Marlin Independent School District
Marlin 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.

LIFT RLA Classroom Observation Tool.pdf
LIFT Math Classroom Observation Tool.pdf
LIFT Content Agnostic Classroom Observation Tool (1).pdf
LIFT Observation & Feedback Math Action Step Guide.pdf
LIFT Observation & Feedback RLA Action Step Guide.pdf
LIFT Observation & Feedback Content Agnostic Action Step Guide.pdf

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:

November 16, 2026

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

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SI Strategy

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

Intensive Curriculum & Instruction Improvements

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

LIFT

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

LIFT

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

SLHA Advisory Services

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

3

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

$146,000 personnel expenses to hire three Instructional Coaches. For 2026-2027, positions are split funded between 611 and LIFT grand funds.
$24,134 to expand Bluebonnet implementation to include K-5 RLA/K-3 Foundational Skills, K-Alg 2 Math. Positions funded by State-Developed Open Education Resource Entitlement and SBOE-Approved Instructional Materials Entitlement.

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?

The district has a plan to transition the split expense between Lift grant and 611 to all 611 by the end of the grant.

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

The campus promoted a strong teacher to serve as half time instructional coach. The district has allocated funds for initiatives, professional development and increased staff to ensure high-quality Tier 1 instruction as well as high-quality Tier 2 and Tier 3 intervention are able to take place.

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?

600

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

Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edicion 1

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?

600

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

Bluebonnet Learning Math Grades 6-8

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

Yes

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

350

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

Yes

Please select the adopted curriculum for: 6-8 RLA

Other

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

Yes

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

350

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

Yes

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

Bluebonnet Learning, Secondary Mathematics Algebra 1

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 Math (Algebra 1, Algebra 2, Geometry)?

Yes

How many instructional minutes per week are in the master schedule for 9-12 Math curriculum delivery?

300

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 Math curriculum?

Yes

Please select the adopted curriculum for: 9-12 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 RLA?

Yes

How many instructional minutes per week are in the master schedule for 9-12 RLA curriculum delivery?

300

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 RLA curriculum?

Yes

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

165

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		Campus	Bi-Monthly	Class will take a mid-module/mid-unit test and and end-of-module/end-of-unit test for each unit of instruction. Assessment results will be reviewed by teachers, campus and district administrators to track trends in student performance. The analysis will be used to create Tier 2 and 3 intervention groups, guide teacher coaching conversations and reflection, and allow students to set goals toward growth on the next assessment.
Benchmark		District	Semester	The benchmark will assess all taught and learned TEKS from the semester. Assessing TEKS taught and learned from Aug.-Oct. and again Oct.- Jan. will allow campus and district staff to determine if the information was retained by students. Assessment results will be reviewed by teachers, campus and district administrators to track trends in student performance. The analysis will be used to create Tier 2 and 3 intervention groups, guide teacher coaching conversations and reflection, and allow students to set goals toward growth on the next assessment.
Other	Formative Assessment/ Exit Tickets	Campus	Daily	Daily formative assessments/exit tickets will be used to monitor student success on concepts when they are taught. Material will be used by teachers to determine needed instructional changes.

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

Once assessments are given, the grade level teams will meet within 2-3 instructional days with campus instructional coaches and campus administrators to review student performance. Teams will use the district data dig protocol to analyze student individual answer to determine student thinking, analyze SE performance and monitor where taught on the pacing guide, and then create intervention plans for student by skill. Teachers and campus staff will complete student goals charts and classroom growth charts to monitor student progress and growth after each assessment.

Teachers will share results with students after each assessment and students will monitor on their own performance in meeting their goals. Students will use their student data tracker to monitor their progress on individual SEs as well as over all units.

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

Intervention Expectations for EB Students

Summit K12
Uniform Weekly Time Goal: All English learners are expected to complete 80–100 minutes per week (or ~3,200+ instructional minutes across a school year).

