

West Rusk CISD

West Rusk Intermediate School

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

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

—

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.

—

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

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

—

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

—

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

—

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

—

Please select the date of board approval for this plan:

—

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

—

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?

Other, Texas Instructional Leadership

Please specify the other program:

For the 2026–27 school year, West Rusk Intermediate is partnering with Region VII Education Service Center to complete an Effective Schools Framework (ESF) campus diagnostic and participate in the Foundational Leadership of Instructional Practices and Systems (FLIPS) program. The principal and assistant principal also plan to participate in Texas Instructional Leadership (TIL) training. The ESF diagnostic will review campus instructional systems and identify priority areas for improvement. Through FLIPS, campus and district leaders will strengthen leadership practices, clarify responsibilities, and establish routines for monitoring implementation and student outcomes. TIL training will focus on observation and feedback, data-driven instruction, schoolwide culture routines, and materials internalization and alignment. Together, these supports will guide curriculum implementation, teacher coaching, PLCs, and instructional adjustments throughout the school year.

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

Other

Please specify the other program:

The district is interested in the following LASO Cycle 5 opportunities to support campus improvement: School Improvement Curriculum and Instruction Support Grant (SI CISG): To strengthen implementation of eligible, non-Bluebonnet high-quality instructional materials in reading and math. The district would seek support for teacher professional learning, curriculum implementation, and instructional leadership aligned to campus improvement priorities. Additional Days School Year Planning and Execution Program (ADSY PEP): To explore additional instructional time through summer learning. This opportunity would support planning an extended learning program that provides targeted instruction and enrichment to address student learning needs. Math Supplemental Curriculum for School Improvement (MSC for SI): To provide eligible students with access to TEKS-aligned online supplemental math resources, along with teacher training and implementation support. These resources would complement classroom instruction, address skill gaps, and provide progress data to guide intervention.

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

Other, Region 7, District Staff

Please specify the other organization:

West Rusk Intermediate is partnering with Region VII Education Service Center to build leadership and teacher capacity and support our school improvement strategy. The ESF campus diagnostic will help identify priority needs, while FLIPS will help leaders establish effective instructional systems and monitoring routines. A Region VII Strategic Integration Liaison will support the development and implementation of MTSS, strengthening staff skills in identifying student needs, planning interventions, and monitoring progress. The principal and assistant principal also plan to participate in TIL training to strengthen coaching, feedback, data use, and curriculum implementation. These partnerships will help campus staff develop and sustain effective practices.

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

1

What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.

Kaitlyn Milby - Director of Curriculum, Instruction, and Testing, District Coordinator of School Improvement, 50%

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Region VII Education Service Center will serve as West Rusk Intermediate's external capacity-building partner. Its Center for Effective Schools has experience supporting districts and campuses with Effective Schools Framework diagnostics, school improvement planning, and instructional leadership development. Region VII will use that experience to help us identify priority needs, strengthen leadership practices through FLIPS, and monitor implementation of our improvement strategy. A Region VII Strategic Integration Liaison will also support the development of our MTSS process.

Our District Coordinator of School Improvement (DCSI) will coordinate the district's work with Region VII and monitor progress at the campus. Although the DCSI has not previously led a campus turnaround, Region VII will provide school improvement guidance and coaching as we implement the plan. Our district also contracts with a retired Assistant Superintendent who has extensive experience in campus turnaround and school improvement. Through four visits, she will conduct campus walks with district and campus administrators, in addition to providing mentoring and coaching of leadership team members and classroom teachers.

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.

Total \$16537. \$650 local funds - Region VII Admin Leadership Coop membership; \$2000 Texas Instructional Leadership sessions - 4 sessions each for AP and Principal (EMAT funding or local); \$8400 Savvas Envision+ Math 3-5 Curriculum Resources and Materials (IMRA); \$828 Savvas Envision+ Blue for Special Populations (EMAT); \$800 Math180 Training session (EMAT); \$2364 Writable for HMH Into Reading 3-5 (EMAT); \$800 Writable for Into Reading 2 - HR Training (EMAT); \$695 IXL Elevate Implementation Training

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 receive approval to utilize EMAT funds for professional development, we will utilize local funds to cover this cost.

