Stewart Elementary School

2026–28 Turnaround Plan (TAP) — Two-Year Plan

Item	Detail	Item	Detail
District	Hitchcock ISD	Campus / CDN	Stewart Elementary / 084908103
Principal	Dr. Tamikia Greene-Chavis	Grades served	3–5
DCSI	Dr. Daryl Henson	Region 4 SI Case Manager	Dr. Renee O'Neal
Accountability status	UA 2 3D Campus	2026 rating	Overall 54 (F); Student Achievement 56; School Progress 57; Closing the Gaps 48
Plan period	Year 1: August 2026–August 2027; Year 2: August 2027–August 2028	Selected strategy	Strategy A: Intensive Curriculum and Instruction Improvements
Approved Provider	UnTapped Genius (TEA LASO Cycle 4 grant partner)	HQIM	Bluebonnet Learning K–5 RLA and K–5 Math (SBOE-approved)
Public posting	District and campus websites, October 16, 2026	Board hearing / approval	November 16, 2026

Section I: Needs Assessment, Stakeholder Engagement, and Additional Assurances

1.1 Process Used to Conduct the Comprehensive Needs Assessment

Stewart Elementary's 2026–27 Comprehensive Needs Assessment (CNA) and Root Cause Analysis are the foundation for this TAP. The campus did not rely on a separate ESF Diagnostic; Effective Schools Framework (ESF) levers are used to organize the response to needs the CNA identified. The CNA was conducted in six steps:

Step	What happened	Who was involved	When
1. Data collection	Compiled 2026 accountability and STAAR results (all students and subgroups), i-Ready Reading and Math BOY placement, MAP Science BOY, TELPAS, attendance and chronic absence, discipline, staffing and teacher experience, SPED and EB program data, and campus leadership and PLC evidence.	Principal; AP; district curriculum and special programs staff	**August 2026**
2. Data analysis by area	Reviewed data by CNA area (student achievement, curriculum and instruction, school culture and climate, staff quality, family and community engagement, school context and organization, technology) and by grade, subject, and student group.	Campus-level planning and decision-making committee (CPDMC); Instructional Leadership Team (ILT)	**August – September 2026**
3. Strengths and problem statements	Identified strengths (RLA strongest tested area; GT performance; attendance improvement; common adopted resources; digital data wall) and prioritized problem statements.	CPDMC	**September 2026**
4. Root cause analysis	Used a structured root-cause protocol to move from each priority problem to a validated root cause the campus can control.	CPDMC; ILT	**August - September 2026**
5. Stakeholder review	Presented CNA findings and priorities ("Where We Are. Where We're Going.") to teachers, families, and community partners and collected input on priorities.	Staff, parents, community members	**September 21, 2026**
6. Strategy selection	Mapped each validated root cause to a CIP/TAP strategy, ESF lever, owner, and evidence. Reviewed the draft plan at the Campus Improvement Plan meeting.	CPDMC; Campus Intervention Team (CIT)	October 5, 2026

1.2 Priority Needs and Validated Root Causes

Priority need (CNA)	Validated root cause
Tier 1 instruction: content knowledge and curriculum implementation	No coherent system ensured consistent teacher content knowledge, lesson internalization, and curriculum fluency.
Mathematics achievement and acceleration	No integrated math support system connected teacher capacity, curriculum internalization, formative data, intervention, and progress monitoring.
Science achievement and academic vocabulary	No coherent science content-literacy system integrated content knowledge, curriculum fluency, and explicit academic vocabulary.
Special education achievement	Inclusive Tier 1 differentiation, co-teaching, IEP implementation, staffing/scheduling, and progress monitoring were inconsistent.
Emergent Bilingual (EB) language development	No systematic cross-content language-development model supported by professional learning and progress monitoring.
PLC, MTSS, and intervention	Prior PLC/data cycles were absent; intervention/MTSS was not skill-specific or data-driven.
Attendance, culture, and family engagement	No standardized early-warning and family-engagement system coordinating academic, attendance, and behavior supports.

1.3 Campus-Level Planning and Decision-Making Committee (CPDMC)

The CPDMC and the Campus Intervention Team (CIT) developed and reviewed this plan. Membership meets TEC §11.251 representation requirements.

Role on committee	Name	Position/representation
Campus principal (chair)	Dr. Tamikia Greene-Chavis	Principal, Stewart Elementary
Assistant principal	Lynelle Rutledge	Assistant Principal
Grade 3 teacher	Angela Ritter	Classroom teacher
Grade 4 teacher	Shontel Howard	Classroom teacher
Grade 5 teacher	Brittanii Thomas	Classroom teacher
Special education teacher	Tamika Brown	SPED
Counselor/support staff	Melissa Arnold	Non-teaching professional
Parent representative(s)	Drewann Perales	Parent of a Stewart scholar
Community member(s)	Alice Ward	Resides in Hitchcock ISD
Business representative	Jermaine Jenkins	Local business
District representative(s)	Elena Trevino, Sarah Saenz	Curriculum Coordinators
Approved Provider (advisory)	Charisse Lyman, April Coleman	UnTapped Genius

1.4 Public Meeting, Notice, Board Hearing, and Approval

Requirement	How Stewart Elementary meets it	Date / evidence
CIT public meeting (principal, CPDMC, parents, community) to review the rating and solicit input	The CIT held a public meeting at Stewart Elementary to review the 2026 rating and the CNA findings and to collect input on the improvement plan. Sign-in sheets, agenda, and slide deck are kept on file.	Sept. 21, 2026, 4:05 pm, PLC room; sign-in sheet attached

Requirement	How Stewart Elementary meets it	Date / evidence
Written notice to parents and students; posted on campus website; includes date, time, place	Notice sent home in English and Spanish **method: paper flyer and email** and posted on the campus website at least 30 days before the meeting. Notice listed date, time, and place.	Copy of notice and website screenshot attached
Plan posted on district website before the board hearing	The TAP will be posted on the district and campus websites for public feedback.	October 16, 2026
Board hearing on the TAP	The Board of Trustees will hold a public hearing on the campus's performance, the improvements expected, and possible sanctions, with time for public comment.	November 16, 2026
Board approval	The Board will vote to approve the TAP at the same meeting.	November 16, 2026

1.5 Written Stakeholder Comments

Stakeholders may submit written comments from October 16 through November 16, 2026 by: (1) an online comment form linked next to the posted plan on the district and campus websites; (2) paper comment cards in the Stewart front office; and (3) comment time at the November 16 board hearing. Comments will also be invited through the Bulldog family newsletter and campus social media. All written comments received will be attached to the TAP submission. If no written comments are received, the submission will include this section as the explanation, along with copies of the website posting, the comment form, and the dated outreach messages as evidence of the process used to solicit comments.

