

Agenda of Public Hearing Meeting

The Board of Trustees Little Elm ISD

A Public Hearing Meeting of the Board of Trustees of Little Elm ISD will be held October 19, 2026, beginning at 5:30 PM in the Little Elm ISD Administration Building.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Call to Order Open Session in the Board Room at Little Elm ISD Administration Building on 400 Lobo Lane, Little Elm, Texas 75068.
2. Introduction and Roll Call
3. Turnaround Action Plan for School Improvement 3
Presenter: Ashley Holmes, Dr. Penny Tramel, and Jason Evans
4. Citizen Input
5. Board Comments
6. Adjournment

If, during the course of the meeting, the Board of Trustees should determine that a closed meeting should be conducted, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq. The meeting will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

Texas Government Code Section:

551.071	Private consultation with the Board's attorney.
551.072	Discussing purchase, exchange, lease, or value of real property.
551.073	Discussing negotiated contracts for prospective gifts or donations.
551.074	Discussing personnel or to hear complaints against personnel.
551.075	To confer with employees of the school district to receive information or to ask questions.
551.076	Considering the deployment, specific occasions, for or implementation of security personnel or devices.
551.082	Considering discipline of a public school child, or complaint or charge against personnel.
551.0821	Considering personally identifiable information

- 551.083 about public school student.
Considering the standards, guidelines, terms, or
conditions the board will follow, or will instruct its
representatives to follow, in consultation with
representatives of employees groups,
551.084 Excluding witnesses from a hearing.

Before any closed meeting is convened, the presiding officer will publicly identify the section or sections or the Act authorizing the closed meeting.

Should any final action, final decision, or final vote be required in the opinion of the School Board with regard to any matter considered in such closed or executive session, then the final action, final decision, or final vote shall be either:

- (a) in the open meeting covered by the Notice upon the reconvening of the public meeting, or
- (b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.

Superintendent

Original copy of this agenda was posted on the bulletin board at the Little Elm ISD Administration Building 72 hours prior to the scheduled meeting.

Sonia S. Flores

Public Hearing

Little Elm Independent School District

400 Lobo Lane

Little Elm, Texas 75068

Board Mtg. Date 10-19-2026	Reports of the Superintendent ☐	Action Item ☐	Consent Agenda Item ☐	Reports, Routine Monthly ☐	Other ☒
Subject:	TURNAROUND ACTION PLAN FOR SCHOOL IMPROVEMENT				
Presenter or Contact Person:	Ashley Holmes, Principal, Little Elm Elementary; Dr. Penny Tramel, Assistant Superintendent for Curriculum and Learning; Jason Evans, Director for Accountability, Assessment and Federal Programs				
Policy	TEC, 39A.057				
Summary:	This public hearing is to review and seek input for the Turnaround Action Plan for Little Elm Elementary School.				
Financial Implications:	No new or additional financial obligation is required due to this report.				
Attachments:	Turnaround Action Plan for Little Elm Elementary				
Recommendation:	None				
Motion:	None				

Little Elm Independent School District

Little Elm 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.

Yes

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

Yes

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

Yes

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

Yes

Please select the date of board approval for this plan:

October 19, 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:

[2026 Fall Feedback \(Responses\) - Google Sheets.pdf](#)

SI Strategy

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

Closure/Reassign

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

LIFT, Other

Please specify the other program:

Reading Academy Implementation with Region 11 and RBIS

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

LIFT

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

Region 11

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

7

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.

Cost is associated with the LIFT Grant, instructional materials, stipends, and manipulatives. We have spent \$12,446 on instructional materials from IMA; \$55,100 for an approved provider for Little Elm Elementary from the LIFT Grant; \$4,172 for manipulatives from our local fund and have budgeted \$19,200 for stipends for teachers to be paid from the LIFT 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?

We have received the LASO 4 LIFT Grant. We would utilize our print material funds and resource funds designated in IMA from the High Quality Instructional Material Allotment.

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

The district has changed the evaluator for elementary principals, thus DCSI for elementary schools has changed from the Deputy Superintendent for Safety and Security to the Assistant Superintendent for Curriculum and Learning. The campus has hired strategically for key grade levels and has restructured teams to impact student success in a positive manner.

Closure/Reassign

Will students remain enrolled in this campus through the end of the 26-27 School Year?

Yes

What will happen to the facility once the campus is closed?

Campus facility will remain empty for the next school year and will not be used for direct educational purposes

What is the total student population currently enrolled at the closing campus?

327

Please indicate the number of campuses that will be assigned students from the closing campus. A receiving campus is any campus enrolling students reassigned from the closing campus.

5

Please provide the required information regarding the campus(es) receiving students from the closed campus:

Instructions: Below, provide the most current data available for the campus(es) receiving reassigned students from the closing campus. This section will be repeated for the number of campuses receiving students, indicated in the previous question.

Receiving Campus 1

Campus Name

Lakewood Village Elementary

CDCN (include leading zeros, e.g. 002354675)

061914111

Does this receiving campus have a state accountability rating of A, B, or C?

Yes

How many students from the closing campus are being reassigned to this campus?

140

What percent of students from the closing campus will be assigned here? (whole number, e.g. 60)

55

What is the distance from the closing campus to this receiving campus? (whole miles, e.g. 3)

5

What percentage of teachers from the closing campus will be assigned to this campus?

33

What percentage of administrators from the closing campus will be assigned to this campus?

0

Adopted curriculum: K-5 Math

Bluebonnet Learning Math Grades K-5

Is this the K-5 Math curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

We will ensure instructional minutes through the master schedule.

Adopted curriculum: K-5 RLA

Other

Is this the K-5 RLA curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

We will ensure instructional minutes through the master schedule.

Adopted curriculum: 6-8 Math

Not applicable

Is this the 6-8 Math curriculum for the duration of the plan?

