Alvarado Independent School District



Lillian 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:

November 9, 2026

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

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SI Strategy

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

Intensive Curriculum & Instruction Improvements

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

Our campus is not engaged in a TEA program

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

LIFT

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

Region 11

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

7

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

Projected costs associated with the implementation of the TIP will include instructional and intervention materials, assessment/data-monitoring resources, professional development and coaching, and staffing to support targeted student interventions. Additional staffing costs will include stipends for certified educators and educational assistants providing after-school tutoring ($40/hour for certified educators and $20/hour for non-certified educators). Existing campus and district staff will support PLC/DDI implementation, WIN intervention groups, progress monitoring, and instructional coaching during the regular school day.

Funding sources may include Title I funds, State Compensatory Education (SCE) funds, local campus/district funds, and other available federal or state grant funds, as allowable. Existing district-purchased curriculum, assessment platforms, and instructional resources will be utilized whenever possible to maximize available funding and ensure sustainability of the improvement plan.

Alvarado ISD has partnered with Lead4Ward to provide intense training for all tested subject area educators to guide analysis of actionable area to improve student performance and growth. The total cost of training is $51,450 and will be funded with Title I and Title II funds.

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 not contingent upon grant funding. The district and campus will utilize existing local, state, federal, Title I, and State Compensatory Education (SCE) funds, as allowable, to support implementation. Existing district and campus personnel, instructional resources, intervention programs, and professional learning structures will also be utilized to ensure the strategy can be fully implemented and sustained regardless of the availability of additional grant funding.

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

The district will prioritize and proportionately allocate personnel, instructional resources, and support based on Lillian Elementary's identified needs. District instructional leaders and specialized staff will provide targeted coaching, professional learning, data analysis, and ongoing support to strengthen Tier 1 instruction and intervention. Campus staffing and schedules will be strategically utilized to support WIN intervention groups, PLC/DDI processes, special populations, and students performing below grade level. Additional resources, including after-school tutoring, instructional materials, assessment tools, and intervention programs, will be directed toward identified areas of greatest need. District and campus leaders will regularly review student performance and implementation data and adjust personnel, resources, and support as needs change throughout the year.

Members of the Instructional Services Team (Math, ELA, Science and Social Studies) will attend PLCs at least once per week and greater frequency as deemed by the campus principal.

The Superintendent, Chief Academic Officer, Chief Special Services Officer and Chief Administrative Officer will meet weekly with campus administrators to visit classrooms to monitor learning environment, instructional delivery, and students using the observation tool. Administrators will debrief to discuss observations from the classroom.

Instructional Services members will provide support during PLCs to ensure lesson internalization prior to delivery of lesson.

Mentor Training will be provided to enhance support for teachers who are in year 1 and year 2 in education.

Designated time will be provided multiple times each week for PLCs.

During monthly Principal Meetings, campus administrators and district leaders will review student data to evaluate student achievement and deficiencies. Levels of district support will be adjusted based on student performance data.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

STEMscopes Texas Math

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?

450

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?

675

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?

180

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	District	Quarterly	CTBA results will be used to measure scholars' mastery of grade-level TEKS, identify instructional strengths and learning gaps, and determine the need for reteaching, intervention, or enrichment. Results will guide Tier 1 instructional decisions and help measure progress toward campus STAAR achievement and growth goals.

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

Student growth will be monitored through CTBA, formative, benchmark, and applicable state assessment data. During PLC/DDI meetings, educators will analyze individual scholar growth and TEKS mastery, document results and instructional responses through campus-documented PLC/DDI tracking, and adjust instruction, WIN groups, reteaching, and enrichment. Campus leadership will regularly review grade-level and student-group growth data to monitor progress toward TIP goals and determine additional instructional support or coaching needed.

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

Lillian Elementary will implement a data-driven, differentiated intervention process to support scholars performing below grade level and those in identified special populations. Educators will use CTBA, formative assessments, benchmark data, classroom performance, and progress-monitoring results to identify specific skill gaps and determine appropriate instructional supports.