Instructional Support Pull-Outs
1. Group Size & Scheduling Strategy
Target Group Size: 4 to 6 students per group (grouped strictly by proficiency level/PLD or specific domain needs).
Total Groups Needed: 4 to 5 groups (for a caseload of 20–25 students).
Delivery Model (Rotated Pull-Out): Instead of pulling every student every day, the aide works with 2 groups per day on an alternating schedule (e.g., Groups A & B on Mon/Wed, Groups C & D on Tue/Thu, Friday for makeup/writing lab).
In a Station Rotation / Blended Model:
15–20 minutes: Direct small-group instruction led by the teacher aide (focused on direct vocabulary development, sentence frames, and speaking/writing practice).
20–25 minutes: Independent online practice on Summit K12 (Personalized Learning Plans).
2. Redefining the Aide's Role (Push-In vs. Pull-Out)
Pull-Out (2 days/week per student — 60 mins total/week): Focus exclusively on high-value Speaking and Writing practice, targeted vocabulary drills, and sentence frame practice.
Push-In / Lab Support (2–3 days/week — 60–80 mins total/week): The aide pushes into the classroom or monitors a dedicated computer lab/station while students independently complete their automated Summit K12 Listening and Reading modules.

Student Weekly Breakdown (Per Student)

Under this adjusted rotation, every student still hits their required target without overwhelming the aide:
Direct Aide Small Group (Pull-Out): 2 sessions/week × 40–45 mins = 80 minutes/week
Summit K12 Independent Practice: 2–3 sessions/week × 30–40 mins = 80–100 minutes/week
Total Specialized Support: 160–180 minutes/week

Weekly & Monthly Minute Breakdown
The following breakdown calculates instructional delivery for Marlin ISD (2026–2027 Academic Year Calendar) starting October 21, 2026:
Weekly Targets
Summit K12 Target: 80 – 100 minutes / week
Aide Pull-Out Target: 60 – 80 minutes / week
Total Combined Support: 140 – 180 minutes / week (~30 minutes/day, 5 days/week or ~35-45 minutes/day, 4 days/week)

Intervention Expectations for MTSS Students
Marlin ISD's Multi-Tiered System of Supports (MTSS) Tier 2 framework focuses on prevention, early intervention, and targeted skill support provided in addition to protected core (Tier 1) instruction. By delivering research-aligned secondary interventions matched to specific skill deficits, campuses can address learning gaps early and reduce the number of students who develop persistent reading or numeracy difficulties.

Group Size
4–6 students per group

Session Frequency
2 sessions/pull-outs per week

Progress Monitoring Tool
Acadience CBM (aligned to specific skill deficit)

Progress Monitoring Cadence
Every 2–3 weeks

Note: For broader MTSS spectrum context, Tier 3 intensive interventions require smaller group sizes (1–3 students) and an accelerated progress monitoring cadence (every 1–2 weeks).

i-Ready Reading & Math Tier 2 Instructional Resource Matrix
The following matrix outlines approved primary and secondary Tier 2 instructional resources along with the universal screening tool utilized across the district.

Reading Supports
Universal Screener/Diagnostic

i-Ready Inform (BOY, MOY, EOY)
Primary Tier 2 Resources
i-Ready Tools for Instruction (K–9)
i-Ready Tools for Scaffolding Comprehension
Magnetic Reading Small Groups
Fluency practice, 2–3 times per week
i-Ready My Path (adaptive online lessons)
Approved Secondary Resources
IXL Learning

Math Supports
Universal Screener/Diagnostic
i-Ready Inform (BOY, MOY, EOY)
Primary Tier 2 Resources
i-Ready Tools for Instruction (K–9)
Teacher Toolbox
i-Ready My Path (adaptive online lessons)
Fluency Flight
Approved Secondary Resources
IXL Learning

Will the campus implement a PLC structure?

Yes

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

PLCS will be conducted following the LIFT PLC formats including: unit internalization, lesson internalization, lesson rehearsal, and data/student work review. PLCs will be held weekly at the campus level for lesson rehearsal, lesson internalization and data/student work review. A monthly planning PLC will be led by district curriculum and instruction leaders to conduct SE analysis, create exemplars and products and conduct unit and lesson internalizations.

How frequently will PLCs occur?

Planning PLCs will be all day once a month.
Campus PLCs will be 45 min once a week.

Who will facilitate PLCs?

Planning PLCs are lead by C&I.
Campus PLCs are led by the campus instructional leadership team

Who is required to attend PLCs?

Planning PLCs include teacher of record, SPED inclusion teacher, C&I content coordinator and principal.
Campus PLCs include teacher of record, SPED inclusion teacher, support staff, campus instructional leadership

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

Step 1: Understand the lesson purpose and objectives.
• Read the lesson objective and connect to the Topic Overview, TEKS, and ELPS.
• Complete the Problem Set and Exit Ticket from a student perspective.
• Identify knowledge and skills that students build in this lesson

Purpose of This Step:
In this step, teachers will understand the content of the lesson and why it is important. This helps teachers analyze the student thinking required in the lesson and begin to make connections around how this thinking is developed in this current lesson and beyond.

