



Karnes City Independent School District

Karnes City Elementary 2026-2027 Turnaround Plan

Needs Assessment and Stakeholder Engagement

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 TAP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Turnaround Plan, in accordance with Texas Education Code (TEC) §39A.104, 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 Turnaround 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.104, 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.103 and §39A.104, 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

As part of the Turnaround Plan (TAP) submission, in accordance with Texas Education Code (TEC) §39A.104, the LEA must upload documentation of stakeholder feedback or the stakeholder engagement process. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted. Please upload a copy of public comments or additional documents explaining the lack of public comments:

—

SI Strategy

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

Intensive Curriculum & Instruction Improvements

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

LIFT, LIFT PLC Support

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

—

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

Region 20

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

2

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.

Bluebonnet Curriculum-\$31,121-EMAT IMA
Zearn and Math Catalyst -\$14,000-EMAT IMA
Reading & Math Instructional Coaches - partial salary - \$86,000-LIFT
Teacher Paid Planning - \$12,000-LIFT
mCLASS K-5 Reading - \$3,278-EMAT IMA
Amplify Intervention - \$3,190-EMAT IMA
IXL Reading -\$5,950-EMAT IMA

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?

Local funding, Title I funding, IMA funding

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

Change in campus leadership was assigned in May of 2026. A district-level math and reading instructional coach were each assigned to primarily support the elementary campus.

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

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

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

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

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

170

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	Campus or District	Frequency	Purpose (how will these results be used)
Benchmark	Campus	BOY/MOY/EOY	The Reading mCLASS benchmark(K-5) is given to help build a strong Multi-Tiered System of Supports (MTSS) and a seamless literacy instructional model to meet the needs of every student learning to read. NWEA MAP Growth benchmark in Reading and Math at Grade K-12 is given to measure students' academic progress and learning needs.
Curriculum Based Assessment	Campus	Bi-Monthly	Bluebonnet Learning End of Module/Unit assessments are given to students to measure learning progress, guide instructional choices, provide constructive feedback, and evaluate whether educational standards or goals are successfully met.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
STAAR Released Test	Campus	Semester	STAAR released tests consisting only of items aligned to content that has been previously taught will be administered at mid-year and in February for Reading, Mathematics, and Science. These assessments will provide a midyear measure of student learning and progress, help determine whether students are on track to meet end-of-year expectations, and identify students who may benefit from additional tutoring, targeted intervention, or accelerated instruction.

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

Each teacher provides students with a personal Student Data Tracker folder. The data tracking sheets include the students' previous end of year performance level and each assessment performance score/level. The campus intervention team will collect end of module/unit assessment data to track for progress toward campus goals of Domain I. The campus will require grade level content teacher to track their unit/module assessments at the Approaches, Meets, and Masters levels to monitor progress toward meeting the campus Reading and Math goals set in the Turnaround Plan. Performance Management meetings will be held monthly at the district level.

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

The campus master schedule includes dedicated intervention time to provide targeted support based on student needs. The mathematics instructional block includes 30 minutes of dedicated intervention time, and an additional 30-minute block is designated for reading intervention each school day.

During these intervention blocks, general education teachers provide Tier 2 interventions, while designated reading and mathematics intervention teachers provide Tier 2 and Tier 3 interventions to students requiring more intensive support. This structure allows the campus to provide targeted, needs-based instruction while maximizing available instructional resources.

Reading Intervention: Student needs are identified and monitored using mCLASS data to inform placement in Amplify Intervention groups. Students receive targeted, specialized intervention in small groups for 10 instructional days, after which progress is reviewed to determine whether students should continue, adjust their intervention, or exit the intervention group.

Math Intervention: The campus utilizes Math Catalyst to extend instructional practices and support teachers in delivering explicit, systematic, and targeted mathematics intervention. Math Catalyst provides guidance and structures that help teachers address identified skill gaps through direct instruction, focused practice, and ongoing progress monitoring.

Will the campus implement a PLC structure?