Scholars performing below grade level will receive targeted interventions through WIN groups, differentiated small-group instruction, focused reteaching, and individualized instructional support. After-school tutoring will provide additional opportunities for scholars requiring more intensive academic assistance. Interventions will be aligned to identified skill deficits, with groupings and instructional strategies adjusted based on scholar performance and demonstrated needs.

Scholars in special populations, including Special Education, Emergent Bilingual, dyslexia, and Section 504, will receive differentiated Tier 1 instruction, appropriate accommodations and modifications as required, linguistic supports, and targeted interventions aligned with individual learning needs and applicable educational plans. General Education, Special Education, and other instructional support staff will collaborate during PLC/DDI and collaborative planning to identify learning gaps, coordinate instructional supports, and monitor scholar progress.

During weekly PLC/DDI meetings, educators will analyze individual scholar and student-group performance data to evaluate the effectiveness of interventions. Teams will document instructional responses, review progress toward identified learning goals, and determine whether scholars are demonstrating sufficient growth. When data indicates limited progress, educators will adjust instructional strategies, regroup scholars, increase intervention intensity or frequency as appropriate, and provide additional targeted support. Campus leadership will monitor intervention implementation and student outcomes through PLC/DDI documentation, classroom walkthroughs, and ongoing data reviews. Educators will review intervention progress during weekly PLC/DDI meetings, with formal reviews of intervention effectiveness at designated assessment checkpoints to determine whether scholars should continue, exit, or receive intensified intervention services.

Will the campus implement a PLC structure?

Yes

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

Lillian Elementary PLC/DDI teams will be organized primarily by grade level, with a focus on student achievement, instructional planning, and data-driven decision-making. Pre-K–2 teams will participate in scheduled weekly PLC/DDI meetings before or after school, while Grades 3–5 will participate in designated Turnaround Thursday PLC/DDI meetings. All grade levels will also participate in mandatory Tuesday collaborative planning.

PLC/DDI teams will analyze student performance data, including CTBA, formative assessments, benchmark results, student work, and applicable progress-monitoring measures. Data will be disaggregated by student group, including Special Education, Emergent Bilingual, Section 504, and other identified at-risk scholars, to identify achievement gaps, priority TEKS, and specific instructional needs.

General Education educators will collaborate with Special Education, bilingual/ESL, intervention, and other instructional support staff as appropriate to plan differentiated Tier 1 instruction, accommodations, linguistic supports, targeted reteaching, enrichment, and interventions. Special Education educators will participate in at least one Grades 3–5 PLC/DDI or collaborative planning meeting weekly to strengthen instructional alignment and support for scholars receiving special education services.

Teams will document data analysis, instructional decisions, intervention plans, and follow-up actions through campus-documented PLC/DDI tracking tools. During subsequent meetings, educators will review scholar progress and evaluate the effectiveness of implemented strategies, adjusting instruction and interventions when data indicates additional support is needed.

Campus administrators and instructional leaders will monitor PLC/DDI implementation through meeting agendas, participation records, completed tracking tools, collaborative planning documentation, classroom walkthroughs, and student performance data. Findings will guide coaching, professional learning, and adjustments to instructional supports.

How frequently will PLCs occur?

Weekly. Pre-K–2 teams will participate in scheduled PLC/DDI meetings before or after school, and grades 3–5 will participate in protected Turnaround Thursday PLC/DDI meetings. All grade levels will also participate in mandatory Tuesday collaborative planning. PLC/DDI decisions and student progress will be documented through campus-documented PLC/DDI tracking.

Who will facilitate PLCs?

PLCs will be facilitated by campus administrators and grade-level team leads. Team leads will guide the PLC/DDI process, including data analysis, identification of priority TEKS and student learning gaps, and development of reteach, intervention, and enrichment plans. Campus administrators will provide oversight, support, and monitoring to ensure consistent implementation and documentation of the PLC/DDI process.

Who is required to attend PLCs?

All grade-level classroom educators are required to attend PLCs. Special education, bilingual/ESL, intervention, and other instructional support staff will participate as appropriate based on student and grade-level needs. Campus administrators will attend and support PLCs to monitor implementation, provide instructional guidance, and ensure consistent use of the PLC/DDI process.

