Pflugerville Independent School District

Dessau Elementary School

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

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

Yes

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

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

No

Please upload artifacts demonstrating a robust observation and feedback system.

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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 22, 2026

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

DES TIP Input.docx

SI Strategy

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

Accelerating Campus Excellence (ACE) Model

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

LIFT PLC Support, School Action Fund (Restart)

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

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

SustainED Leaders, Steady State Impact Strategies

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

4

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.

Dessau Elementary's ACE implementation is supported through a combination of School Action Fund (SAF), Title II, LIFT-SI, Title I, and district funds. Projected strategy-specific costs include:

Teacher ACE stipends: $190,000 – Title II
Educational Assistant ACE stipends: $8,000 – Title II
Principal stipend: $15,000 – SAF
Assistant Principal stipends: $26,000 – SAF
Counselor stipend: $15,000 – SAF
Social Worker stipend: $5,000 – SAF
Nurse stipend: $2,500 – SAF
Librarian stipend: $5,000 – SAF
Instructional Coach stipend: $10,000 – SAF
Interventionist/Dyslexia stipends: $10,000 – SAF
Additional Assistant Principal: $96,000 – SAF
Full-time Social Worker: $96,000 – SAF
Additional 0.5 Counselor: $45,000 – SAF
STEM Educational Assistant: $40,000 – SAF
SustainED LIFT-SI technical assistance (two half-days weekly with campus principal and bi-monthly support and calibration with principal manager): approximately $45,000 – LIFT-SI
Full-time campus Instructional Coach salary/benefits: $80,000 – Title I
Director of School Improvement support portion of salary/benefits: $25,000 – SAF
Effective Schools Facilitator and District Instructional Coach support: existing personnel – District General Fund

Identified ACE stipend and additional staffing costs total approximately $563,500, with additional implementation costs supported through LIFT-SI, Title I, SAF-funded district leadership, and existing district personnel.

District-adopted HQIM and intervention resources, including Bluebonnet Math, HMH Into Reading, Amira, and iReady, are funded through existing districtwide instructional materials allocations, including IMRA. Because these resources are provided districtwide and are not additional costs associated specifically with Dessau's ACE implementation, they are not included in the strategy-specific cost total.

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?

Dessau Elementary has received School Action Fund (SAF) grant funding to implement the ACE model during the 2026–27 and 2027–28 school years. To sustain the model beyond the grant period, Pflugerville ISD is applying for Resource Campus designation during the first year of ACE implementation (2026–27). Dessau has implemented the required components of the Resource Campus model, including ACE, TIA-designated teachers, experienced foundation curriculum teachers, ADSY, HQIM, enhanced student support services, positive behavior systems, and family engagement.

Resource Campus designation would provide a sustainable, renewable funding mechanism and additional district revenue to support continued implementation of the ACE model after SAF funding ends.

If Resource Campus designation or other anticipated grant funding is not available, the district will prioritize the highest-leverage components of the ACE model through local, Title, and other eligible funding sources. Priority will be given to maintaining high-quality staffing, instructional leadership and coaching, observation and feedback, PLC and data-driven instruction systems, and student support services. Existing district School Improvement and instructional coaching personnel would continue providing differentiated support, and district-adopted HQIM and intervention resources would remain available.

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

Pflugerville ISD has redistributed talent and resources to Dessau Elementary based on the campus's level of need and identified root causes related to staffing stability, instructional consistency, and Tier 1 instruction. Through implementation of the ACE model, all existing teachers were required to reapply for positions, and the campus was reconstituted with certified, experienced teachers. All K–5 classroom teachers have at least two years of teaching experience, and approximately 83% are TIA-designated. ACE stipends are used to attract and retain high-quality staff in this high-need setting.

The district has also allocated staffing beyond the standard elementary campus model. Dessau receives two assistant principals rather than one, a full-time social worker rather than a shared social worker, and an additional 0.5 counselor shared with Timmerman Elementary, in addition to its full-time counselor. The campus also receives a STEM Educational Assistant and maintains a full-time campus Instructional Coach funded through Title I. These allocations increase leadership capacity, instructional coaching, enrichment, and student support in response to Dessau's academic and student needs.