—

Adopted curriculum: 6-8 RLA

Not applicable

Is this the 6-8 RLA curriculum for the duration of the plan?

—

Adopted curriculum: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Is this the 9-12 Math curriculum for the duration of the plan?

—

Adopted curriculum: 9-12 RLA

Not applicable

Is this the 9-12 RLA curriculum for the duration of the plan?

—

If there are fewer than 165 instructional days at the receiving in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028?

N/A

Use the provided table to describe the receiving campus's assessment plan, including

the specific assessment tools that will be used (e.g., unit assessments, benchmarks, common formative assessments), whether it is a district or campus assessment, frequency, and how the results of the assessment will be used (purpose).

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Monthly	ccData will be tracked to determine Domain 1, Domain 2 and Domain 3 projections along with reteach and intervention groups.ddddddd
Other	NWEA	District	BOY/MOY/EOY	Data will be used to project domain 1, 2, and 3 projections along with grouping students for re-teach and intervention.

Please describe the Observation and Feedback Protocol at this receiving campus.

TEA LASO 4 LIFT Observation and feedback protocols for K-5 math and for language arts we will use the TEA agnostic tool, as well as STR walks with direct feedback and coaching to teachers.

Please describe how district and receiving campus leaders will consistently build instructional leadership capacity for key leadership roles—including principal managers, principals, administrative teams, instructional leadership teams, and teachers—and explain how the support provided will be monitored, differentiated, and adjusted in response to student learning outcomes.

We will participate in the LIFT 4 administrator coaching opportunities and accompanying training throughout the 2027-2028 year. Performance management meetings will be held with our Approved Provider and with the district and the campus administrator. The Science of Teaching Reading partnership will continue with Region 11 and feedback cycles after walks will be adhered to. Adjustments to support such as increased coaching and training, improvement on processes and SWAP meetings will be made as needed based on individual campus needs.

What is the differentiated capacity building plan related to supporting students in special populations for the consolidated student body?

Transition ARDs will be had on all special education students to ensure the receiving school knows the student's IEPs and schedule of services. Training will be provided for staff and administrators as needed to meet the needs of the special education students.

Will this campus implement a PLC structure?

Yes

How will PLCs be organized?

PLCs will meet weekly and be led by campus administration. For reading and math, the internalization process and lesson rehearsals will be utilized, as well as SWAP protocols will be followed. Documentation will be weekly agendas, district participation, and teacher pre-work with annotations and the creation of exemplars.

How frequently will PLCs occur?

PLCs will occur weekly.

Who will facilitate PLCs?

Campus administration will facilitate the PLCs and a gradual release model will be used as capacity is built in teacher leaders.

Who is required to attend PLCs?

Teachers and administrators will attend PLCs.

Please describe the PLC protocol used at this campus.

The TEA PLC protocol will be used including module internalization, lesson internalization, lesson rehearsal, and Student Work Analysis Protocol (SWAP) will be utilized.

PLC Agenda Upload

[Copy of LIFT PLC Agenda Template & Protocol-Specific Templates.pdf](#)

Receiving Campus 2

Campus Name

Brent Elementary

CDCN (include leading zeros, e.g. 002354675)

061914103

Does this receiving campus have a state accountability rating of A, B, or C?

No

If No, please explain why reassigned students could not be placed at a campus with a rating of A, B, or C:

Brent Elementary has room for students and is a natural fit for some of the students based on redrawn boundaries.

How many students from the closing campus are being reassigned to this campus?

38

What percent of students from the closing campus will be assigned here? (whole number, e.g. 60)

15

What is the distance from the closing campus to this receiving campus? (whole miles, e.g. 3)

2

What percentage of teachers from the closing campus will be assigned to this campus?

33

What percentage of administrators from the closing campus will be assigned to this campus?

0

Adopted curriculum: K-5 Math

Bluebonnet Learning Math Grades K-5

Is this the K-5 Math curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

We will ensure instructional minutes through the master schedule.

Adopted curriculum: K-5 RLA

Other

Is this the K-5 RLA curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

We will ensure instructional minutes through the master schedule.

Adopted curriculum: 6-8 Math

Not applicable

Is this the 6-8 Math curriculum for the duration of the plan?

—

Adopted curriculum: 6-8 RLA

Not applicable

Is this the 6-8 RLA curriculum for the duration of the plan?

—

Adopted curriculum: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Is this the 9-12 Math curriculum for the duration of the plan?

—

Adopted curriculum: 9-12 RLA

Not applicable

Is this the 9-12 RLA curriculum for the duration of the plan?

—

If there are fewer than 165 instructional days at the receiving in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028?

NA

Use the provided table to describe the receiving campus's assessment plan, including the specific assessment tools that will be used (e.g., unit assessments, benchmarks, common formative assessments), whether it is a district or campus assessment, frequency, and how the results of the assessment will be used (purpose).

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Monthly	Data will be used to project domain 1, 2, and 3 projections along with grouping students for re-teach and intervention.
Other	NWEA	District	BOY/MOY/EOY	Data will be used to project domain 1, 2, and 3 projections along with grouping students for re-teach and intervention.

Please describe the Observation and Feedback Protocol at this receiving campus.

TEA LASO 4 LIFT Observation and feedback protocols for K-5 math and for language arts we will use the TEA agnostic tool, as well as STR walks with direct feedback and coaching to teachers.

Please describe how district and receiving campus leaders will consistently build instructional leadership capacity for key leadership roles—including principal managers, principals, administrative teams, instructional leadership teams, and teachers—and explain how the support provided will be monitored, differentiated, and adjusted in response to student learning outcomes.

We will participate in the LIFT 4 administrator coaching opportunities and accompanying training throughout the 2027-2028 year. Performance management meetings will be held with our Approved Provider and with the district and the campus administrator. The Science of Teaching Reading partnership will continue with Region 11 and feedback cycles after walks will be adhered to. Adjustments to support such as increased coaching and training, improvement on processes and SWAP meetings will be made as needed based on individual campus needs.