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

Lillian Elementary will use a structured PLC/DDI protocol focused on student learning and instructional response. Teams will review assessment and student growth data, identify priority TEKS and learning gaps, analyze student work, and determine which scholars require reteach, intervention, or enrichment. Educators will identify specific instructional strategies and next steps, including supports for special populations, and document agreed-upon actions through campus-documented PLC/DDI tracking. Subsequent PLCs will include follow-up on previous action steps and student progress to determine whether instruction was effective and what adjustments are needed. Campus administrators and team leads will monitor implementation and provide support as needed.

Upload PLC agenda (optional):

30 Min PLC agenda.docx

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	School improvement leadership, instructional leadership, data-driven instruction (DDI), implementation monitoring, effective PLC practices, observation/feedback, and progress monitoring toward TIP goals. Training will strengthen administrators' capacity to identify instructional gaps, monitor implementation, provide actionable feedback, and adjust supports based on student and educator data.	TEA/ESC Region 11, Alvarado ISD District Leadership, external instructional consultants as applicable	Principal and Assistant Principals
Other Campus Admin (Assistant Principals, Instructional Coaches)	Training in effective PLC facilitation, data analysis, priority TEKS identification, instructional planning, reteach/enrichment cycles, student progress monitoring, and implementation of campus lead measures. Teacher leaders will build capacity to facilitate collaborative planning and support consistent implementation across grade levels.	Campus Administration, District Curriculum & Instruction Staff, Lead4ward/ ESC Region 11 as applicable	Grade-Level Team Leads, Instructional Leaders, Campus Administration
Teacher	Professional learning focused on strengthening Tier 1 instruction, standards alignment, data-driven instructional practices, differentiated instruction, student engagement, formative assessment, and targeted reteach/enrichment. Training will include the implementation of adopted instructional resources and strategies aligned to identified student needs.	District Curriculum & Instruction Staff, Campus Administration, Lead4ward, curriculum/ resource providers, ESC Region 11 as applicable	Pre-K–5 Classroom Educators, Special Education Educators, Bilingual Educators
Teacher	Training focused on ensuring students receiving special education, bilingual/EB, dyslexia, and other specialized services have access to rigorous Tier 1 instruction, appropriate accommodations, language supports, differentiation, and targeted intervention aligned with grade-level TEKS and individual student needs.	District Special Programs Staff, District Curriculum & Instruction Staff, ESC Region 11, Campus Administration	Special Education, Bilingual/EB, Dyslexia, Intervention and other applicable support staff

Role	Training/PD Description	Delivered By	Attended By
Teacher	Ongoing job-embedded professional learning through weekly PLC/DDI cycles. Educators will analyze student data, identify priority standards and instructional gaps, plan reteach/ enrichment, monitor scholar progress, and document instructional responses using the campus documented PLC/DDI tracking process.	Campus Administration, Team Leads, District Curriculum & Instruction Staff	Pre-K–5 Educators, Special Programs Staff and applicable Educational Assistants
Teacher	Alvarado ISD and lead4ward are working together to provide high-quality professional development to teachers and leaders within the district. Training sessions include: How to Raise Your Campus Accountability Rating by a Letter Grade, Engaging Learners, Coaching and Modeling for Engaging Learners Strategies, Targeting Extended Response and Tier 1 Intervention. Training will also include a deep dive into data to provide analysis to bring clarity and identify actionable areas to improve student performance and growth to support a higher accountability rating. Lillian Elementary will demonstrate improved achievement and growth among identified student groups through consistent implementation of differentiated Tier 1 instruction, appropriate accommodations and linguistic supports, targeted intervention, and ongoing progress monitoring.	Brad Gibson, lead4ward	3, 4, 5 classroom educators

Role	Training/PD Description	Delivered By	Attended By
Principal	Alvarado ISD and lead4ward are working together to provide high-quality professional development to teachers and leaders within the district. Training sessions include: How to Raise Your Campus Accountability Rating by a Letter Grade, Engaging Learners, Coaching and Modeling for Engaging Learners Strategies, Targeting Extended Response and Tier 1 Intervention. Training will also include a deep dive into data to provide analysis to bring clarity and identify actionable areas to improve student performance and growth to support a higher accountability rating. Lillian Elementary will demonstrate improved achievement and growth among identified student groups through consistent implementation of differentiated Tier 1 instruction, appropriate accommodations and linguistic supports, targeted intervention, and ongoing progress monitoring.	Brad Gibson, lead4ward	Campus Administration