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

West Rusk ISD will prioritize staff time and instructional resources for West Rusk Intermediate based on the needs identified through the Region VII ESF diagnostic and ongoing student data. The district will protect weekly common planning time so grade-level teams, special education staff, and other support staff can plan instruction, review student work, and respond to assessment results together. Campus leaders will focus their observation and feedback time on the instructional priorities identified in the TIP.

The campus will use its intervention schedule and MTSS process to direct support toward students and grade levels with the greatest academic needs. Region VII's Strategic Integration Liaison will help the campus strengthen that process, while FLIPS support will help leaders monitor whether the changes are being implemented and improving student outcomes. As needs become clearer, the district will review staff assignments, professional development, materials, and intervention resources and adjust them to provide proportionate support to West Rusk Intermediate.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Other

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

No

What new curriculum will be adopted for: K-5 Math?

Other

When will the district adopt the new curriculum for: K-5 Math?

October 1, 2026

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

225

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

Other

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?

450

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

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

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

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

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

167

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

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	Renaissance STAR Math	Campus	BOY/MOY/EOY	Renaissance Star Math will be used as a universal screener to identify students needing additional support and track growth over time. Results will guide instructional planning, intervention grouping, and adjustments to student support.
Other	Renaissance STAR Reading	Campus	BOY/MOY/EOY	Renaissance STAR Reading will be used as a universal screener to identify students needing additional support and track growth over time. Results will guide instructional planning, intervention grouping, and adjustments to student support.
Curriculum Based Assessment		District	Monthly	CBAs will assess student mastery of the content-area TEKS taught during each six-week period. Results will identify learning gaps and guide reteaching, intervention, and enrichment.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	Renaissance STAR Progress Monitoring	Campus	Weekly	Renaissance Star progress monitoring will be used to track growth for students identified for MTSS support. Results will help determine whether interventions are effective and guide adjustments to instruction and support.
STAAR Released Test		Campus	Semester	STAAR released tests will be used to assess student readiness, identify strengths and gaps in grade-level TEKS, and measure progress toward student outcome goals through comparison with historical data. Results will guide targeted review, reteaching, and intervention before the state assessment.

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

West Rusk Intermediate will monitor student growth through a consistent cycle of assessment, data review, instructional response, and follow-up. Teachers and campus leaders will use beginning-, middle-, and end-of-year Renaissance Star results to measure growth in reading and math. They will also use classroom assessments, district common assessments (CBAs), and STAAR data to identify progress on grade-level TEKS.

Assessment results will be tracked by student, grade level, content area, and student group using Renaissance Star reports and DMAC. During regular grade-level data meetings, teachers will review growth since the previous assessment, identify skills students have and have not mastered, examine student work, and plan reteaching, enrichment, or intervention. The campus leadership team will review the same data to identify trends across classrooms and determine where teachers need additional instructional support.

For students receiving intervention, the campus will document the targeted skill, support provided, and progress-monitoring results through its developing MTSS process. Teams will review those results regularly to determine whether the intervention is working or needs to be adjusted. This cycle will allow the campus to monitor both overall student growth and the progress of students who need additional support throughout the school year.

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

West Rusk Intermediate will use a Multi-Tiered System of Supports (MTSS) to identify students who are below grade level and provide support in addition to grade-level instruction. Teachers will use Renaissance Star results, district common assessments (CBAs), classroom work, and STAAR data to identify specific skill gaps. During scheduled intervention time, students will receive targeted small-group instruction, practice, and reteaching based on those needs. Teachers will check progress regularly and adjust groupings and instruction when students are ready for different support.