District instructional and leadership resources are also differentiated. An assigned Effective Schools Facilitator provides job-embedded coaching to the principal and assistant principals, while a District Instructional Coach supports teachers and the campus Instructional Coach. Through LIFT-SI, Dessau receives two half-days per week of SustainED coaching, compared with one half-day per week provided to elementary campuses participating in the standard LIFT model.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

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

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

Yes

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

450

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

Yes

Please select the adopted curriculum for: K-5 RLA

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?

181

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	Bi-Monthly	HMH Into Reading, Bluebonnet Math, and HMH Into Science curriculum-based assessments are administered at instructional checkpoints aligned to the district pacing calendar. Teachers and campus leaders analyze results in PLCs to identify TEKS and students requiring reteach, intervention, or extension; adjust student groupings; and develop targeted reteach plans. Results are also used to monitor the effectiveness and rigor of Tier 1 instruction across classrooms.
Interim		District	Semester	TEA Interim Assessments in STAAR-tested grades are used to monitor progress toward grade-level standards and anticipated STAAR performance. Campus and district leaders disaggregate results by grade, teacher, student group, and standard to identify performance trends and students requiring additional support. Results inform PLC data meetings, reteach and intervention plans, and adjustments to instructional and coaching support.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	Universal Screeners	District	BOY/MOY/ EOY	District universal screeners—including Circle KPM and i-Ready Inform Math in Kindergarten, AMIRA ISIP (TPRI/Tejas LEE) and Star 360 Math in Grades 1–2, and Star 360 Reading and Math in Grades 3–5—are used to establish baseline performance, measure growth, identify students needing intervention or enrichment, and monitor response to instruction. Results inform dynamic student grouping, WIN intervention supports, and campus PLC and data-meeting decisions.
Other	Common Formative Assessments	Campus	Daily	Provide timely evidence of student learning so PLCs can identify misconceptions, adjust upcoming instruction, plan small-group instruction, and determine reteach or enrichment.

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

Dessau Elementary will monitor student growth through a recurring cycle of weekly formative data analysis, periodic common assessments, district screeners, and interim assessments. During weekly data meetings, teacher teams will analyze current student evidence, including exit tickets and Curriculum-Based Assessments (CBAs), to identify standards and skills students have mastered, identify misconceptions and unfinished learning, and determine instructional responses. Prior to these meetings, campus leaders will review available student data, lesson internalization evidence, and coaching feedback to identify trends and support focused data conversations.

District screener data will be reviewed in PLCs at each administration window to monitor individual student growth over time and identify students requiring additional support. Screener results, together with classroom and CBA data, will be used to identify and adjust Tier 2 and Tier 3 small-group interventions. Students receiving intervention will be progress monitored through subsequent district screener administrations and ongoing classroom evidence to determine whether they are responding to intervention and whether groups or instructional supports need to be adjusted.

Interim assessment results will provide an additional measure of progress toward grade-level standards and will be used to identify students and skills requiring more intensive support. Campus leaders and teachers will use these results to establish and adjust after-school tutoring groups and WIN groups, which provide daily intervention time during the instructional day.

This monitoring cycle connects student outcomes to implementation evidence. The campus leadership team will review student growth alongside coaching feedback and lesson internalization data to determine whether instructional practices are producing the intended student outcomes. When students are not demonstrating expected growth, PLC and data-meeting conversations will identify the instructional response, including reteaching, changes to small-group instruction, intervention, WIN placement, tutoring, or additional teacher coaching and support.

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

Dessau Elementary will provide a layered intervention system for students performing below grade level and for students in special populations. All grade levels will use a daily WIN (What I Need) period to provide targeted intervention and enrichment without removing students from core Tier 1 instruction. During WIN, teachers will regroup students across the grade level based on current needs in reading or mathematics so students receive targeted instruction aligned to specific skill gaps.

Students requiring more intensive support will receive additional intervention beyond the grade-level WIN structure. Campus interventionists will provide Tier 3 support for identified students, while special education staff will provide resource-based interventions and specially designed instruction for students with disabilities according to their individual needs and IEPs. A bilingual interventionist will provide targeted support for emergent bilingual students, including support in literacy, language development, and access to grade-level content.