Section II: School Improvement Strategy

2.1 Selected Strategy and Why It Will Move Stewart to a C in Two Years

Strategy A: Intensive Curriculum and Instruction Improvements. The CNA shows the main barrier is not the curriculum itself but inconsistent Tier 1 delivery: teachers have adopted high-quality instructional materials (Bluebonnet Learning) but lack a reliable system for internalizing lessons, checking for understanding, and responding to data. Strategy A directly targets that cause through four critical levers from the ESF:

- **Tightly aligned instructional core and managed instruction (ESF Lever 4):** Bluebonnet Learning RLA and Math implemented with fidelity, protected minutes, daily lesson internalization, and a common assessment calendar.
- **Quality observation and feedback (ESF Lever 5):** a tiered Teach–Track–Respond (TTR) walkthrough and coaching system, co-calibrated with the Approved Provider's LIFT walks, with weekly or biweekly observation by tier.
- **Strategic staffing (ESF Lever 2):** teachers tiered by effectiveness and experience, with differentiated support and staffing decisions informed by data.
- **Supported student intervention and data tracking (ESF Levers 1 and 3):** weekly PLC data-response cycles, a daily intervention block with clear entry/exit rules, biweekly MTSS, and an attendance early-warning system.

Why it is fast enough. To reach a C (scaled score of 70) by 2028, Stewart must raise STAAR Meets performance and Academic Growth simultaneously. The largest score gains are available in math and science (2026 Meets: Math **[32%]**, Science **[23%]**), where curriculum internalization and intervention have been weakest. Year 1 installs the systems and targets an Overall score of 75; Year 2 sustains them through turnover and targets 80 (see Section VI). Projections must be verified in the TEA A-F Estimator Tool before submission.

DRAFT

2.2 Approved Provider: UnTapped Genius

UnTapped Genius is Stewart Elementary's Approved Provider for TEA's **LIFT** program, funded through the LASO Cycle 4 grant. Hitchcock ISD and UnTapped Genius have a district LIFT Action Plan with a Stewart-specific SI plan; UnTapped Genius staffs it with a **District Coach** and a **Campus Coach**, who work with the District LIFT Team. The LIFT Action Plan is part of this TAP: the table below shows how the provider supports the TAP, and Section 2.2a maps every LIFT focus area to the TAP section and milestone where it is carried out.

Provider support	What UnTapped Genius does	Frequency	Link to student outcomes	Milestones
LIFT classroom and coaching walks	District Coach and district leaders conduct classroom and coaching walks with the principal using the LIFT walkthrough tool aligned to the Teach–Track–Respond (TTR) Instructional Framework; campus leaders walk classrooms on the LIFT cadence (weekly for new, new-to-HQIM, and developing teachers; biweekly for proficient and higher).	Weekly with the principal (LIFT O/F)	Identifies the highest-leverage instructional gaps so coaching is aimed where student learning breaks down.	M5, M15
Leader calibration and coaching	District leaders and the District Coach hold calibration walks with the principal; the principal holds calibration walks with the AP and campus leaders. Leaders are trained in low-inference evidence, action steps, coaching guides, and real-time coaching (training target 11/13/2026).	Biweekly calibration walks (LIFT O/F); real-time coaching training Nov–Dec 2026	Raises the accuracy and quality of feedback teachers receive, increasing implemented action steps.	M5
PLC and internalization support	Campus Coach and District Coach train teachers on lesson internalization and rehearsal (PreService, Aug. 2026) and student work analysis (SWAP, Oct. 2026); district leaders visit PLCs; LIFT PLC observation calibrations check fidelity to the district PLC non-negotiables.	District leader PLC visits biweekly; PLC observation calibration monthly, Aug–Apr (Stewart SI acceleration)	Teachers enter lessons prepared to teach Bluebonnet with fidelity and respond to misconceptions.	M4, M13
Data-cycle support	Supports analysis of DOL, module/unit assessments, i-Ready, and MAP to set reteach and intervention actions. Aligned to the district assessment calendar with CBAs built through LIFT (finalized Aug. 2026).	every 4–6 weeks	Faster reteach and better intervention grouping increase mastery and growth.	M6, M7, M9
Progress reporting	District Coach leads the LIFT performance management routines: Monthly Instructional Pulse with district leaders and BOY / MOY / EOY Strategic Calibrations; findings feed the monthly TAP review (Section V).	Monthly Pulse; Strategic Calibrations Oct, Jan, Apr	Supports performance management and course correction.	M1, M10

2.2a LIFT Action Plan Alignment (Approved Provider Service Plan)

The table below takes each LIFT focus area in the Hitchcock ISD LIFT Action Plan (LASO Cycle 4), using the Stewart Elementary SI campus priority levels, and shows where it is carried out in this TAP. LIFT dates are from the action plan; Year 3 (2028–29) LIFT priorities fall after this TAP and will be built into the next improvement cycle (M20).