What is the differentiated capacity building plan related to supporting students in special populations for the consolidated student body?

Transition ARDs will be had on all special education students to ensure the receiving school knows the student's IEPs and schedule of services. Training will be provided for staff and administrators as needed to meet the needs of the special education students.

Will this campus implement a PLC structure?

Yes

How will PLCs be organized?

PLCs will meet weekly and be led by campus administration. For reading and math, the internalization process and lesson rehearsals will be utilized, as well as SWAP protocols will be followed. Documentation will be weekly agendas, district participation, and teacher pre-work with annotations and the creation of exemplars.

How frequently will PLCs occur?

PLCs will occur weekly.

Who will facilitate PLCs?

Campus administration will facilitate the PLCs and a gradual release model will be used as capacity is built in teacher leaders.

Who is required to attend PLCs?

Teachers and administrators will attend PLCs, as well as math, reading, and EB specialists.

Please describe the PLC protocol used at this campus.

The TEA PLC protocol will be used including module internalization, lesson internalization, lesson rehearsal, and Student Work Analysis Protocol (SWAP) will be utilized.

PLC Agenda Upload

[Copy of LIFT PLC Agenda Template & Protocol-Specific Templates.pdf](#)

Receiving Campus 3

Campus Name

Glover Elementary

CDCN (include leading zeros, e.g. 002354675)

061914107

Does this receiving campus have a state accountability rating of A, B, or C?

Yes

How many students from the closing campus are being reassigned to this campus?

71

What percent of students from the closing campus will be assigned here? (whole number, e.g. 60)

28

What is the distance from the closing campus to this receiving campus? (whole miles, e.g. 3)

2

What percentage of teachers from the closing campus will be assigned to this campus?

33

What percentage of administrators from the closing campus will be assigned to this campus?

0

Adopted curriculum: K-5 Math

Bluebonnet Learning Math Grades K-5

Is this the K-5 Math curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

We will ensure instructional minutes through the master schedule.

Adopted curriculum: K-5 RLA

Other

Is this the K-5 RLA curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

We will ensure instructional minutes through the master schedule.

Adopted curriculum: 6-8 Math

Not applicable

Is this the 6-8 Math curriculum for the duration of the plan?

—

Adopted curriculum: 6-8 RLA

Not applicable

Is this the 6-8 RLA curriculum for the duration of the plan?

—

Adopted curriculum: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Is this the 9-12 Math curriculum for the duration of the plan?

—

Adopted curriculum: 9-12 RLA

Not applicable

Is this the 9-12 RLA curriculum for the duration of the plan?

—

If there are fewer than 165 instructional days at the receiving in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028?

NA

Use the provided table to describe the receiving campus's assessment plan, including the specific assessment tools that will be used (e.g., unit assessments, benchmarks, common formative assessments), whether it is a district or campus assessment, frequency, and how the results of the assessment will be used (purpose).

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Monthly	Data will be used to project domain 1, 2, and 3 projections along with grouping students for re-teach and intervention.
Other	NWEA	District	BOY/MOY/EOY	Data will be used to project domain 1, 2, and 3 projections along with grouping students for re-teach and intervention.

Please describe the Observation and Feedback Protocol at this receiving campus.

TEA LASO 4 LIFT Observation and feedback protocols for K-5 math and for language arts we will use the TEA agnostic tool, as well as STR walks with direct feedback and coaching to teachers.

Please describe how district and receiving campus leaders will consistently build instructional leadership capacity for key leadership roles—including principal managers, principals, administrative teams, instructional leadership teams, and teachers—and explain how the support provided will be monitored, differentiated, and adjusted in response to student learning outcomes.

We will participate in the LIFT 4 administrator coaching opportunities and accompanying training throughout the 2027-2028 year. Performance management meetings will be held with our Approved Provider and with the district and the campus administrator. The Science of Teaching Reading partnership will continue with Region 11 and feedback cycles after walks will be adhered to. Adjustments to support such as increased coaching and training, improvement on processes and SWAP meetings will be made as needed based on individual campus needs.

What is the differentiated capacity building plan related to supporting students in special populations for the consolidated student body?

Transition ARDs will be had on all special education students to ensure the receiving school knows the student's IEPs and schedule of services. Training will be provided for staff and administrators as needed to meet the needs of the special education students.

Will this campus implement a PLC structure?

Yes

How will PLCs be organized?

PLCs will meet weekly and be led by campus administration. For reading and math, the internalization process and lesson rehearsals will be utilized, as well as SWAP protocols will be followed. Documentation will be weekly agendas, district participation, and teacher pre-work with annotations and the creation of exemplars.

How frequently will PLCs occur?

PLCs will occur weekly.

Who will facilitate PLCs?

Campus administration will facilitate the PLCs and a gradual release model will be used as capacity is built in teacher leaders.

Who is required to attend PLCs?

Teachers and administrators will attend PLCs

Please describe the PLC protocol used at this campus.

The TEA PLC protocol will be used including module internalization, lesson internalization, lesson rehearsal, and Student Work Analysis Protocol (SWAP) will be utilized.

PLC Agenda Upload

[Copy of LIFT PLC Agenda Template & Protocol-Specific Templates.pdf](#)

Receiving Campus 4

Campus Name

Hackberry Elementary

CDCN (include leading zeros, e.g. 002354675)

061914105

Does this receiving campus have a state accountability rating of A, B, or C?

No

If No, please explain why reassigned students could not be placed at a campus with a rating of A, B, or C:

This campus offers the same Special Education program that the closing campus was offering.

How many students from the closing campus are being reassigned to this campus?

4

What percent of students from the closing campus will be assigned here? (whole number, e.g. 60)

2

What is the distance from the closing campus to this receiving campus? (whole miles, e.g. 3)

4

What percentage of teachers from the closing campus will be assigned to this campus?

