



Fort Hancock Independent School District

Benito Martinez Elementary 2026-2027

Turnaround Plan DRAFT

PENDING BOARD APPROVAL (10/15/26) &

SUBJECT TO PUBLIC COMMENTS MEETING (10/15/26)

Needs Assessment and Stakeholder Engagement

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

Yes

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

Yes

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

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

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Turnaround Plan, in accordance with Texas Education Code (TEC) §39A.104, with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Turnaround Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.104, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.103 and §39A.104, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

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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?

LIFT, LIFT PLC Support

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

LIFT, LIFT PLC Support

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

Region 19

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

2

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

The cost that is required to implement this plan is \$606,000. Instructional coaches salaries will come from the LASO grant. Our Bluebonnet Curriculum is paid for from IMTA. Professional Development will also be paid for by the LASO grant.

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

If we do not have continued grant funding, then we will have to do away with our instructional coaches and rely solely on our campus administrators to coach their own staff.

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

Our elementary campus, which is the one in most need, has 2 instructional coaches which is 1 more than our other campus. Currently professional development that is provided to instructional coaches, is also attended by district and campus administrators. This is done so that district personnel can better support our elementary campus in regards to coaching and to provide stronger instructional leadership support. We have hired an experienced principal with a demonstrated record of improving outcomes in historically underperforming schools. The principal has been given greater autonomy over staffing, scheduling, professional development, and resource allocation.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

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?

90

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

Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edicion 1

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?

90

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

Bluebonnet Learning Math Grades 6-8

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

Yes

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

90

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

Yes

Please select the adopted curriculum for: 6-8 RLA

Amplify Texas Literacy Program, Grades 6-8

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

Yes

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

90

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

Yes

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

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

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

179

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Interim	District	BOY/MOY/EOY	i-Ready Diagnostic results are best used to pinpoint individual student learning needs, personalize instruction, and track academic growth across the school year in reading and mathematics
STAAR Released Test	District	Semester	STAAR released test is given at the beginning of the year for grades 3-8. These questions and official results are best used to diagnose learning gaps, guide targeted instruction, and prepare students for future assessments.
Curriculum Based Assessment	Campus	Monthly	Students take mid-module and module assessments in RLA and math in order to measure how well students are meeting state standards. The results are used to help teachers and administrators identify gaps in student understanding, target intervention cycles, and refine pacing.

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

Our campus implements a systematic, data-driven process for monitoring student growth and ensuring that instructional decisions are responsive to student needs. Student performance data is tracked through a combination of assessments. Student baseline performance levels has been identified by teachers and have shared specific growth targets with students and their parents. Student data is disaggregated by teachers, coaches & administrators to identify students who are on track, approaching expectations, or significantly below expectations. Teams review data during scheduled PLC meetings to determine whether students are demonstrating expected growth, identify gaps in learning, and develop targeted instructional responses. Teams will use a consistent cycle of assess, analyze, respond, and reassess to ensure that data monitoring leads directly to changes in instruction.

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

Our campus plan for student intervention and supporting special populations relies on a multi tiered system of support that brings together a comprehensive collection of diagnostic and classroom datasets. We utilize iReady to analyze individual learning profiles, which allows us to specifically prescribe personalized online learning paths and targeted skill instruction tailored to each student's exact area of need. These diagnostic insights are integrated with core curriculum assessments and language proficiency measures to design targeted small group interventions for students performing below grade level, while ensuring dual language and English language learners receive scaffolded support aligned with their language development goals. Through regular progress monitoring against individualized growth targets, teachers continuously adapt instructional strategies to accelerate learning for all special populations and below grade level students.

Will the campus implement a PLC structure?

Yes

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

Our campus provides all teachers, including special education and bilingual teachers with two 45-minute PLCs per week with instructional coaches & campus administration. Additional collaborative planning and PLC opportunities are provided as scheduling capacity allows to support ongoing data analysis, instructional planning, and alignment of student supports.

How frequently will PLCs occur?

PLCs occur twice a week for all teachers afterschool on Tuesdays and Thursdays from 3:15-4:00, with opportunities for additional PLC time during teacher conference periods as needed.

Who will facilitate PLCs?

PLCs are facilitated by RLA and Math instructional coaches, campus administrators or ESC curriculum coaches. These individuals receive ongoing training on instructional materials and best practices in order to align topics to student achievement.

Who is required to attend PLCs?

All campus instructional staff are required to attend PLCs, including general education teachers, special education (SPED) teachers, bilingual teachers, and instructional aides.

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

Our campus PLC protocols follow the FHISD Principles of LIFT PLCs, emphasizing instructional coherence, learning-focused collaboration, shared leadership, and coherent learning cycles. There are various types of PLCs - unit, lesson internalization, Student Work Analysis or lesson rehearsals. They are anchored in our HQIMs (Bluebonnet) and RBIS along with collaborative planning, data analysis, instructional practice, feedback, and reflection.

