Lewisville Independent School District

Huffines Middle School

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

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

Yes

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

Yes

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

No

Please upload artifacts demonstrating a robust observation and feedback system.

DISTRICT WIP ONE VISION Walk-through Doc.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 9, 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?

Our campus is not engaged in a TEA program

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

Our campus is not engaged in a TEA program

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

Region 11

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

7

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.

Stipends: $500 for all instructional staff due to being a Title 1 campus
Instructional Materials: Adoption of HQIM math for K-12 was funded through our state IMTA funding with the additional money allowed when purchasing off of the SBOE IMRA list.
Staffing: 156,645 to support additional administrators and learning facilitators.

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?

NA

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

Huffines Middle School has been assigned two half-time Instructional Facilitators, one specializing in Mathematics and one in Reading Language Arts to provide sustained instructional coaching and support. Both facilitators bring a strong track record of success in coaching teachers and improving instructional practices. The RLA Instructional Facilitator has received training in Relationship-Based Instructional Strategies (RBIS) and completed ELPS training to support effective instruction for emergent bilingual students. The Math Instructional Facilitator is trained in the district's High-Quality Instructional Materials (HQIM) and provides ongoing support for lesson internalization and rehearsal protocols across all grade levels. Both facilitators receive weekly professional learning and coaching from District Content Administrators focused on content knowledge, instructional coaching, lesson internalization and rehearsal, and data analysis to ensure consistent, high-quality support for teachers and improved student outcomes.

The district implemented a leadership change at Huffines Middle School, providing an additional administrator to help support the current admin team. This allows for the administrators to be more deeply involved in day to day classroom walks, targeted observations, feedback, and PLC.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

Other

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?

225

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

District Created

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?

225

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

Yes

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

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

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

174

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

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	i-Ready Math and Ready	District	BOY/MOY/ EOY	Measure individual academic growth and target foundational skill gaps.
Interim		District	Semester	Measure individual academic growth and target foundational skill gaps.
Curriculum Based Assessment		District	Monthly	Evaluate grade-level TEK mastery and adjust Tier 1 curriculum pacing.
Other	Topic Assessments Math	District	Monthly	Measure TEKS mastery and inform reteaching, intervention, and instructional adjustments.

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

Huffines will monitor student growth through a consistent cycle of assessment, analysis, instructional response, and progress monitoring. Student growth data from i-Ready Reading and Math, unit assessments, topic asssessments, released STAAR assessments, and classroom formative assessments (demonstration of learning) will be tracked by grade level, content area, student, and student group. Data will be reviewed during weekly PLCs and scheduled campus data meetings to identify trends, determine students who are on or off track, and plan reteaching, intervention, and enrichment. This data will also be used to identify Saturday School participants. For students receiving SPED services, District Common Unit Assessments will be co-evaluated by Gen Ed and SDI teachers tracking progress toward grade-level TEKS and measuring the true effectiveness of SDI interventions. The campus instructional team and building leadership team will monitor progress toward established Math, Reading, and Science goals throughout the year and review overall progress during the December 2026, May 2027, and August 2027 TIP checkpoints.

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

Students who are below grade level and in special populations will receive interventions through: daily acceleration math and reading labs, small-group push-in/pull-out intervention, language scaffolds for Emergent Bilinguals, dyslexia programs, and tutoring.

All Emergent Bilingual students and Special Education students will also be assessed on all of the above assessments, receiving any appropriate content or linguistic accommodations noted in their individual plans. ESL Liasons and Special Education teachers will participate in data PLCs to ensure they are closely monitoring and responding to student needs, alongside and collaboration with general education teachers. ESL Liasons will coach teachers in ensuring appropriate linguistic accommodations and scaffolds are provided to students during their interventions so that learning gaps are closed. Special education teachers will ensure IEP goals are aligned to the identified gaps so that they are providing direct instruction in pull-out services that closes gaps and inclusion support that ensures students are accessing Tier 1 instruction.

Will the campus implement a PLC structure?

Yes

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

Content area teachers and special education teachers that support that content.

How frequently will PLCs occur?

Weekly

Who will facilitate PLCs?

Administrators and Instructional Facilitators

Who is required to attend PLCs?

All core content area teachers and special education teachers

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

Huffines Middle School uses the PLC+ The Texas Way framework during weekly content PLCs. Teams use the PLC+ guiding questions to review student evidence, identify learning needs, make instructional decisions, and determine next steps for support. The protocol keeps PLCs focused on student learning, responsive instruction, lesson internalization and continuous improvement.