Grade-level instruction will remain the foundation for all students. Teachers will use the adopted RLA and math materials, provide appropriate scaffolds, and review student work in grade-level meetings to determine what to reteach or extend. Students receiving special education services will receive the instruction, accommodations, and services specified in their IEPs. Teachers will also implement applicable Section 504 plans and provide language supports for emergent bilingual students. General education, special education, and other support staff will collaborate so interventions address students' academic needs while maintaining access to grade-level content.

With support from Region VII's Strategic Integration Liaison, the campus will strengthen its MTSS procedures for documenting interventions, monitoring student response, and deciding when support should be continued, changed, or intensified.

Will the campus implement a PLC structure?

Yes

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

Teachers will collaborate in grade-level teams, with periodic meetings across grade levels for teachers who teach the same subject to align instruction and address student needs.

How frequently will PLCs occur?

Grade-level PLCs will meet weekly, and vertical content-area teams will meet quarterly to align instruction across grade levels.

Who will facilitate PLCs?

The principal and assistant principal will facilitate PLC meetings, with guest presenters invited as needed to provide support with lesson internalization, instructional strategies, student data analysis, and intervention planning. Presenters may include Region VII specialists, curriculum representatives, or district staff with expertise in the topic.

Who is required to attend PLCs?

All teachers, including special education, bilingual, and ESL staff, are required to attend at least one 45-minute common planning/PLC period each week.

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

As outlined in the PLC protocols milestone, the campus will establish a common agenda for reviewing previous action steps, analyzing student data, internalizing upcoming lessons, and planning instructional adjustments. Meetings will conclude with documented action steps, responsibilities, and follow-up dates. The principal and assistant principal will model and guide implementation of the protocols.

Upload PLC agenda (optional):

—

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			

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

Teachers and leaders with less than two years of experience in their role and/or those identified as needing additional support through observation, student performance data, or evaluation will receive differentiated professional learning and coaching based on identified areas of need. Supports may include modeling, observation of effective peers, co-planning, targeted professional development through our education service center, additional feedback cycles, and support with instructional planning and implementation. Campus and district leaders will use walkthrough data, student performance data, and teacher self-reflection to determine individual support needs and monitor progress. Professional learning will be differentiated rather than delivered as a one-size-fits-all approach, with additional frequency and intensity of support provided when data indicate a need.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Campus and district leaders will conduct regular classroom walkthroughs to monitor the implementation of professional learning, instructional practices, and campus priorities. Walkthroughs will focus on effective classroom management, student engagement, instructional quality, and alignment to curriculum expectations. Feedback will be timely, specific, and actionable to support continuous improvement. Walkthrough data will also be reviewed to identify campus-wide trends, celebrate strengths, guide professional learning, and provide targeted support to teachers.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Weekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Teachers and administrators will receive ongoing, job-embedded support to strengthen their capacity to meet the needs of students in special populations and students requiring additional academic or behavioral support. A primary component of this work is the development and implementation of a campus-wide Multi-Tiered System of Supports (MTSS) in partnership with ESC Region 7.

ESC Region 7 has provided a series of differentiated MTSS training sessions beginning with district and campus leadership, followed by campus leadership and interventionists, and then the full Intermediate staff with grade-level breakout sessions. Continued MTSS support will focus on strengthening Tier 1 instruction, identifying student needs through multiple data sources, selecting appropriate interventions, monitoring student progress, and adjusting supports based on student response.

Teachers have also received training on instructional and intervention resources that support differentiated student needs. This includes Lowman STAAR Blitz for test prep, HMH Math 180 for targeted mathematics intervention and IXL for adaptive practice, individualized learning plans, and use of student performance feedback to inform instructional decisions. Additional professional learning is scheduled for Writable, integrated with the campus HMH Reading Language Arts curriculum, to support writing instruction, practice, and feedback.