LIFT focus area (Stewart priority)	LIFT Year 1 (2026–27) actions and dates	Where it lives in the TAP	LIFT Year 2 (2027–28) priority → TAP Year 2
Instructional Framework (High)	Teach–Track–Respond (TTR) framework drafted, finalized, and launched (Apr–Jul 2026); teacher training 07/29–07/30 and 08/04–08/06; leaders supported in monitoring framework execution through weekly coaching walks.	2.1; 3.2 TTR walkthrough tracker; 3.3 coaching cycle; M5	Refine supports based on student outcomes and leadership needs → M16
Observation and Feedback (High)	Walkthrough tool aligned to TTR (07/23); district leaders' weekly coaching walks and biweekly calibration walks with the principal; campus leaders' weekly walks to new, new-to-HQIM, and developing teachers and biweekly walks to proficient teachers; principal's biweekly calibration walks with campus leaders; real-time coaching training (11/13).	2.2; 2.5; 3.1 tiers; 3.2; 3.3; M5	Embed real-time coaching cycles as a daily practice → M16
PLCs (High; raised from Medium for SI)	PLC non-negotiables communicated (06/15); leader PLC training (July); teacher internalization and rehearsal training (PreService Aug.); district leader PLC visits biweekly; SWAP student work analysis training (Oct.); PLC observation calibration monthly Aug–Apr; teachers of special populations included in PLCs.	A.5 PLC process and roles; M4	Develop teacher leadership through high-impact PLC facilitation → M12, M13
RBIS (Medium)	RLA RBIS built into curriculum training (07/30); Math RBIS training for teachers and new leaders (Parts 0–4; Stewart Part 2 on 09/11; Parts 3–4 on 10/09); RBIS calibration walks.	3.2 RBIS look-fors; M7 support	Math RBIS refinement training → M15, M18
Performance Management (Medium)	District leaders trained on PM routines; Instructional Readiness review (08/03); Monthly Instructional Pulse (09/11, 11/13, 12/09, 02/12, 03/20); BOY / MOY / EOY Strategic Calibration (10/09, 01/04, 04/09); STAAR / system reflection (early June).	Section V; M1; M10	Align PM to instructional priorities, leader development, and student growth → M20
Assessment (Low)	Assessment inventory (05/12); district assessment calendar with CBAs (07/01, finalized Aug. 2026); leaders trained on TEKS-aligned data routines.	A.4 assessment calendar; M6; M9	Strengthen data analysis cycles to improve instructional response → M13
Schoolwide Routines (Medium)	Priority routines: Do Now / Entry Routine and Structured Discourse; campus leader training (06/03); teacher training (PreService Aug.); mid-year reset if needed; EOY review and 2027–28 BOY planning.	A.7 schoolwide routines; M5 walkthrough look-fors	Refine routines using implementation evidence → M11, M19 playbook
Product Training (Low)	New hires, untrained teachers, and leaders needing Bluebonnet onboarding identified and trained (target 10/31/2026).	3.4 new and uncertified staff; M4	Product training on the HQIM components with the most room to improve → M11
Adoption (Low)	Bluebonnet materials procured and distributed; classroom access and consumables audit (07/15–07/25).	A.1 HQIM	Review Bluebonnet adoption and refine implementation supports → M15

2.3 Capacity Builders

The principal and assistant principal lead implementation but are not named as capacity builders. Capacity builders for this plan are:

Capacity builder	Organization / role	% of role dedicated to Stewart	Responsibilities
UnTapped Genius team ([names])	Approved Provider	**50% / days per week**	LIFT walks, leader coaching, PLC support (2.2)

Capacity builder	Organization / role	% of role dedicated to Stewart	Responsibilities
Elena Trevino	Elementary Curriculum Coordinator	**[≥50%]**	**RLA PLC co-facilitation, calibration walks**
Sarah Saenz	Secondary Curriculum Coordinator	**[≥50%]**	**RLA PLC co-facilitation, calibration walks**

If a district staff member cannot dedicate at least 50% of the role to Stewart or does not have a turnaround track record, that person is listed as district support (not a capacity builder) and UnTapped Genius remains the capacity builder of record.

2.4 District Prioritization and Redistribution of Talent and Resources

Commitment	What the district provides to Stewart	Status
Priority hiring and placement	Stewart vacancies are filled first; candidates screened for content knowledge and lesson internalization.	In place
District curriculum and special programs time	District curriculum and special programs staff assigned to Stewart **4 days per week** for PLCs, calibration walks, and coaching.	In place
Protected PD time	Weekly Friday PD days on the 4-day calendar used for HQIM internalization, RBIS, and student work analysis.	In place
Principal and AP support	See 2.5.	In place

2.5 Differentiated Support for Administrators and Principal Managers

- **Principal:** biweekly leader coaching from UnTapped Genius; monthly one-on-one with the DCSI using the TAP tracker; quarterly progress review with the Superintendent. Per the LIFT Action Plan, the principal also takes part in weekly classroom and coaching walks and biweekly calibration walks with district leaders and the District Coach, and completes LIFT real-time coaching training (Nov–Dec 2026).
- **Assistant Principal:** co-observation and feedback calibration with UnTapped Genius and district capacity builders; owns the Tier 3 teacher coaching caseload with weekly principal check-ins. Joins the principal's biweekly LIFT calibration walks and LIFT observation-and-feedback training (low-inference evidence, action steps, coaching guides).
- **Principal manager (DCSI):** participates in Region 4 school improvement networks and TEA ESF training; reviews the campus tracker monthly.

2.6 Budget: Costs and Funding Sources

All costs associated with implementing the strategy, with the source of funds for each. Amounts are entered by the district business office.

Cost item	Purpose / milestone link	Year 1 (2026–27)	Year 2 (2027–28)	Funding source
UnTapped Genius services	LIFT walks, leader coaching, PLC support (M4, M5)	$**389,289**	$**389,289**	TEA LASO Cycle 4 grant
Bluebonnet Learning materials and printing	HQIM student and teacher materials (M4)	$**0**	$**0**	**[IMRA / Instructional Materials Allotment]**
i-Ready Reading and Math licenses	Diagnostics, progress monitoring (M6, M7)	$**19,627**	$**26,261**	**[Title I, Part A / General Fund]**
MAP Science	BOY/MOY/EOY science monitoring (M7)	$**3,550**	$**3,330**	**[General Fund]**
Summit K12	EB language development and progress (M8)	$**[ ]**	$**[ ]**	**[Title III / State Bilingual Allotment]**

Cost item	Purpose / milestone link	Year 1 (2026–27)	Year 2 (2027–28)	Funding source
Tutoring stipends (Wednesday 4:00–4:50; Saturday 9:00–10:15)	Targeted tutoring and STAAR acceleration (M6, M9)	$**0**	$**0**	**[SCE / Title I, Part A]**
Teacher-leader stipends	PLC facilitation (M13)	—	$**0**	**[Title II / General Fund]**
Region 4 PD (RBIS, ELPS, co-teaching)	Capacity building (Section III) *included with UG	$**0**	$**0**	**[Title II / Region 4 contract]**
Family engagement events and materials	Family academic nights, attendance incentives (M3, M14) * 1percent of title funds	$**45,000**	$**45,000**	**[Title I parent and family engagement]**
Total		**$457,466**	**$463,880**	

2.7 Contingency Plan if LASO Funds Are Not Awarded or Are Reduced

UnTapped Genius is currently funded through the LASO Cycle 4 grant. If LASO funds are not awarded for Year 2, are reduced, or end early, the plan continues as follows:

1. **Core provider services are re-funded first.** The district will move UnTapped Genius leader coaching and LIFT walks (the services most directly tied to M5) to **ESSA §1003 School Improvement funds / Title I, Part A / General Fund** at a reduced scope of **14 visits per month**. The business office will confirm this by the Year 1 Q4 funding crosswalk (M10, June 2027).
2. **Lower-cost services shift to district staff.** PLC co-facilitation and data-cycle support move to district curriculum staff and trained Stewart teacher leaders, who are already being developed for this role in Year 2 (M13).
3. **Region 4 fills specific gaps.** Calibration and RBIS/ELPS training are purchased through the Region 4 contract.
4. **Non-negotiables stay funded regardless of grant status:** Bluebonnet materials, protected master-schedule minutes, weekly 45-minute PLCs, the daily intervention block, i-Ready/MAP assessments, and tiered observation and feedback. None of these depend on LASO.
5. **Milestones and targets do not change.** Only the provider of the support changes; the Section IV milestones and Section VI goals remain in force.

