Cedar Hill Independent School District

High Pointe 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.

Yes

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:

—

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

—

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 10, The Commit Partnership

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

6

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.

High Pointe Elementary Tutorial Plan
Grades 3–5 Math & Reading + Grade 5 Science
Tutorial Budget: $7,500
Teacher/Certified Tutor Rate: $30/hour
*Non-Certified Tutor Rate: $20/hour
*Student Worker Rate: $15/hour
Core Model
2 days per week
1 hour per session
7 certified staff per session
3 Math teachers
3 Reading teachers
1 Grade 5 Science teacher
$210 per tutorial day
$420 per week
15 weeks = $6,300
Remaining balance = $1200
*Not included in calculations.
High Pointe Elementary Grades 3 - 5 Math/Reading Teachers
Day
Tutorial Focus
Staffing
Cost

Tuesday
Math – Grades 3–5
3 certified teachers
$90
Tuesday
Reading – Grades 3–5
3 certified teachers
$90
Tuesday
5th Grade Science
1 certified teacher
$30
Thursday
Math – Grades 3–5
3 certified teachers
$90
Thursday
Reading – Grades 3–5
3 certified teachers
$90
Thursday
5th Grade Science
1 certified teacher
$30
Weekly Total

7 teachers × 2 days
$420
October 26, 2026 - March 5, 2027
15 weeks x $420
$6300

Additional High Pointe Elementary Teachers and/or Certified Tutors
Tuesday
Reading – Grades 3–5
3 certified teachers/tutors
$90

Thursday
Math – Grades 3–5
3 certified teachers/tutors
$90
Weekly Total

7 teachers x 2 days
$180
February 1, 2027 - March 5, 2027
6 weeks x $180
$1080

Combined Total
High Pointe Elementary Grades 3 - 5 Math/Reading Teachers
$6300
Additional High Pointe Elementary Teachers and/or Certified Tutors
$1080
Total
$7380
Remaining Balance
$ 120

OPTION 2

High Pointe Elementary Grades 3 - 5 Math/Reading Teachers
Day
Tutorial Focus
Staffing
Cost
Tuesday
Math – Grades 3–5
6 certified teachers/tutors
$180
Tuesday
Reading – Grades 3–5
6 certified teachers/tutors

$180
Tuesday
5th Grade Science
1 certified teacher
$30
Thursday
Math – Grades 3–5
6 certified teachers/tutors
$180
Thursday
Reading – Grades 3–5
6 certified teachers/tutors
$180
Thursday
5th Grade Science
1 certified teacher
$30
Weekly Total

13 teachers × 2 days
$780
January 5, 2027 - March 5, 2027
9 weeks x $780
$7020

$480

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?

In lieu of grant-funded external consultants or additional full-time grant staff, the district will restructure internal human capital to support High Pointe Elementary:

District-Level Capacity Redeployment: District Curriculum & Instruction (C&I) directors and content specialists will directly absorb coaching duties, dedicating fixed on-site support days each week to lead PLCs and conduct observation-feedback cycles.

In-Kind Resource & Schedule Optimization: Existing campus schedules will be optimized to create dedicated, non-negotiable PLC and intervention blocks without requiring additional staff headcount.

Phased Implementation: Strategy deliverables will be prioritized into core phases, ensuring essential high-leverage Action Steps (e.g., Tier 1 instructional alignment and weekly coaching) are executed immediately using existing staff, while secondary non-essential components are scaled back until alternative funds are secured.

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

To proportionately support High Pointe Elementary’s targeted needs, the district and campus leadership are strategically redistributing human talent, instructional time, and financial resources. High-performing teachers and specialized staff have been placed in priority grade levels and foundational subject areas based on historical performance and interim assessment data. District instructional coaches and content specialists will dedicate targeted on-site days weekly to lead PLC lesson internalization and conduct coaching cycles with High Pointe educators.

Furthermore, local, Title I, and State Compensatory Education funds are prioritized toward high-quality instructional materials, targeted Tier 2/3 intervention resources, and high-dosage tutoring. Operational schedules have been restructured to ensure uninterrupted core instructional time and dedicated daily intervention blocks, ensuring resources and personnel are directly aligned with High Pointe’s priority improvement goals.