Yes

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

The campus administrator, content instructional coach, ESC LIFT coach, and grade-level/content-area teachers meet weekly for a minimum of 45 minutes as part of the campus Professional Learning Community (PLC) structure. PLC meetings provide dedicated time for collaborative planning, analysis of student data and instructional practices, identification of student needs, and development of targeted instructional responses. Additional collaborative planning time is provided as teacher schedules and campus structures allow.

How frequently will PLCs occur?

PLCs occur weekly.

Who will facilitate PLCs?

The instructional coach primarily facilitates the PLC, as they are the most knowledgeable about the instructional materials and alignment of content across grade levels; however, the campus administrators are also present to lead PLCs, as needed.

Who is required to attend PLCs?

The campus administrator, content instructional coach, the ESC LIFT coach, and same grade level/content teachers are required to attend the PLCs.

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

The campus PLC protocol provides a consistent structure for collaborative teacher planning, lesson preparation, instructional practice, and analysis of student learning. Each PLC begins with clearly identified preparation expectations, including the date and time, participants, grade level, PLC topic, focus lesson, materials needed, and teacher pre-work. The PLC concludes with identified post-work to ensure that learning and action steps from the session are carried into classroom instruction.

Each PLC begins with a brief community-building activity, a review of the purpose and rationale for the session, and a preview of the agenda. Depending on the instructional focus, PLC teams engage in one or more of the following protocols:

Lesson Internalization: Teachers develop a shared understanding of the lesson purpose and objectives, examine the sequence and pacing of activities, conduct an activity deep dive to identify alignment between formative assessments, checks for understanding, and objectives, consider scaffolds and supports for diverse learners, and organize instructional resources.

Module/Unit Internalization: Teams examine the larger instructional picture, identify the intended learning destination, examine the arc of learning across the module or unit, and organize resources needed to support implementation.

Lesson Rehearsal: Teachers establish expectations for the rehearsal, practice components of the lesson, and engage in a structured debrief to refine instructional delivery before implementation.

Student Work Analysis: Teams examine the task and standards, establish success criteria, analyze and sort student work, discuss evidence of student learning, and determine action steps for the whole group and identified student subgroups.

Each PLC concludes with a reflection and connection, during which teachers identify what they are taking away from the session and how it will influence future lesson internalization and instruction. Teams also identify post-work to support implementation between PLC meetings.

This protocol is designed to ensure that PLC time is purposeful and focused on improving the quality of instruction, strengthening curriculum implementation, and responding to evidence of student learning.

Upload PLC agenda (optional):

[KCISD PLC Agenda.pdf](#)

Capacity Building

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

Role	Training/PD Description	Delivered By	Attended By
Principal Manager	LIFT Performance Management, LIFT Observation & Feedback, LIFT PLC, Student Work Analysis Protocol (SWAP)	ESC LIFT Coordinator	Superintendent, Jamie Robinson
Principal	LIFT Performance Management, LIFT Observation & Feedback, LIFT PLC, Student Work Analysis Protocol (SWAP)	ESC LIFT Coordinator	Principals - Allison Wells, Stephen Sweeney
Other Campus Admin (Assistant Principals, Instructional Coaches)	LIFT Performance Management, LIFT Observation & Feedback, LIFT PLC, Student Work Analysis Protocol (SWAP)	ESC LIFT Coordinator	Assistant Principal- Mackenzie Allen; Instructional Coaches - Vanessa Ramirez, Esmeralda Perales; DCSI- Jo Ann Gutierrez
Teacher	PLC protocols: Unit and Lesson Internalization, Lesson Rehearsal, Student Work Analysis Protocol (SWAP) Bluebonnet Learning Observation Tools	Instructional Coaches, LIFT Coaches	Reading Teachers Grades K-5, Math Teachers K-Algebra I

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

Differentiated training for inexperienced or ineffective teachers will be provided through tiered coaching cycles.

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?

Bluebonnet Observation Tools, T-TESS Domain 2 and Domain 3 observations, Coaching cycle action step follow-up documentation.