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

Training and professional learning will be differentiated based on educator experience, demonstrated need, student performance data, and implementation evidence. Educators and leaders with less than two years of experience in their role and/or those demonstrating a need for additional support will receive increased coaching, modeling, observation and feedback, and opportunities to observe effective practices.

Support may include individual coaching cycles, modeled lessons, co-planning, targeted professional development, peer observations, additional PLC/DDI support, and follow-up meetings with campus and/or district instructional leaders. Experienced educators demonstrating effective implementation will receive continued job-embedded professional learning and opportunities for leadership, collaboration, and refinement of instructional practices. Support will be adjusted throughout the year based on walkthrough data, student achievement data, documented PLC/DDI tracking, and evidence of implementation.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Implementation will be evaluated through the campus classroom walkthrough/observation process, T-TESS-aligned instructional feedback, documented PLC/DDI tracking, lesson plan review, student work, assessment data, and campus/district instructional walkthroughs.

Instructional look-fors will include: alignment to grade-level TEKS and learning objectives; evidence of rigorous, high-quality Tier 1 instruction; appropriate use of adopted instructional resources; checks for understanding and formative assessment; student engagement and academic discourse; differentiation based on student need; appropriate accommodations and language supports for special populations; evidence that data is being used to adjust instruction; small-group and targeted instruction when appropriate; and implementation of identified reteach/enrichment actions from PLC/DDI.

Campus administrators will use the information collected through walkthroughs and observations to identify campus-wide trends as well as individual educator needs. Findings will be used to determine coaching, professional development, modeling, and follow-up support.

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

Other

Please describe the observation frequency:

Observations will vary depending on educator need.

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

Teachers and administrators will receive ongoing professional learning and job-embedded support focused on effectively serving students in special populations, including Emergent Bilingual students, students receiving special education services, students with dyslexia, students served through Section 504, economically disadvantaged students, and students identified as at-risk.

Capacity-building will include training and support in appropriate accommodations and modifications, linguistic supports, differentiation within Tier 1 instruction, progress monitoring, effective small-group instruction, implementation of IEP/504 requirements, inclusive instructional practices, and the use of student data to identify and respond to learning needs. Special education, bilingual/ESL, dyslexia, intervention, campus, and district staff will provide training, consultation, modeling, and coaching as appropriate.

During PLC/DDI meetings, educators will disaggregate student performance data by student group and use the campus-documented PLC/DDI tracking process to identify gaps, plan targeted reteach/enrichment, and monitor the effectiveness of instructional responses. Administrators will also receive support in identifying evidence of appropriate accommodations, differentiation, language supports, and access to rigorous grade-level Tier 1 instruction during classroom walkthroughs and observations.

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?

LES will implement a consistent, campus-wide PLC/DDI process in which grade-level teams meet weekly to analyze student performance data, identify priority TEKS and learning gaps, and determine scholar instructional needs. Teams will use a consistent PLC/DDI protocol to plan targeted reteach, enrichment, intervention, and adjustments to Tier 1 instruction. Instructional decisions, responsible actions, and scholar progress will be documented through campus-documented PLC/DDI tracking and reviewed during subsequent meetings to determine the effectiveness of instructional responses.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Leadership

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

Evidence will include weekly PLC/DDI agendas and sign-in sheets, completed campus-documented PLC/DDI tracking tools, Edugence and student performance data, and administrator observations of PLC/DDI meetings. Documentation will demonstrate that teams consistently analyze student data, identify priority TEKS and learning gaps, determine scholar needs, and develop targeted plans for reteach, enrichment, intervention, and Tier 1 instructional adjustments. Subsequent PLC/DDI documentation and student performance data will verify follow-through on identified actions, monitor scholar response, and determine whether instructional adjustments are producing the intended results.