Implementation:
During collaborative planning time, guide teachers to discuss the essential knowledge and skills of the lesson and where they are assessed in the Problem Set and Exit Ticket. Through the lesson internalization process, teachers should produce their own lesson with annotations that can be easily referenced during the delivery of a lesson. These annotations can also inform lesson rehearsal meetings, observations, and feedback meetings.

Going Deeper
• Identify the success criteria.
• Consider what skills and concepts from relevant
foundational standard(s) students will need to access this lesson.
• Connect to specific elements of previous and next lessons.
• Examine the role of the topic in the trajectory of
the module's story and the role of the lesson.

Step 2: Understand the sequence and pacing of activities.
• Review the overall flow of the lesson and connection to the objective and Exit Ticket.
• Plan for pacing of each activity and transitions between components.

Purpose of This Step
In this step, teachers will understand the progression of the lesson and how key components contribute to students' knowledge and content development. This helps teachers develop appropriate transitions between key components and provide appropriate scaffolds and supports within the timing given.

Implementation
During collaborative planning time, guide teachers to share their understanding of the progression of the lesson to ensure alignment and appropriate pacing and transitions between key components.

Going Deeper
• Add a transition statement after each component of the lesson to solidify and connect the learning.
• Add any additional time stamps as needed for pacing.

Step 3: Prepare to teach each activity with an activity deep dive.
Using the lesson:
• Examine how each lesson component. IE: Do Now Activity, Direct Teach, Guided Practice, Individual Practice, Differentiated Activities, Student Debrief, Exit Ticket, etc. builds to support the learning of the objective of the topic/lesson. (This list is not exhaustive and the titles may be something different depending on your curriculum resources)
• Determine the most critical takeaways from each key component and make instructional decisions for lesson delivery aligned to the specific purpose of each component.
• Create or identify exemplar and example responses to questions and tasks.
• Examine embedded supports and select the appropriate supports to use in the lesson for diverse learners (emergent bilingual, gifted and talented, and students with disabilities).

Purpose of This Step
In this step, teachers will prepare to teach each lesson component by understanding how students will demonstrate their understanding. This helps teachers anticipate misconceptions, identify ways to monitor progress, and determine any scaffolds or extensions to ensure all students engage meaningfully and reach the appropriate level of rigor.

Implementation
During collaborative planning time, utilize lesson rehearsals to practice addressing the most critical takeaways from each lesson. This collaboration will ensure all teachers are aligned with key questions, checks for understanding and parts of the lesson narrative that build student understanding of knowledge and skills.

Going Deeper

• Identify opportunities to close student gaps identified in student work analysis.
• Differentiate instruction, as needed, based on students' English language proficiency levels.
• Identify additional supports to provide students.
• Prioritize specific questions to gauge student progress toward proficiency.
• Prepare exemplar student responses.
• During collaborative planning time, use lesson rehearsals to practice addressing the most critical take-aways from each lesson.

Step 4: Organize your resources.
• Use the lesson and Suggested Tools and Representations: Locate manipulatives or materials listed. Identify additional supplies needed using the "Notes on Multiple Means of Engagement" boxes in the margins to offer customizations/supports for specific groups of students

Upload PLC agenda (optional):

Marlin PLC Template.pdf
Data Dig Protocol.pdf
Planning Protocol Support Doc.pdf

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Other Campus Admin (Assistant Principals, Instructional Coaches)	Monthly Instructional Coaches PLC. Coaches and Assistant Principals use LIFT observation and feedback documents to calibrate walkthrough feedback and practice coaching conversations. They also review campus data to determine trends in student performance and plan coaching conversations or PLCs to review with staff and create intervention plans.	Instructional Leadership for campus and district	Director of Academics, Content Coordinator, Instructional Coordinator, campus assistant principals, campus instructional coaches