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

Biweekly

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

ESC 20 Special Education LIFT support will be provided to the special education teachers. Instructional Coaches assist teachers in identifying supports for special populations within the Bluebonnet curriculum with internalizing lessons.

Milestones

List 16-20 key milestones your campus will complete to implement this strategy (8-10 per year). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027, December 2027, May 2028, August 2028.

Milestone 1

Description – What specific action or deliverable will be completed?

Complete LIFT Needs Assessment: Complete the LIFT Needs Assessment and use findings to identify priority Curriculum & Instruction implementation actions, responsible staff, evidence of implementation, and areas requiring additional support.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI, Principals, Assistant Principal, Instructional Coaches, ESC LIFT District Coach

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

Completed LIFT Needs Assessment and documented priority action steps

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

ESC LIFT support with completion and analysis of the Needs Assessment

Milestone 2

Description – What specific action or deliverable will be completed?

Establish Bluebonnet Implementation Expectations

Description: Establish and communicate campuswide expectations for implementation of Bluebonnet Learning Reading and Math, including curriculum fidelity, pacing, lesson internalization, use of embedded assessments, and instructional expectations.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principals, Assistant Principal, Instructional Coaches, DCSI, ESC LIFT Coaches

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

Documented implementation expectations, Bluebonnet pacing documents, PLC documentation, lesson internalization evidence, and Bluebonnet observation tools

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

Bluebonnet product training, Bluebonnet observation tools, instructional coaching, and ESC support

Milestone 3

Description – What specific action or deliverable will be completed?

Implement Weekly PLC Protocols: Implement weekly PLCs using established protocols for unit/module internalization, lesson internalization, lesson rehearsal, and student work analysis to strengthen planning and instructional delivery.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principals, Assistant Principal, Instructional Coaches, ESC LIFT Coach, Reading and Math Teachers

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

PLC agendas, attendance documentation, completed PLC protocols, teacher pre-work/post-work, internalization artifacts, lesson rehearsal documentation, and student work analysis

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

LIFT PLC training, KCISD PLC protocols, instructional coach facilitation, and ESC LIFT coaching

Milestone 4

Description – What specific action or deliverable will be completed?

Implement Consistent Lesson Internalization: Implement a consistent lesson internalization process, across the district, for Bluebonnet Reading and Math, in which teachers identify lesson objectives, success criteria, checks for understanding, anticipated misconceptions, instructional supports, and supports for special populations prior to instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Reading and Math Teachers, Instructional Coaches, Principals, Assistant Principal

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

Completed lesson internalization evidence, PLC documentation, internalization Google Forms, teacher planning artifacts, and walkthrough evidence

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

Lesson internalization protocols, Bluebonnet curriculum resources, PLC coaching, and instructional coach support

Milestone 5

Description – What specific action or deliverable will be completed?

Establish Observation and Feedback Cycles: Train instructional leaders and coaches on LIFT Observation & Feedback practices and implement a biweekly observation, actionable feedback, and follow-up cycle for teachers.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principals, Assistant Principal, Instructional Coaches, DCSI, ESC LIFT Coach

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

Training agendas and sign-in sheets, Bluebonnet observation tools, observation records, documented high-leverage action steps, coaching trackers, and follow-up documentation

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

LIFT Observation & Feedback training, Bluebonnet observation tools, coaching support, and calibration opportunities

Milestone 6

Description – What specific action or deliverable will be completed?

Launch Schoolwide Routines: Identify, define, explicitly teach, and implement priority schoolwide instructional and student routines to establish consistent expectations for learning across classrooms. Campus leaders and instructional coaches will model expectations and support teachers in implementing the routines consistently.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principals, Assistant Principal, Instructional Coaches, Teachers, ESC LIFT Coach

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

Documented schoolwide routines and expectations, staff training agendas/sign-in sheets, teacher implementation resources, walkthrough evidence, and coaching documentation

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

LIFT Schoolwide Routines training, ESC LIFT coaching, campus-developed routine resources, modeling, and implementation support

Milestone 7

Description – What specific action or deliverable will be completed?

