# Belton Independent School District
# Hubbard Branch Elementary
# 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:

October 19, 2026

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

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## SI Strategy

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

Intensive Curriculum & Instruction Improvements

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

LIFT

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

LIFT PLC Support, Texas Instructional Leadership

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

Region 12, Great Minds PBC

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

4

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.

LASO LIFT Cycle 4:
Great Minds Coaching
Catalyst
Teaching Digital Tools
HQMI Specialist
Substitutes for Internalization days and Professional Learning
Total = $67,545.45

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?

This strategy is contingent on grant funding; however, we already received the grant funding from LASO Cycle 4. If we can no longer access the grant funds then we would fund the additional supports through our local budget.

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

Strategic Staffing - 2 co-teaching (one in 5th, one in 1st)
High performing teachers moved within campus to grades 4-5

## 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?

425

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

Texas myView Literacy

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?

800

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 | Please specify other assessment type: | Campus or District | Frequency | Purpose (how will these results be used) |
|---|---|---|---|---|
| Other | Common Formative Assessment | Campus | Weekly | Collaborative team tool- track data, immediate adjustments for response |
| Curriculum Based Assessment | | District | Monthly | Measure student's mastery of learning per instructional unit, allows for curriculum adjustments and intreventions |
| Benchmark | | District | Semester | Key data junctures to measure mastery of learning standards and identify crucial needs for remediation and curriculum adjustments. |
| Other | Star Rennaisance-Screener | District | BOY/MOY/EOY | Measures student performance in multiple areas, monitors growth over time, and identifies needs for intervention |

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

The campus utilizes a comprehensive data monitoring system that integrates regular formative assessments, tracking data in Eduphoria, and collaborative team trackers to measure and respond to student academic growth. Central to this system is Eduphoria, which serves as the primary data hub for compiling student performance trends, alongside STAR Renaissance to establish baseline measures, monitor progress, and benchmark growth across testing windows throughout the school year. To track ongoing progress, grade levels and content areas administer biweekly Common Formative Assessments (CFAs), district benchmarks, STAR Ren and summative evaluations. Following each major assessment, educators analyze student performance by categorizing learners into "hoppers" (students making significant growth), "droppers" (students losing ground), and "maintainers" (students remaining on track), allowing for immediate identification of shifts in performance levels and targeted instructional adjustments. We also do this same task for each STAAR subcategory for our campus including but not limited to economically disadvantage and SPED.

These data streams directly inform action through structured Professional Learning Communities (PLCs) and built in WIN time. Teachers collaborate regularly within these PLCs, using a Collaborative Teaching Tool to review assessment metrics, evaluate instruction, and plan targeted intervention and enrichment strategies. This continuous feedback loop ensures that data tracking translates into timely, responsive classroom instruction that supports continuous student growth across all performance tiers.

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

To address student intervention and support for learners operating below grade level as well as special populations, the campus utilizes a structured, multi-tiered approach built directly into the school day. At the core of this plan is a daily 50-minute WIN ("What I Need") Time block embedded within the master schedule, designated specifically for targeted skill gap closure, intervention, and enrichment. Tier 2 and Tier 3 interventions during WIN time are driven by evidence-based frameworks, including Math Catalyst for targeted numeracy support and 95% Group programs for intensive reading intervention. This dedicated time ensures that students receive systematic, small-group instruction tailored to their specific learning gaps without missing core Tier 1 instruction. Math ZEARN is utilized for all students on campus.

The execution of this intervention model is supported by a dedicated team of specialists and instructional staff. A specialized Math Interventionist and Reading Interventionist lead intensive Tier 3 support, design targeted lesson plans, and track individual progress over time. Additionally, two Title I paraprofessionals provide critical instructional assistance during the WIN time block, lowering the student-to-teacher ratio and enabling consistent, small-group implementation. Special populations—including Special Education students, Emergent Bilinguals, and Section 504 learners—receive differentiated scaffolding, accommodations, and focused skill support during these intervention periods to ensure equitable access to grade-level concepts and steady academic growth.

Will the campus implement a PLC structure?

Yes

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

Professional Learning Communities (PLCs) on our campus are organized primarily by grade level (Kindergarten through 5th Grade) to ensure strong horizontal alignment, collaborative planning, and targeted student growth tracking. SPED case managers join their coordinated grade level. Grade-level teams participate in a weekly dual-meeting model that balances quick instructional touchpoints with extended collaborative sessions:

Weekly Grade-Level PLCs: Each grade level meets twice weekly in designated time slots. This includes designated morning meetings (such as Kindergarten/3rd Grade on Tuesday mornings, 1st/4th Grade on Wednesday mornings, and 2nd/5th Grade on Thursday mornings) as well as dedicated weekly sessions during daily conference periods (e.g., 5th Grade at 8:00 AM, 4th Grade at 8:55 AM, 3rd Grade at 9:50 AM, 2nd Grade at 10:45 AM, Kindergarten at 1:05 PM, and 1st Grade at 2:00 PM).