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

Campus leadership and instructional staff will receive training and ongoing support in TIP expectations, 4DX, data-driven instruction, effective PLC/DDI practices, and instructional monitoring. Lead4ward professional learning will support effective instructional practices, student engagement, data analysis, and instructional response. Resources and tools will include campus accountability and assessment data, Edugence, T-TESS resources, TEA Observation and Feedback forms, campus walkthrough tools, adopted curriculum resources, the campus WIG/scoreboard, Tuesday collaborative planning expectations, PLC/DDI protocols, and the campus-documented PLC/DDI tracking tool. District and campus leaders will provide ongoing coaching, implementation support, observation and feedback, and calibration to ensure consistent implementation across the campus.

Milestone 2

Description – What specific action or deliverable will be completed?

LES will establish and implement a consistent, monitored collaborative planning process every Tuesday for all grade-level teams. 100% of grade-level teams will consistently participate in monitored Tuesday collaborative planning using an established campus planning process. Planning will address priority TEKS, rigorous Tier 1 instruction, upcoming learning, adopted instructional resources, checks for understanding, differentiation, student engagement, and supports for special populations. Campus leadership will routinely monitor planning sessions and classroom implementation to ensure instructional decisions made during collaborative planning are evident in lesson plans, student tasks, and classroom instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Leadership and Instructional Services

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

Weekly Tuesday collaborative planning agendas and sign-in sheets will document participation. Completed grade-level planning documents and lesson plans will provide evidence of TEKS alignment, rigorous Tier 1 instruction, use of adopted instructional resources, differentiation, checks for understanding, and supports for special populations. Campus administrators will conduct designated observations of collaborative planning sessions and use the TEA Observation and Feedback forms and campus walkthrough data to verify that instructional decisions made during planning are evident in classroom instruction. Administrator feedback and follow-up documentation will provide additional evidence of implementation and continuous improvement.

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

Educators will receive training and coaching on collaborative planning, DDI, assessment analysis, priority TEKS, Lead4ward strategies, reteach/enrichment, differentiation, and progress monitoring. The campus will address identified professional learning needs during after-school faculty meetings. Resources include Edugence, assessment data, curriculum/ TEKS documents, student work, planning protocols, and campus-documented PLC/DDI tracking tools. Campus administrators and team leads will monitor implementation and provide follow-up support.

Milestone 3

Description – What specific action or deliverable will be completed?

LES will establish and implement differentiated coaching and instructional support plans based on classroom walkthroughs, student achievement data, PLC/DDI documentation, collaborative planning evidence, and identified educator needs. By December 2026, 100% of educators identified as needing additional instructional support will have a documented coaching plan outlining targeted areas for growth, specific coaching activities, and measurable goals.

First- and second-year educators will receive additional coaching and mentoring through LASO grant supports. Educators demonstrating instructional needs will receive differentiated support through coaching cycles, modeling, co-planning, peer observations, targeted professional learning, and actionable feedback.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Leadership

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

Campus leadership will review coaching plans and implementation evidence monthly. Follow-up walkthroughs, coaching documentation, and student performance data will be used to monitor progress toward identified goals, evaluate the effectiveness of coaching, and adjust support as needed.

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

Resources will include LASO grant coaching and supports for first- and second-year educators, Lead4ward professional learning, campus and district instructional coaching, modeling, co-planning, and peer observation opportunities. Walkthrough/observation data, TEA Observation and Feedback forms, T-TESS resources, student performance data, Edugence, PLC/DDI documentation, lesson plans, and student work will be used to identify coaching needs and monitor progress. Campus and district leaders will provide ongoing feedback, follow-up coaching, and calibration to support consistent implementation.

Milestone 4

Description – What specific action or deliverable will be completed?