Use Assessment Data to Plan Instructional Response: Implement a consistent process within PLCs for analyzing Bluebonnet end-of-module/unit assessments and other student evidence to identify instructional gaps, monitor special populations, determine students needing additional support, and establish reteach, intervention, or acceleration actions.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Reading and Math Teachers, Special Education Teachers, Instructional Coaches, Principals, Assistant Principal

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

DMAC assessment results, classroom/grade-level data trackers, PLC student work analysis documentation, identified student groups, and documented instructional response plans

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

DMAC, Bluebonnet assessments, student data tracking templates, Student Work Analysis Protocol, and instructional coaching

Milestone 8

Description – What specific action or deliverable will be completed?

Conduct Midyear Performance and Implementation Review: Conduct a midyear review of student performance and implementation data to determine progress toward Year 1 goals. Adjust core instruction, intervention, PLC focus, coaching, and professional learning based on identified student and teacher needs.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI, Principals, Assistant Principal, Instructional Coaches, ESC LIFT Coaches

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

DMAC assessment data, implementation dashboard, Bluebonnet observation data, PLC documentation, intervention data, coaching trackers, and documented midyear action steps

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

DMAC, implementation dashboard, Bluebonnet observation tools, ESC LIFT coaching, and performance management protocols

Milestone 9

Description – What specific action or deliverable will be completed?

Implement Lesson Rehearsal and Coaching Conversations
Description: Strengthen implementation of lesson rehearsal and coaching conversations through PLCs and coaching cycles. Teachers will practice high-leverage instructional moves, receive feedback, and refine delivery prior to classroom implementation.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Coaches, Principals, Assistant Principal, Teachers, ESC LIFT Coach

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

PLC agendas, lesson rehearsal protocols, coaching trackers, observation feedback, teacher action steps, and follow-up documentation

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

LIFT Coaching Conversations and Real-Time Coaching training, lesson rehearsal protocols, and instructional coaching support

Milestone 10

Description – What specific action or deliverable will be completed?

Implement Targeted Tier 2 and Tier 3 Intervention

Description: Implement differentiated Tier 2 and Tier 3 Reading and Math intervention based on identified student needs, including needs of students in special populations. Use student progress data to adjust intervention groups, instructional supports, and intensity of intervention.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

General Education Teachers, Special Education Teachers, Reading and Math Intervention Teachers, Instructional Coaches, Principals

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

mCLASS data, Amplify Intervention group records, Math Catalyst documentation, DMAC assessment data, intervention schedules, student progress data, and intervention adjustment documentation

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

mCLASS, Amplify Intervention, Math Catalyst, Bluebonnet resources, ESC Special Education LIFT support, and instructional coaching

Milestone 11

Description – What specific action or deliverable will be completed?

Conduct Year 1 Implementation Review and Adjust: Conduct a comprehensive implementation review of Bluebonnet fidelity, PLC protocols, lesson internalization, lesson rehearsal, schoolwide routines, observation and feedback cycles, intervention practices, and student performance. Identify implementation gaps and establish specific corrective actions, coaching supports, and next steps.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI, Principals, Assistant Principal, Instructional Coaches, ESC LIFT Coaches, Superintendent

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

Implementation dashboard, Bluebonnet observation data, PLC documentation, coaching trackers, DMAC assessment data, schoolwide routines evidence, and documented action steps

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

Implementation dashboard, Bluebonnet observation tools, DMAC data, LIFT coaching, and performance management protocols

Milestone 12

Description – What specific action or deliverable will be completed?

Analyze Year 1 Student Outcomes: Analyze 2026-2027 STAAR and other student outcome data to determine progress toward Turnaround Plan goals and identify priority instructional needs for 2027-2028

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

DCSI, Principals, Assistant Principal, Instructional Coaches

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

Completed Turnaround Goal Sheet, STAAR data analysis, identified instructional priorities, and documented 2027-2028 action steps

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

STAAR data, accountability reports, DMAC, and data analysis support

Milestone 13

Description – What specific action or deliverable will be completed?