Student placement in intervention groups will be based on multiple data sources, including classroom performance, exit tickets, CBAs, interim assessments, and district screeners. Groups will be adjusted as student needs change. Students who require additional time beyond the regular instructional day may also participate in after-school tutoring targeted to identified standards and skills. Progress will be monitored through ongoing classroom evidence, intervention data, and district screener results to determine whether students are responding to support and whether interventions should be intensified, adjusted, or discontinued.

Will the campus implement a PLC structure?

Yes

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

Dessau Elementary PLCs are organized by grade level for Kindergarten through Grade 5. Each grade-level team participates in a common PLC structure that supports HQIM implementation, lesson internalization, rehearsal, and data/student work analysis. As a dual language campus, relevant dual language/bilingual and special education staff participate with the grade levels and students they support so that planning reflects language, accessibility, and instructional needs.

How frequently will PLCs occur?

Each K–5 grade-level team participates in two PLC sessions weekly. On Tuesdays, all grade levels meet from 3:15–3:50 p.m. for data-driven discussions focused on student performance and instructional adjustments. On Thursdays, each grade level has a designated 45-minute PLC during the instructional day focused on lesson internalization.

Additionally, Dessau provides four half-day planning sessions throughout the school year for each core content area in Pre-K through fifth grade. These extended sessions provide dedicated time for collaborative planning and deeper curriculum internalization.

Who will facilitate PLCs?

PLCs are facilitated by the principal, assistant principals, campus Instructional Coach, and team leaders according to assigned grade-level responsibilities. Facilitators are expected to be knowledgeable about the district-adopted instructional materials and district instructional priorities so they can strengthen alignment between standards, HQIM, classroom instruction, and student outcomes.

Who is required to attend PLCs?

All Pre-K–5 classroom teachers are required to attend their grade-level PLCs. Dual language/ bilingual staff, special education staff, and other instructional support staff participate in PLCs aligned to the students and grade levels they serve so teams receive regular guidance related to language development, biliteracy, accommodations, specially designed instruction, and access to grade-level content. Campus administrators and the Instructional Coach attend based on assigned grade-level leadership responsibilities.

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

Dessau Elementary follows PfISD's structured PLC protocols for module internalization, lesson internalization, lesson rehearsal, and student work analysis/data-driven instruction. These processes support teachers in deeply understanding the HQIM, preparing to deliver rigorous Tier 1 instruction, and responding to evidence of student learning.

Module internalization occurs before teachers begin lesson-level internalization. Using the PfISD Module Internalization Protocol, teams examine the module overview and progression of content, identify anticipated misconceptions, review the pacing and assessment sequence, complete and analyze the end-of-module assessment, identify critical knowledge and skills, and examine the arc of learning across topics and lessons. This establishes a shared understanding of where instruction is headed and how individual lessons contribute to module-level outcomes.

Lesson internalization uses the PfISD Lesson Internalization Protocol. Teachers complete pre-work by reviewing the lesson and creating a student exemplar. During PLCs, teams identify the lesson objective and aligned TEKS/ELPS, develop Know/Show charts, examine pacing and coherence, anticipate misconceptions, identify key discourse opportunities and checks for understanding, and plan appropriate scaffolds, accommodations, and modifications. Teachers also participate in a lesson internalization process where they internalize on their own and submit to campus leadership for feedback.

Lesson rehearsal provides teachers opportunities to practice high-leverage portions of upcoming instruction and receive feedback before classroom implementation, strengthening teacher readiness and consistent delivery of the HQIM.

Student work analysis/data-driven instruction uses the PfISD Looking at Student Work Protocol. Teams establish criteria for mastery, analyze and calibrate student work, identify patterns and priority learning gaps, determine whole-class or student-group instructional adjustments, and commit to concrete action steps for reteach and follow-up.

As a dual language campus, Dessau's PLCs also incorporate guidance from dual language/ bilingual and special education staff to ensure instructional planning addresses language development, biliteracy, accommodations, modifications, and access to rigorous grade-level content.

Upload PLC agenda (optional):

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ACE

Has this campus completed a planning year for the SAF grant for the ACE model?