Milestones

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

key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

The Campus Leadership Team (CLT) will develop a teacher support tier system based on student achievement data and teacher experience to prioritize time and resources where they can have the greatest impact.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

The principal and assistant principal will lead the development of tiering criteria and teacher placements. CLT members will review student achievement data and teacher experience to help identify support needs and prioritize resources.

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

Evidence of completion will include written tiering criteria, a confidential roster assigning all teachers to support tiers, and a support schedule showing how leadership time and resources will be allocated based on teacher needs.

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

The CLT will need Texas Instructional Leadership training in data-driven instruction and observation and feedback through Region VII. Additional support will include access to student achievement data, tiering and scheduling templates, and dedicated time to assign teacher tiers and plan support.

Milestone 2

Description – What specific action or deliverable will be completed?

The CLT will use teacher support tiers to assign each teacher to an evaluator. Assignments will consider teacher needs, evaluator expertise, and workload to ensure teachers receive consistent

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

The principal and assistant principal will determine evaluator assignments with district leadership support.

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

Evidence will include a confidential roster identifying each teacher's support tier and assigned evaluator, along with an observation and coaching schedule aligned to teacher needs.

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

Campus leadership will need the teacher tier roster, evaluator availability and workload information, district guidance on evaluator assignments, and protected time for observations and coaching.

Milestone 3

Description – What specific action or deliverable will be completed?

The CLT will establish and follow a regular schedule of classroom observations and walkthroughs based on teacher support tiers and student data. Teachers with greater needs will receive more frequent walkthroughs and focused feedback.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

The principal and assistant principal will develop the schedule, conduct observations and walkthroughs, and provide feedback, with CLT input on teacher support needs.

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

Evidence will include a walkthrough schedule aligned to teacher tiers, completed classroom observation and walkthrough logs, and documented feedback and follow-up actions.

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

The CLT will need training on observation and feedback, common classroom observation and walkthrough tools, access to teacher support plans and student data, and protected time for walkthroughs and follow-up coaching.

Milestone 4

Description – What specific action or deliverable will be completed?

The CLT will select a common walkthrough tool to consistently document classroom instruction, teacher feedback, and follow-up actions. The principal and assistant principal will use the tool to identify trends and teacher support needs.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

The principal and assistant principal will lead tool selection with CLT input.

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

Evidence will include the selected walkthrough tool, documented expectations for its use, and completed walkthrough records.

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

The CLT will need sample walkthrough tools, district input, and training on using the selected tool.

Milestone 5

Description – What specific action or deliverable will be completed?

The CLT will participate in a calibration walk with district leadership using the common walkthrough tool. Leaders will observe the same classrooms, compare evidence, and agree on instructional strengths, areas for growth, and teacher feedback

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

The CLT and district leadership will conduct the calibration walk and debrief findings.

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

Evidence will include a calibration walk agenda, completed walkthrough tools, and debrief notes documenting agreed-upon findings and feedback.

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

Leaders will need the common walkthrough tool, a scheduled time to visit classrooms together, and protected time to compare findings and calibrate feedback.

Milestone 6

Description – What specific action or deliverable will be completed?

The principal and assistant principal will lead student data dives with core teachers after each CBA to identify learning gaps and create or adjust intervention groups. Teachers will identify targeted skills, plan support, and monitor student progress to determine when groups or instruction need to change.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

The principal and assistant principal will facilitate data dives in partnership with a Region VII MTSS specialist. Core teachers, with special education and intervention staff as appropriate, will plan and provide targeted support and monitor student progress.

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

Evidence will include completed data-dive agendas, CBA skill analyses, updated intervention group rosters, intervention plans, and progress-monitoring records documenting adjustments.

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

Campus leaders and teachers will need guidance from a Region VII MTSS specialist, access to CBA reports, common data-review and intervention-planning tools, targeted intervention materials, and protected time to review data and monitor student progress.

Milestone 7

Description – What specific action or deliverable will be completed?