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?

550

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

Yes

Please select the adopted curriculum for: K-5 RLA

Other

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

Yes

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

550

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)
Curriculum Based Assessment	Campus	Quarterly	At High Pointe Elementary, district assessment results (including interim benchmarks, CBAs, and universal screeners) will be systematically utilized to drive data-driven instruction, targeted interventions, and leadership monitoring across three core levels: PLC Data Analysis & Tier 1 Reteaching: Following each district assessment window, grade-level PLCs will conduct structured data dives to unpack student performance by TEKS student expectation. MTSS & Targeted Student Interventions: Assessment results will directly inform flexible student grouping for Tier 2 and Tier 3 multi-tiered systems of support (MTSS). Progress Monitoring & Campus Leadership Evaluation: The Campus Leadership Team (CLT) and district instructional leadership will use district assessment data to track quarterly progress toward TIP summative goals (Approaches, Meets, and Masters thresholds).

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

1. Target Setting & Tracking Mechanisms:

At the beginning of the school year, baseline data is established for every student using prior-year STAAR performance, NWEA MAP/mCLASS screeners, and BOY district assessments. Individual growth targets (Expected and Accelerated STAAR Progress Measures) are calculated for all students, with intentional tracking for SPED, Emergent Bilingual, and Economically Disadvantaged student groups. Teachers maintain dynamic PLC standards-mastery trackers, while students manage visual individual data folders to monitor their own progress toward target benchmarks.

2. Weekly & Short-Cycle Growth Monitoring:

Growth tracking occurs on a weekly cycle during collaborative Professional Learning Community (PLC) meetings. Teachers and instructional coaches analyze formative assessment artifacts, exit tickets, and unit quick-checks against TEKS mastery thresholds (70%+). Unmastered standards trigger immediate Tier 1 re-teach plans and flexible Tier 2 small-group instruction during dedicated daily intervention blocks.

3. MTSS & Accelerated Instruction Progress Monitoring:

For students receiving Tier 2/3 interventions or HB 1416 accelerated instruction tutoring, progress monitoring data is logged bi-weekly or every 3 weeks using district-approved screener probes and supplemental program diagnostics. Student movement within MTSS tiers is dynamic and based on demonstrated growth trajectories rather than static time periods.

4. Quarterly Campus & District Data Reviews:

Following each district interim assessment window (CBA/Benchmark), the Campus Leadership Team (CLT) conducts formal Data Days. These sessions evaluate school-wide growth trends, verify progress toward annual TIP performance targets (Approaches, Meets, Masters), and determine adjustments needed for Tier 1 core instruction, instructional coaching cycles, and district support deployment.

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

High Pointe Elementary utilizes a comprehensive Multi-Tiered System of Supports (MTSS) framework integrated with HB 1416 requirements to identify, support, and accelerate students performing below grade level and those in designated special populations (Special Education, Section 504, Emergent Bilinguals, and At-Risk).

1. Universal Screening & Identification:

All students are screened three times per year (BOY, MOY, EOY) using district-approved universal screeners (mCLASS, NWEA MAP) and interim assessments. Data from these screeners, combined with state assessment results, is analyzed during campus MTSS committee meetings to place students performing below the 25th percentile or off-grade-level into appropriate Tier 2 or Tier 3 support tracks.

2. Dedicated Intervention Master Schedule:

To protect core Tier 1 instruction, High Pointe has embedded a daily, campus-wide 45-minute intervention block into the master schedule. During this block, students receive targeted, skill-specific small-group instruction. Flexible student grouping is updated every 3 to 4 weeks based on short-cycle assessment data and PLC reviews.

3. Support for Special Education & Section 504:

Students with disabilities receive scaffolded core instruction through co-teaching and push-in/pull-out resource models. SPED teachers and general education teachers co-plan weekly during PLCs to internalize lessons and align IEP goal tracking with Tier 1 TEKS delivery. Accommodations outlined in 504 plans and IEPs (e.g., oral reading, reduced answer choices, visual organizers) are systematically embedded across all daily assignments and assessments.