0

What percentage of administrators from the closing campus will be assigned to this campus?

0

Adopted curriculum: K-5 Math

Bluebonnet Learning Math Grades K-5

Is this the K-5 Math curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

We will ensure instructional minutes through the master schedule.

Adopted curriculum: K-5 RLA

Other

Is this the K-5 RLA curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

We will ensure instructional minutes through the master schedule.

Adopted curriculum: 6-8 Math

Not applicable

Is this the 6-8 Math curriculum for the duration of the plan?

—

Adopted curriculum: 6-8 RLA

Not applicable

Is this the 6-8 RLA curriculum for the duration of the plan?

—

Adopted curriculum: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Is this the 9-12 Math curriculum for the duration of the plan?

—

Adopted curriculum: 9-12 RLA

Not applicable

Is this the 9-12 RLA curriculum for the duration of the plan?

—

If there are fewer than 165 instructional days at the receiving in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028?

NA

Use the provided table to describe the receiving campus's assessment plan, including the specific assessment tools that will be used (e.g., unit assessments, benchmarks, common formative assessments), whether it is a district or campus assessment, frequency, and how the results of the assessment will be used (purpose).

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Monthly	Data will be used to project domain 1, 2, and 3 projections along with grouping students for re-teach and intervention.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	NWEA	District	BOY/MOY/EOY	Data will be used to project domain 1, 2, and 3 projections along with grouping students for re-teach and intervention.

Please describe the Observation and Feedback Protocol at this receiving campus.

TEA LASO 4 LIFT Observation and feedback protocols for K-5 math and for language arts we will use the TEA agnostic tool, as well as STR walks with direct feedback and coaching to teachers.

Please describe how district and receiving campus leaders will consistently build instructional leadership capacity for key leadership roles—including principal managers, principals, administrative teams, instructional leadership teams, and teachers—and explain how the support provided will be monitored, differentiated, and adjusted in response to student learning outcomes.

We will participate in the LIFT 4 administrator coaching opportunities and accompanying training throughout the 2027-2028 year. Performance management meetings will be held with our Approved Provider and with the district and the campus administrator. The Science of Teaching Reading partnership will continue with Region 11 and feedback cycles after walks will be adhered to. Adjustments to support such as increased coaching and training, improvement on processes and SWAP meetings will be made as needed based on individual campus needs.

What is the differentiated capacity building plan related to supporting students in special populations for the consolidated student body?

Transition ARDs will be had on all special education students to ensure the receiving school knows the student's IEPs and schedule of services. Training will be provided for staff and administrators as needed to meet the needs of the special education students.

Will this campus implement a PLC structure?

Yes

How will PLCs be organized?

PLCs will meet weekly and be led by campus administration. For reading and math, the internalization process and lesson rehearsals will be utilized, as well as SWAP protocols will be followed. Documentation will be weekly agendas, district participation, and teacher pre-work with annotations and the creation of exemplars.

How frequently will PLCs occur?

PLCs will occur weekly.

Who will facilitate PLCs?

Campus administration will facilitate the PLCs and a gradual release model will be used as capacity is built in teacher leaders.

Who is required to attend PLCs?

Teachers and administrators will attend PLCs

Please describe the PLC protocol used at this campus.

The TEA PLC protocol will be used including module internalization, lesson internalization, lesson rehearsal, and Student Work Analysis Protocol (SWAP) will be utilized.

PLC Agenda Upload

[LIFT PLC Agenda.pdf](#)

Receiving Campus 5

Campus Name

Oak Point Elementary

CDCN (include leading zeros, e.g. 002354675)

061914108

Does this receiving campus have a state accountability rating of A, B, or C?

Yes

How many students from the closing campus are being reassigned to this campus?

—

What percent of students from the closing campus will be assigned here? (whole number, e.g. 60)

—

What is the distance from the closing campus to this receiving campus? (whole miles, e.g. 3)

6

What percentage of teachers from the closing campus will be assigned to this campus?

0

What percentage of administrators from the closing campus will be assigned to this campus?

0

Adopted curriculum: K-5 Math

Bluebonnet Learning Math Grades K-5

Is this the K-5 Math curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

We will ensure instructional minutes through the master schedule.

Adopted curriculum: K-5 RLA

Other

Is this the K-5 RLA curriculum for the duration of the plan?

Yes

How will the campus ensure that the minimum instructional minutes required to implement the curriculum are met?

We will ensure instructional minutes through the master schedule.

Adopted curriculum: 6-8 Math

Not applicable

Is this the 6-8 Math curriculum for the duration of the plan?

—

Adopted curriculum: 6-8 RLA

Not applicable

Is this the 6-8 RLA curriculum for the duration of the plan?

—

Adopted curriculum: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Is this the 9-12 Math curriculum for the duration of the plan?

—

Adopted curriculum: 9-12 RLA

Not applicable

Is this the 9-12 RLA curriculum for the duration of the plan?

—

If there are fewer than 165 instructional days at the receiving in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028?

NA

Use the provided table to describe the receiving campus's assessment plan, including the specific assessment tools that will be used (e.g., unit assessments, benchmarks, common formative assessments), whether it is a district or campus assessment, frequency, and how the results of the assessment will be used (purpose).

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Please describe the Observation and Feedback Protocol at this receiving campus.

TEA LASO 4 LIFT Observation and feedback protocols for K-5 math and for language arts we will use the TEA agnostic tool, as well as STR walks with direct feedback and coaching to teachers.

Please describe how district and receiving campus leaders will consistently build instructional leadership capacity for key leadership roles—including principal managers, principals, administrative teams, instructional leadership teams, and teachers—and explain how the support provided will be monitored, differentiated, and adjusted in response to student learning outcomes.

