



Texarkana Independent School District Texas Middle School 2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

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

Yes

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

Yes

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

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

Yes

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

Yes

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

Yes

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

Yes

Please select the date of board approval for this plan:

October 26, 2026

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

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SI Strategy

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

Intensive Curriculum & Instruction Improvements

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

LIFT, LIFT PLC Support, System of Great Schools

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

LIFT, LIFT PLC Support

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

Region 8, Engage2Learn

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

3

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.

LIFT Add-On: School Improvement PLC Supports: 120,000
School Improvement Curriculum & Instruction Support (CISG) 200,000
LIFT-\$365,000 per school system (Year 1 funding)

Texas Middle School does not require the creation of any additional staff positions or FTEs to implement this school improvement strategy. Implementation will be supported through existing district and campus personnel, with stipends provided for designated implementation activities through the LIFT grant.

Projected costs and anticipated funding sources include:

LIFT Grant: Implementation Stipends-Stipends for staff supporting implementation of the school improvement strategy and related capacity-building activities

OER funding and SBOE funding: HQIM Materials-High-quality instructional materials and resources necessary to support implementation of the adopted curriculum

LIFT/Existing service center partnership/support-Professional Development-Training and professional learning necessary to support implementation of the improvement strategy, HQIM, instructional practices, and data-driven instruction

LIFT/Existing service center partnership/support: Implementation/Capacity Building Support-Ongoing support and technical assistance from the regional service center to support implementation and monitoring of the strategy

The district is prioritizing existing resources and external support to ensure that Texas Middle School has the staffing, instructional materials, professional development, and implementation support necessary to execute the strategy. No additional staff positions are being created; resources are being aligned through the LIFT grant, OER/SBOE funding, and the district's existing service center partnership.

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 LIFT grant funds are not available, the district will continue implementation of the school improvement strategy by prioritizing and reallocating existing district and campus resources. The district will maintain access to high-quality instructional materials through available OER and SBOE funding and will continue to utilize existing service center support for professional development and implementation assistance. The district will prioritize available local resources to sustain essential implementation activities and staff support necessary to maintain fidelity to the improvement strategy.

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

Because Texas Middle School is identified for school improvement, the district will prioritize and strategically align existing district talent, time, and resources to provide TMS with increased access to support based on its identified needs.

Leadership capacity will be prioritized at TMS by maintaining the current campus principal, who demonstrated a successful turnaround in campus performance, and by providing continued leadership development and performance-management support to the principal and assistant principals. The district will increase access to LIFT coaching and content-specific support to strengthen instructional leadership, implementation monitoring, and data-driven decision-making.

The district will also prioritize regional service center support for TMS, including professional development, implementation assistance, and ongoing coaching aligned to the campus improvement strategy. Campus-based support will be differentiated according to staff experience, effectiveness, and identified instructional needs. Teachers requiring additional support will receive more frequent observation, feedback, coaching, and targeted action steps, while PLCs will provide protected time for instructional planning, lesson internalization, student work analysis, and data-driven instructional decisions.

Resources will be intentionally prioritized to support the improvement strategy, including LIFT-funded stipends, OER and SBOE-supported high-quality instructional materials, and professional learning and implementation supports provided through the district's service center partnership.

The district will monitor implementation and student outcome data throughout the year and adjust the level and type of support provided to TMS as needs are identified. Although no additional FTEs are currently required, the district will redistribute existing capacity by giving TMS prioritized access to district leadership support, LIFT coaching and content expertise, service center support, differentiated teacher coaching and observation, PLC support, and targeted instructional resources.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

Bluebonnet Learning Math Grades 6-8

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

Yes

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

325

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

Yes

Please select the adopted curriculum for: 6-8 RLA

Other

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

Yes

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

325

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

Yes

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

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

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

175

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

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Monthly	They will be used to track student growth and instructional coaching.
Interim		District	Semester	They will be used to track student growth and instructional coaching towards STAAR Progress.
Other	IXL Progress Monitoring	District	BOY/MOY/EOY	Track progress towards teks mastery and growth.
STAAR Released Test		Campus	Monthly	We will use staar checks (released staar items) to ensure progress, students will receive either intervention or acceleration based off results.