4. Support for Emergent Bilinguals (EBs):

Linguistic accommodations aligned with the ELPS are integrated across all content areas. Teachers employ Sheltered Instruction Observation Protocol (SIOP) strategies, visual supports, bilingual word walls, and structured sentence frames. Progress is monitored through TELPAS domains (Listening, Speaking, Reading, Writing) to ensure language acquisition directly supports content mastery.

5. Intensive Acceleration (HB 1416 / Tier 3):

Students requiring intensive support or state-mandated HB 1416 accelerated instruction receive small-group tutoring (1:4 ratio) delivered by certified teachers and qualified interventionists using TEKS-aligned supplemental materials. Progress is monitored bi-weekly; students demonstrating consistent mastery graduate back to Tier 1/2 status.

Will the campus implement a PLC structure?

Yes

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

Professional Learning Communities (PLCs) at High Pointe Elementary are organized through a hybrid model designed to maximize collaborative planning, data-driven decision-making, and alignment with the Effective Schools Framework (ESF Essential Action 5.3).

1. Team Structure:

Primary Grades (Pre-K – 2nd): Teams are organized by Grade Level to ensure cohesive cross-curricular support, foundational reading (phonics/phonemic awareness), and early numeracy development.

Intermediate Grades (3rd – 5th): Teams are organized by Content Area across Grade Levels (e.g., 3rd–5th RLA, 3rd–5th Math) to ensure deep alignment with TEKS rigor, vertical alignment, and STAAR performance expectations.

Special Populations Integration: Special Education teachers, Section 504 coordinators, and Emergent Bilingual specialists actively participate in core content and grade-level PLCs to co-plan Tier 1 accommodations, sentence frames, and IEP goal scaffolding.

2. Operations & Facilitation:

PLCs meet for a protected 45-to-60 minute period weekly during designated master schedule conference blocks. Each PLC operates under established norms, clear roles (Facilitator, Timekeeper, Data Collector), and a structured agenda driven by the four critical PLC questions:

What do we want students to learn? (Lesson Internalization & TEKS Deconstruction)

How will we know if they have learned it? (Exemplar Creation & Assessment Alignment)

How will we respond when some students do not learn it? (Targeted Reteach & Intervention)

How will we extend learning for students who are already proficient? (Enrichment Strategies)

Campus administrators and instructional coaches facilitate each PLC session to monitor implementation fidelity, provide immediate feedback, and track actionable next steps.

How frequently will PLCs occur?

Weekly

Who will facilitate PLCs?

Campus administrators and instructional coaches facilitate each PLC session to monitor implementation fidelity, provide immediate feedback, and track actionable next steps.

Who is required to attend PLCs?

Grade-level general education teachers, Special Education (SPED) co-teachers/resource staff, Emergent Bilingual (EB)/ESL specialists, Campus Interventionists, Instructional Coaches, and Campus Administrators

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

1.1. Norms & Roles Setup:Minutes 0–3 (3 Minutes).Review team operating norms and confirm meeting roles: Facilitator, Timekeeper, Data Recorder, and Administrator/Coach Lead.2.2. Lesson Internalization & Student Criteria for Success:Minutes 3–12 (9 Minutes).Teachers unpack the upcoming lesson task and independently solve aligned assessment questions to establish an exemplar model. The team defines clear Student Criteria for Success—detailing exact steps, required work products, conceptual milestones, and vocabulary students must demonstrate to achieve mastery.3.3. TEKS Deconstruction:Minutes 12–20 (8 Minutes).Deconstruct the target TEKS standard to clarify cognitive rigor (Bloom's level) and content depth. Map out prerequisites, identify potential learning barriers, and embed required linguistic accommodations (ELPS) and Special Education IEP supports.4.4. Data Analysis & Misconception Root Cause:Minutes 20–32 (12 Minutes).Analyze recent student work artifacts (exit tickets, unit checks) against the established Criteria for Success. Calculate standard mastery percentages ($70\%+$ threshold) and conduct a root-cause analysis to pinpoint specific conceptual errors or procedural missteps.5.5. Action Plan & Reteach Strategy:Minutes 32–42 (10 Minutes).Collaboratively script a targeted 10-to-15 minute reteach model (direct modeling vs. guided inquiry). Establish the Aggressive Monitoring student lap pathway and assign students to Tier 2 small-group intervention.6.6. Commitments & Closeout:Minutes 42–45 (3 Minutes).Finalize teacher action steps, confirm reteach execution dates, assign peer monitoring responsibilities, and log meeting artifacts into the campus PLC tracking log.