We will participate in the LIFT 4 administrator coaching opportunities and accompanying training throughout the 2027-2028 year. Performance management meetings will be held with our Approved Provider and with the district and the campus administrator. The Science of Teaching Reading partnership will continue with Region 11 and feedback cycles after walks will be adhered to. Adjustments to support such as increased coaching and training, improvement on processes and SWAP meetings will be made as needed based on individual campus needs.

What is the differentiated capacity building plan related to supporting students in special populations for the consolidated student body?

Transition ARDs will be had on all special education students to ensure the receiving school knows the student's IEPs and schedule of services. Training will be provided for staff and administrators as needed to meet the needs of the special education students.

Will this campus implement a PLC structure?

Yes

How will PLCs be organized?

PLCs will meet weekly and be led by campus administration. For reading and math, the internalization process and lesson rehearsals will be utilized, as well as SWAP protocols will be followed. Documentation will be weekly agendas, district participation, and teacher pre-work with annotations and the creation of exemplars.

How frequently will PLCs occur?

PLCs will occur weekly.

Who will facilitate PLCs?

Campus administration will facilitate the PLCs and a gradual release model will be used as capacity is built in teacher leaders.

Who is required to attend PLCs?

Teachers and administrators will attend PLCs

Please describe the PLC protocol used at this campus.

The TEA PLC protocol will be used including module internalization, lesson internalization, lesson rehearsal, and Student Work Analysis Protocol (SWAP) will be utilized.

PLC Agenda Upload

[LIFT 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	Product Academy Training School Improvement Training RBIS Math Academy Pilot Next Level Leadership Summit Embedded Approved Provider Training through PLCs and Observation/Coaching Feedback Cycles Learning for Leaders (monthly) targeted Bluebonnet training over leadership components and responsibilities. Data Training District Professional Learning with math components	Region 11; Director for Accountability & Assessment; Coordinator for Elementary Mathematics	Penny Tramel
Principal	Product Academy Training School Improvement Training RBIS Math Academy Pilot Next Level Leadership Summit Embedded Approved Provider Training through PLCs and Observation/Coaching Feedback Cycles Learning for Leaders (monthly) targeted Bluebonnet training over leadership components and responsibilities. Data Training District Professional Learning with math components	Region 11; Director for Accountability & Assessment; Coordinator for Elementary Mathematics	Ashley Holmes

Role	Training/PD Description	Delivered By	Attended By
Teacher	Product Academy Training RBIS Embedded Approved Provider Training through PLCs and Observation/Coaching Feedback Cycles Data Training District Professional Learning with math components	Region 11; Director for Accountability & Assessment; Coordinator for Elementary Mathematics	District Instructional Leadership Team
Other Campus Admin (Assistant Principals, Instructional Coaches)	Product Academy Training School Improvement Training RBIS Math Academy Pilot Embedded Approved Provider Training through PLCs and Observation/Coaching Feedback Cycles Learning for Leaders (monthly) targeted Bluebonnet training over leadership components and responsibilities.	Region 11	Alissa Royal; Michelle Wood

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

We have seasoned mentors that will work with our Year 1 and Year 2 teachers, in addition to their grade level teams supporting them, the campus administrators, and the Director for Professional Learning.

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?

We are using the Math Observation Tool from TEA for our math walks and we are using our STR walk we created in conjunction with Region 11.

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?

- EB strategies
- GT strategies
- STR training
- PLC training
- MTSS training

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?

All elementary school leaders will conduct at least 3 classroom observation and feedback cycles of Bluebonnet Learning Math instruction using the LIFT Math Observation Tool with each teacher per quarter.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

campus administrators

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

LIFT Math Observation Tool and data collected through Laserfiche tracker

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

Trainings for administrators, Learning for Leaders monthly trainings provided by Region 11 consultants. Observation and feedback cycles. Implementation facilitation, and lesson rehearsals.

Milestone 2

Description – What specific action or deliverable will be completed?

Teachers will receive ongoing, job-embedded math support through the process of the monthly observation and feedback cycles. School leaders will engage in co-observations and coaching sessions with their supervisors once per semester as part of their leader ongoing, job-embedded support.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

campus administrators, teachers, Assistant Superintendent of Curriculum and Learning

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

Observation and Feedback cycles.

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

Trainings for administrators, Learning for Leaders monthly trainings provided by Region 11 consultants. Observation and feedback cycles. Implementation facilitation, and lesson rehearsals.

Milestone 3

Description – What specific action or deliverable will be completed?

All teachers of mathematics, including Special Education teachers trained on Math Research-based Instructional Strategies (RBIS) and how Bluebonnet Learning Math instructional materials support RBIS.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Region 11

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

attendance rosters

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

Trainings for administrators, Learning for Leaders monthly trainings provided by Region 11 consultants. Observation and feedback cycles. Implementation facilitation, and lesson rehearsals.

Milestone 4

Description – What specific action or deliverable will be completed?

Administrators will join the Region 11 STR, Science of Teaching Reading, Implementation Specialist on three learning walks. During each debrief administrators will work with the Implementation Specialist, Tanya Kellerman, to determine next steps for campus professional development and individual teacher just in time training.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

All stakeholders

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

STR Walks data and Data Dashboard for districts and campus.

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

Trainings for administrators, Learning for Leaders monthly trainings. Observation and feedback cycles for administrators and teachers. Implementation facilitation, HMH Internalize and optimize protocols, and lesson rehearsals.

Milestone 5

Description – What specific action or deliverable will be completed?

STR Coaching: The campus will partner with Region 11 to provide STR coaching, Reading Academies implementation support, for targeted teachers.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

All campus stakeholders

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

STR coaching and feedback documents. District Data Dashboard provided by Region 11.

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

Trainings for administrators, Learning for Leaders monthly trainings. Observation and feedback cycles for administrators and teachers. Implementation facilitation, HMH Internalize and optimize protocols, and lesson rehearsals.

Milestone 6

Description – What specific action or deliverable will be completed?