Extended Planning Sessions: To allow for deeper dives into curriculum design, data analysis, and assessment planning, extended planning blocks are scheduled from 7:15–8:00 AM on Mondays and Fridays on a rotating schedule across all grade levels.  Dedicated Behavior and Academic MTSS PLCs: Embedded systematically throughout the calendar year, specific PLC weeks are set aside during normal conference times specifically for Multi-Tiered System of Supports (MTSS). These dedicated sessions focus directly on reviewing academic and behavioral intervention data for Tier 2 and Tier 3 students.

Coverage and Support Model: Morning PLC meetings are built into the schedule through a structured campus coverage team (including team members from specials) to ensure teachers can collaborate without interrupting student learning or instructional responsibilities.

PLC Attendees: Grade level teachers, Administrator (Principal, AP #1 K, 1, 3 and AP #2 2, 4, 5), grade level SPED Case manager, Instructional Coach when applicable, Interventionist 4th and 5th grade math

How frequently will PLCs occur?

Weekly

Who will facilitate PLCs?

Guiding Coalition, teacher leaders, campus administrative team

Who is required to attend PLCs?

Guiding Coalition, teacher leaders, campus administrative team, Special Education Case managers

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 follows a structured, data-driven cycle facilitated by the digital Collaborative Team Tool (CTT). This protocol guides grade-level and content teams through four distinct phases to align instruction, analyze student performance, and execute targeted interventions:

Phase 1: Unit Setup & Goal Setting: At the start of each instructional unit, teams assign a designated note-keeper, log unit metadata, and load priority standards. The team reflects on historical performance data and formulates a two-part SMART goal specifying student mastery targets and expectations for re-teaching. Teams also link core curriculum documents, formative assessments, and intervention resources directly in the workspace.

Phase 2: Student Work & Misconception Analysis: Before and during instruction, teams collaboratively define student profiles (advanced, proficient, or below proficient) and identify anticipated learning challenges or misconceptions based on standard breakdowns and historical data.

Phase 3: Formative & Benchmark Data Tracking: As instruction proceeds, teams input ongoing assessment metrics into CTT to categorize student mastery levels. These real-time data visualizers drive PLC discussions, enabling teachers to make immediate instructional adjustments, plan flexible small-group instruction, and reassign students for WIN time interventions.

Phase 4: Summative Analysis & Action Planning: Following unit summative assessments, teams record outcome data to evaluate overall mastery. The protocol concludes with a formal reflection on effective teaching practices, error patterns, and an actionable plan for future re-teaching, growth tracking, and district-level reporting.

Upload PLC agenda (optional):

5.2.4CTT One Pager .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 | Observation & Feedback from Get Better Faster - Region 12<br>Principal Leadership, Supervision and Coaching - AASA<br>TASA Midwinter Conference<br>Leadership Pipeline - The Holdsworth Center<br>High Yield Instructional Strategies - McRel and Region 13<br>Balanced Leadership - McRel<br>Coaching Conversations - Jim Knight Podcast | Region 12, Region 12, McRel, Jim Knight Podcast, AASA | Principal Manager |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal | Observation Feedback - Region 12<br>Monthly CLT Coaching - Region 12<br>Monthly Instructional Leadership - Cabinet and Executive Directors of School Leadership<br>Weekly 1:1 Coaching - Executive Director of School Leadership<br>Leadership Retreats 2x a year - Cabinet and Executive Directors of School Leadership<br>MTSS and PLC Training- Solution Tree<br>Capturing Kids' Hearts- CKH<br>Great Minds/ Bluebonnet- Great Minds | Region 12, Solution Tree, Cabinet & Executive Directors of School Leadership Executive Director of School Leadership, Capturing Kids' Hearts, Great Minds | Principal |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Teacher | District Summer Learning - Teaching and Learning<br>Beginning of School Learning - Teaching and Learning and Campus CLT<br>District Content Cohort Learning - Teaching and Learning<br>District Professional Learning Tuesdays - Teaching and Learing<br>Special Education Job Alike Learning - District Special Education<br>Observation Feedback Coaching - CLT<br>Campus Professional Instructional Learning Monthly - CLT<br>Campus Professional Behavior Learning as needed - CLT<br>Capturing Kids' Hearts- CKH<br>Bluebonnet/Great Minds- Great Minds<br>MTSS and PLCs- Solution Tree<br>Ignite/district curriculum sessions- Teaching and Learning<br>Job Embedded Professional Learning - Bailey Education Group | Teaching and Learning, CTT, District Special Education, CLT, Great Minds, Solution Tree, Bailey Education Group | Teacher |