Revise LIFT Needs Assessment and Year 2 Priorities: Revise the LIFT Needs Assessment using 2026-2027 implementation evidence and student outcomes and establish 2027-2028 priorities, implementation actions, responsible staff, and evidence of successful implementation.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

DCSI, Principals, Assistant Principal, Instructional Coaches, ESC LIFT District Coach

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

Revised LIFT Needs Assessment and documented 2027-2028 implementation priorities/action steps

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

ESC LIFT support, 2026-2027 implementation data, and student outcome data

Milestone 14

Description – What specific action or deliverable will be completed?

Refine and Relaunch Schoolwide Routines: Refine and relaunch priority schoolwide instructional and student routines based on Year 1 implementation evidence. Clearly communicate expectations for teacher implementation, administrator reinforcement, student practice, and ongoing coaching.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principals, Assistant Principal, Instructional Coaches, Teachers, ESC LIFT Coach

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

Revised schoolwide routines and expectations, staff training agendas/sign-in sheets, implementation resources, and 2027-2028 rollout plan

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

LIFT Schoolwide Routines support, 2026-2027 walkthrough evidence, instructional coaching, and campus leadership planning

Milestone 15

Description – What specific action or deliverable will be completed?

Monitor Year 2 PLC Instructional Cycles: Monitor 2027-2028 weekly PLC cycles focused on Bluebonnet unit/module and lesson internalization, lesson rehearsal, student work analysis, and development of instructional responses based on identified student needs.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principals, Assistant Principal, Instructional Coaches, ESC LIFT Coach, Reading and Math Teachers

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

PLC agendas, internalization evidence, lesson rehearsal documentation, student work analysis, teacher action steps, and PLC post-work

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

LIFT PLC protocols, Bluebonnet curriculum resources, instructional coaching, and ESC LIFT support

Milestone 16

Description – What specific action or deliverable will be completed?

Strengthen Instruction Through Observation and Coaching: Implement observation, feedback, and coaching cycles to strengthen consistent implementation of Bluebonnet instructional practices, high-leverage instructional actions, and schoolwide routines. Provide differentiated coaching based on teacher implementation needs.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principals, Assistant Principal, Instructional Coaches, ESC LIFT Coach

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

Bluebonnet observation tools, coaching trackers, teacher action steps, follow-up observations, walkthrough data, and evidence of implementation of schoolwide routines

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

LIFT Observation & Feedback support, Bluebonnet observation tools, coaching resources, and calibration support

Milestone 17

Description – What specific action or deliverable will be completed?

Conduct Midyear Performance and Implementation Review: Conduct a midyear review of student performance and implementation data to determine progress toward Year 2 goals. Adjust core instruction, intervention, PLC focus, coaching, and professional learning based on identified student and teacher needs.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

DCSI, Principals, Assistant Principal, Instructional Coaches, ESC LIFT Coaches

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

DMAC assessment data, implementation dashboard, Bluebonnet observation data, PLC documentation, intervention data, coaching trackers, and documented midyear action steps

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

DMAC, implementation dashboard, Bluebonnet observation tools, ESC LIFT coaching, and performance management protocols

Milestone 18

Description – What specific action or deliverable will be completed?

Demonstrate Sustained Implementation of Curriculum & Instruction Systems: Demonstrate sustained implementation of Bluebonnet Learning, PLC protocols, lesson internalization and rehearsal, schoolwide routines, observation and feedback cycles, and targeted intervention. Use implementation evidence and student outcome data to determine effectiveness and make final 2027-2028 school year adjustments.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

DCSI, Principals, Assistant Principal, Instructional Coaches, Teachers, ESC LIFT Coaches

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

Bluebonnet observation data, PLC artifacts, internalization evidence, schoolwide routines walkthrough data, coaching documentation, intervention data, DMAC assessment results, and implementation dashboard

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

Bluebonnet observation tools, LIFT protocols, DMAC, implementation dashboard, instructional coaching, and ESC LIFT support

Milestone 19

Description – What specific action or deliverable will be completed?