Professional Learning: Teachers will attend Region 11 Training on District and Campus Professional Learning days.

The Elementary Reading Coordinator will partner with administration to provide just in time training throughout the school year.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

All stakeholders.

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

Professional Learning sign in sheets, reports from Strive.

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

Professional learning sessions will be prepared by the reading coordinator.

Milestone 7

Description – What specific action or deliverable will be completed?

Teachers create, manage and utilize reading data trackers for state, district, and curriculum based summative assessments to identify focus sub-populations so that domain 3, closing the gaps, goals can be met to achieve 2 or 3 points per demographic per category.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

All stakeholders.

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

Student and teacher data trackers.

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

Training on student goal setting, student led conferences, and data analysis protocols.

Milestone 8

Description – What specific action or deliverable will be completed?

Superintendent will conduct a minimum of three public meetings to educate the community on our situation and to garner input from parents and community.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent

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

Social Media announcements, Zoom link, Principal newsletter,

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

Technology for the social media posts and to conduct the Zoom opportunity for parents and the community to attend the meetings to give input.

Milestone 9

Description – What specific action or deliverable will be completed?

Decisions will be made about where students will attend school in the 2027-2028 school year since Little Elm Elementary will be closing.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent

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

Rosters of students and the schools they will attend in the 2027-2028 school year.

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

Demographic data, STAAR performance, teacher performance, receiving campus ratings, principal input

Milestone 10

Description – What specific action or deliverable will be completed?

Students and parents will know where students will attend in the 2027-2028 school year.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent, Principal

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

Communication to parents, school boundary lines

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

Demographic tool to show where households are located for considerations with transportation and student school placement

Milestone 11

Description – What specific action or deliverable will be completed?

Present to the School Board rational for closing of Little Elm Elementary

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent

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

Board Book, Board Meeting Agenda, Board Meeting Minutes

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

None

Milestone 12

Description – What specific action or deliverable will be completed?

Transfer ARDs and meetings will be held for all special education students attending their program at another school and for all 504 students

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principals, Special Education Teachers

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

ARD and 504 meeting minutes

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

No specialized training is needed.

Milestone 13

Description – What specific action or deliverable will be completed?

Make decisions about what campuses teachers from the closing school will be transferred to in the 2027-2028 school year

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent

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

Roster of teacher placements, Survey of teacher preferences, teacher STAAR data, T-TESS data

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

Strive housing the teacher evaluations, Edugence housing student performance data and reports on individual teacher data

Milestone 14

Description – What specific action or deliverable will be completed?

Identify and track the performance of former Little Elm Elementary students at their new campuses to ensure their needs are being met and they are demonstrating academic growth. We will do this through establishing and utilizing a tracker using adding a local identifier in our Focus so student data can be viewed as a cohort.

The district will establish and maintain a former LEE student cohort tracker to monitor the academic performance and growth of reassigned students at each receiving campus. Student progress will be reviewed monthly using curriculum-based assessments, NWEA, intervention data, and other district measures to identify students needing additional support and ensure timely instructional adjustments.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Superintendent, Director for Accountability & Assessment, and Federal Programs, Assistant Superintendent for Curriculum & Learning, Principals, Teachers

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

PLC agendas, MTSS meeting minutes, Cohort tracker, student data reports

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

None

Milestone 15

Description – What specific action or deliverable will be completed?

The Superintendent will conduct a minimum of three public meetings to inform the community about the planned closure of Little Elm Elementary, gather parent and community input, and present the rationale for closure to the School Board for formal consideration and action.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent; Principal; DCSI; Director for Accountability

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

Public meeting notices and communications; social media announcements; Zoom/meeting links; principal newsletters; stakeholder feedback records; Board Book materials; Board agenda; Board meeting minutes.

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

Communication technology and meeting platforms; demographic and accountability data; presentation materials; stakeholder feedback collection tools; district communication support.

Milestone 16

Description – What specific action or deliverable will be completed?

District and campus leaders will determine student placements for the 2027-2028 school year, communicate each students receiving campus and updated boundary information to families.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent; Principal; Teachers; DCSI; Assistant Superintendent for C&I; Director for Accountability

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

Receiving-campus student rosters; family communications; updated boundary maps

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

Demographic and boundary tools; STAAR and student-performance data; receiving-campus accountability information; transportation/placement information.

Milestone 17

Description – What specific action or deliverable will be completed?

District leaders will determine the campuses to which teachers from Little Elm Elementary will be transferred for the 2027-2028 school year using staffing needs, teacher preferences, evaluation information, student performance data, and principal input.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent; Principal; DCSI; Assistant Superintendent for C&I; Director for Accountability

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

Teacher placement roster; teacher preference survey results; T-TESS/evaluation data; teacher-level student performance data; documented staffing decisions and receiving-campus assignments.

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

Strive evaluation data; Edugence/student performance reports; staffing and vacancy information; teacher preference survey tools; principal input and district HR/staffing coordination.

Milestone 18

Description – What specific action or deliverable will be completed?

Principals will conduct transition ARDs/meetings for students receiving special education services and meetings for students served through Section 504.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principals and Teachers

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

ARD and 504 meeting minutes; transition documentation; records showing special-program/service continuity at receiving campuses.

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

IEP/504 records; transition-planning data and staff time

Milestone 19

Description – What specific action or deliverable will be completed?

The district will establish the structure for a "former" Little Elm Elementary student cohort tracker, including a local identifier in Focus, so reassigned students can be monitored as a defined cohort across receiving campuses beginning in the 2027-2028 school year.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Director for Accountability; Superintendent; Assistant Superintendent for C&I; DCSI; Principals

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

Operational cohort tracker; local cohort identifier in Focus; verified roster/crosswalk of former LEE students and receiving campuses; baseline student data loaded and available to know where students are academically and behaviorally when they start the 2027 school year.