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Other Campus Admin (Assistant Principals, Instructional Coaches) | Observation Feedback - Region 12<br>Data Driven Instruction - Region 12<br>Monthly CLT Coaching - Region 12<br>Monthly Assistant Principal Leadership Learning - Executive Directors of School Leadership<br>Bi-weekly Coaching - School Principal | Region 12, School Principal, Executive Directors of School Leadership | Other Campus Admin |

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

Observation feedback will occur on a weekly basis and coaching sessions provided by admin and instructional coach will be held for newer to profession and struggling teachers. Summer sessions were provided for newer teachers with financial incentives. Instructional coach also offers after school sessions for newer teachers. In addition we are partnering with Bailey Education Group, an Educator Support Facilitator will provide individualized, job-embedded coaching to specific teachers during live classroom instruction to strengthen Tier 1 instructional practices. This targeted support will include instructional modeling, co-teaching, real-time feedback, and collaborative planning aligned to individual teacher goals and identified instructional needs. Through ongoing, hands-on coaching, teachers will strengthen instructional practices and increase their capacity to deliver effective, responsive instruction.

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?

BISD Strive domains 2 & 3 Walkthrough Tool
Look Fors:
-Instruction
*Strive for Five: Learning target posted and aligned to curriculum, students are able to speak to learning task
*District Curriculum Alignment
*Differentiation
*Informal and Formal Assessment
*Appropriate use of technology: Freckle, Zearn, etc. District approved technology
-Classroom Management
*Student Engagement
*Response to Discipline
*CKH Contract and use of ambassadors & 4 Questsions
Observation Walkthrough - Get Better Faster Waterfall document tied to TTESS
Bluebonnet Walkthrough Form- TEA form
Principal and Assistant Principal Evaluation Tool - PTESS standards

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?

Collaborative team meetings—structured using the Collaborative Team Tool (CTT)—include focused learning on the implementation of student accommodations, appropriate instructional applications, and data analysis through weekly grade-level PLCs and designated extended planning blocks.

Behavior training addressing Tier 1 and Tier 2 supports is provided at the start of each school year and reinforced periodically during dedicated Behavior and Academic MTSS PLC sessions embedded into conference times.

Teachers and intervention personnel supporting specific student populations—including the Math Interventionist, Reading Interventionist, and Title I paraprofessionals facilitating daily 50-minute WIN Time blocks—receive targeted professional learning in specialized programs like Math Catalyst and 95% Group to strengthen instructional practices and promote student success.

## 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?

PLC Assessment & Data Protocol Training:
ESF Indicator: Indicator 5.3 (Data-Driven Instruction, Assessment Reflection, and Targeted Supports)  Description: Deliver targeted professional development to all instructional staff on designing, monitoring, and analyzing common formative assessments (CFAs). Establish structured PLC weekly protocols that require teams to move beyond compliance to analyze incremental student growth data, specifically targeting short-form response and Extended Constructive Response (ECR) writing stamina.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Coach, Principal, Assistant Principals, Guiding Coalition

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

Completed PLC agenda/minutes, signed PD sign-in rosters, aligned grade-level CFA exemplars, and weekly admin review logs of the Collaborative Team Tool.

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

Title I funding for PLC resources, district curriculum team guidance on ECR rubric alignment

### Milestone 2

Description – What specific action or deliverable will be completed?

Campus-Wide Capturing Kids' Hearts (CKH) & MTSS Behavior Launch
ESF Indicator: Indicator 3.2 (School-wide Culture, Behavior, Safety) & Indicator 3.3 (Interventions and Supports)
Description: Conduct CKH certification for all new staff members and train campus personnel on restorative response protocols, de-escalation, and Tier 1/2 social skills interventions. Establish student-led "owners" within CKH Ambassadors, Hope Squad, and the News Crew to transition culture initiatives into student-driven routines.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Behavior Specialist, School Counselors, Principal, Assistant Principals, CKH Process Champions

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

100% new staff CKH training certificates, monthly Hope Squad/Ambassador meeting minutes, monthly discipline referral logs (aiming for a 25% reduction), and classroom walkthrough observation data on CKH practices.

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

Title I funds for CKH materials and title 1 support positions

**Milestone 3**

Description – What specific action or deliverable will be completed?