Evaluate Turnaround Plan Outcomes and Sustainability: Analyze 2027-2028 STAAR results, implementation evidence, and Turnaround Plan goals to determine effectiveness of the Intensive Curriculum & Instruction strategy. Identify successful practices to sustain, remaining instructional gaps, and priorities for continued campus improvement.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

DCSI, Principals, Assistant Principal, Instructional Coaches, Superintendent

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

Completed Turnaround Goal Sheet, STAAR analysis, implementation data summary, identified successful practices, and documented sustainability/continuous improvement priorities

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

STAAR data, accountability reports, implementation dashboard, DMAC data, and ESC support

Performance Management

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

Campus and district leaders will implement a systematic monitoring process to assess fidelity of implementation, evaluate the effectiveness of instructional practices, and ensure timely adjustments are made based on evidence and student outcomes. Monitoring will include monthly classroom walkthroughs using Bluebonnet Learning observation tools; Tiered Teacher observations with documented feedback, identified next steps, and follow-up to verify implementation; quarterly Learning Walks conducted in collaboration with Region 20; weekly reviews of lesson internalization evidence; ongoing review of campus implementation and student performance dashboards; and analysis of student achievement data following each DMAC assessment cycle.

Campus and district leadership will regularly review multiple sources of implementation and student outcome data to determine progress toward established goals and identify trends, instructional gaps, and areas requiring additional support. Findings from these reviews will be used to establish specific next steps, assign responsibility, provide targeted coaching or professional learning, and adjust instructional supports and interventions as needed. Follow-up monitoring will be used to determine whether identified actions have been implemented with fidelity and whether those actions are resulting in measurable improvements in instructional practice and student performance.

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

Implementation progress is monitored through a collaborative accountability structure that includes the Instructional Services Director, Campus Principals and Assistant Principal, Instructional Coaches, Region 20 LIFT Coaches, and the Superintendent. Each member of the leadership and support team has a clearly defined role in monitoring implementation, reviewing student performance and implementation data, assessing fidelity to identified strategies and instructional practices, and determining necessary action steps. The team regularly reviews evidence of progress to identify successes, implementation gaps, and areas requiring additional support. Based on these findings, specific action steps, responsible personnel, and follow-up expectations are established to ensure timely adjustments, sustained implementation, and continuous progress toward campus turnaround goals.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Data are collected through the implementation dashboard, Bluebonnet Learning observation tools, DMAC assessment data, PLC documentation, internalization Google Forms, coaching trackers, student work, and stakeholder surveys. These data provide a comprehensive view of implementation fidelity and impact.

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

Data are shared through monthly leadership meetings, PLC debriefs, ESC and Region 20 debriefs, staff meetings, and required public postings under TEC 26.006. Stakeholders receive ongoing updates throughout the implementation cycle to ensure transparency and alignment.

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	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	68
Meets Grade Level	35
Masters Grade Level	14

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

—

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

Performance Level	EOY Goal (%)
Approaches Grade Level	68
Meets Grade Level	39
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?

4

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

—

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	71
Meets Grade Level	45
Masters Grade Level	19

Not applicable: RLA STAAR goals (SY 27-28)

—

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	35
Masters Grade Level	15

Not applicable: Math STAAR goals (SY 27-28)

—

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	71
Meets Grade Level	40
Masters Grade Level	17

Not applicable: overall STAAR goals (SY 27-28)

—

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 27-28?

13

Not applicable: Academic Achievement goal (SY 27-28)

—

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 27-28?

4

Not applicable: ELP Component goal (SY 27-28)

—

Will this campus 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?

11

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

6

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 27-28?

15

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 27-28?

7

Additional Info

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

—

Upload additional documents (optional):

—