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

The campus monitors student growth through a structured Data-Driven Instruction (DDI) framework integrated within Professional Learning Community (PLC) and Instructional Leadership Team routines. Growth data is systematically tracked using Individual Student Growth Trackers aligned to Domain 2A state accountability progress measure targets, recording progress following each assessment checkpoint—including Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY) diagnostics, interim benchmarks, and unit assessments—while students actively track their own data alongside teachers. To ensure continuous data monitoring, grade-level and content PLCs execute a formal Data Analysis Protocol following each assessment window to evaluate TEKS and Student Expectation mastery, analyze growth trends, plan targeted re-teaches, and restructure intervention groups based on student outcomes. Furthermore, the principal, campus administrators, and support specialists conduct Weekly Data Reviews to evaluate classroom walkthrough data alongside student performance metrics, assessing overall growth trends, measuring the impact of Tier 1 instruction, and strategically adjusting coaching and intervention resources

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

To support students performing below grade level and ensure equitable academic growth across all student groups, the campus implements a comprehensive multi-tiered system of supports delivered through a blended learning model embedded directly within core instructional periods. Rather than utilizing an isolated WIN or intervention block, teachers leverage a blended learning framework—combining teacher-led small-group instruction, adaptive digital learning tools, and collaborative student stations—to seamlessly integrate targeted Tier 2 and Tier 3 remediation alongside grade-level Tier 1 instruction using High-Quality Instructional Materials (HQIM). Student placement and station differentiation within this flexible model are governed by clear entry and exit criteria derived from Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY) diagnostics, interim benchmarks, and weekly common formative assessments analyzed through formal Data Analysis Protocols. To strengthen support for special populations within this blended structure, Special Education teachers and Emergent Bilingual (EB)/ESL specialists are required active participants in weekly grade-level and content-area Professional Learning Communities (PLCs). During these collaborative sessions, special population specialists provide direct guidance and feedback as teams conduct lesson internalization, student work analysis, and lesson rehearsal. This inclusive structure ensures that Specially Designed Instruction (SDI) tailored to Individualized Education Program (IEP) goals and English Language Proficiency Standards (ELPS) linguistic accommodations—such as sentence frames, visual scaffolds, and structured academic vocabulary—are built directly into both adaptive digital software pathways and teacher-led small-group stations. Furthermore, educators receive differentiated capacity building on SDI execution, language acquisition strategies, and blended learning intervention protocols through LIFT professional development and technical coaching delivered in partnership with the Region 8 Special Services and Bilingual/ESL Cooperatives.

Will the campus implement a PLC structure?

Yes

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

PLC's are organized by content and grade level.

How frequently will PLCs occur?

Texas Middle School host PLC's 3 times weekly.

Who will facilitate PLCs?

Campus Administration will facilitate PLC's. Each grade level has two assistant principals.

Who is required to attend PLCs?

Required attendees for PLC's are a campus administrators, instructional staff and support staff including grade level content teachers, Emergent Bilingual and Special Education teachers, grade level AP as the PLC facilitator, Coordinators and Instructional Coaches.

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

Texas Middle School implements a structured, weekly Professional Learning Community (PLC) protocol designed to strengthen Tier 1 instruction, ensure fidelity to high-quality instructional materials (HQIM), and improve student outcomes. PLCs follow a consistent instructional cycle of Internalize → Rehearse → Implement → Analyze → Refine, incorporating the Bluebonnet Learning Internalization Protocol, Lesson Rehearsal Protocol, Student Work Analysis Protocol, and Region 8 Data-Driven Instruction (DDI) Protocol. Through these established protocols, teachers collaboratively internalize curriculum and lesson objectives, anticipate student misconceptions, rehearse instructional strategies and lesson delivery, analyze student work and assessment data, and identify specific, responsive instructional actions. PLC teams use evidence of student learning to monitor progress, determine instructional adjustments, plan targeted reteaching and intervention, and establish next steps aligned with grade-level standards and intended curriculum outcomes. Campus instructional leaders and district curriculum support staff facilitate and monitor PLC implementation to promote consistency, instructional alignment, and continuous improvement. Special education and emergent bilingual staff contribute relevant expertise to support accessible, appropriately differentiated instruction and ensure that instructional planning and intervention address the diverse learning needs of all students. This systematic process establishes a collaborative, data-informed approach to instructional planning, implementation, and continuous refinement in support of improved student achievement.