Yes

Upload your school design plan. This plan must meet the criteria in TEC Section 39A.105(b). (Optional)

Copy of Pflugerville ISD - Dessau Elementary - School Design Plan.docx

Would you like to provide more detail about the implementation of your ACE model? Select yes if your School Design Plan does not meet the criteria in TEC Section 39A.105(b).

No

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
Teacher	ACE-specific professional learning focused on implementation of HQIM and research-based instructional strategies. Training included two days of Bluebonnet Math implementation, HMH 2.0 use and lesson internalization, research-based instructional strategies in reading and math, and writing instruction using HMH 2.0.	PfISD Curriculum & Instruction/ Professional Learning staff	K–5 classroom teachers, including math and RLA teachers as applicable
Teacher	Dual Language Teacher Academy focused on effective implementation of instruction within the dual language model and strengthening instructional practices for emergent bilingual students.	PfISD Dual Language/ Bilingual Education staff	Grades 3–5 dual language RLA teachers

Role	Training/PD Description	Delivered By	Attended By
Teacher	Role-specific professional learning designed to strengthen access to rigorous Tier 1 instruction and specialized supports. Training included participation in Bluebonnet Math and HMH 2.0 training alongside general education teachers, PLAAFP development, behavior support services, functional academics updates, and facilitated learning.	PfISD Curriculum & Instruction and Special Education staff; Region 13 for facilitated learning	SCS, resource, inclusion, ECSE, behavior and functional academics teachers; SPED educational assistants, as applicable
Teacher	Best Practices in Pre-K focused on developmentally appropriate instructional practices and preparation for implementation of the ACE instructional model.	PfISD Early Childhood staff	Pre-K teachers
Other Campus Admin (Assistant Principals, Instructional Coaches)	Professional learning addressing crisis protocols, district processes, ethics/best practices, and SRO procedures to strengthen coordinated student supports within the ACE model.	PfISD Student Support staff	Counselors and social workers
Teacher	Job-alike professional learning aligned to staff roles, including STEM/LEGO, fine arts, library services, nursing, and other specialized programs supporting the ACE whole-campus model.	PfISD department staff	STEM/ ASCEND, art, music, library, nursing and other specialized staff
Teacher	Math Refined RBIS Training – understanding and applying Research-Based Instructional Strategies (RBIS) within Bluebonnet Math and lesson internalization.	SustainED Leaders	All K–5 Math Teachers
Teacher	Small-Group Intervention Training – understanding the distinction between WIN and RRE intervention time, available intervention resources, and how to differentiate supports based on student needs in reading and mathematics.	SustainED Leaders	K–5 Math and RLA Teachers and instructional leaders

Role	Training/PD Description	Delivered By	Attended By
Principal	Instructional Systems Training – change management, district instructional priorities, and development of strong observation/feedback and PLC systems.	SustainEd Leaders	Principal, Assistant Principals, Instructional Coach, and other district/ campus instructional leaders
Principal	PLC and Lesson Internalization Development – expectations for effective PLCs, module and lesson internalization, student-work analysis, lesson rehearsal, and calibration of PLC implementation.	Campus leadership, SustainED Leaders, Effective Schools Facilitator, District Instructional Coaches, and Curriculum & Instruction	Campus administrators, Instructional Coach, and instructional staff
Principal	Observation and Feedback Training – training on effective observation and feedback cycles, including identifying high-leverage instructional actions, providing actionable feedback, establishing coaching cadences, and monitoring teacher implementation and growth.	PfISD District Leaders	Principals
Principal	TEA Content Agnostic Walkthrough Tool Training – training and calibration on the district's use of the TEA Content Agnostic Walkthrough Tool to identify evidence of high-quality instruction, collect consistent implementation data, and use walkthrough trends to inform coaching, PLC support, and professional learning.	PfISD District Leaders	Principals, Assistant Principals, and Instructional Coaches