Upload PLC agenda (optional):

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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	Accountability	Principal	High Pointe Staff
Other Campus Admin (Assistant Principals, Instructional Coaches)	Hattie 8	Assistant Principal	High Pointe

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

High Pointe Elementary implements a tiered, differentiated professional development model to ensure accelerated growth for inexperienced educators (less than 2 years in role) and targeted support for struggling or ineffective teachers and leaders, directly aligned with ESF Essential Actions 2.1 and 5.1.

1. Support for Inexperienced Teachers and Leaders (1–2 Years in Role):

Dedicated Mentorship: All novice educators are paired with an experienced, highly effective Mentor Teacher or Master Teacher within their content area/grade level for weekly planning support and daily instructional guidance.

Targeted Novice Academy: Inexperienced teachers participate in bi-weekly professional learning cohorts focusing on foundational competencies: classroom culture routines, TEKS alignment, student Criteria for Success, and aggressive monitoring (AggMo).

Accelerated Coaching Cycles: Instructional coaches provide bi-weekly observation and feedback cycles, incorporating peer observations where novice teachers observe exemplar classrooms on campus to see high-leverage strategies executed in real time.

2. Intensive Support for Ineffective Teachers and Leaders:

Individualized Growth Plans (IGP): Educators demonstrating significant instructional gaps receive an Intensive Growth Plan with clear, measurable 30-60-90 day performance goals tied directly to campus TIP objectives.

High-Frequency Observation & Real-Time Feedback: Campus administrators and instructional coaches conduct 2–3 brief (15-minute) targeted walkthroughs per week, providing real-time coaching or immediate written/verbal feedback within 24 to 48 hours focused on one bite-sized action step.

Direct Practice & Lesson Support: Coaches engage in co-planning, lesson plan pre-approvals, direct modeling (I Do, We Do, You Do), and side-by-side co-teaching prior to independent teacher execution.

3. Differentiated Leadership Development:

Inexperienced assistant principals and instructional coaches receive weekly 1:1 coaching from district leadership and the Principal, focused on observation accuracy, video debrief protocols, and actionable PLC facilitation.

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?

High Pointe Elementary will evaluate the implementation and impact of differentiated professional development using two primary digital evaluation tools embedded within Eduphoria/Strive: the Campus Walkthrough & Instructional Coaching Tool (for teacher evaluation) and the Leadership Coaching & PLC Facilitation Rubric (for administrator evaluation).

1. Classroom Walkthrough & Instructional Coaching Tool (Teacher Evaluation):
Conducted 2–3 times weekly for ineffective teachers and bi-weekly for inexperienced teachers by administrators and coaches. Look-fors include:

Student Criteria for Success: Daily posting and explicit verbal integration of exemplar student outcomes and criteria for success during Tier 1 core instruction.

Aggressive Monitoring (AggMo) Execution: Evidence of the teacher executing intentional monitoring pathways, carrying a clipboard with an exemplar key, marking student work (e.g., checkmarks/codes), and delivering real-time, on-the-spot feedback.

Special Population Scaffolding Fidelity: Active execution of IEP/504 accommodations and English Language Proficiency Standards (ELPS) linguistic supports (sentence stems, visual anchors, structured academic talk).

Classroom Culture & Routines: Execution of tight, rehearsed classroom management routines (transitions, materials management, active listening posture) that maximize instructional time.

Bite-Sized Action Step Follow-Through: Visible implementation of the specific coaching action step assigned during the previous 48-hour debrief cycle.

2. Leadership Coaching & PLC Facilitation Rubric (Leader Evaluation):
Utilized weekly by the Principal and district leadership during 1:1 administrator coaching sessions and PLC audits. Look-fors include:

Observation Calibration Accuracy: Assistant Principal walkthrough ratings and feedback align within 90%+ calibration accuracy when co-observing alongside District Executive Leadership.