Upload PLC agenda (optional):

[Texarkana Agenda Artifact.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	Title: LIFT professional development and on-site coaching support Description: Designed to build leadership capacity and strengthen the development and implementation of effective instructional systems. Support focuses on HQIM implementation, Data-Driven Instruction (DDI), Professional Learning Communities (PLCs), Observation and Feedback, Research-Based Instructional Strategies (RBIS), and Performance Management. Coaching is tailored to campus needs and supports leaders in establishing, implementing, monitoring, and refining systems that improve instructional practices and student outcomes.	Region 8	Lakesha Taylor
Principal Manager	Title: LIFT professional development and on-site coaching support Description: Designed to build leadership capacity and strengthen the development and implementation of effective instructional systems. Support focuses on HQIM implementation, Data-Driven Instruction (DDI), Professional Learning Communities (PLCs), Observation and Feedback, Research-Based Instructional Strategies (RBIS), and Performance Management. Coaching is tailored to campus needs and supports leaders in establishing, implementing, monitoring, and refining systems that improve instructional practices and student outcomes.	Region 8	Christine Nichole Smith

Role	Training/PD Description	Delivered By	Attended By
Teacher	Title: Region 8 professional development and onsite coaching support Description: Designed to strengthen RLA and Math instruction and the effective implementation of Bluebonnet Learning. Support includes monthly visits from Region 8 RLA and/or Math content coaches focused on lesson internalization, lesson rehearsal, and student work analysis. Coaches provide individualized and group professional development and coaching based on trends and areas of need identified by campus/district leaders and PLC facilitators. Support is tailored to strengthen instructional practices, build educator capacity, and improve student outcomes.	Region 8	All campus instructional staff
Other Campus Admin (Assistant Principals, Instructional Coaches)	Assistant Principal Title: LIFT professional development and on-site coaching support Description: Designed to build leadership capacity and strengthen the development and implementation of effective instructional systems. Support focuses on HQIM implementation, Data-Driven Instruction (DDI), Professional Learning Communities (PLCs), Observation and Feedback, Research-Based Instructional Strategies (RBIS), and Performance Management. Coaching is tailored to campus needs and supports leaders in establishing, implementing, monitoring, and refining systems that improve instructional practices and student outcomes.	Region 8	Assistant Principals 6th-8th Grade

Role	Training/PD Description	Delivered By	Attended By
Other Campus Admin (Assistant Principals, Instructional Coaches)	Instructional Coaches Title: Region 8 professional development and onsite coaching support Description: Designed to strengthen RLA and Math instruction and the effective implementation of Bluebonnet Learning. Support includes monthly visits from Region 8 RLA and/or Math content coaches focused on lesson internalization, lesson rehearsal, and student work analysis. Coaches provide individualized and group professional development and coaching based on trends and areas of need identified by campus/district leaders and PLC facilitators. Support is tailored to strengthen instructional practices, build educator capacity, and improve student outcomes.	Region 8	District Instructional Coaches

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

Texas Middle School will differentiate professional learning and support based on staff experience, identified instructional needs, and demonstrated effectiveness. Teachers with fewer than two years of experience will receive additional support through the district's mentor program, ongoing instructional coaching, and more frequent campus administrator observations, feedback, and follow-up. Instructional coaches will provide job-embedded support through modeling, co-planning, rehearsal, classroom observation, and feedback aligned to the campus instructional priorities and HQIM implementation.

Teachers identified as needing additional support based on observation data, student performance, or instructional practice will receive individualized coaching and targeted professional learning. Campus leaders will use walkthrough, observation, student achievement, and implementation data to identify specific needs and adjust the level and frequency of support. Progress will be monitored through ongoing observation, coaching cycles, and review of evidence of implementation.

Leadership development will also be differentiated. The principal and campus leadership team will receive ongoing leadership-capacity support through Engage2Learn, LIFT, district leadership development, and District Instructional Services/content-area support. The principal will continue to build capacity through LIFT and receive ongoing district-level coaching and support to strengthen instructional leadership, data-driven decision-making, monitoring, and feedback systems.