Role	Training/PD Description	Delivered By	Attended By
Principal	Weekly Data Meeting Training: Training on effectively leading weekly data meetings, including preparing for the meeting, analyzing student evidence, identifying instructional gaps and misconceptions, determining high-leverage instructional responses, and establishing clear follow-up actions.	Director of School Improvement	Principals and Assistant Principals
Teacher	Weekly Data Meeting Training: Training on effectively leading weekly data meetings, including preparing for the meeting, analyzing student evidence, identifying instructional gaps and misconceptions, determining high-leverage instructional responses, and establishing clear follow-up actions.	Director of School Improvement	Department/ teacher leaders
Principal	Lesson Internalization Training: Training on the district Lesson Internalization Protocol to strengthen leaders' ability to support and monitor teachers' preparation to deliver HQIM with fidelity. Training addressed identifying the lesson destination and standards, understanding pacing, anticipating misconceptions, planning checks for understanding and student discourse, and identifying appropriate supports for all learners.	PfISD Curriculum & Instruction	Principal, assistant principals, and campus instructional leaders

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

Professional learning and coaching at Dessau will be differentiated based on staff experience, role, and demonstrated instructional need. The ACE reconstitution process established a more experienced instructional staff; however, staff who are new to a role, new to the campus, or demonstrate a need for additional support will receive increased job-embedded coaching beyond the professional learning provided to all staff.

Teachers with fewer than two years of experience in their role, uncertified teachers, and teachers who do not yet demonstrate consistent effectiveness will receive intensified support, including at least weekly classroom observation and feedback from an administrator or instructional coach, targeted coaching on specific action steps, additional modeling or co-planning as needed, and increased support during DES's twice-weekly PLCs. Coaching will focus on implementation of HQIM, lesson internalization, RBIS, checks for understanding, student engagement, and use of student data to adjust instruction. The TEA Content Agnostic Walkthrough Tool, PLC observation tools, coaching documentation, and student-performance data will be used to determine whether support should be maintained, intensified, or reduced.

Teachers requiring additional support will receive more frequent observation and feedback, modeling, co-teaching, side-by-side planning, lesson rehearsal, and targeted support from campus and district instructional coaches. Dessau's coaching model increases support by need, ranging from biweekly observation and feedback for teachers demonstrating effective implementation to multiple observations and feedback cycles each week—and daily observation, real-time coaching, modeling, or co-teaching when intensive support is needed.

Leadership development will be similarly differentiated. Leaders who are new to their role or developing specific instructional leadership competencies will receive more intensive coaching and feedback from the principal, Effective Schools Facilitator, district leadership, and other assigned supports. Coaching will focus on identified needs such as PLC facilitation, observation and feedback, data-driven instruction, progress monitoring, and implementation of the ACE instructional model. Support will be adjusted throughout the year based on evidence of implementation and 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?

Dessau Elementary will use the Strong Start Observation Tool during the first two to three weeks of school to monitor the establishment of instructional routines and expectations. Following this initial implementation period, the campus will transition to the TEA Content Agnostic Observation Tool to evaluate how professional learning translates into classroom instruction. Observation and feedback evidence will be documented in KickUp. Campus administrators and instructional coaches will conduct regular walkthroughs and coaching cycles, with observation and feedback frequency differentiated according to teacher needs.

Look-fors will align with ACE professional learning and district instructional priorities, including fidelity of high-quality instructional materials (HQIM) implementation; evidence of lesson internalization; alignment among lesson objectives, TEKS/ELPS, instructional tasks, and assessments; appropriate pacing; student engagement in rigorous grade-level tasks and academic discourse; effective checks for understanding; and instructional responses to student misconceptions. Observations will also examine scaffolds, accommodations, and instructional supports for students receiving special education and dual language/bilingual services.

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?

Teachers and administrators will receive capacity-building support focused on ensuring students in special populations have access to rigorous Tier 1 instruction while receiving appropriate specialized supports. Special education teachers, including SCS, resource, and inclusion teachers, participate alongside general education teachers in ACE professional learning on Bluebonnet Math and HMH 2.0, strengthening their ability to support students with disabilities within the campus's HQIM. Additional role-specific professional learning includes PLAAFP development, behavior pathways and BIPs, behavior support services, functional academics, and Region 13 facilitated learning for special education educational assistants.