Upload PLC agenda (optional):

1 ELA PLC + Agenda 2026-2027 - Template.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
Teacher	Lesson internalization, rehearsal, pacing, rigor, student engagement, checks for understanding, and small-group instruction through weekly PLCs	Instructional Facilitators	Teachers, Sped Teachers, Language Acquisition Specialists, Instructional Facilitators, Principal, Assistant Principals

Role	Training/PD Description	Delivered By	Attended By
Principal	The Chief of Middle Schools serves as the principal manager and provides ongoing coaching and performance management support to the campus principal. This partnership ensures alignment between district priorities, the campus Targeted Improvement Plan, and the Effective Schools Framework. The Chief Provides: Monthly performance meetings focused on progress toward campus milestones, student achievement data, and leadership development goals. Collaborative walkthroughs and data reviews to calibrate expectations for high-quality instruction Support and feedback loops that connect the campus's needs to district resources and professional learning opportunities. Math Savvas Training iReady Training for ELA and Math Region 11 ESC School Improvement Orientation District Data Meeting Bi-Monthly Principal Meetings PLC the Texas Way	Region 11 ECS and District Leadership	Principal
Teacher	Curriculum-Based Professional Learning Math Savvas Training iReady Training for ELA and Math	District Leadership	All ELA and Math Teachers
Other Campus Admin (Assistant Principals, Instructional Coaches)	AP Connect, calibration walks, observation/ feedback cycles, One Vision walkthrough calibration, and instructional coaching	District Leadership	Assistant Principal
Teacher	New Teacher University, mentoring, modeling, feedback, and follow-up based on walkthrough evidence	Campus Mentor Teacher	Teachers new to campus

Role	Training/PD Description	Delivered By	Attended By
Principal Manager	Region 11 Training	Region 11 Employees	Chief of Middle Schools and Principal

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

Inexperienced teachers receive campus mentor pairings and participate in observation feedback cycles, while ineffective teachers are provided with accelerated feedback cycles.

All Huffines teachers are tiered to differentiated support based on experience, instructional effectiveness, and student outcomes. Inexperienced teachers or teachers in need (Uncertified teachers, certified teachers with 0-1 years of experience and/or ineffective teachers) will receive weekly walkthroughs with bite-sized feedback, targeted instructional facilitator support/ coaching, mentor support, lesson rehearsal/internalization, and frequent follow-up on identified action steps. Leaders needing additional support will receive increased coaching, calibration walks, and observation/feedback support from campus principal. (See Robust Observation/ Feedback Cycle uploaded in the Needs Assessment Tab)

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?

Implementation will be evaluated using the LISD One Vision Walk Through Form. Key daily instruction look-fors include ensuring the posted objective matches the activity, adherence to LISD instructional materials within +/- 5 days of pacing, active student talking and writing, and deliberate checks for understanding.

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?

For Special Education, staff will receive training on delivering ARD-committee determined services and accommodation fidelity. For ESL students in general education and Reading Labs, training focuses on embedded scaffolding strategies (visuals, modeling, sentence stems).

Milestones

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

Milestone 1

Description – What specific action or deliverable will be completed?

Develop and implement weekly walkthrough and coaching cycles to strengthen Tier 1 instruction and provide teachers with clear, actionable high-leverage steps to improve instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal & Administration Team

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

One Vision walkthrough data, feedback provided to teachers, data from follow up observations found in the Huffines Coaching Cycle Tracker

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

Walkthrough alignment and calibration support with district teaching and learning team, LEAD walkthrough tool, One Vision Walkthrough tool, protected walk time.

Milestone 2

Description – What specific action or deliverable will be completed?

Implement weekly content PLCs using PLC+ The Texas Way to support implementation of LISD curriculum, review student evidence, determine instructional next steps, and create cycle of lesson internalization and rehearsal

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal & Administration Team, Instructional Facilitators

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

Completed PLC artifacts, agendas, including curriculum alignment, student work, common assessment data, walk through data, and instructional next steps based on student needs.

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

PLC+ resources, LISD curriculum documents, and assessment calendar

Milestone 3

Description – What specific action or deliverable will be completed?

Ensure 100% implementation of math HQIM by developing a system to utilize walkthrough and PLC evidence to monitor HQIM curriculum implementation

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal & Administration Team, Learning and Teaching team

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

One Vision Walkthrough Data will demonstrate evidence of LISD curriculum and HQIM implementation

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

Walkthrough and PLC Artifacts

Milestone 4

Description – What specific action or deliverable will be completed?