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

Focus/SIS access and configuration support; receiving-campus rosters; student data files; accountability/data staff support; common definitions and procedures for maintaining the cohort.

Milestone 20

Description – What specific action or deliverable will be completed?

Little Elm Elementary will partner with Region 11 to strengthen Science of Teaching Reading (STR) and Reading Academies implementation through three learning walks with debriefs, targeted STR coaching for teachers, professional learning during district and campus training days, and ongoing just-in-time support from the Region 11 STR Implementation Specialist and the Reading Coordinator. Learning-walk and coaching data will be used to determine next steps for campus professional learning and individual teacher support.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Teachers; Reading Coordinator; DCSI; Assistant Superintendent for C&I

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

STR learning-walk data and dashboard; debrief notes; STR coaching and feedback documents; professional-learning sign-in sheets; Strive reports; documented next steps for campus and individual teacher support.

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

Region 11 STR implementation support; Reading Academies implementation support; HMH internalize/optimize protocols; lesson rehearsals; coaching and feedback cycles; just-in-time professional learning prepared with the Reading Coordinator.

Milestone 21

Description – What specific action or deliverable will be completed?

Teachers will create, manage, and use reading data trackers for state, district, and curriculum-based summative assessments to identify focus student groups and monitor progress toward Domain 3 closing-the-gaps goals.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Teachers; Reading Coordinator; Director for Accountability

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

Student and teacher reading data trackers; PLC/data-meeting agendas; subgroup progress reports; student goal-setting artifacts; documented instructional or intervention responses based on the data.

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

Training on student goal setting; student-led conferences; reading data-analysis protocols; access to state, district, and curriculum assessment data; coaching from the Reading Coordinator and accountability staff.

Milestone 22

Description – What specific action or deliverable will be completed?

School leaders will implement ongoing observation and feedback cycles using the LIFT Math Observation Tool to support effective Bluebonnet Learning Math implementation. Leaders will conduct at least three classroom observation and feedback cycles with each teacher per quarter, provide job-embedded support based on the feedback, and engage in co-observations and coaching with their supervisors once per semester.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Teachers; Math Coordinator; DCSI; Assistant Superintendent for C&I

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

Completed LIFT Math Observation Tools; Laserfiche observation data; feedback/action-step documentation; coaching logs; co-observation records; evidence of follow-up on identified action steps.

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

Training on the LIFT Math Observation Tool and Companion Guide; Learning for Leaders; observation-and-feedback calibration; coaching support; implementation facilitation; lesson rehearsals and PLC follow-up.

Milestone 23

Description – What specific action or deliverable will be completed?

Regular Math unit and lesson internalization will occur in collaborative teams and/or individually with campus administrators to identify student look fors, likely misconceptions, and supports for all learners.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Teachers; Math Coordinator; DCSI; Assistant Superintendent for C&I

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

Module and lesson annotations; PLC agendas; teacher exemplars; lesson-rehearsal artifacts; evidence that anticipated misconceptions and learner supports are identified before instruction.

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

Bluebonnet Learning unit and lesson internalization training; PLC protocols; lesson-rehearsal structures; just-in-time coaching from the Math Coordinator and Region 11/LIFT support.

Milestone 24

Description – What specific action or deliverable will be completed?

Teachers and leaders will use curriculum-embedded Math assessments (including Exit Tickets) during PLCs to analyze student work, identify trends in high-leverage standards and student errors, and plan responsive instruction. Teachers will also create, manage, and use math data trackers for state, district, and curriculum-based summative assessments to identify focus student groups and monitor progress toward Domain 3 closing-the-gaps goals.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Teachers; Math Coordinator; Director for Accountability

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

PLC agendas; student work analysis/SWAP artifacts; responsive instructional plans; math data trackers; assessment trend reports showing identified student groups and planned instructional responses.

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

SWAP and PLC training; data-analysis protocols; just-in-time coaching from the Math Coordinator and Region 11/LIFT support; access to district and curriculum assessment data and reporting tools.

Milestone 25

Description – What specific action or deliverable will be completed?

All teachers of mathematics, including Special Education teachers, will complete Math RBIS 2 training and apply the research-based instructional strategies within Bluebonnet Learning Math. Campus leaders will monitor implementation through PLCs, classroom observations, and feedback cycles.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principals; Teachers; Math Coordinator; DCSI; Assistant Superintendent for C&I

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

Math RBIS 2 attendance/completion records; PLC agendas and planning artifacts; lesson annotations; classroom observation evidence; feedback/action steps tied to RBIS 2 implementation.

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

Region 11 Math RBIS 2 training; Bluebonnet Learning resources; follow-up coaching; PLC implementation support; observation-and-feedback tools and calibration.

Milestone 26

Description – What specific action or deliverable will be completed?

District and receiving-campus leaders will monitor the academic performance and growth of former Little Elm Elementary students as a defined cohort using curriculum-based assessments, NWEA, intervention data, attendance, student-group performance, and other district measures. Leaders will review the data regularly to identify trends and students needing additional support and make timely adjustments to instruction, intervention, staffing, coaching, or other resources based on identified needs.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Superintendent; Principals; Teachers; DCSI; Assistant Superintendent for C&I; Director for Accountability

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

Updated cohort tracker; monthly/periodic cohort data reports; PLC and MTSS/data-meeting minutes; intervention and adjustment logs; subgroup and growth reports; documentation of changes made in response to cohort data.

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

Focus cohort identifier; curriculum-based assessment and NWEA data; intervention and attendance dashboards; common cross-campus data-review protocols; scheduled time for district/receiving-campus data reviews.

Milestone 27

Description – What specific action or deliverable will be completed?