LES will implement a new collaborative structure that includes SPED educator participation in at least one Grade 3–5 collaborative planning or PLC/DDI meeting each week. Collaboration will focus on student performance data, IEP accommodations and modifications, differentiation, instructional planning, targeted interventions, and progress monitoring. This structure will strengthen collaboration between Special Education and General Education educators and support access to rigorous, grade-level Tier 1 instruction for scholars receiving special education services.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Leadership and SPED Educators

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

Weekly PLC/DDI or collaborative planning agendas and sign-in sheets will document SPED educator participation. Planning and PLC/DDI documentation will show SPED input, including accommodations/modifications, differentiation, targeted interventions, and instructional supports for scholars receiving special education services. Student work and progress-monitoring data will demonstrate student response, while classroom walkthroughs will verify implementation of planned supports within Tier 1 instruction.

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

Gen Ed/SPED collaboration training and clear expectations for roles and responsibilities within planning and PLC/DDI; support with IEP accommodations and modifications, differentiation, inclusive practices, and progress monitoring. Resources will include student performance data, IEP/accommodation information, PLC/DDI and planning templates, adopted curriculum resources, and progress-monitoring tools. Campus and district SPED staff will provide ongoing coaching, modeling, consultation, and follow-up support to ensure consistent implementation of the new collaborative structure.

Milestone 5

Description – What specific action or deliverable will be completed?

LES will establish a consistent process for identifying, implementing, and monitoring instructional supports for Special Education, Emergent Bilingual, dyslexia, and Section 504 scholars.

During weekly PLC/DDI meetings, 100% of grade-level teams will analyze disaggregated student data, identify learning gaps, and document targeted instructional responses. Educators will incorporate differentiated Tier 1 instruction, appropriate accommodations, linguistic supports, and interventions into instructional planning.

Campus administrators will monitor implementation through PLC/DDI documentation, lesson plans, and classroom walkthroughs. Monthly reviews will identify additional coaching or instructional needs, while student performance and progress-monitoring data will determine the effectiveness of supports and guide necessary adjustments.

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 and district SPED staff

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

Evidence will include disaggregated STAAR achievement and growth results, CTBA and other progress-monitoring data, PLC/DDI documentation identifying student-group needs and instructional responses, intervention/WIN group records, and student work. Classroom walkthroughs will document implementation of differentiated Tier 1 instruction, accommodations, linguistic supports, and targeted interventions. Follow-up data reviews will be used to evaluate the effectiveness of supports and adjust instruction based on student progress.

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

Educators will receive training and coaching on differentiated Tier 1 instruction, accommodations and modifications, linguistic supports, inclusive practices, targeted intervention, and progress monitoring for special populations. Resources will include Edugence, STAAR and CBA/CTBA data, disaggregated student-group reports, IEP/504 and linguistic-support information, adopted curriculum resources, intervention tools, and campus-documented PLC/DDI tracking. Campus and district special-program staff will provide ongoing coaching, modeling, consultation, and support based on identified student and educator needs.

Milestone 6

Description – What specific action or deliverable will be completed?

LES will establish and implement a consistent process for reviewing districtwide student achievement data following each CTBA administration. Campus leadership will analyze Lillian's performance in comparison with district and campus trends to identify strengths, priority TEKS, achievement gaps, and areas for instructional improvement. Findings will be shared with grade-level teams through PLC/DDI and collaborative planning, where educators will identify effective practices and develop targeted instructional responses, including reteach, enrichment, intervention, and adjustments to Tier 1 instruction. Progress will be monitored through subsequent assessments and student performance data.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus and District Administration

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

Evidence will include districtwide and campus CTBA data reports, Principal Meeting data review documentation, campus leadership data summaries, and PLC/DDI or collaborative planning agendas and sign-in sheets. Completed campus-documented PLC/DDI tracking tools will identify campus and district strengths, priority TEKS, learning gaps, and planned instructional responses. Follow-up CBA/CTBA and student progress data will verify implementation and determine whether reteach, enrichment, intervention, and adjustments to Tier 1 instruction resulted in improved scholar outcomes.

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

Campus leaders and educators will receive support in CTBA data analysis, identifying priority TEKS and achievement gaps, and using results to determine instructional responses. Resources will include Edugence, district and campus CTBA reports, TEKS-level and student-group data, campus-documented PLC/DDI tracking tools, and collaborative planning protocols. District and campus leaders will support data calibration, sharing of effective practices across campuses, and follow-up monitoring to ensure identified strengths and gaps result in appropriate reteach, enrichment, intervention, and Tier 1 instructional adjustments.