This differentiated approach ensures that inexperienced staff receive increased onboarding and mentoring, educators requiring improvement receive targeted and intensive job-embedded support, and campus leaders receive the leadership development necessary to sustain effective instructional practices and improve student outcomes.

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?

Texas Middle School will evaluate implementation through the TEA LIFT RLA, Math, and content-agnostic walkthrough tools, along with the LIFT Instructional Insights App and LIFT PLC Protocol. These tools embed RBIS and will monitor evidence of effective instructional practices, student engagement, checks for understanding, and implementation of HQIM.

LIFT Companion Guides will be used following observations to identify specific action steps and provide actionable feedback to teachers. Leadership capacity will be monitored through the LIFT leadership/observation tools and ongoing coaching. Walkthrough and PLC data will be reviewed regularly to identify trends, determine next steps, and adjust coaching and professional learning.

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

Other

Please describe the observation frequency:

Tier 1 teachers biweekly and Tier 2/3 weekly. Tier 2/3 being the teachers needing the most support.

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

Teachers and administrators will receive targeted, job-embedded support through LIFT, PLCs, instructional coaching, and district Special Education and Bilingual/ESL support. Training will focus on RBIS, accommodations, scaffolds, language supports, and access to grade-level HQIM. Implementation will be monitored through LIFT walkthroughs, Instructional Insights, and student data.

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?

Develop, implement, and monitor a differentiated professional development and coaching plan based on trends identified through the LIFT Observation and Feedback Protocol and TEA's Instructional Insights App. Provide whole-group, small-group, and individualized coaching aligned to identified instructional needs, with targeted action steps, ongoing feedback, and follow-up observations to strengthen instructional delivery, fidelity of HQIM implementation, and teacher growth.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal and Director of C & I

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

Evidence will include:

- * LIFT Observation and Feedback Protocol reports/data identifying instructional trends and areas for growth;
- * TEA Instructional Insights App walkthrough data and trend reports;
- * documented whole-group, small-group, and individualized professional development/coaching sessions, including agendas and attendance;
- * coaching logs documenting identified needs, targeted action steps, feedback, and follow-up;
- * subsequent observation data demonstrating implementation of identified action steps and progress toward instructional expectations; and
- * HQIM implementation evidence demonstrating increased fidelity to the adopted instructional materials and research-based instructional practices.

Progress will be reviewed through recurring observation and coaching cycles, with trends through the instructional insights app and district walkthroughs.

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

Provide ongoing LIFT support through the District Leadership Coach assigned by Region 8 Education Service Center to strengthen district and campus leadership capacity in LIFT implementation, instructional leadership, observation and feedback, and continuous improvement. Region 8 content specialists will provide content-specific training and coaching aligned to Bluebonnet HQIM and Research-Based Instructional Strategies (RBIS). Support will include job-embedded coaching through collaborative planning, modeling, observation and feedback, LIFT instructional rounds, and follow-up coaching based on trends identified through the LIFT Observation and Feedback Protocol and TEA's Instructional Insights App. Required resources include continued LIFT, RBIS, and Bluebonnet training, Region 8 content expertise, instructional rounds, and analysis of observation data to inform differentiated coaching and professional development.

Milestone 2

Description – What specific action or deliverable will be completed?

Develop 26-27 accountability goals by analyzing 2026 STAAR assessment data, determining specific areas of improvement, and utilizing accountability goal setting tools. After data has been analyzed and goals have been set, information will be shared with all staff.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, DCSI

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

Completed Region 8 accountability data trackers and PLC agendas/documentation from DDI meetings showing review of data, identified areas of need, and established accountability goals.

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

Training on Region 8 data tracker completion and analysis; LIFT District Leadership Coach support to develop, monitor, and adjust campus accountability goals; and Leader in Me resources/coaching on campus goal setting. You will see evidence of this at the campus level.

Milestone 3

Description – What specific action or deliverable will be completed?