Ensure all math and reading teachers receive I-ready professional learning as well as intentional curriculum implementation professional learning three times during the school year.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

LISD Learning and Teaching team, I-Ready trainers

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

sign in sheets from attendance, implementation with fidelity as evidenced by walkthroughs

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

Professional learning subs, I-ready trainers, learning and teaching facilitators

Milestone 5

Description – What specific action or deliverable will be completed?

Train all staff on the One Vision Coaching and Feedback Cycle observation tool to build a shared understanding of instructional expectations, and strengthen the use of actionable feedback to improve Tier 1 Instruction and student outcomes.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal and Administration Team, One Vision Leadership Team

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

Professional learning agenda, teacher sign in sheets

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

Professional learning presentation provided by Learning and Teaching

Milestone 6

Description – What specific action or deliverable will be completed?

Provide all RLA teachers with additional professional learning for scaffolding for emergent bilingual students

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal and Administration Team, Learning and Teaching

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

Professional Learning Agenda, Teacher Sign-In sheets, improved EB learning outcomes

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

Training from Learning and Teaching team

Milestone 7

Description – What specific action or deliverable will be completed?

Refine and explicitly define the PLC+ protocol, curriculum implementation expectations, assessment schedule, and monitoring expectations based on Year 1 implementation and student outcomes.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal and Administration Team

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

2027–2028 PLC calendar and protocol

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

PLC+ resources, curriculum documents, and district instructional support

Milestone 8

Description – What specific action or deliverable will be completed?

Establish walkthrough priorities, feedback expectations, and a campus-wide system for differentiated instructional observations, actionable feedback, and follow up coaching cycles for 2027–2028 based on Year 1 instructional trends and student outcomes to improve instructional effectiveness.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal and Administration Team

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

2027–2028 walkthrough and coaching cycle plan

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

Walkthrough alignment, walkthrough tool, Tier 1 instruction professional learning

Performance Management

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

District and campus leaders will monitor implementation through regular reviews of PLC artifacts, walkthrough and coaching data, and student performance evidence. Campus leaders will review progress weekly and at the December, May, and August checkpoints to determine implementation fidelity, identify gaps, and adjust support. District leaders will meet bi-weekly to review progress with Superintendent. During the meetings campus data and walk through data will be reviewed and discussed. Adjustments will be made if needed based on data.

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

Bradley Willi, Campus Principal
Gennifer Smith, Assistant Principal
Scott Smolinski, Assistant Principal
Mike Castillo, Assistant Principal
Rod McGinnis, Dean of Student Operations

Dr. Lori Rapp, Superintendent
Lori Litchfield, Chief of Schools
Dr. Tina Krol, Chief of Middle Schools
Adrienne Gall, Chief Learning and Teaching Officer
Dr. Sarah Fitzhugh, Chief of Accountability and Evaluation
Renee Marts, Executive Director of Secondary Curriculum and Programs

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Milestone progress data will be collected through PLC agendas and artifacts, lesson internalization and rehearsal documents, coaching cycle data, student performance data, assessment data, and walkthrough tracker. The Principal and Assistant Principals will review these sources to document implementation, identify trends, and determine whether milestones are on track or require adjustment. Chief of Middle School will review progress with campus administration and will bring information to bi-weekly meetings with leadership including Superintendent.

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

Milestone progress data will be shared with district leadership through regular Principal Manager meetings, DCSI check-ins, and monthly progress reviews using walkthrough data, PLC artifacts, coaching evidence, assessment results, and milestone status updates. Chief of Middle School (Principal Manager) will meet with Campus Administration monthly to review progress. Relevant stakeholders will receive summarized progress updates through campus leadership meetings (BLT), staff communication, and required TIP/CIP reporting, including identified areas of progress, concerns, and next steps. Principals will meet with District Leadership (including Superintendent) every 9 weeks to review progress on milestones.

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	72
Meets Grade Level	44
Masters Grade Level	18

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

—

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

Performance Level	EOY Goal (%)
Approaches Grade Level	60
Meets Grade Level	30
Masters Grade Level	10

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

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

Performance Level	EOY Goal (%)
Approaches Grade Level	65
Meets Grade Level	35
Masters Grade Level	15

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

—

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

12

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

—

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

2

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

—

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?

12

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

6

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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