Receiving campuses will participate in collaborative PLC and instructional-calibration opportunities focused on consistent implementation of high-quality instructional materials, lesson internalization, student work analysis, and response to student learning. Campus and district leaders will use these opportunities to identify effective practices, address implementation gaps, and strengthen instructional consistency across campuses serving former Little Elm Elementary students.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principals; Teachers; Math Coordinator; Reading Coordinator; DCSI; Assistant Superintendent for C&I

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

Cross-campus PLC agendas and attendance; calibration protocols; common exemplars; student work analysis artifacts; documented implementation trends; cross-campus action steps and follow-up evidence.

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

Protected cross-campus collaboration time; common PLC/internalization protocols; HQIM materials and companion resources; shared data access; facilitation/coaching from district coordinators and Region 11 partners.

Milestone 28

Description – What specific action or deliverable will be completed?

PLCs will identify opportunities for students to apply reading, writing, academic vocabulary, problem solving, and evidence-based thinking across content areas. Student work and formative data will be reviewed to determine the effectiveness of these cross-curricular connections and guide instructional adjustments.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principals; Teachers; Math Coordinator; Math Coordinator; Reading Coordinator; DCSI; Assistant Superintendent for C&I

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

Cross-curricular PLC plans and agendas; lesson/unit plans showing intentional connections across content areas; student work samples; walkthrough evidence; formative-assessment results; documented instructional adjustments based on student evidence.

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

Collaborative planning time; standards-alignment and curriculum documents; shared exemplars; academic vocabulary and writing resources; coaching from Math and Reading Coordinators; PLC facilitation support.

Milestone 29

Description – What specific action or deliverable will be completed?

The district and receiving campuses will continue their partnership with Region 11 to strengthen instructional practice in Reading and Math through coordinated professional learning, implementation support, instructional coaching, learning walks, PLC support, and observation and feedback opportunities. Region 11 and district leaders will collaboratively use implementation and student outcome data to determine areas for continued support 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?

Principals; Teachers; Math Coordinator; Reading Coordinator; DCSI; Assistant Superintendent for C&I

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

Joint professional-learning/coaching calendar; sign-in sheets; coaching logs; learning-walk data; PLC artifacts; implementation data; documented action plans and follow-up support resulting from collaborative reviews.

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

Region 11 Reading and Math specialists/coaches; protected professional-learning and PLC time; implementation tools; curriculum resources; student and implementation data dashboards; district coordination support.

Milestone 30

Description – What specific action or deliverable will be completed?

The district will continue partnering with Region 11 to conduct Science of Teaching Reading learning walks, with an increased focus on comprehension and writing instruction in grades 3-5. Learning-walk evidence and debriefs will be used to identify instructional trends, determine next steps for professional learning, and provide targeted support to teachers and campus leaders.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principals; Teachers; Reading Coordinator; DCSI; Assistant Superintendent for C&I

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

STR learning-walk forms and trend reports; grades 3-5 comprehension and writing look-for data; debrief notes; teacher/campus action steps; student writing samples; formative comprehension data showing areas of growth and need.

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

Region 11 STR Implementation Specialist; agreed-upon comprehension and writing look-fors; professional learning on comprehension/writing; curriculum internalization support; coaching and lesson-rehearsal opportunities.

Milestone 31

Description – What specific action or deliverable will be completed?

Teachers will intentionally incorporate opportunities for students to develop and use academic language across content areas, including listening, speaking, reading, and writing. Campus and district leaders will monitor implementation and use TELPAS data, classroom evidence, and formative assessment data to evaluate English learner language development and identify areas requiring additional instructional support.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principals; Teachers; Reading Coordinator; DCSI; Assistant Superintendent for C&I; Director for Accountability

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

TELPAS proficiency and growth reports; student language-growth data by domain; lesson/PLC artifacts showing language objectives and academic-language opportunities; student work samples; walkthrough evidence; documented instructional responses to TELPAS trends.

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

EB instructional strategies; TELPAS administration/data-analysis training; academic-language development protocols and resources; classroom language supports; time for PLC review of TELPAS and formative language data.

Milestone 32

Description – What specific action or deliverable will be completed?

Campus leaders will implement a process for tiering teachers based on instructional implementation, observation evidence, and student learning data. The frequency and intensity of observation, feedback, and coaching cycles will be differentiated according to each teacher's identified tier of support. Teacher tiers will be reviewed periodically and adjusted as evidence of implementation and instructional effectiveness changes.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principals; Teachers; Math Coordinator; Reading Coordinator; DCSI; Assistant Superintendent for C&I

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

Teacher tiering criteria/matrix; current teacher tier roster; differentiated observation and coaching schedule; observation/feedback logs; action steps; documentation of teacher movement between tiers based on evidence.

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

Calibration on tiering criteria; observation-and-feedback protocols; LIFT Math Observation Tool and reading observation tools; coaching training; student learning and implementation data; leadership calibration/co-observation time.

Performance Management

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

At the campus, teachers are meeting as a PLC weekly. Scheduled data meetings occur monthly.

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

The campus Principal, Assistant Principal, Math Coordinator, Reading Coordinator, Superintendent, Assistant Superintendent for Curriculum & Learning, and Director of Accountability will work together to ensure progress is being made in each of the milestones described previously.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

The Campus Improvement Team will come together monthly to review data and the DCSI will have individual meetings with the principal. Region 11 and district STR data will be collected in a dashboard and Google forms; Bluebonnet data tracking with the Approved Provider will be utilized,

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

Individual meetings with principals with the DCSI and

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	75
Meets Grade Level	50
Masters Grade Level	25

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

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	40
Masters Grade Level	20

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

Performance Level	EOY Goal (%)
Approaches Grade Level	73
Meets Grade Level	45
Masters Grade Level	22

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	52
Masters Grade Level	28

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

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	40
Masters Grade Level	20

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

Performance Level	EOY Goal (%)
Approaches Grade Level	73
Meets Grade Level	45
Masters Grade Level	22

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

16

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?

20

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

7

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?

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)

In year two, the campus will be closed.

Upload additional documents (optional):

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