As a dual language campus, Dessau also provides targeted capacity building for staff serving emergent bilingual students, including the Dual Language Teacher Academy and ongoing support for language development and access to grade-level content. During the year, these practices will be reinforced through PLCs, lesson internalization, student work analysis, coaching, and observation and feedback. PLCs will incorporate consideration of accommodations, modifications, language supports, and other scaffolds needed for students to access Tier 1 instruction. Campus and district instructional staff will use student performance and implementation evidence to identify where teachers or teams need additional coaching or professional learning.

Milestones

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

Milestone 1

Description – What specific action or deliverable will be completed?

Implement the ACE staffing and resource model: Complete implementation of the ACE staffing model, including teacher selection, staffing allocations, additional personnel, and compensation structures. Monitor staffing stability and identify adjustments needed to support implementation.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Human Resources; Director of School Improvement

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

ACE staffing roster, personnel assignments, staffing and retention data, and documentation of allocated resources.

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

ACE funding, HR support, district staffing allocations, and School Improvement support

Milestone 2

Description – What specific action or deliverable will be completed?

Establish ACE schoolwide systems and routines: Implement consistent schoolwide routines, instructional expectations, and ACE implementation structures. Train staff, establish monitoring procedures, and provide feedback on implementation.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Assistant Principals; Campus Leadership Team

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

Schoolwide implementation plan, staff training records in KickUp, walkthrough findings, and documented adjustments.

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

ACE implementation resources, SustainED instructional systems training, and ESF coaching.

Milestone 3

Description – What specific action or deliverable will be completed?

Implement weekly lesson internalization PLCs: Establish weekly planning meetings using district lesson and module internalization protocols. Campus leaders will monitor PLC implementation and provide coaching to strengthen Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Assistant Principals; Instructional Coach; PLC Leaders

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

PLC schedules and agendas, completed lesson internalizations, PLC observation records, and instructional coaching documentation.

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

District internalization protocols, SustainED coaching, C&I support, and ESF facilitation.

Milestone 4

Description – What specific action or deliverable will be completed?

Launch observation and feedback cycles: Establish teacher coaching loads and differentiated observation and feedback cycles. Campus instructional leaders will conduct observations aligned to district instructional priorities and use observation trends to refine coaching.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Assistant Principals; Instructional Coach; ESF

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

Teacher coaching loads, observation and feedback records in KickUp, classroom walkthrough trends, and documented coaching action steps.

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

SustainED observation and feedback support, Content Agnostic Observation Tool, KickUp, and ESF coaching.

Milestone 5

Description – What specific action or deliverable will be completed?

Implement data-driven instruction and intervention cycles: Implement weekly data meetings and structured assessment analysis using district protocols. Teachers will identify student misconceptions, plan reteaching, adjust instructional groups, and monitor student progress through reassessment.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Assistant Principals; Instructional Coach; PLC Leaders

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

Completed data protocols, weekly data meeting records, reteach plans, reassessment results, and intervention grouping documentation.

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

District data protocols, assessment dashboards, C&I support, instructional coaching, and ESF support.

Milestone 6

Description – What specific action or deliverable will be completed?

Strengthen Bluebonnet Math implementation through LIFT-SI: Implement the district's Bluebonnet Math instructional expectations through ongoing SustainED coaching. Campus leaders and teachers will use coaching and classroom evidence to improve lesson internalization, instructional delivery, and implementation of research-based instructional strategies.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Assistant Principals; Math Instructional Coach; SustainED

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

SustainED coaching summaries, KickUp professional learning records, PLC observation findings, lesson internalization artifacts, and classroom walkthrough trends.

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

LIFT-SI coaching, Bluebonnet instructional materials, district mathematics support, and SustainED technical assistance.

Milestone 7

Description – What specific action or deliverable will be completed?

Evaluate and strengthen ACE implementation: Conduct a formal review of ACE implementation, including staffing stability, schoolwide systems, instructional practices, and the effectiveness of allocated resources. Identify adjustments needed to strengthen implementation.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Director of School Improvement; ESF; District Leadership

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

ACE implementation review, staffing and retention data, instructional implementation evidence, documented findings, and an updated action plan.

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

ACE implementation guidance, district HR and financial data, ESF coaching, and district leadership support.

Milestone 8

Description – What specific action or deliverable will be completed?