Fidelity to 6-Step PLC Protocol: Leadership facilitation that strictly adheres to the 45-minute PLC sequence: TEKS unpacking, student criteria exemplar alignment, exit ticket disaggregation, and reteach planning.

See-It, Name-It, Do-It Debrief Execution: Coaching debriefs where leaders guide teachers to identify instructional gaps using video or student work, name the high-leverage fix, and engage

in real-time practice/role-play before classroom execution.

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?

High Pointe Elementary and the district are delivering targeted, ongoing capacity-building supports to empower both teachers and administrators in effectively accelerating Special Education (SPED), Emergent Bilingual (EB), Section 504, and At-Risk student sub-groups.

1. Teacher Capacity-Building Supports:

Accommodation & ELPS Lesson Internalization: Teachers receive job-embedded training on integrating IEP/504 accommodations and English Language Proficiency Standards (ELPS) linguistic scaffolds directly into Tier 1 unit plans and daily lesson Criteria for Success.

Co-Teaching & Collaborative Planning Training: General education teachers and SPED co-teachers participate in dedicated workshops on co-teaching models (e.g., station teaching, parallel teaching) to ensure seamless delivery of accommodated core instruction and co-facilitated PLC planning.

Sheltered Instruction & Language Acquisition Strategies: Campus-wide professional learning covers Sheltered Instruction Observation Protocol (SIOP) strategies, focusing on visual anchors, structured academic dialogue, and vocabulary acquisition for Emergent Bilinguals.

Specialized Tier 2/3 Program Training: Interventionists and special populations teachers receive technical training on supplemental diagnostic tools and TEKS-aligned intervention software for targeted skill recovery and progress monitoring.

2. Administrator & Leadership Capacity-Building Supports:

Observation & Calibration Feedback Training: Campus administrators engage in calibration walkthroughs alongside district SPED and Multilingual Directors to evaluate the quality and fidelity of classroom accommodations, co-teaching execution, and ELPS implementation.

Sub-Group Data Disaggregation Coaching: District instructional leadership provides monthly coaching to administrators on auditing short-cycle assessment data disaggregated by special population sub-groups, ensuring timely MTSS adjustments and compliance with state growth expectations.

Legal & ARD/LPAC Compliance Refresher Training: Leaders receive ongoing technical assistance on ARD committee facilitation, LPAC decision-making frameworks, and HB 1416 compliance tracking for students in special populations.

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?

Milestone 1: Master Schedule & MTSS Intervention Block Finalization
Description: Build, publish, and implement the campus master schedule containing a protected, non-negotiable 45-minute daily MTSS/Intervention block ("High Pointe Focus Block") and protected 45-minute weekly PLC conference periods for all grade levels.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, Assistant Principal, Campus Scheduling Committee

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

Published master schedule, individual teacher class schedules, and signed PLC meeting calendar.

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

District C&I scheduling template and master schedule consultation support.

Milestone 2

Description – What specific action or deliverable will be completed?

Milestone 2: Baseline Data & STAAR Growth Target Establishment
Description: Administer BOY screeners (mCLASS, NWEA MAP, district BOY assessments) to 100% of enrolled students and establish individual expected/accelerated STAAR growth target profiles for general education, SPED, and Emergent Bilingual sub-groups.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Testing Coordinator, Instructional Coaches, Classroom Teachers

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

Completed campus baseline data dashboard and student growth tracking folders initialized in 100% of core classrooms.

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

District Assessment Department data export tools and training on student growth target calculations.

Milestone 3

Description – What specific action or deliverable will be completed?

Milestone 3: 45-Minute PLC Protocol & Criteria for Success Implementation
Description: Launch and execute the weekly 6-step 45-minute PLC protocol, requiring teachers to establish explicit "Student Criteria for Success" and un-pack focus TEKS during weekly internalization sessions.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Coaches, Grade-Level PLC Facilitators, Principal

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

Weekly uploaded PLC meeting agendas, student Criteria for Success artifacts, and completed administrative coaching feedback logs.

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

District Instructional Coach facilitation training and PLC agenda templates.

Milestone 4

Description – What specific action or deliverable will be completed?