Strategy A Detail: Intensive Curriculum and Instruction Improvements

A.1 High-Quality Instructional Materials and Approved Provider Support

Stewart implements **Bluebonnet Learning K–5 RLA and K–5 Math** (SBOE-approved HQIM) in Grades 3–5. Science uses **STEMscopes**; the ILT is finalizing a Science and Social Studies Year-at-a-Glance so every teacher has consistent access by October 2026. Fidelity is defined as: the daily lesson taught from the Bluebonnet materials as written, with planned checks for understanding, the Demonstration of Learning (DOL) completed, and the teacher's planned response to scholar evidence. UnTapped Genius supports fidelity through LIFT walks, internalization and rehearsal support in PLCs, and leader calibration (Section 2.2).

A.2 Instructional Calendar

Hitchcock ISD operates a **four-day instructional week (Monday–Thursday)**; Fridays are teacher professional development days. The 2026–27 calendar contains **166 instructional days** (**78,020** total operational minutes).

Bluebonnet Learning is designed for a 165-day year (170 days for Grade 5 RLA). The campus pacing calendars were aligned to the Bluebonnet scope and sequence in October 2026, and units short of the recommended days have been flagged for adjustment.

A.3 Master Schedule: Daily Instructional Minutes

The master schedule protects the minimum minutes needed to deliver the curriculum as intended. Minutes below are per scholar per instructional day.

Block	Grade 3	Grade 4	Grade 5	Notes
RLA (Bluebonnet)	225 min	222 min	220 min	Uninterrupted core block
Math (Bluebonnet)	225 min	222 min	220 min	Uninterrupted core block
Science	150 min	150 min	150 min	Grade 5 STAAR-tested
Social Studies	150 min	150 min	150 min	
Intervention / ReTeach/Acceleration	20 min	**20** min	**20** min	Daily; no new core instruction
SPED / EB services	Per IEP / LPAC	Per IEP / LPAC	Per IEP / LPAC	Scheduled so services do not pull from core RLA/Math
Teacher PLC (weekly)	Tue and Wed 4:05–4:50	Tue and Wed 4:05–4:50	Tue and Wed 4:05–4:50	45 minutes each; see A.5

A.4 Assessment Plan and District/Campus Assessment Calendar

The assessment plan gives teachers evidence daily, every 4–6 weeks, and three times a year, so instructional decisions are made while there is still time to act.

Assessment	Type	2026–27 window	Who reviews	Decision it drives
Demonstration of Learning (DOL)	Daily formative (campus)	Daily	Teacher; PLC weekly	Same-day and next-day reteach; small groups
Bluebonnet module/unit assessments	Curriculum-embedded (campus)	End of each module/unit, about every 4–6 weeks	PLC; ILT	Reteach plans; intervention regrouping
i-Ready Diagnostic, Reading and Math	Universal screener (district)	BOY **[Aug/Sep]**; MOY **[Jan]**; EOY **[May]**	ILT; MTSS team	Intervention placement; growth monitoring
i-Ready progress monitoring	Intervention monitoring (campus)	Every 2 weeks for scholars in intervention	MTSS team	Entry/exit and group changes
MAP Growth Science	Screener (district)	BOY **[Aug/Sep]**; MOY **[Jan]**; EOY **[May]**	Science team; ILT	Science reteach and vocabulary focus
District benchmarks / interim assessments (RLA, Math, Gr. 5 Science)	Common benchmark (district)	**[Fall date(s)]**; Spring interim **[Feb date(s)]**	ILT; DCSI	STAAR-readiness checkpoints for Section VI goals
TELPAS	State (EB)	**[Feb–Mar 2027]**	EB/ESL lead; LPAC	EB language goals; TELPAS progress target
STAAR RLA (Gr. 3–5)	State	April 7, 2027 **[confirm]**	All	Summative outcome
STAAR Science (Gr. 5)	State	April 13, 2027 **[confirm]**	All	Summative outcome
STAAR Math (Gr. 3–5)	State	April 21, 2027 **[confirm]**	All	Summative outcome

DRAFT

Student growth during the year is monitored through the BOY → MOY → EOY i-Ready and MAP checkpoints, biweekly progress monitoring for every scholar in intervention, and the district benchmark/interim checkpoints shown in Section VI. Results are posted on the campus digital data wall and reviewed in the monthly TAP review (Section V).

A.5 PLC Process: Internalization, Rehearsal, and Student Work Analysis

Every teacher of RLA and math, plus special education and EB/ESL staff, attends two 45-minute PLCs each week (Tuesday and Wednesday, 4:05–4:50 p.m.). Year 1 PLCs are facilitated by the principal or AP with district capacity builders and UnTapped Genius; in Year 2, trained teacher leaders facilitate with admin co-facilitation (M13).

Tuesday PLC — Content Collaboration and Rehearsal (45 min)	Wednesday PLC — Data and Student Work Analysis (45 min)
0–5 min — Celebrate and frame: one win from last week's data; norms; at-bat focus for the week. **5–20 min — Lesson internalization:** teachers bring a completed Know/Show chart and DOL exemplar for the upcoming lesson. Unpack the TEKS and objective, read the exemplar, map likely misconceptions, and plan checks for understanding and scaffolds. **20–38 min — Rehearsal ("at-bats"):** each teacher rehearses the key lesson segment (explicit modeling: Say It → Mark It → Model It → Name It) without interruption, then gets one piece of feedback and re-practices. Teachers on a growth plan rehearse the focus in their plan. A team member models when significant improvement is needed. **38–42 min — SPED and EB supports:** SPED teacher confirms accommodations and SDI for the lesson; EB/ESL staff adds language supports (sentence stems, structured talk, ELPS). **42–45 min — Commitments:** each teacher names the action step to be observed on the next walkthrough.	**0–5 min — Data check:** review DOL/module results on the data wall by class and student group. **5–25 min — Student work analysis:** sort a sample of student work against the exemplar: Who learned it? Who didn't? Where did learning break down? Identify the misconception and the gap in instruction. **25–35 min — Plan the response:** write the reteach (whole class, small group, or intervention), choose the strategy, and schedule when it happens. Name scholars for intervention regrouping. **35–40 min — SPED and EB lens:** review results for scholars with IEPs and EB scholars separately; adjust SDI, accommodations, and language supports. **40–45 min — Document:** record actions in the PLC tracker; reteach is verified on the next common assessment.