Milestone 7

Description – What specific action or deliverable will be completed?

LES will establish and implement the 2026–27 TEA Campus Walkthrough Form as a consistent instructional monitoring tool, with a focus on Instructional Delivery and Monitoring and Responding to Student Learning. Campus administrators will conduct regular classroom walkthroughs, provide timely feedback to educators, and analyze walkthrough trends to identify strengths and areas for improvement. Walkthrough data will be used to inform coaching, professional learning, collaborative planning, and PLC/DDI support. Follow-up observations will monitor implementation of feedback and changes in instructional practice.

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 and Wednesday Walk Administrative Team

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

Completed TEA Campus Walkthrough Forms, walkthrough logs, trend-analysis data, educator feedback, coaching/PD documentation, and follow-up observations will verify implementation. Walkthrough trends will demonstrate strengths and areas for growth in Instructional Delivery and Monitoring and Responding to Student Learning and will be used to guide instructional support.

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

Campus administrators have completed TEA Observation and Feedback training; therefore, initial training is not required. Ongoing support will focus on administrator calibration and consistent implementation of the 2026–27 TEA Campus Walkthrough Form. Resources will include the TEA walkthrough and feedback tools, T-TESS resources, campus instructional look-fors, walkthrough trend data, and student performance data. Campus and district leaders will collaborate as needed to review trends, calibrate observations, and identify coaching or professional learning needs based on walkthrough evidence.

Milestone 8

Description – What specific action or deliverable will be completed?

LES will establish and implement monthly professional learning during designated faculty meetings based on identified campus and educator needs. Professional learning topics will be determined through analysis of TEA Campus Walkthrough data, Wednesday Walk observations, PLC/DDI and collaborative planning evidence, student performance data, coaching trends, and other instructional monitoring. Each month, campus leadership will identify priority areas for growth and provide targeted professional learning, modeling, collaboration, or instructional resources aligned to those needs. Follow-up walkthroughs, coaching, PLC/DDI, and student performance data will be used to monitor implementation and determine the effectiveness of the professional learning.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus/District Leadership

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

Evidence will include monthly faculty meeting agendas, professional learning materials, staff sign-in sheets, and documentation showing how professional learning topics were selected based on identified instructional needs. TEA Campus Walkthrough data, Wednesday Walk observations, PLC/DDI and collaborative planning evidence, coaching trends, and student performance data will document the identified areas of need. Follow-up walkthroughs, coaching documentation, PLC/DDI evidence, and student performance data will be used to verify implementation of professional learning and determine its impact on instructional practices and scholar outcomes.

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

Specific professional learning needs will be determined throughout the year based on walkthroughs, PLC/DDI and collaborative planning evidence, coaching trends, and student performance data. LES has an experienced administrative team, knowledgeable team leads, veteran educators, and support from district Instructional Services, who can provide coaching, modeling, professional learning, and instructional resources as identified needs emerge. Additional tools, resources, or external professional learning will be utilized as appropriate based on identified campus and educator needs.

Performance Management

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

District and campus leaders will monitor successful implementation of the Targeted Improvement Plan through a consistent cycle of implementation monitoring, data review, observation and feedback, and adjustment of supports. Campus administrators will monitor implementation weekly through mandatory Tuesday collaborative planning, Pre-K–2 PLC/DDI meetings, grades 3–5 Turnaround Thursday PLC/DDI meetings, classroom walkthroughs/ observations, lesson plans, student work, and the campus-documented PLC/DDI tracking process.

Campus leadership will review both educator implementation data and scholar outcome data to determine whether identified strategies are being implemented with fidelity and producing the intended results. Key evidence will include classroom walkthrough trends, instructional coaching and feedback documentation, PLC/DDI implementation, assessment and progress-monitoring data, student work, implementation of reteach/enrichment plans, and disaggregated performance data for special populations. Instructional look-fors will include TEKS alignment, high-quality Tier 1 instruction, scholar engagement and academic discourse, checks for understanding, differentiation, appropriate accommodations and linguistic supports, and evidence that instructional decisions made during planning and PLC/DDI are evident in classroom practice.