Milestone 4: Mid-Year District Interim Data Dive & Reteach PlansDescription: Conduct a campus-wide post-interim "Data Day" following Q2/December district interim assessments to evaluate TEKS mastery ($70\%+$ threshold), analyze disaggregated special population growth, and finalize Tier 2/3 MTSS regrouping.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Instructional Coaches, MTSS Committee

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

Signed campus Data Day analysis packets, updated Tier 2/3 student rosters, and submitted Q2 TIP Progress Report to the district.

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

District C&I data protocols and disaggregated interim assessment reports.

Milestone 5

Description – What specific action or deliverable will be completed?

Milestone 5: Co-Teaching & Accommodations Walkthrough Calibration
Description: Conduct bi-weekly calibrated administrative walkthroughs using a standardized special populations rubric to audit the implementation fidelity of IEP accommodations, 504 supports, and ELPS linguistic scaffolds during Tier 1 core instruction.

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, District SPED/Multilingual Directors

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

Completed walkthrough feedback logs in Eduphoria/Strive, monthly accommodation fidelity trends reports, and debrief notes.

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

District Special Education and Multilingual department walkthrough calibration coaching.

Milestone 6

Description – What specific action or deliverable will be completed?

Milestone 6: High-Dosage Tutoring (HB 1416) Mid-Year Compliance & Audit
Description: Audit student progress and complete 50% of required state-mandated HB 1416 accelerated instruction tutoring hours for identified 3rd–5th grade RLA and Math students using TEKS-aligned supplemental diagnostic platforms.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

HB 1416 Campus Coordinator, Interventionists, Assistant Principal

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

HB 1416 student attendance logs, supplemental program diagnostic growth reports, and parent notification receipts.

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

District tutoring tracking software and supplemental TEKS-aligned intervention materials.

Milestone 7

Description – What specific action or deliverable will be completed?

Milestone 7: EOY STAAR & Interim Summative Evaluation Data Review
Description: Analyze EOY district benchmarks and STAAR performance data to calculate the percentage of students meeting STAAR Approaches, Meets, and Masters thresholds, along with overall STAAR Progress Measure growth targets across all demographic groups.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Leadership Team (CLT), Principal, Instructional Coaches

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

EOY Summative Assessment Data Board, finalized annual TIP progress evaluation report, and TEA end-of-year submission documentation.

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

District Research & Accountability STAAR data disaggregation reports.

Milestone 8

Description – What specific action or deliverable will be completed?

Milestone 8: Comprehensive Needs Assessment (CNA) & 2027–2028 TIP Revision Description: Conduct the annual Campus Needs Assessment (CNA) with the Campus Improvement Committee (CIC) to evaluate the effectiveness of the 2026–2027 talent/ resource redistribution plan and draft the preliminary 2027–2028 TIP objectives.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Improvement Committee (CIC), District Executive Leadership

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

Signed 2026–2027 CNA summary document, CIC meeting minutes, and draft 2027–2028 Targeted Improvement Plan.

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

District Federal Programs & TIP technical assistance guidance.

Milestone 9

Description – What specific action or deliverable will be completed?

Milestone 9: Summer Staffing, Talent Placement, & Resource Realignment
Description: Review EOY teacher effectiveness data and student achievement results to finalize 2027–2028 grade-level teacher placements, assign mentor teachers to incoming novice staff, and reallocate Title I/SCE supplemental budget resources.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, District Human Resources, Executive Director of Elementary Schools

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

Approved 2027–2028 campus staffing chart, mentor-mentee pairing roster, and signed Title I/SCE campus budget allocations.

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

District HR staffing allocations and Title I/SCE budget approval software.

Performance Management

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

To ensure the successful implementation and continuous fidelity of High Pointe Elementary's Targeted Improvement Plan (TIP), campus and district leadership will execute a structured, multi-tiered monitoring system aligned with ESF Essential Actions 1.1 and 5.3. Monitoring will occur across distinct short-cycle and long-term cadences:

1. Campus-Level Monitoring (Weekly & Short-Cycle):

High-Frequency Classroom Walkthroughs: Campus administrators (Principal and Assistant Principal) and Instructional Coaches will conduct 2 to 3 brief (15-minute) classroom walkthroughs per week per teacher. Walkthroughs will focus on Tier 1 instructional alignment, student Criteria for Success adherence, and Aggressive Monitoring (AggMo) execution. Actionable coaching feedback will be delivered within 24 to 48 hours via Eduphoria/Strive.