RLA agenda focus: knowledge-building texts, text evidence and written response, vocabulary, extended constructed response; rehearsal of think-alouds and annotation. **Math agenda focus:** concrete/representational/abstract models, problem-solving routines, academic vocabulary, prerequisite skills; rehearsal of worked examples and CFU routines (whiteboards, no opt-out).

PLC role	Responsibilities
Facilitator (Y1: Principal/AP; Y2: teacher leader)	Sets agenda, keeps protocol, ensures every teacher completes an at-bat, closes with commitments.
District capacity builder / UnTapped Genius	Models internalization and feedback, calibrates rehearsal feedback, supports data analysis.
Content teachers	Bring Know/Show chart, DOL exemplar, and student work; rehearse; carry out reteach actions.
Special education teacher (required attendee)	Attends every RLA and Math PLC; standing agenda item to plan accommodations, SDI, and co-teaching roles; reviews SPED data separately.
EB/ESL teacher or representative	Plans language supports and ELPS-aligned scaffolds; reviews EB data separately.
Timekeeper / recorder (rotating teacher)	Keeps time; records actions and reteach commitments in the PLC tracker.

DRAFT

A.6 Interventions, Including Special Populations

Question	Stewart's structure
How is intervention time structured?	A daily **20**-minute small group for every grade, seperate from core RLA and Math. Tier 2 groups of 4–6 scholars meet **3–4** days per week; Tier 3 groups of 2–4 meet daily. Additional targeted tutoring: Wednesday 4:00–4:50 p.m. and the first Saturday of the month 9:00–10:15 a.m.
Who plans the lessons?	The interventionist and classroom teacher plan Tier 2 lessons in the Wednesday PLC using DOL, module, and i-Ready data and i-Ready Teacher Toolbox / Bluebonnet intervention resources. SPED teachers plan Tier 3 SDI aligned to IEP goals. EB/ESL staff plan language supports.
How are students selected?	Entry: scholars 2+ grade levels below on i-Ready BOY; scholars scoring below **60 %** on two consecutive module/unit assessments; scholars who did not meet Approaches on 2026 STAAR. Placement is decided at biweekly MTSS meetings.
How is progress monitored and when do students exit?	i-Ready progress monitoring every 2 weeks; exit when a scholar meets the growth target on two consecutive checks and scores **70%** or higher on the next module assessment.
SPED scholars	Receive Tier 1 instruction with accommodations and co-teaching; SDI per IEP; weekly SPED/gen-ed co-planning; IEP implementation audit (M8).
Emergent Bilingual scholars	Cross-content language routines (sentence stems, structured talk, ELPS), Summit K12, and separate EB progress review each grading period.

A.7 Schoolwide Routines (LIFT)

Through LIFT, Hitchcock ISD set two priority schoolwide routines that protect instructional time and support daily TTR execution: the **Do Now / Entry Routine** and **Structured Discourse**. Teachers were trained at PreService (August 2026). Campus leaders monitor both routines during walkthroughs, decide at mid-year whether a reset is needed, and review results at the end of the year to plan additional routines for 2027–28; the routines are written into the campus systems playbook (M19).

Section III: Capacity Building

3.1 Teacher Tiers and What Each Tier Receives

Teachers are tiered at the start of the year and re-tiered every 4–6 weeks using T-TESS evidence, TTR walkthrough data, LIFT walk data, student DOL/module results, years of experience, and certification status. Capacity building matches the current state of talent at Stewart.

Tier	Who is placed here	Observation and feedback	Coaching and support
Tier 1 — Refine	Proficient or above on T-TESS and TTR; students meeting DOL/module targets	Observed at least **biweekly**; written feedback within 48 hours	One refinement action step per cycle; may model for peers and host lab classrooms; Year 2 teacher-leader pathway
Tier 2 — Develop	Developing on 1–2 TTR look-fors or T-TESS dimensions; inconsistent student results	Observed at least **weekly**; feedback within 24–48 hours	4–6 week coaching cycle; rehearsal in PLC; Open Lab as needed
Tier 3 — Intensive	New to the profession or to Stewart (first two years); uncertified or on a permit/intern certificate; teachers on a growth plan	Observed **2+ times per week**; feedback within 24 hours	Weekly coaching meeting; mandatory Open Lab at least weekly; modeled lessons and co-teaching; growth plan with T-TESS targets; mentor teacher; for uncertified teachers, a certification plan

3.2 Observation and Feedback (OBF) Tools

Tool	What it measures	Who uses it	How often
TTR walkthrough tracker (Teach–Track–Respond)	Explicit instruction (Say It → Mark It → Model It → Name It); checks for understanding where every scholar responds; teacher response to evidence (release, clarify, model again, reteach)	Principal, AP, district capacity builders	By tier (3.1)
LIFT walkthrough tool (aligned to the TTR Instructional Framework)	Low-inference evidence on TTR look-fors and schoolwide routines; campus-wide practice trends; action steps from the LIFT coaching guides	District Coach, district leaders, principal, AP	Weekly coaching walks with the principal; biweekly calibration walks
T-TESS rubric	Formal appraisal; growth-plan dimensions (e.g., 2.2 Content Knowledge, 2.3 Communication, 3.1 Routines)	Principal, AP	Per T-TESS calendar; growth-plan walkthroughs
RBIS look-fors (Research-Based Instructional Strategies)	Math instructional strategies from district RBIS training	Admin; math capacity builders	Embedded in math walkthroughs
Instructional readiness check	Lesson preparedness: objective posted, materials ready, DOL and exemplar, Track and Respond plans	Admin	Daily during readiness checks; spot checks
Action-step tracker	Whether each action step is implemented at follow-up	Admin; capacity builders	Every follow-up observation

3.3 Teacher Coaching Cycle

1. **Observe** (10–15 minutes) using the TTR tracker; capture evidence for one look-for.
2. **Feedback meeting** within 24–48 hours: name one strength, one precise action step, and model it (See It, Name It, Do It).
3. **Practice:** the teacher rehearses the action step in the meeting, at Open Lab, or at the Tuesday PLC at-bat.
4. **Follow-up observation** within one week to verify the action step is implemented; record on the action-step tracker.
5. **Close or continue:** if implemented, set the next action step; if not, intensify (modeling, co-teaching, move up a tier). Teachers are re-tiered every 4–6 weeks.