Set individual student growth goals tied to achieving the required growth points to meet Domain #2A campus goals. Goals will be shared with students and progress towards goals will be monitored by students, teachers and leaders after each assessment.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Administrators, Teachers

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

Individual student goal trackers, student-led conferences, and classroom evidence of student goals. Teachers and students will review and update growth goals after each assessment as part of the Leader in Me goal-setting process.

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

Training and coaching on using student data to set individualized growth goals, Leader in Me goal-setting resources and student trackers, and support for implementing student-led conferences and monitoring progress after each assessment.

Milestone 4

Description – What specific action or deliverable will be completed?

Implement a Data Analysis Protocol, which includes an analysis of low performing student expectations, instructional adjustment, intervention planning, and progress towards campus and student level goals. This protocol will be utilized after each student assessment.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Chief of Schools, DCSI and campus administrators

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

Campus instructional leaders and PLC leads will maintain DDI PLC agendas and documentation for each scheduled assessment cycle. DDI PLCs will occur within three instructional days of each assessment to ensure timely identification of learning gaps and instructional response. Evidence will demonstrate implementation of the LIFT DDI process and LIFT PLC protocol, including analysis of student performance, identification of low-performing student expectations, instructional adjustments, reteaching/intervention plans, and progress toward campus and student goals.

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

Training and coaching on the LIFT Data-Driven Instruction (DDI) process and LIFT PLC protocol, including effective data analysis, identification of learning gaps, and rapid instructional response. Continued support from the LIFT District Leadership Coach and district content specialists, along with Region 8 data protocols and trackers, will support consistent implementation and progress monitoring.

Milestone 5

Description – What specific action or deliverable will be completed?

Develop and implement district and campus assessment and assessment review calendars which include assessment dates, teacher data review deadlines, and data PLC dates.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Chief of Schools, District Testing Coordinator, DCSI

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

A completed district assessment calendar and campus assessment review calendars showing assessment dates, teacher data-review deadlines, and DDI PLC dates. DDI PLCs will occur within three instructional days of each assessment and will be documented through PLC agendas and meeting notes using the LIFT DDI/PLC protocols.

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

Access to the TEA state assessment calendar, curriculum-based assessment resources, and LIFT-aligned DDI protocols and tools, with ongoing coaching and implementation support from Region 8 LIFT to strengthen data analysis, PLC planning, and timely instructional response.

Milestone 6

Description – What specific action or deliverable will be completed?

Celebrate and communicate progress toward campus and individual student goals following each assessment to reinforce effective practices, recognize growth, and maintain staff focus on priority outcomes.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Chief of Schools and Campus Principals

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

Documentation of post-assessment celebrations and communication through campus data displays, staff communications, PLC documentation, and Leader in Me student goal trackers/conferences. Evidence will highlight campus progress, individual student growth, and effective instructional practices following each assessment cycle.

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

Support from Region 8 LIFT coaches in using assessment data to identify and communicate growth, along with Leader in Me resources and campus data displays/tools to celebrate progress and reinforce campus and student goals.

Milestone 7

Description – What specific action or deliverable will be completed?

Develop and implement a professional development plan that ensures all teachers have received RBIS training by the end of the 26-27 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?

Director of Curriculum

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

Sign In sheets and evidence of implementation during walkthroughs,

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

Region 8 trainers and facilities for training. Region 8 will provide training materials and RBIS will be embedded in our adopted HQIM.

Milestone 8

Description – What specific action or deliverable will be completed?

Implement weekly PLCs focused on Lesson Internalization, Student Work Analysis, Lesson Rehearsal, and reteach planning.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Chief of Schools, DCSSM and Campus Administrators

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

PLC schedules, calendars, and agendas.

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

Ongoing training and support with LIFT/PLC document from our Region 8 specialist.

Milestone 9

Description – What specific action or deliverable will be completed?

Train all campus leaders on the TEA RLA, Math, and Content Agnostic walkthrough forms and action step guides, as well as district expectations for usage of the tools.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI, and Chief of schools, Region 8 District Coach

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

Evidence of walkthroughs in the instructional insights app, LIFT tools, calendars

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

Training from Region 8 LIFT and Instructional Insights App

Milestone 10

Description – What specific action or deliverable will be completed?