PLC Quality & Deliverable Audits: Leaders will attend and facilitate weekly 45-minute PLC sessions to monitor fidelity to the 6-step protocol. Leadership will audit weekly PLC artifacts, including TEKS deconstruction logs, student Criteria for Success exemplars, exit ticket data spreadsheets, and scripted reteach plans.

MTSS & HB 1416 Progress Reviews: The Assistant Principal and Campus Intervention Team will review student intervention logs and HB 1416 tutoring attendance every 3 weeks to verify student attendance, diagnostic skill growth, and Tier 2/3 regrouping accuracy.

2. District-Level Monitoring & Support (Bi-Weekly & Quarterly):

Bi-Weekly Joint Calibration Walkthroughs: The Executive Director of Elementary Education, along with district C&I, Special Education, and Multilingual Directors, will conduct bi-weekly on-site visits. District leaders will co-observe instruction alongside campus administrators to calibrate walkthrough scoring, audit IEP/ELPS accommodation fidelity, and evaluate instructional coaching impact.

Quarterly TIP Data Days & Executive Reviews: Following each district interim assessment window (December, March, May), the Campus Leadership Team (CLT) will participate in formal quarterly reviews with District Executive Leadership. These meetings will evaluate student performance against TIP summative performance thresholds (Approaches, Meets, Masters), track STAAR Progress Measure trajectories across demographic sub-groups, and determine necessary adjustments to district coaching deployment or campus resource allocations.

State & Plan4Learning Compliance Reporting: The Principal will submit quarterly TIP milestone updates, evidence artifacts (PLC agendas, data spreadsheets, walkthrough summaries), and progress evaluations into Plan4Learning for district and TEA compliance review.

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

Progress toward the key implementation milestones will be systematically monitored and reviewed through a dual-level accountability system involving both campus leadership and district executive oversight:

1. Campus Leadership Team (Primary Accountability):

Campus Principal: Serves as the primary owner accountable for overall milestone execution, leading monthly campus progress audits, ensuring Plan4Learning documentation is updated, and presenting quarterly progress evaluations to district executive leadership.

Assistant Principal: Responsible for directly monitoring operational and intervention milestones, including master schedule compliance, HB 1416 high-dosage tutoring attendance logs, bi-weekly special population accommodation walkthroughs, and Tier 2/3 MTSS regrouping.

Campus Instructional Coaches (RLA & Math): Responsible for tracking instructional milestones, including weekly 45-minute PLC protocol fidelity, verification of teacher-created Student Criteria for Success exemplars, and short-cycle formative assessment data entry.

Campus Improvement Committee (CIC): Reviews milestone completion status during quarterly scheduled meetings to ensure alignment with the Comprehensive Needs Assessment (CNA) and community feedback.

2. District Executive Leadership (Oversight & Technical Assistance):

Executive Director of Elementary Schools: Conducts bi-weekly on-site progress reviews with the Principal to audit milestone evidence artifacts, calibrate classroom walkthrough data, and evaluate quarterly milestone completion ahead of state reporting windows.

District Directors of Curriculum & Instruction (C&I): Review quarterly interim assessment data and PLC artifacts to verify the fidelity of TEKS deconstruction and instructional coaching cycles.

District Directors of Special Education & Multilingual Services: Audit bi-weekly accommodation walkthrough data and sub-group growth metrics to ensure milestones supporting SPED and Emergent Bilingual students are executed with fidelity.

District Federal Programs & Accountability Coordinator: Audits and verifies uploaded evidence in Plan4Learning prior to official submission to the Texas Education Agency (TEA) at the December, May, and August checkpoints.

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

High Pointe Elementary and the district will collect quantitative metrics, qualitative artifacts, and observational data using standardized district platforms and formal campus collection routines to verify the execution of each implementation milestone.