LIFT Principles:

- Instructional Coherence- All PLC structures are anchored in a shared instructional vision aligned to Bluebonnet Learning.
- Learning-Focused- PLCs build teacher and facilitator capacity, including deep content knowledge and understanding of Bluebonnet Learning.
- Shared Leadership and Collective Responsibility- District and campus leaders, coaches, and PLC facilitators share responsibility for maintaining PLC quality and continuity.
- Coherent Learning Cycles- In a coherent PLC learning cycle, teachers engage in a set of protocols over time that build on one another to strengthen instruction, deepen teachers' content knowledge, and improve student outcomes.
- Trusting, Collaborative Professional Culture- PLCs function as professional learning environments where educators engage in open dialogue, take risks, and learn from one another.

(Sample Lesson Internalization agenda linked below)

Upload PLC agenda (optional):

[FHISD_BMES LIFT PLC Lesson Internalization Agenda Template.docx.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	District level (Principal Manager) professional development will prioritize on building foundational implementation systems with the highest focus placed on RBIS, Schoolwide Routines (SWR), and Observation & Feedback (O/F), while also strengthening PLCs, assessment alignment, and leadership monitoring practices.	ESC Region 19 staff	Yvonne Samaniego
Principal	Campus level (Principal) professional development will prioritize on building foundational implementation systems with the highest focus placed on RBIS, Schoolwide Routines (SWR), and Observation & Feedback (O/F), while also strengthening PLCs, assessment alignment, and leadership monitoring practices.	ESC Region 19 staff	Melanie Corral
Teacher	Teachers (RLA & Math) professional development will prioritize on building foundational implementation systems with the highest focus placed on RBIS, Schoolwide Routines (SWR), and Observation & Feedback (O/F), while also strengthening PLCs and assessment alignment.	ESC Region 19 Staff	All campus RLA & Math teachers
Other Campus Admin (Assistant Principals, Instructional Coaches)	Instructional Coaches (RLA & Math) professional development will prioritize on building foundational implementation systems with the highest focus placed on RBIS, Schoolwide Routines (SWR), and Observation & Feedback (O/F), while also strengthening PLCs, assessment alignment and leadership monitoring practices..	ESC Region 19 staff	Campus RLA & Math Instructional Coaches

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

The campus differentiates professional learning based on staff experience, performance data, identified areas of need, and individual professional growth goals. Teachers and leaders with less than two years in their role will receive increased onboarding, mentoring, modeling, and coaching to accelerate their development and build foundational instructional and leadership practices. Inexperienced staff will be assigned a mentor or instructional coach and will participate in targeted learning focused on essential practices such as lesson planning, classroom management, effective questioning, differentiation, student engagement, data analysis, and use of formative assessment. Coaching will include modeling, observation, feedback, and opportunities to practice and refine identified skills. Our district is part of the Texas Mentorship Training. The pathway training is attended by campus instructional coaches, campus administrators and district administrator in order to improve beginning teacher effectiveness, reduce turnover, and boost student outcomes. Campus instructional coaches do serve as mentors for teachers with less than 2 years experience.

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?

Bluebonnet RLA and Math Classroom Observation Tools, which turn RBIS frameworks into concrete look fors for K-3 foundational skills, K-5 reading, K-5 math, and 6th grade math will be used. Observation and feedback tool will help to strengthen the process with coaching cycles that uses See It, Name It, Do It to move teacher practice one bite sized action step at a time will be used.

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?

ESC Region 19 Special Education specialist meets with SPED teachers periodically in order to build staff capacity to effectively support students in special populations through ongoing, job-embedded professional learning, coaching, collaboration, and data-driven support. Training will be differentiated based on staff roles and identified student needs and will include special education, emergent bilingual/ESL, 504, dyslexia, gifted and talented, and other identified student populations. Since August, teachers and administrators have received on-going training on effective instructional strategies, accommodations and modifications, differentiation, scaffolding, culturally and linguistically responsive practices, behavior supports, and the use of student data to identify and address learning gaps. Professional learning will emphasize the implementation of IEPs, 504 plans, language-support plans, and other required student supports with fidelity.

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?

Complete BOY i-Ready Math and RLA diagnostics, establish baseline performance tiers (Masters, Meets, Approaches, Did Not Meet), and assign skill pathways.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Instructional Coaches, Classroom Teachers

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

i-Ready BOY Diagnostic Completion Report and student prescription assignment logs

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

i-Ready diagnostic platform training and ensure data dashboard access for all teachers

Milestone 2

Description – What specific action or deliverable will be completed?