Schedule and conduct weekly observation and feedback using the TEA RLA, Math, and Content Agnostic walkthrough forms. Scheduling will prioritize Tier 2 and 3 teachers more frequently.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI, Chief of Schools, LIFT Coach, Principal

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

Walkthrough Schedule, Instructional Insights App

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

LIFT training, coaching, and ongoing support from the District LIFT Coach and content specialists to strengthen administrator capacity to conduct calibrated observations, use the TEA RLA, Math, and Content Agnostic walkthrough forms, and provide actionable feedback aligned to teacher needs.

Milestone 11

Description – What specific action or deliverable will be completed?

Complete an end of year performance review to determine 2027-2028 needs and priorities.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI, Administrators, Superintendent, Chief of Schools

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

Goal setting based off of accountability data, set-up of new data trackers.

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

Accountability support from Region 8, data trackers.

Milestone 12

Description – What specific action or deliverable will be completed?

Establish regular performance management meetings to review progress toward milestones, analyze implementation and student outcome data, and determine next steps.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

LIFT Coach, Superintendent, DCSI, Chief of Schools

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

Calendar, montly presentation

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

LIFT Coach provides ongoing training.

Performance Management

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

District and campus leaders will monitor successful implementation through a centralized, LIFT-aligned performance management system that integrates student assessment data, teacher observation and implementation data, coaching data, and milestone progress. The system will provide a consistent structure for monitoring implementation of the improvement strategy and progress toward student outcome goals at the district, campus, teacher, and student levels.

At the district level, student assessment data, teacher observation data, coaching data, and performance-management indicators will be reviewed at least monthly by district leadership/ cabinet to identify implementation trends, monitor milestone progress, and determine whether additional support or adjustments are needed.

Superintendent will review progress of plan quarterly with cabinet.

Cabinet includes: Chief of Schools, Cheif of Operations, Cheif of Financial, Director of Information Technology, Executive Director of Communications, Exectutive Director of Human Resources.

The LIFT District Leadership Coach from Region 8 will support district leaders in reviewing implementation evidence, strengthening instructional leadership practices, and calibrating monitoring and feedback processes. Region 8 LIFT content specialists will provide content-specific support related to Bluebonnet HQIM and RBIS implementation.

At the campus level, school leadership/principal managers will review student assessment and teacher observation data at least bi-monthly and use the results to monitor campus, teacher, and student growth. Principals and campus leaders will use LIFT Observation and Feedback Protocol data and TEA's Instructional Insights App to identify instructional trends, monitor teacher action steps, and determine differentiated coaching and professional learning needs.

Districtwide Data PLC expectations will provide the structure for ongoing data-driven decision-making. Campuses will have protected, regularly scheduled time for Data PLCs to analyze student, teacher, and campus-level data; identify gaps and trends; determine instructional responses; monitor the impact of those responses; and identify next steps. Campus leaders will receive initial and ongoing professional learning and coaching to build their capacity to facilitate effective Data PLCs and use data to drive instructional decisions.

District and campus leaders will monitor whether identified actions are implemented and whether they result in improved instructional practice and student performance. Evidence will include assessment results, LIFT observation data, Instructional Insights data, coaching records, Data PLC documentation, teacher action steps, follow-up observations, Bluebonnet/HQIM implementation evidence, and milestone status updates.

When data indicate that a milestone or expected outcome is off track, leaders will identify the contributing factors, document corrective action steps, assign responsibility and timelines, and provide additional coaching, professional learning, resources, or leadership support. Progress will then be reassessed through the next monitoring cycle. This establishes a continuous performance-management cycle of ****data review → analysis → action → monitoring → adjustment**** to ensure the improvement strategy remains focused on implementation and student outcomes.