3.4 Support for New, Uncertified, and Not-Yet-Effective Staff

- **Teachers in their first two years:** Tier 3 placement for at least the first 9 weeks; assigned mentor; onboarding on Bluebonnet internalization, PLC protocol, TTR, MTSS, and attendance procedures before the first day of school (M11).
- **Teachers without a demonstrated track record of success:** Tier 2 or 3 based on data; growth plan when T-TESS evidence indicates; weekly Open Lab.
- **Uncertified teachers:** Tier 3; certification timeline monitored by HR;
- **New administrators:** see 2.5.

3.5 Capacity Building for Special Populations

- **Special education:** co-teaching models and, SPED teachers attend all content PLCs; IEP accommodation fidelity included in walkthroughs.
- **Emergent Bilingual:** ELPS-aligned language routines (structured talk, sentence stems, academic vocabulary) trained for all teachers; Summit K12 training; separate EB data review each grading period.

DRAFT

- **Dyslexia/504:** accommodation implementation reviewed during IEP/504 audit and in PLC planning.

Section IV: Milestones

The plan has **20 milestones: 10 in Year 1 (August 2026–August 2027) and 10 in Year 2 (August 2027–August 2028)**, meeting TEA's requirement of 8–10 per year. Each milestone includes a description, timeline, responsible parties, evidence of completion, support needed, and a percentage target for each checkpoint. Checkpoints align to the school year: **Q1 = Aug–Oct (end of 1st nine weeks), Q2 = Nov–Jan (semester / MOY), Q3 = Feb–Apr (spring interim and STAAR), Q4 = May–Jul (EOY)**. Status (On Track / Needs Attention / Off Track) is recorded at each monthly TAP review.

Year 1 (2026–27): Build and Implement

#	Description (action / deliverable)	Timeline	Responsible parties	Evidence of completion	Support needed	% targets by checkpoint
M1	Integrated leadership tracker is live with 100% of TAP actions, owners, due dates, and evidence links; weekly leadership review and monthly TAP review are held.	Launch by Oct 30, 2026; reviewed weekly	Principal; AP	Tracker; weekly agendas; action log; monthly review notes	Tracker template; DCSI review; UnTapped Genius reporting LIFT: Monthly Instructional Pulse; BOY Strategic Calibration (10/09/2026)	Q1: 100% of actions loaded Q2–Q4: weekly review held in ≥90% of weeks; ≥85% of milestones on time
M2	Master schedule audited and verified for protected core minutes (A.3), daily intervention block, two weekly 45-min PLCs, SPED co-planning, and required SPED/EB services.	Verified by Oct 30, 2026; re-audited each semester	Principal; AP; District Special Programs	Verified master schedule; service schedules; PLC calendar	District Special Programs scheduling support	Q1: 100% of minutes and services verified; 0 unresolved conflicts Q2–Q4: PLCs and co-planning held in ≥90% of weeks
M3	Attendance early-warning system launched: triggers, escalation steps, family contact log, weekly attendance team, positive recognition.	Launch by Oct 30, 2026; weekly	Principal/AP; Counselor; PEIMS/Registrar	Watchlist; contact log; case-management plans	Attendance data reports; family engagement funds	Q1: 100% of flagged scholars contacted within 5 school days Q2: chronic absence ≤17.0% Q3: ≤16.0% Q4: ≤15.0%
M4	Common PLC protocol (A.5) adopted for RLA and Math; all core, SPED, and EB staff attend; weekly internalization artifacts (Know/Show chart, DOL exemplar) submitted.	Adopted by Nov 13, 2026; weekly	Principal/AP; content teams; district capacity builders; UnTapped Genius	PLC agendas; sign-ins; internalization artifacts; rehearsal notes	UnTapped Genius PLC co-facilitation; Friday PD time LIFT: monthly PLC observation calibration (Aug–Apr); district leader PLC visits biweekly; SWAP training (Oct.)	Q2: ≥90% attendance; ≥85% artifact submission Q3: ≥95% attendance; ≥90% submission Q4: ≥95% / ≥90% sustained
M5	Tiered TTR observation and feedback system running: admin calibrated with UnTapped Genius; every teacher tiered (3.1) and observed at tier frequency with one action step per cycle.	Running by Dec 18, 2026; re-tier every 4–6 weeks	Principal; AP; capacity builders; UnTapped Genius	Calibration records; TTR tracker; action-step tracker; teacher tier roster	LIFT walks; leader coaching; substitute coverage LIFT: biweekly calibration walks; weekly coaching walks with principal; real-time coaching training (Nov–Dec 2026)	Q1: 100% of teachers tiered Q2: ≥80% calibration agreement; ≥90% of teachers observed at tier frequency Q3: ≥75% of action steps implemented at follow-up Q4: ≥80%