Role	Training/PD Description	Delivered By	Attended By
Principal	Instructional Leadership Team Training. Principals and members of Curriculum and Instruction meet monthly to discuss, review, and practice various items impacting student success. Training in the session can include items such as: Leadership reflections, data analysis reviewing campus and district assessments trends to determine instructional needs, data analysis regarding walkthrough and observation feedback and coaching, calibration activities with our Teacher Incentive Allotment coordinator, review of performance management trackers, etc.	Chief Academic Officer	Director of Academics, Content Coordinator, Instructional Specialist, campus principals, campus instructional coaches
Teacher	Tier 2 and Tier 3 teachers participate in coaching cycles based on observation and feedback action plans. Instructional coaches meet within 48 hours of the observations. They review observation data collected by the coach, set a goal to accomplish a high-leverage action step using the LIFT action step guide, and create a monitoring schedule and see the action taking place. They review implementation and determine if more coaching is needed or if the skill was mastered. Coaches are asked to complete at least two cycles in a six week.	Instructional Coaches, Assistant Principals	Instructional Coach or Assistant Principal and the teacher
Teacher	Research-Based Instructional Strategies training for Reading and Math.	LIFT coaches Dr. Lisa Stanley and Dr. Pat Lewis	All instructional staff (teachers and aides), SPED inclusion support, campus admin, district C&I team

Role	Training/PD Description	Delivered By	Attended By
Teacher	Bluebonnet Materials Training, Staff was trained on the using the Bluebonnet materials effectively in their classrooms.	LIFT coaches Dr. Lisa Stanley and Dr. Pat Lewis	grade and subject level groups of math and reading teachers, campus principals and instructional coaches
Teacher	Monthly content-based PD focused on campus trends in data and observation. For example, observations showed a need to PD on using effective writing strategies. This was led by the instructional coach and teachers implement the strategies and campus leadership monitors.	instructional coaches	content teachers depending on the session

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

At least 85% of MES teachers are inexperienced (less and 2 years in role) and/or state test results show low student success. All MES teachers are required to attend trainings including Research-Based Instructional Strategies, Emergent Bilingual instructional support strategies and Special Education instructional support strategies. All K-5 ELAR and K-Alg 2 teachers are required to complete Bluebonnet Instructional Materials training. Science and social studies teachers are required to attend training for their high-quality instructional materials.

Those teachers with more than 2 years or who have higher student success rates are encouraged to lead campus training. Two have been promoted to work part time as instructional coaches to support teachers on the campus.

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?

The campus instructional coaches and administration use LIFT observation tools and action steps to determine steps in coaching cycles. The LIFT observation tools focuses on instructional delivery such as pacing, explicit modeling, use of academic language, questioning strategies, depth and breadth of practice. It also focuses on monitoring and responding to student learning.

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

Weekly

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

Teachers at Marlin ISD participate in content-based language instruction twice a year to learn strategies to help support emergent bilingual students. They also receive training in Summit K-12 and Ellevation for tracking student performance on individualized learning programs.

Teachers at Marlin ISD participate in SPED 101 training in the fall offered by the Falls County Coop to train teachers in understanding student IEPs and accommodations. They also receive training in behavior support methods and understanding how to support students with behavior plans.

Special education inclusion and resource teachers receive training each fall on writing effective goals and monitoring student progress. These teachers meet with Falls County Coop every six weeks to review student progress towards goals. In 26-27 school year, these teachers will also receive training on effective instructional strategies that can be used during inclusion and pull-out resource interventions. This training will be lead by LIFT coaches and Region 12 trainings.

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?

Train teachers on Research-Based Instructional Strategies in Reading and Math.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Chief Academic Officer and LIFT coaches

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

Training Sign In Sheet,
Evidence of RBIS being used in reading and math classes based on observation data, coaching feedback and action step being pulled and reviewed.

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

LIFT coaches will conduct instructional coach training using the LIFT action step guide and results-based coaching tool form to support teachers in implementing RBIS successfully.

Milestone 2

Description – What specific action or deliverable will be completed?

Create instructional framework for reading and math.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Curriculum and Instruction staff, LIFT coaches

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

Copy of Marlin ISD math and reading instructional framework including.

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

On going support from LIFT coaches in conducting learning walks using the instructional framework and LIFT observation tools as "look fors".

Milestone 3

Description – What specific action or deliverable will be completed?

Create a performance management routine that monitors student performance, monitors implementation of walkthrough feedback and coaching, and monitors campus leadership of building expectations.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District Curriculum and Instruction staff, Campus Administrator, Campus Instructional Coaches

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

Completion of monthly performance management reports

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

None

Milestone 4

Description – What specific action or deliverable will be completed?

Implement a comprehensive Whole Child Support System that provides timely MTSS interventions and Emergent Bilingual Interventions with documented progress monitoring for all identified students.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, Instructional Specialist, Teachers

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

Sign-in sheets from pullout intervention
Completion of monthly performance management reports
Copies of time on task and student performance reports from intervention programs

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

Monitoring and coaching on intervention provided by District MTSS coordinator
District MTSS monitoring tool

Milestone 5

Description – What specific action or deliverable will be completed?