The CLT will establish a regular PLC schedule with protected meeting times focused on student data, instructional planning, and teacher support.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

The principal and assistant principal will develop the schedule and facilitate meetings. Teachers will participate in assigned PLCs.

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

Evidence will include a published PLC calendar identifying meeting times and participating teachers, along with attendance records documenting meetings held.

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

Campus leadership will need teacher schedules, protected collaboration time, and district support for scheduling.

Milestone 8

Description – What specific action or deliverable will be completed?

The CLT will establish common PLC protocols for reviewing student data, planning instruction, and documenting next steps. They will model and guide teachers in using the protocols during PLC meetings.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

The principal and assistant principal will develop and facilitate the PLC protocols. Teachers will use them to guide collaboration and instructional planning.

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

Evidence will include written PLC protocols, common agenda and notes templates, and completed meeting records showing data reviewed, instructional decisions, and assigned action steps.
meeting times and participating teachers, along with attendance records documenting meetings held.

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

Campus leadership will need teacher schedules, protected collaboration time, and district support for scheduling.

Milestone 9

Description – What specific action or deliverable will be completed?

The principal and assistant principal will coordinate RBIS training for all reading and math teachers to strengthen instruction and support effective use of campus curriculum. Teachers will apply the strategies in lesson planning and classroom instruction.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

The principal and assistant principal will coordinate training and monitor implementation. Reading and math teachers will participate and apply the strategies.

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

Evidence will include training agendas, attendance records showing participation by all reading and math teachers, lesson plans incorporating RBIS, and walkthrough notes documenting classroom implementation.

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

The campus will partner with Region VII to provide RBIS training. Teachers will need training materials, access to campus curriculum, protected training and planning time, and follow-up coaching.

Milestone 10

Description – What specific action or deliverable will be completed?

The principal and assistant principal will participate in Texas Instructional Leadership training through Region VII focused on observation and feedback and data-driven instruction. They will apply the training to strengthen walkthroughs, teacher coaching, and PLC facilitation.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

The principal and assistant principal will participate and implement practices learned. District leadership will coordinate funding and support participation.

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

Evidence will include training completion records, walkthrough feedback and teacher action steps reflecting the training, and PLC records documenting the use of data to plan instruction.

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

The campus will partner with Region VII for TIL training. The principal and assistant principal will need registration funding, protected training time, campus coverage, and follow-up implementation coaching.

Performance Management

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

District and campus leaders will use a shared milestone tracker to monitor timelines, assigned responsibilities, and evidence of completion. Leaders will review teacher support tiers, walkthrough and coaching records, PLC documentation, training completion, and student data to determine whether planned actions are being implemented and improving instruction. Delays or concerns will be addressed through adjustments to support, resources, or next steps.

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

The principal and assistant principal will maintain the milestone tracker and review progress with the CLT and district leadership. Each milestone's assigned owner will provide updates and supporting evidence.

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Progress data will be collected through a shared milestone tracker linked to supporting documents, including teacher tier rosters, evaluator assignments, walkthrough schedules and records, coaching logs, PLC agendas, calibration walk notes, and training completion records. Student assessment results will help leaders monitor the impact of implementation.

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

Progress updates and supporting evidence will be shared with district leadership through the shared tracker and scheduled review meetings. Staff and other relevant stakeholders will receive summaries of completed milestones, next steps, and needed support. Confidential teacher information will be limited to authorized personnel.

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	70
Meets Grade Level	45
Masters Grade Level	27

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

Performance Level	EOY Goal (%)
Approaches Grade Level	60
Meets Grade Level	30
Masters Grade Level	15

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

Performance Level	EOY Goal (%)
Approaches Grade Level	65
Meets Grade Level	35
Masters Grade Level	20

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

45

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

2

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

No

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

—

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

—

Additional Info

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

—

Upload additional documents (optional):

—

DRAFT