The monitoring cycle this establishes:

Quarterly-Superintendent with DCSI

- * Student assessment data
- * Teacher observation data
- * Coaching data
- * Performance-management/milestone data
- * Districtwide implementation trends
- * Determine additional supports

Monthly — District Leadership(all admin)/Cabinet

- * Student assessment data
- * Teacher observation data
- * Coaching data
- * Performance-management/milestone data
- * Districtwide implementation trends
- * Determine additional supports

At least bi-monthly — Campus/Principal Managers

- * Campus, teacher, and student growth
- * LIFT observation trends
- * Instructional Insights data
- * Coaching/action-step progress
- * HQIM/RBIS implementation
- * Determine campus-level adjustments

Ongoing — Data PLCs

- * Protected time for data analysis
- * Identify student learning gaps
- * Identify teacher/instructional trends
- * Determine instructional response
- * Monitor whether the response worked
- * Adjust instruction and support

Region 8/LIFT Support

- * District Leadership Coach → district leaders and principals
- * LIFT Content Specialists → Bluebonnet/HQIM and RBIS
- * LIFT instructional rounds → calibration of observation, feedback, and implementation expectations

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

District Coordinator of School Improvement, Principal, Superintendent, Chief of Schools, Region 8 Approved LIFT provider

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Milestone progress data will be collected through a centralized performance management process that includes coaching, observation, LIFT action-plan, and student outcome data. District and campus leaders will collect and monitor evidence through the following sources:

LIFT Action Plan Checklist: District and campus leaders will use the LIFT Action Plan Checklist to document implementation of identified LIFT actions, responsible personnel, timelines, completion status, evidence of implementation, and follow-up actions. The checklist will serve as a primary tool for monitoring milestone progress and identifying actions that are on track, off track, or require additional support.

LIFT Observation and Feedback Protocol: Observation and walkthrough data will be collected to monitor instructional practices, implementation trends, feedback, and progress toward identified action steps.

TEA Instructional Insights App: Campus and district leaders will use walkthrough data and trend reports to document instructional implementation and identify areas requiring additional coaching or professional learning.

Coaching Data: District instructional coaches will maintain coaching documentation including identified needs, coaching cycles, action steps, feedback, follow-up, and evidence of implementation.

HQIM and RBIS Implementation Data: Evidence will be collected through classroom observations, planning reviews, assessment data, and coaching/feedback cycles to monitor fidelity and consistency of implementation.

Data PLC Documentation: Campuses will document Data PLCs, including analysis of campus, teacher, and student-level data; identified needs; instructional responses; action steps; and progress-monitoring results.

Student Assessment Data: Bluebonnet assessments, formative assessment data, STAAR-related data, and other identified student outcome measures will be collected and analyzed to monitor student growth and progress toward established goals.

Professional Learning Data: Training agendas, participation records, coaching records, and follow-up evidence will document completion and implementation of professional learning.

Milestone Monitoring: District and campus leaders will maintain regular milestone status updates documenting progress, evidence, responsible personnel, timelines, and any adjustments or additional supports needed.

Data will be collected continuously and reviewed through established monitoring cycles, with ****district/cabinet review at least monthly and campus/principal-manager review at least bi-monthly****. Multiple data sources will be triangulated to determine whether LIFT actions and improvement strategies are being implemented as intended and whether implementation is contributing to progress toward student outcome goals.

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

Milestone progress data will be shared with district leadership and relevant stakeholders through structured, recurring communication and performance management updates. The LIFT District Coach will provide a monthly LIFT performance management presentation to district leadership and cabinet members, highlighting progress toward established milestones, implementation status of LIFT actions, key successes, challenges, and areas requiring additional support or adjustments. These presentations will support leadership discussions, facilitate data-informed decision-making, and ensure alignment around next steps and priorities.

Additionally, milestone progress will be communicated through established monitoring cycles, including monthly district/cabinet reviews and bi-monthly campus/principal-manager reviews. The LIFT Action Plan Checklist will serve as a reference tool during these discussions to communicate the status of identified actions, timelines, evidence of implementation, and follow-up steps. Key updates, decisions, and action items will be shared with relevant campus and district stakeholders to promote transparency, accountability, and coordinated support.

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	80
Meets Grade Level	48
Masters Grade Level	30

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

Performance Level	EOY Goal (%)
Approaches Grade Level	75
Meets Grade Level	45
Masters Grade Level	25

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

Performance Level	EOY Goal (%)
Approaches Grade Level	76
Meets Grade Level	48
Masters Grade Level	28

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

23

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

3

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?

24

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

11

Additional Info

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

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Upload additional documents (optional):

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