Implement campus-wide attendance initiatives that promote daily attendance through proactive communication, student recognition, family partnerships, and early intervention for chronically absent students.

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 Principal, Counselor, Instructional Specialist, Secretary, Receptionist

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

Attendance reports pulled weekly

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

Review of attendance monitoring and make-up policies as well as chronic absence tracker

Milestone 6

Description – What specific action or deliverable will be completed?

Create a positive school culture by implementing PBIS, social-emotional learning, restorative practices, and student recognition programs that promote safety, belonging, and student success.

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 Principal, Counselor, Teachers, Support Staff

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

Sign in sheet or agenda for student recognition programs
Copy of PBIS plan
Copy of lessons or presentations on social-emotional learning

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

Training in PBIS and how to set up a PBIS program including setting goals, monitoring, and creating rewards system
Counselor apprentice training with Executive Director to determine lessons and presentations for social-emotional learning

Milestone 7

Description – What specific action or deliverable will be completed?

Implement high-quality Tier I literacy instruction aligned to Bluebonnet Learning through collaborative planning, instructional coaching, and classroom walkthroughs.

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 Principal, Instructional Specialist, Instructional Coaches, Curriculum and Instruction Staff, LIFT Coaches

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

Evidence of Internalization
PLC agendas
Observation/Walkthrough forms
Completion of results-based coaching tool

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

Coaching support aligned to LIFT observation tool and action step guide

Milestone 8

Description – What specific action or deliverable will be completed?

Implement Professional Learning Communities (PLCs) and Collaborative Team Meetings (CTM) that use student data to identify instructional priorities, monitor student progress, and plan targeted interventions.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Collaborative planning leads to improved instructional practices, timely interventions, and increased student achievement.

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

Copy of Sign-in sheets
Copy of Agenda

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

None at this time

Performance Management

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

District and campus leaders at Marlin Elementary School monitor the successful implementation of the Targeted Improvement Plan (TIP) through six primary oversight mechanisms:

1. District Leadership & Performance Management
Performance Management Routine: District Curriculum & Instruction (C&I) staff, campus administrators, and instructional coaches track student performance, walkthrough feedback, and leadership expectations via monthly performance management reports
Instructional Leadership Team Meetings: Led monthly by the Chief Academic Officer, campus principals and C&I members analyze assessment trends, walkthrough coaching data, Teacher Incentive Allotment calibration, and performance trackers
Instructional Coaches PLCs: Monthly district-led meetings for assistant principals and coaches calibrate LIFT walkthrough feedback, practice coaching conversations, and analyze campus student performance trends

2. Classroom Walkthroughs & Coaching Cycles
Weekly Observations: Every teacher receives a weekly observation using LIFT tools (RLA, Math, Content Agnostic) focused on instructional delivery (pacing, modeling, academic language, questioning) and student learning responses
48-Hour Feedback Loop: Coaches meet with teachers within 48 hours of an observation to set high-leverage action steps using LIFT action step guides
Coaching Cadence: Coaches conduct at least two coaching cycles per teacher every six weeks

to evaluate implementation and verify skill mastery

3. Assessment Cadence & "Data Dig" Protocols
Multi-Tiered Assessments:
Daily: Exit tickets monitor immediate concept mastery to inform daily instructional shifts
Bi-Monthly: Curriculum-Based Assessments (CBAs) track trends and assign Tier 2/3 intervention groups
Semester: Benchmarks assess overall TEKS retention across the campus
Data Dig Protocol: Within 2–3 instructional days after an assessment, grade-level teams meet with coaches and administrators using the district data dig protocol to analyze student thinking, review SE performance against pacing guides, and build skill-specific intervention plans
Student Goal Tracking: Teachers maintain classroom growth charts, and students track their individual TEKS/SE progress on personal data trackers

4. Professional Learning Communities (PLCs)
PLC Structures:
Weekly Campus PLCs (45 Mins): Led by campus leadership for lesson rehearsal, lesson internalization, and student work/data review
Monthly Planning PLCs (All Day): Led by district C&I for SE analysis, exemplar creation, and unit internalization

Four-Step Protocol:
Purpose & Objectives: Deconstruct TEKS/ELPS, complete problem sets/exit tickets as students, and define success criteria
Sequence & Pacing: Review lesson flow, set activity timestamps, and create transition statements
Activity Deep Dives: Practice rehearsals, establish exemplar student answers, and select embedded scaffolds
Resource Organization: Arrange manipulatives, tools, and margin supports for diverse learners

