Milestone 11

Description – What specific action or deliverable will be completed?

Conduct a comprehensive end-of-year data review utilizing summative assessment results to inform the Comprehensive Needs Assessment (CNA) for the 2027–2028 school year. By the identified checkpoint, campus leadership and planning teams will consistently analyze student performance trends across all student groups, identify priority needs, and use data-driven findings to establish targeted campus improvement goals.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, Campus Leadership Team, Executive Director for Elementary Support, Executive Director for Teaching and Learning, Executive Director for RAAD

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

To verify completion of this milestone, campus leadership and planning teams analyze end-of-year (EOY) assessment data using standardized Comprehensive Needs Assessment (CNA) planning templates and meeting agendas. Teams evaluate performance trends, growth metrics across student groups, and academic gaps to conduct root-cause analyses and establish campus priority needs. Instructional leadership monitors implementation by facilitating scheduled CNA data review meetings, reviewing 100% of completed data protocols, and verifying that EOY assessment findings are directly integrated into the published 2027–2028 Campus Needs Assessment and Campus Improvement Plan (CIP).

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

Comprehensive Needs Assessment (CNA) planning templates, root-cause analysis protocols (5 Whys), EOY summative assessment dashboards, prior-year CIP documents, district/ESC leadership support, and protected leadership review time.

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, Executive Director and Director for SPED

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 bi-weekly meetings between the principal and Executive Director of Elementary Support, as well as through regular TIP 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	74
Meets Grade Level	48
Masters Grade Level	19

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	37
Masters Grade Level	17

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	39
Masters Grade Level	17

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

15

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?

14

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

7

Additional Info

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

District-created Reading curriculum meets HQIM guidelines.

Upload additional documents (optional):

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