Establish weekly LIFT PLC schedules requiring attendance from all instructional staff (general education, SPED, bilingual teachers, and instructional aides), led by the principal, campus instructional coaches, or the Region 19 support team

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Region 19 Support Team, Instructional Coaches

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

Signed weekly PLC attendance logs and meeting agendas

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

LIFT PLC protocol framework orientation and ongoing usage support

Milestone 3

Description – What specific action or deliverable will be completed?

Implement weekly collaborative lesson planning and instructional rehearsals in PLCs focused on Bluebonnet Learning and RBIS.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Coaches, General Education, Bilingual, & SPED Teachers

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

Weekly HQIM lesson plans with annotated exemplar work keys and PLC rehearsal feedback forms.

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

Bluebonnet Learning curriculum units, TEKS alignment guides, and coaching feedback rubrics

Milestone 4

Description – What specific action or deliverable will be completed?

Conduct MOY i-Ready diagnostics and bi-weekly Bluebook module data reviews in PLCs to evaluate student growth and cluster intervention groups for below-grade-level students.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Instructional Coaches, Classroom Teachers.

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

i-Ready Diagnostic Growth Reports, module tracking spreadsheets, and updated intervention rosters

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

Data disaggregation protocols and intervention scheduling tools

Milestone 5

Description – What specific action or deliverable will be completed?

Integrate TELPAS linguistic accommodations (Listening, Speaking, Reading, Writing) and dual-language scaffolds into daily Bluebonnet Learning lesson delivery and small-group instruction.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Bilingual Teachers, SPED Teachers, Instructional Aides

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

Lesson plans with explicit TELPAS linguistic scaffolds and push in support schedules for instructional coaches and aides.

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

TELPAS domain training and dual-language instructional strategy guides

Milestone 6

Description – What specific action or deliverable will be completed?

Monitor student engagement on i-Ready online intervention instruction to ensure students below grade level maintain a minimum of 30 minutes per week per subject and 100% completion and monitoring for all prescribed lessons.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Classroom Teachers, Instructional Coaches

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

Bi-weekly i-Ready Usage and Passing Rate Dashboard reports

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

Student device access and weekly usage monitoring protocols

Milestone 7

Description – What specific action or deliverable will be completed?

Complete EOY i-Ready diagnostics and CIRCLE screenings to evaluate full-year growth, measure progress toward Typical and Stretch Growth goals, and audit turnaround plan effectiveness

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Region 19 Support Team

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

EOY i-Ready Growth Summary Report, CIRCLE screening reports, and annual Turnaround Plan evaluation document.

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

End-of-year data aggregation tools and leadership data review sessions

Milestone 8

Description – What specific action or deliverable will be completed?

Finalize summer acceleration rosters and design targeted intervention schedules for students who did not meet Typical Growth targets on EOY assessments

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Instructional Coaches

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

Summer acceleration student rosters, attendance logs, and student skill growth trackers

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

Targeted summer intervention curriculum materials and prescribed i-Ready summer learning pathways

Milestone 9

Description – What specific action or deliverable will be completed?

Review Year 1 implementation data with the Region 19 support team and adjust campus master schedules, PLC protocols, and staffing allocations for Year 2.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Region 19 Support Team

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

Revised master schedule with dedicated PLC time, updated staffing rosters, and finalized Year 2 Turnaround Plan updates.

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

Region 19 technical assistance and campus scheduling with district leadership team input

Milestone 10

Description – What specific action or deliverable will be completed?

Administer BOY i-Ready diagnostics for the 2027–2028 school year, update prescribed student learning pathways, and establish updated grade level growth targets

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Instructional Coaches, Classroom Teachers

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

Year 2 BOY i-Ready Diagnostic Completion Reports and updated student target rosters

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

Refresher training on i-Ready diagnostic administration and target setting

Milestone 11

Description – What specific action or deliverable will be completed?

Execute refined LIFT PLC cycles incorporating peer observations and collaborative feedback focused on Bluebonnet Learning HQIM implementation and RBIS strategy execution

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Instructional Coaches, Region 19 Support Team, PLC Facilitators

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

Completed peer observation rubrics, coaching debrief notes, and PLC reflection logs

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

Peer observation scheduling relief coverages and observation rubric calibration

Milestone 12

Description – What specific action or deliverable will be completed?

Conduct mid-year student led data conferences where students track their own i-Ready lesson completion, diagnostic scores, and progress toward Typical/Stretch growth goals.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Classroom Teachers, SPED Teachers, Bilingual Teachers

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

Completed student data, goal setting worksheets, and parent conference verification forms.

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

Student data tracking completed and goal-setting lesson frameworks

Milestone 13

Description – What specific action or deliverable will be completed?

Analyze MOY i-Ready diagnostic trends and PLCs to identify remaining skill gaps and reallocate push in support from instructional aides.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Instructional Coaches, Classroom Teachers

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

MOY Diagnostic Analysis Summary, revised push in support schedules for instructional aides, and small-group lesson plans

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

Campus data sets and small-group instructional resources

Milestone 14

Description – What specific action or deliverable will be completed?