#	Description (action / deliverable)	Timeline	Responsible parties	Evidence of completion	Support needed	% targets by checkpoint
M6	Biweekly MTSS cycle operating; every scholar 2+ grade levels below on i-Ready BOY is in a skill-specific intervention group with progress monitoring every 2 weeks.	Running by Dec 18, 2026; biweekly	Principal/AP; Counselor; interventionist; SPED/EB staff; grade teams	MTSS agendas; intervention roster; progress-monitoring data	i-Ready progress monitoring; interventionist FTE; tutoring stipends	Q2: 100% of identified scholars placed; ≥85% attendance in intervention Q3: ≥30% of Tier 2 scholars meet growth target Q4: ≥40% exit or move up a tier
M7	Math and science acceleration: math PLCs/intervention and a common academic-vocabulary protocol in all science classes produce measurable MOY movement.	MOY check by Feb 26, 2027	Math and science teams; Admin; district content support	i-Ready Math and MAP Science MOY reports; vocabulary routines; walkthrough data	District math/science support; RBIS training LIFT: Math RBIS Parts 3–4 (10/09/2026)	Q2 (MOY): i-Ready Math 2+ below ≤35%; Gr. 5 MAP Science at/below 40th ≤41% Q3: vocabulary protocol seen in ≥70% of science walkthroughs Q4 (EOY): ≤28% / ≤35%
M8	SPED and EB access: IEP implementation audit completed for 100% of SPED scholars; weekly co-planning for every co-taught class; ELPS-aligned language supports in place across content areas.	Audit by Mar 26, 2027; co-planning weekly	Admin; SPED staff; EB/ESL staff; gen-ed teams	IEP/accommodation audit; co-planning logs; walkthroughs; Summit K12 data	IDEA-B co-teaching/SDI training; Title III ELPS training	Q2: co-planning documented in ≥85% of weeks Q3: 100% of IEPs audited; ≥90% of accommodations observed as written Q4: ≥90% sustained
M9	Spring checkpoint: district interim data analyzed by grade, subject, and student group; targeted STAAR acceleration plan for every scholar in the acceleration group; attendance trend reviewed.	By Mar 5, 2027 (before STAAR, Apr 7–21)	Principal; AP; grade teams	Data protocol; acceleration roster; tutoring schedule	Saturday/Wednesday tutoring; UnTapped Genius data support	Q3: 100% of acceleration scholars have a skill focus and schedule; ≥85% tutoring attendance; interim Meets targets in Section VI
M10	Year 1 summative review (STAAR, EOY i-Ready, MAP, TELPAS, attendance, implementation fidelity); 2027–28 resource and funding crosswalk approved, including LASO contingency (2.7); Year 2 targets revised and resubmitted.	June 30, 2027	Principal; DCSI; District Leadership; Business Office	Year 1 evaluation report; funding crosswalk; revised Year 2 TAP	Business office; DCSI; Region 4 case manager LIFT: EOY Strategic Calibration (04/09/2027) and STAAR / system reflection (June 2027)	Q4: 100% of Year 1 outcome targets reported with met / not met; 100% of Year 2 priority actions funded

Year 2 (2027–28): Refine, Sustain, Distribute

#	Description (action / deliverable)	Timeline	Responsible parties	Evidence of completion	Support needed	% targets by checkpoint
M11	2027–28 staffing, teacher tiers, and master schedule finalized from Year 1 data, preserving protected minutes, PLCs, intervention, and SPED/EB services; all new and reassigned teachers onboarded before students arrive.	Aug 13, 2027	Principal/AP; District HR; Special Programs; capacity builders	Staffing map; master schedule; onboarding agenda and sign-ins	District HR priority hiring; onboarding PD days	Q1: 100% of new staff onboarded; schedule verified with 0 service conflicts

DRAFT

#	Description (action / deliverable)	Timeline	Responsible parties	Evidence of completion	Support needed	% targets by checkpoint
M12	Teacher leaders named for each core content and trained to facilitate PLCs and coaching conversations.	Named by Aug 13, 2027; trained by Sep 30, 2027	Principal; UnTapped Genius / district	Teacher-leader roster; training records	Teacher-leader stipends; facilitation training LIFT Year 2: teacher leadership through PLC facilitation	Q1: ≥1 teacher leader per core content (100%); 100% complete training
M13	Teacher leaders facilitate content PLCs with admin co-facilitation and run the weekly data-response cycle.	Oct 29, 2027; weekly	Teacher leaders; Principal/AP	PLC agendas; facilitator log; admin verification notes	Admin feedback on facilitation	Q1: ≥50% of PLCs teacher-led Q2: ≥75% Q3–Q4: ≥90%; protocol fidelity ≥90%; ≥80% of reteach actions show higher mastery
M14	BOY early-warning roster built from Year 1 attendance, behavior, and academic data; family engagement plan with at least one family academic event per semester; mid-year chronic absence review.	Roster by Sep 30, 2027; MOY review Mar 2028	Counselor; Principal/AP; PEIMS/Registrar	Watchlist; family contact log; event sign-ins; attendance trend report	Title I family engagement funds	Q1: 100% of 2026–27 chronically absent scholars have a case plan Q2: chronic absence ≤13.5% Q4: ≤12.0% all; ≤20.0% SPED
M15	Curriculum implementation fidelity raised across RLA, math, and science (Bluebonnet internalization artifacts and walkthrough fidelity).	Dec 17, 2027; monitored monthly	Content teams; teacher leaders; Admin	Internalization artifacts; TTR and LIFT walkthrough data	UnTapped Genius / district (per 2.7 contingency)	Q1: ≥90% artifact submission Q2: ≥95% submission; fidelity in ≥85% of observed lessons Q3–Q4: sustained
M16	Tiered observation and feedback sustained and recalibrated each semester; Tier 3 teachers move up a tier.	Calibration Sep 2027 and Jan 2028	Principal; AP; capacity builders	Calibration records; tier roster; action-step tracker	LIFT walks or district calibration LIFT Year 2: real-time coaching as daily practice	Q1: ≥85% calibration agreement Q2: ≥80% of action steps implemented Q4: ≥50% of Year 1 Tier 3 teachers at Tier 2 or above
M17	SPED and EB progress reviewed separately at MOY, including IEP/SDI implementation, co-teaching, language supports, and Summit K12/TELPAS-aligned evidence.	Jan 28, 2028	Admin; SPED staff; EB/ESL staff	Subgroup MOY data; IEP audit; EB progress review	SPED/EB specialist support	Q2: SPED and EB i-Ready MOY growth ≥ all-student growth; ≥95% of IEP accommodations observed as written
M18	Math and science acceleration shows measurable MOY gains over the same point in 2026–27.	Feb 25, 2028	Math/science teams; Admin; district content support	i-Ready Math and MAP Science MOY reports; intervention data	District content support LIFT Year 2: Math RBIS refinement training	Q3 (MOY): i-Ready Math 2+ below ≤25%; Gr. 5 MAP Science at/below 40th ≤32%
M19	Campus systems playbook written and adopted (PLC protocol, data-response protocol, TTR, MTSS decision rules, attendance escalation, master-schedule non-negotiables); spring STAAR acceleration plan in place.	Playbook Apr 15, 2028; acceleration plan Mar 3, 2028	Principal; teacher leaders	Published playbook; staff sign-off; acceleration roster	Time for teacher-leader writing team	Q3: playbook adopted (100%); 100% of acceleration scholars scheduled Q4: playbook used in 100% of sampled PLC and MTSS meetings
M20	Two-year summative evaluation (2028 STAAR, EOY i-Ready, MAP Science, TELPAS, attendance, fidelity); next improvement cycle drafted.	June 30, 2028	Principal; DCSI; District Leadership	Two-year evaluation report; next-cycle plan	District data and business office	Q4: 100% of Year 2 targets reported; Overall score ≥80 (C or better) or variance explained with corrective actions

Milestone Crosswalk to the Original 24

To meet the 8–10 per year limit, related milestones from the v1 draft were combined; no actions were dropped. Y1: M4 = v1 M3 + M6; M5 = v1 M5 + M8; M7 = v1 M9 + M10 (science/vocabulary); M8 = v1 M11 + EB supports from v1 M10. Y2: M11 = v1 M14 + M15 (onboarding); M14 = v1 M17 + M21; M19 = v1 M22 + spring acceleration; teacher-leader data cycle (v1 M23) is part of M13. New: M12 (teacher-leader training) and M16 (Year 2 recalibration), added to meet Section III requirements.