Campus and district leaders will conduct scheduled performance reviews at key checkpoints throughout the year, including December 2026, May 2027, and August 2027, to evaluate progress toward TIP milestones, implementation fidelity, and student outcomes. District leaders will review campus evidence, provide feedback and support, and assist campus leadership in identifying barriers and necessary adjustments.

District leaders will review TIP implementation and student outcome data at least monthly through campus performance reviews and ongoing communication with campus administration. The Superintendent will review progress toward TIP milestones and student outcome goals at least quarterly as part of the district's performance management process. These reviews will include milestone implementation evidence, student achievement and growth data, identified barriers, and corrective actions needed to maintain progress toward campus goals.

When monitoring indicates that a milestone, instructional practice, or student outcome is not progressing as expected, campus leadership will identify the root cause and establish a specific corrective action. Responses may include additional professional development, intensified coaching, modeling, co-planning, increased observation and feedback, adjustments to PLC/DDI or intervention practices, and/or additional district support. Follow-up monitoring will determine whether the corrective action resulted in improved implementation. This continuous plan–implement–monitor–adjust cycle will be used throughout the 2026–27 school

year to ensure the TIP remains an active performance-management process rather than a compliance document.

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

The Principal and Assistant Principals will have primary responsibility for reviewing progress toward TIP milestones and ensuring that identified actions are implemented with fidelity. Campus leadership will regularly review evidence from mandatory Tuesday planning, Pre-K–2 PLC/DDI meetings, grades 3–5 Turnaround Thursday PLC/DDI meetings, classroom walkthroughs and observations, coaching documentation, student work, assessment data, and the campus-documented PLC/DDI tracking process.

District leadership and the Instruction Service staff will provide additional oversight, support, and accountability by reviewing campus progress, implementation evidence, student performance data, and identified barriers during scheduled district/campus performance reviews. District leaders will collaborate with campus administration to determine whether milestones are on track and identify additional resources, professional learning, or support when needed.

Grade-level team leads and instructional leaders will support the monitoring process by facilitating collaborative planning and PLC/DDI processes, maintaining required documentation, monitoring agreed-upon instructional actions, and communicating implementation needs or barriers to campus administration.

Ultimately, the Principal will be accountable for ensuring milestone progress is routinely reviewed, documented, communicated to district leadership, and adjusted when implementation evidence or student outcomes indicate that corrective action is necessary.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress data will be collected through multiple sources to monitor both educator implementation and scholar outcomes. Evidence will include classroom walkthroughs and observations, coaching and feedback documentation, mandatory Tuesday planning artifacts, Pre-K–2 PLC/DDI documentation, grades 3–5 Turnaround Thursday documentation, campus-documented PLC/DDI tracking, lesson plans, student work, formative and benchmark assessments, Edugence reports, and applicable STAAR/EOY data.

Student performance data will be disaggregated by grade level, content area, and special population when appropriate. Campus leadership will compare implementation evidence with student performance data to determine whether identified strategies are being implemented with fidelity and producing the intended impact. Evidence will be maintained and reviewed throughout the year to document completion of TIP milestones and identify areas requiring additional support or corrective action.

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

Campus leadership will share TIP milestone progress with district leadership through scheduled performance reviews, administrative meetings, data reviews, and established district monitoring processes. Updates will include milestone status, implementation evidence, classroom walkthrough trends, professional learning and coaching progress, student achievement and growth data, special-population performance, identified barriers, and corrective actions when needed.

Relevant progress will also be communicated to campus instructional leaders and grade-level teams through Tuesday collaborative planning, Pre-K–2 PLC/DDI meetings, grades 3–5 Turnaround Thursday meetings, and campus leadership meetings. Appropriate campus-level progress and improvement information will be shared with additional stakeholders through established campus improvement and shared-decision-making processes. Feedback from district and campus stakeholders will be used to adjust implementation, resources, coaching, and professional learning as needed.

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	75
Meets Grade Level	51
Masters Grade Level	24

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

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	45
Masters Grade Level	15

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	79
Meets Grade Level	47
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?

75

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?

100

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?

75

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

75

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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