Standards-Based Grading (SBG) & Parent Square Communication Launch
ESF Indicator: Indicator 1.4 (Performance Management of Campus Improvement Plans/Goals)

Description: Deploy a standardized family communication protocol using Parent Square. Create and distribute accessible, SBG parent guide materials that explain student proficiency levels and how families can track learning progress and support academic needs at home.

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 Principals, Campus Technology/Communication Representative, Classroom Teachers

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

Parent Square communication audit logs (100% of students receiving documented contact each grading period), weekly parent newsletters from grade level teams and specials, biweekly campus newsletters from admin, and fall parent-teacher conference attendance logs.

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

District communications support

**Milestone 4**

Description – What specific action or deliverable will be completed?

HQIM Instructional Coaching & Classroom Walks
ESF Indicator: Indicator 5.1 (Instructional Leadership) & Indicator 5.2 (Instructional Planning for Effective Classroom Instruction)
Description: Execute weekly High-Quality Instructional Materials (HQIM) calibration walkthroughs and Get Better Faster (GBF) coaching cycles. Instructional leaders provide actionable, job-embedded feedback to ensure core Tier 1 instruction is fully aligned with TEKS standards and incorporates a balance of digital creation and hands-on, inquiry-based learning.

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 Principals, Instructional Coach

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

Completed administrative walkthrough logs, documented GBF coaching feedback notes, and monthly HQIM calibration coaching reflection summary reports.

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

District instructional coaching support and dedicated scheduling for observation debriefs.

### Milestone 5

Description – What specific action or deliverable will be completed?

Strategic Higher Education & Community Service Partnerships
ESF Indicator: Indicator 4.3 (CCMP Course Offerings and Graduation Programs of Study)
Description: Expand campus community partnerships (including Temple College) to expose K-5 students to career pathways. Organize and conduct at least two campus-wide student/staff service-learning projects and host secondary pathway informational sessions for 5th graders and their families.
ESF Indicator: Indicator 4.3 (CCMP Course Offerings and Graduation Programs of Study)
Expand higher education and community partnerships (including Temple College) to introduce K–5 students to post-secondary career pathways. Organize two campus-wide service-learning projects and conduct secondary pathway informational sessions for 5th graders and their families.

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 Principals, School Counselors, Grade-Level Teachers

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

Event schedules, partnership agreements, student/family participation logs, and Parent Square promotional announcements for community events.

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

General fund allocations and community partner liaison coordination.
Temple College outreach coordinator collaboration, district transportation for campus visits, and community sponsor resources.

### Milestone 6

Description – What specific action or deliverable will be completed?

Comprehensive Annual CIP Evaluation & EOY Data Review
ESF Indicator: Indicator 1.2 (Campus Improvement Plan) & Indicator 1.4 (Performance Management of Campus Improvement Plans/Goals)
Description: Conduct a comprehensive summative evaluation of the 2026–2027 Campus Improvement Plan. Analyze EOY STAAR performance, EOY STAR Renaissance growth metrics, attendance data, parent/staff satisfaction survey results, and discipline metrics to measure progress against Destination 2031 goals and update the subsequent year's plan.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, Instructional Coach, Guiding Coalition

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

Completed CIP Summative Review document, STAAR/STAR Ren growth summary reports, and presentation slides from the  Site Based Decision Making Committee
Higher education partnership agreements, 5th-grade pathway session sign-in sheets, event agenda archives, and service-learning project artifacts.

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

District accountability data reports and administrative planning days.

**Milestone 7**

Description – What specific action or deliverable will be completed?

ESF Indicator: Indicator 5.3 (Data-Driven Instruction, Assessment Reflection, and Targeted Supports)

Deliver targeted professional development on designing, monitoring, and analyzing Common Formative Assessments (CFAs) aligned to High-Quality Instructional Materials (HQIM). Establish weekly PLC protocols that move beyond compliance to analyze incremental student growth data, specifically targeting short-form responses and Extended Constructed Response (ECR) writing stamina to reach the campus target of 40% or higher at Meets grade level.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Instructional Coaches, Grade-Level PLC Leads

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

Weekly PLC agendas/minutes, completed CFA data tracking sheets, student ECR rubric artifacts, and December interim benchmark analysis reports.

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

District Curriculum & Instruction specialist support for ECR scoring calibration and protected weekly PLC planning blocks.

**Milestone 8**

Description – What specific action or deliverable will be completed?