Conduct TELPAS practice assessments and targeted language domain interventions for English Learners performing at Beginning or Intermediate levels in Speaking and Writing

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Bilingual Teachers, General Education Teachers, Instructional Aides

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

TELPAS practice score sheets, student writing baselines/samples, and targeted language intervention rosters.

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

TELPAS writing rubrics and language acquisition coaching

Milestone 15

Description – What specific action or deliverable will be completed?

Expand Tier 3 intensive interventions using prescribed i-Ready skill lessons and teacher-led intervention modules for students performing two or more grade levels below baseline.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

SPED Teachers, Interventionists, Instructional Coaches

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

Tier 3 progress monitoring logs, student growth charts, and RTI committee meeting minutes

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

High-dosage intervention materials and progress monitoring tools

Milestone 16

Description – What specific action or deliverable will be completed?

Administer EOY i-Ready Math and RLA diagnostics and compile multi year turnaround performance metrics to measure overall reduction in "Did Not Meet" rates

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Region 19 Support Team

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

Comprehensive EOY Diagnostic Report, multi-year trend analysis, and official state assessment results

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

Data analysis and multi-year data reporting templates

Milestone 17

Description – What specific action or deliverable will be completed?

Evaluate full 2-year TELPAS domain growth and English Learner reclassification rates to refine dual-language instructional models for future cohorts.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Principal, Instructional Coaches, and Bilingual teachers

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

TELPAS Progress Reports, student reclassification documentation, and program evaluation

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

TELPAS data and language program audit

Milestone 18

Description – What specific action or deliverable will be completed?

Organize successful campus PLC protocols, HQIM pacing guides, and i-Ready intervention models

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Principal, Instructional Coaches, Leadership Team

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

Permanently adopted instructional systems for continuous improvement

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

Administrative and instructional team planning time

Performance Management

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

District leaders will conduct regular formal reviews of campus progress, including monthly or quarterly check-ins with campus leadership. These reviews will focus on progress toward established milestones, student growth data, staffing and resource allocation, professional learning implementation, and the effectiveness of interventions and supports. District leaders will provide feedback, coaching, and additional resources when implementation is not progressing as expected. Campus leaders will monitor implementation on an ongoing basis through weekly leadership meetings, classroom walkthroughs, PLC observations, teacher feedback, and review of key implementation indicators. Leadership teams will examine evidence such as teacher lesson internalizations, unit assessments, intervention plans, professional learning participation, student progress-monitoring data, and implementation of identified instructional practices. Findings will be documented and used to identify successes, gaps, and immediate next steps.

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

District leaders (Principal Manager) and Superintendent will be responsible for reviewing progress with campus leadership. Campus principal will be responsible for reviewing progress with teachers and campus leadership.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress data will be collected through evidence aligned to each action step, success criterion, and implementation timeline. Campus and district leaders will identify specific measures and evidence sources for each milestone and assign responsibility for collecting and reporting the data. Data sources will include student assessment and progress-monitoring data, classroom walkthroughs and observation records, PLC agendas and attendance, professional learning participation, intervention documentation, staffing and resource allocation records, lesson plans, student work samples, and implementation checklists. Where appropriate, data will be disaggregated by grade level, content area, and student population to identify differences in implementation and outcomes.

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

Campus leadership will provide district leaders with concise data summaries highlighting accomplishments, areas of concern, implementation gaps, and next steps. Reports will include both implementation evidence and student outcome data, allowing stakeholders to assess not only whether activities have been completed but also whether they are producing the intended impact. Relevant stakeholders, including teachers, campus staff, district support teams, and other appropriate partners, will receive information through PLC meetings, leadership meetings, staff updates, data-review sessions, and other established communication channels. Information will be tailored to the audience while maintaining student confidentiality and protecting personally identifiable information.

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	78
Meets Grade Level	43
Masters Grade Level	9

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

Performance Level	EOY Goal (%)
Approaches Grade Level	63
Meets Grade Level	34
Masters Grade Level	6

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

Performance Level	EOY Goal (%)
Approaches Grade Level	75
Meets Grade Level	39
Masters Grade Level	8

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

8

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

2

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

Performance Level	EOY Goal (%)
Approaches Grade Level	78
Meets Grade Level	43
Masters Grade Level	9

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

Performance Level	EOY Goal (%)
Approaches Grade Level	63
Meets Grade Level	34
Masters Grade Level	6

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

Performance Level	EOY Goal (%)
Approaches Grade Level	75
Meets Grade Level	39
Masters Grade Level	8

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

8

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

2

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

No

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

8

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

4

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

8

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

4

Additional Info

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

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Upload additional documents (optional):

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