Section V: Performance Management

Progress toward milestones and student outcome goals is reviewed on a fixed schedule. Data are collected in the integrated leadership tracker (M1) and the campus digital data wall, and shared as shown below.

Who reviews	How often	What is reviewed	How data are collected	How results are shared
Campus leadership (Principal, AP, ILT)	Weekly	Leadership tracker; attendance watchlist; PLC actions; walkthrough and action-step data	Leadership tracker; TTR tracker; attendance reports	ILT notes; staff updates in the Bulldog Daily and faculty meetings
Principal with DCSI (Dr. Daryl Henson), district curriculum/special programs leaders, and UnTapped Genius	Monthly	Formal TAP review: milestone status (On Track / Needs Attention / Off Track), PLC and internalization fidelity, walkthrough trends, intervention fidelity, tutoring participation, attendance, subgroup data	Tracker; LIFT and TTR data; i-Ready/MAP; PLC tracker	Monthly TAP status report to district leadership; corrective actions logged in tracker
District leaders with the UnTapped Genius District Coach (LIFT)	Monthly Instructional Pulse (09/11, 11/13, 12/09, 02/12, 03/20); Strategic Calibration BOY 10/09, MOY 01/04, EOY 04/09; STAAR / system reflection early June	Instructional trends from LIFT and TTR walks, PLC calibration, and assessment data; targets and trajectories; stop / start / continue decisions on supports	LIFT walkthrough data; PLC calibration records; CBA, i-Ready, and MAP results	Pulse and calibration notes shared with the principal and folded into the monthly TAP review and the Superintendent's quarterly report
CPDMC (including parents and community members)	**[Each semester / quarterly]**	Milestone progress and student data summary	Monthly status reports	Committee meeting minutes; parent meeting summary
Superintendent Dr. Henson	Quarterly (Oct, Jan, Apr, Jun)	Milestone checkpoint report; % targets in Section IV; Section VI interim results; budget and resource needs	Quarterly checkpoint report prepared by Principal and DCSI	Quarterly report; Superintendent decisions on resources
Board of Trustees	**[Semester / quarterly]**	TAP progress update	Quarterly checkpoint report	Board presentation; posted on district website
Region 4 SI Case Manager (Dr. Renee O'Neal)	Per TEA/Region 4 schedule	Milestone and goal progress	Quarterly checkpoint report	Region 4 progress meetings

Corrective action rule: any milestone marked Off Track at a monthly review gets a written corrective action (owner, step, date) in the tracker and is re-reviewed within two weeks. Two consecutive Off Track ratings are escalated to the Superintendent at the next quarterly review.

Section VI: Student Outcome Goals

Goals are set from 2026 baselines to reach a **C (scaled score 70 or higher) within two years**. Percentages are given for each checkpoint so progress can be monitored during the year. All targets are proposed by the campus pending district confirmation and verification in the TEA A-F Estimator Tool.

6.1 Accountability and STAAR Goals

Measure	2026 baseline	Y1 fall benchmark ([Dec 2026])	Y1 spring interim ([Feb 2027])	Y1 STAAR 2027	Y2 fall benchmark ([Dec 2027])	Y2 spring interim ([Feb 2028])	Y2 STAAR 2028
Overall accountability scaled score	54 (F)	—	—	≥72 (C)	—	—	≥78 (B)
Student Achievement domain	56	—	—	≥72	—	—	≥72
School Progress domain	57	—	—	≥70	—	—	≥79
Closing the Gaps domain	48	—	—	≥71	—	—	≥75
STAAR Reading, Meets or above	**[47%]**	≥45%	≥50%	≥55%	≥52%	≥57%	≥62%
STAAR Math, Meets or above	**[32%]**	≥32%	≥37%	≥42%	≥40%	≥46%	≥52%
STAAR Science Gr. 5, Meets or above	**[23%]**	≥25%	≥30%	≥35%	≥33%	≥39%	≥45%
SPED, STAAR Meets or above (all subjects)	**[30%]**	≥30%	≥33%	≥36%	≥36%	≥39%	≥42%
EB: TELPAS, at least one level of progress	23%	—	—	≥35%	—	—	≥45%

6.2 Interim Growth and Attendance Goals

Measure	Baseline	Y1 MOY (Jan 2027)	Y1 EOY (May 2027)	Y2 BOY (Aug/Sep 2027)	Y2 MOY (Jan 2028)	Y2 EOY (May 2028)
i-Ready Reading: scholars 2+ grade levels below	BOY 2026: 41%	≤34%	≤27%	≤30%	≤23%	≤18%
i-Ready Math: scholars 2+ grade levels below	BOY 2026: 41%	≤35%	≤28%	≤31%	≤25%	≤20%
MAP Science Gr. 5: scholars at/below 40th percentile	BOY 2026: 47%	≤41%	≤35%	≤38%	≤32%	≤27%
Chronic absenteeism, all students	18.3%	≤17.0%	≤15.0%	—	≤13.5%	≤12.0%
Chronic absenteeism, SPED	28.7%	≤26.5%	≤24.0%	—	≤22.0%	≤20.0%

6.3 Why These Goals Will Move Stewart to a C

The 2026 identification was driven by low Student Achievement (STAAR Meets), low growth in mathematics, and Closing the Gaps results for special education and Emergent Bilingual scholars. Strategy A targets each: Bluebonnet fidelity and PLC internalization raise Meets in all tested areas; math and science acceleration (M7, M18) target the largest gaps; SPED and EB milestones (M8, M17) target Closing the Gaps; and the intervention and MTSS system (M6) raises the share of scholars making expected and accelerated growth. Progress is monitored through the checkpoints above in the monthly and quarterly reviews (Section V).

DRAFT