1. Digital Assessment & Student Growth Data Platforms:

District Interim Benchmarks & Short-Cycle Assessments: Quantitative student performance and growth data (Approaches, Meets, Masters thresholds) will be collected via Eduphoria/Aware and district data dashboards following every major assessment window (BOY, MOY, EOY, and interim CBAs).

Foundational Reading & Diagnostic Screeners: Early literacy growth and progress monitoring data for Pre-K through 5th-grade students will be gathered directly through mCLASS (DIBELS/TRC) and NWEA MAP diagnostic reporting portals.

Accelerated Instruction & Tutoring Logs: Attendance, instructional hours, and diagnostic skill mastery for HB 1416 compliance will be automatically tracked and aggregated through district-approved supplemental software portals (e.g., Summit K-12, Zearn, or IXL) alongside digital attendance logs submitted weekly by tutors.

2. Observational & Instructional Quality Data:

Administrative Walkthroughs & Coaching Feedback: Observational data regarding Tier 1 instruction, Aggressive Monitoring (AggMo) execution, and special population accommodation fidelity will be logged digitally in Eduphoria/Strive during bi-weekly campus and district walkthroughs.

Coaching Logs & Debrief Summaries: Instructional coaches will record weekly 1:1 coaching cycle notes, observation feedback summaries, and co-teaching touchpoints inside a centralized digital coaching tracker.

3. Qualitative Artifacts & PLC Evidence Repositories:

Campus Shared Drive & Plan4Learning Evidence Vault: Following each weekly session, PLC facilitators will upload meeting agendas, unpacked TEKS deconstruction sheets, teacher-created "Student Criteria for Success" exemplars, exit ticket spreadsheets, and scripted reteach plans into a secure Google Shared Drive repository and directly attach key evidence to Plan4Learning.

Master Schedule & Operational Documents: Official master schedules, PLC calendars, mentor-mentee pairing rosters, and Title I/SCE budget allocation ledgers will be maintained and archived by campus administration and submitted at designated quarterly checkpoints.

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

High Pointe Elementary will utilize a transparent, routine communication structure to share quantitative performance data, implementation progress, and artifact evidence with district leadership, campus staff, families, and community members.

1. Communication with District Leadership:

Executive Leadership Briefings: The Principal will present disaggregated interim performance data, growth metrics, and milestone completion status during quarterly executive reviews with the Executive Director of Elementary Schools and C&I Directors following each major benchmark window.

Plan4Learning Progress Submissions: At the December, May, and August checkpoints, official data dashboards, PLC artifacts, and walkthrough summary reports will be uploaded directly to Plan4Learning for formal district and TEA compliance evaluation.

Bi-Weekly Debrief Meetings: Following joint campus-district walkthroughs, leadership teams will immediately hold brief debrief sessions to review observational data trends and calibrate support.

2. Communication with Campus Staff:

Quarterly "Data Days": Following district interim assessment windows, campus staff will participate in dedicated data analysis sessions to review disaggregated sub-group performance (Approaches, Meets, Masters), track STAAR growth trajectories, and adjust MTSS Tier 2/3 interventions.

Weekly PLC & Faculty Meetings: Instructional coaches and administrators will share short-cycle assessment trends, exit ticket data, and walkthrough focus areas during weekly PLC sessions and monthly staff meetings to keep instructional priorities aligned.

Visual Data Displays: A secure, updated Campus Data Board in the professional workroom will showcase real-time grade-level progress toward reading and math proficiency targets.

3. Communication with Parents, Families, and Community:

Campus Improvement Committee (CIC) Meetings: Progress toward TIP goals and key milestones will be presented and reviewed during quarterly CIC meetings with parent, business, and community representatives.

Parent-Teacher Conferences & Growth Reports: Individual student benchmark progress and growth measure tracking will be shared with families following BOY, MOY, and interim assessment windows via report card inserts and parent-teacher conferences.

Annual State of the Campus Address: The Principal will host an annual community meeting to share campus performance trends, highlight academic achievements, and detail ongoing improvement strategies.

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	68
Meets Grade Level	45
Masters Grade Level	22

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	65
Meets Grade Level	40
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	66
Meets Grade Level	42
Masters Grade Level	20

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?

17

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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