Complete MOY and EOY performance-management reviews: Use SustainED LIFT performance-management routines and district monitoring structures to evaluate progress toward student outcome goals and implementation milestones. Identify and implement adjustments based on student achievement and instructional implementation data.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal; Director of School Improvement; Principal Supervisor; ESF; Campus Support Team

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

MOY and EOY performance-management documentation, updated milestone tracker, student performance analysis, CST action steps, and documented course corrections.

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

SustainED performance-management support, district data systems, ESF facilitation, and CST support.

Milestone 9

Description – What specific action or deliverable will be completed?

Evaluate Year 1 instructional implementation and student outcomes: Evaluate implementation of the district instructional priorities and the impact of ACE and LIFT-SI supports. Analyze student achievement, instructional observation trends, PLC effectiveness, and intervention outcomes to determine priorities for Year 2.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal; Director of School Improvement; ESF; Principal Supervisor

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

Year 1 implementation evaluation, student achievement and accountability analysis, observation trends, and identified instructional improvement priorities.

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

District accountability analysis, SustainED implementation findings, C&I support, and School Improvement Team.

Milestone 10

Description – What specific action or deliverable will be completed?

Develop the Year 2 ACE and LIFT-SI implementation plan
Use Year 1 findings to refine staffing and resource allocations, instructional coaching, professional learning, PLC implementation, and performance-management routines for 2027–28. Establish clear responsibilities and monitoring expectations.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal; Director of School Improvement; ESF; District Leadership

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

Updated campus implementation plan, Year 2 staffing and resource allocations, professional learning priorities, and revised instructional leadership action plan.

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

ACE resources, district staffing and budget support, SustainED recommendations, and School Improvement Team support.

Performance Management

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

Campus and district leaders will monitor implementation through multiple, aligned performance-management routines. At the campus level, the principal, assistant principals, and instructional coach will monitor implementation through weekly PLC participation, classroom walkthroughs and observation/feedback cycles, review of student work and assessment data, and progress toward TIP milestones. Observation evidence will be documented in KickUp and used to identify trends in instructional implementation and determine coaching and professional learning needs.

At the district level, the Effective Schools Facilitator and District Instructional Coach will provide ongoing implementation support and participate in regular campus monitoring. Campus Support Team meetings will be used to review progress toward TIP milestones, student outcomes, instructional implementation, and identified barriers and to determine additional actions or supports when progress is off track.

In addition, each month there is a LIFT Performance Management Routine with SustainED and the Office of School Leadership. District and technical-assistance leaders review evidence of student learning and instructional implementation, identify trends and gaps, establish high-leverage action items with assigned owners, and review progress on upcoming implementation milestones. Every quarter, the Deputy Superintendent shares performance updates with the Superintendent and cabinet level leaders.

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

The Dessau principal and campus leadership team will be responsible for reviewing progress toward implementation milestones at the campus level. At the district level, the Effective Schools Facilitator, District Instructional Coach, Principal Manager, and School Improvement leadership will review progress through Campus Support Team meetings and other established monitoring routines. In addition, SustainED, Curriculum & Instruction, and Office of School Leadership leaders will review progress toward LIFT milestones during the monthly LIFT Performance Management Routine, including progress on previously identified action items and upcoming milestones.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress data will be collected through existing campus and district monitoring systems, including classroom observation and feedback data and PLC implementation evidence documented in KickUp, and student work and assessment data. Campus leaders, the Effective Schools Facilitator, District Instructional Coach, and SustainED will collect and review evidence through their regular campus support and coaching work.

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

Milestone progress data will be shared with district leadership through Campus Support Team meetings, regular School Improvement monitoring, and the monthly LIFT Performance Management Routine with SustainED and the Office of School Leadership. During the monthly LIFT routine, leaders review student-learning and instructional-implementation evidence, progress on action items and milestones, and determine next steps and ownership.

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	67
Meets Grade Level	40
Masters Grade Level	20

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

Performance Level	EOY Goal (%)
Approaches Grade Level	48
Meets Grade Level	30
Masters Grade Level	12

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

Performance Level	EOY Goal (%)
Approaches Grade Level	57
Meets Grade Level	33
Masters Grade Level	15

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?

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?

20

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

8

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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