ESF Indicator: Indicator 5.3 (Data-Driven Instruction) & Indicator 3.3 (Interventions and Supports)

Description: Implement daily data-driven intervention/acceleration blocks built into the master schedule. Establish student goal-setting routines using Star Renaissance and common assessment data, empowering students to track their own growth toward Meets and Masters performance goals.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Intervention Specialists, Classroom Teachers, Instructional Coaches

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

Campus master schedule showing dedicated daily MTSS time, student goal folders, middle-of-year/end-of-year Star Renaissance growth reports, and Tier 2/3 progress tracking logs.

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

HQIM intervention curriculum materials, district data analyst coaching, and intervention software licenses.

**Milestone 9**

Description – What specific action or deliverable will be completed?

In partnership with Bailey Education Group, an Educator Support Facilitator will provide individualized, job-embedded coaching to teachers during live classroom instruction to strengthen Tier 1 instructional practices. This targeted support will include instructional modeling, co-teaching, real-time feedback, and collaborative planning aligned to individual teacher goals and identified instructional needs. Through ongoing, hands-on coaching, teachers will strengthen instructional practices and increase their capacity to deliver effective, responsive 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

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

Documentation of individualized, job-embedded coaching provided by Bailey Education Group, including coaching logs, classroom observation records, co-planning artifacts, and teacher-specific instructional goals. Evidence of implementation will include documented modeling, co-teaching, and real-time feedback cycles. TEA classroom observation data, PLC artifacts, and student assessment results will be used to monitor improvements in Tier 1 instructional practices and student outcomes.

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

Ongoing partnership with Bailey Education Group to provide individualized, job-embedded coaching through an Educator Support Facilitator. Additional resources include protected time for coaching and collaboration, access to district curriculum and assessment data, and TEA classroom observation tools to monitor instructional implementation and effectiveness.

## Performance Management

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

Classroom Walkthroughs & Instructional Coaching Calibration: Campus administrators (Principal and Assistant Principals) will at minimum conduct twice-monthly joint High-Quality Instructional Materials (HQIM) calibration walkthroughs. Leaders will use Get Better Faster (GBF) coaching feedback loops to evaluate Tier 1 instruction, verify alignment with TEKS standards, and measure the integration of digital creation tools and hands-on, inquiry-based learning. Observation results and feedback notes will be formally tracked in administrative walkthrough logs and reviewed during monthly HQIM calibration meetings.

PLC Protocols & Student Data Tracking: District and campus leaders will review grade-level Professional Learning Community (PLC) agendas, meeting minutes, and Collaborative Team Tool entries to ensure teams actively analyze Common Formative Assessment (CFA) data. Leaders will monitor incremental student growth using STAR Renaissance assessment results, specifically evaluating progress in short-form response writing and Extended Constructive Response (ECR) stamina. Instructional leaders will hold weekly PLC data meetings to track Tier 2 and Tier 3 interventions, reviewing individual student growth logs and student data binders/ portfolios.

Behavioral & School Culture Audits: Campus leadership, alongside Behavior Specialists and School Counselors, will review monthly discipline referral logs to monitor progress toward the target 25% reduction in behavioral incidents. Leaders will track the implementation of Capturing Kids' Hearts (CKH) protocols through routine classroom walkthrough observations and monitor student leadership involvement via monthly meeting minutes from the CKH Ambassadors and Hope Squad.

Family Communication & Engagement Tracking: Leaders will perform systematic audits of Parent Square communication logs to confirm that 100% of students receive documented, multi-lingual family contact each grading period. Attendance and participation metrics will be monitored during parent-teacher conferences, biweekly campus newsletters, and community event programs.

Staff Retention & Mentorship Oversight: Leaders will monitor staff support structures through mentor-mentee logs, bi-annual staff morale "temperature check" surveys, and annual teacher certification rate audits (aiming for 100% certified foundational course teachers).

Formal Checkpoints & Summative Evaluations: District and campus leaders will evaluate plan implementation at three explicit milestone checkpoints: December 2026, May 2027, and August 2027. During the August 2027 checkpoint, leaders will conduct a comprehensive summative CIP evaluation analyzing EOY STAAR results, STAR Renaissance growth metrics, attendance patterns, discipline data, and budget ledgers. A full fiscal audit of Title I Part A and local discretionary funding will be completed to evaluate the cost-effectiveness and academic

impact of programs before finalizing the plan for the next academic year.

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

Principal Manager, Principal, Assistant Principal, Instructional Coach, Counselors

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Artifacts will be uploaded to a tracking spreadsheet.

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

A shared drive will be utilized with district leadership and other relevant stakeholders.

## 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 | 40 |
| Masters Grade Level | 15 |

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 | 70 |
| Meets Grade Level | 40 |
| Masters Grade Level | 15 |

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 | 70 |
| Meets Grade Level | 40 |
| 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?

20

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?

3

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?

21

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

9

## 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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