5. Specialized Interventions & Student Groups
MTSS Progress Monitoring:
Tier 2 intervention groups (4–6 students) are monitored every 2–3 weeks using Acadience CBM
Tier 3 groups (1–3 students) are monitored every 1–2 weeks
Implementation is tracked with the district MTSS monitoring tool
Emergent Bilinguals (EB): Tracked weekly via Summit K12 (80–100 mins/week requirement) and Ellevation performance reports
Special Education (SPED): Inclusion and resource teachers meet every six weeks with the Falls County Coop to review progress toward IEP goals

6. Attendance & School Culture

Attendance Tracking: Weekly attendance reports and chronic absence trackers are evaluated by campus administration and counseling staff for outreach
School Culture: PBIS implementation, SEL lessons, and student recognition events are monitored using agendas, sign-in sheets, and PBIS evaluations

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

District Curriculum & Instruction (C&I) staff, campus administrators, and instructional coaches

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress data will be collected through specific artifacts, observational tools, software reports, and administrative documentation tied to each key milestone

1. Observational & Coaching Data
Classroom Walkthrough Forms: Data collected during classroom walkthroughs using LIFT observation tools across Reading Language Arts, Math, and content-agnostic areas
Coaching Logs & Action Steps: Review records and completed forms from the results-based coaching tool and LIFT action step guides

2. Program & Intervention Software Data
Software Performance Reports: Automated time-on-task and student performance reports pulled directly from digital intervention platforms (e.g., Summit K12)
Pull-Out Intervention Logs: Physical sign-in sheets and attendance logs from specialized MTSS Tier 2/3 pull-out intervention sessions

3. Professional Learning & Meeting Documentation
Training Sign-In Sheets: Attendance logs gathered from required staff development sessions (e.g., Research-Based Instructional Strategies) and student recognition events
PLC Agendas & Records: Agendas and meeting artifacts collected from weekly campus PLCs and monthly district planning PLCs

4. Curriculum & Framework Deliverables
Instructional Frameworks & Internalization: Completed copies of the Marlin ISD Math and Reading Instructional Frameworks alongside documented evidence of Bluebonnet lesson internalization
Culture & Behavioral Documentation: Copies of the campus PBIS plan and developed social-emotional learning (SEL) lesson presentations

5. Administrative & District Reports
Monthly Performance Management Reports: Comprehensive monthly reports completed by district Curriculum & Instruction staff, campus administrators, and instructional coaches
Weekly Attendance Logs: Data reports pulled weekly from campus attendance and chronic absenteeism tracking systems

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

Milestone progress data will be shared with district leadership and key stakeholders through several structured reporting routines and leadership forums outlined in the Targeted Improvement Plan:

1. Monthly Performance Management Reports
District Curriculum and Instruction (C&I) staff, campus administrators, and campus instructional coaches systematically complete monthly performance management reports
These reports document progress on key milestones, student performance trends, walkthrough feedback execution, and campus leadership expectations

2. Instructional Leadership Team Meetings
Led monthly by the Chief Academic Officer, these sessions bring together campus principals, the Director of Academics, Content Coordinator, and Instructional Specialist
Leadership reviews performance management trackers, analyzes campus and district assessment trends, reviews coaching and observation data, and conducts calibration exercises

3. Monthly Instructional Coaches PLCs
Campus instructional coaches and assistant principals meet monthly with district C&I leaders (including the Director of Academics and Content Coordinator) to analyze campus student performance trends, review coaching logs, and calibrate walkthrough feedback using LIFT observation tools

4. Joint Assessment Trend Reviews
Results from bi-monthly Curriculum-Based Assessments (CBAs) and semester benchmarks are reviewed jointly by campus and district administrators to evaluate TEKS retention, monitor student growth, and assess the impact of Tier 2 and Tier 3 interventions

5. School Board & Community Updates
Campus performance progress and improvement plan execution are formally presented to the School Board, parents, and community members during public hearings and board reporting sessions

Student Outcome Goals

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

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	35
Masters Grade Level	18

Not applicable: RLA STAAR goals (SY 26-27)

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	35
Masters Grade Level	18

Not applicable: Math STAAR goals (SY 26-27)

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	35
Masters Grade Level	18

Not applicable: overall STAAR goals (SY 26-27)

No

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

16

Not applicable: Academic Achievement goal (SY 26-27)

No

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

3

Not applicable: ELP Component goal (SY 26-27)

No

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?

16

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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