

Fort Worth Independent School District

005 P.L Dunbar High School

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

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

Yes

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

Yes

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

No

Please upload artifacts demonstrating a robust observation and feedback system.

Spot Dashboard 2026 - 2027.pdf
FWISD ClassroomObservationTool.pdf
Spot Completion Monitoring Dashboard.pdf
IRT Dashboard.pdf
DOL Dashboard 2026-2027.pdf
Cowtown 12.pdf

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 17, 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?

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

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

MGT, Region 11, Curriculum Associates LLC

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.

Implementation of the Intensive Curriculum and Instruction Improvement plan will be supported through existing campus personnel and instructional resources. Key staffing investments supporting curriculum alignment, instructional coaching, intervention delivery, data analysis, and progress monitoring include:

Teachers (57.15 FTE) funded through General Fund 199 ($4,118,493) and Fund 224 ($129,774) to provide high-quality Tier I instruction, targeted interventions, progress monitoring, and implementation of evidence-based instructional practices.
Principal (1 FTE) funded through General Fund 199 ($145,781) to oversee implementation of the improvement plan, monitor instructional effectiveness, and ensure accountability for student outcomes.
Assistant Principals (3 FTE) funded through General Fund 199 ($306,484) to support instructional leadership, classroom observations, coaching, and ongoing review of student achievement data.
Counselors (3 FTE) funded through General Fund 199 ($253,107) to provide academic support, monitor student progress, coordinate interventions, and support college and career readiness initiatives.
Campus Professionals (1 FTE) funded through General Fund 199 ($93,977) to support instructional improvement efforts, intervention planning, and campus academic initiatives.
Teacher Assistants (5 FTE) funded through General Fund 199 ($148,157) to provide supplemental instructional support, small-group interventions, and academic assistance for students requiring additional support.
Teacher Other positions (2 FTE) funded through General Fund 199 ($177,784) to support specialized instructional programming, intervention services, and academic improvement efforts.
Administrative Support and Administrative Support Campus positions (7 FTE) funded through General Fund 199 ($266,420) to support coordination, documentation, scheduling, and operational functions necessary for successful implementation of the plan.
Central Staff (10 FTE) funded through General Fund 199 ($568,493), Title I Fund 211 ($151,307), and Fund 265 ($56,660) to provide district-level instructional support, professional learning, program oversight, and technical assistance aligned to campus improvement goals.

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?

n/a

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

Resources have been allocated through intentional master scheduling to maximize instructional time. Schedules were designed to provide adequate time for core instruction and intervention, including dedicated lead blocks that allow teachers to deliver targeted lessons and support based on student performance data. This approach ensures personnel and instructional resources are aligned to address each campus's specific academic needs

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

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)

Bluebonnet Learning, Secondary Mathematics Algebra 1/2/Geometry

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 Math (Algebra 1, Algebra 2, Geometry)?

Yes

How many instructional minutes per week are in the master schedule for 9-12 Math curriculum delivery?

225

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 Math curriculum?

Yes

Please select the adopted curriculum for: 9-12 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 RLA?

Yes

How many instructional minutes per week are in the master schedule for 9-12 RLA curriculum delivery?

225

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 RLA curriculum?

Yes

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

175

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	Daily	DOL assessments are used to measure student mastery of targeted standards and inform LEAD block instruction. Assessment results are used to group students for either reteach interventions or enrichment activities based on individual performance.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Benchmark	District	Semester	The Fall Benchmark establishes a baseline of student performance at the beginning of the school year and identifies areas of strength and need. Benchmark results are used to inform instructional planning, guide intervention, set campus and student achievement goals, and monitor progress toward end-of-year performance expectations.
Interim	District	Quarterly	Interim assessments are used to monitor student progress toward mastery of grade-level standards throughout the school year. Administered every six weeks, interim assessments provide timely data to evaluate the effectiveness of instruction, identify learning gaps, and adjust instructional plans.
STAAR Released Test	District	Daily	Released STAAR questions are used throughout DOLs, interim assessments, and benchmark assessments to measure student mastery of TEKS at the level of rigor expected on STAAR.

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

The campus uses multiple data systems to monitor student growth and inform instructional decisions. The DOL Dashboard is used to analyze student performance data, identify trends, and monitor mastery of TEKS across grade levels, teachers, campuses, and content areas. This allows instructional leaders and teachers to quickly identify areas of strength and need and adjust instruction accordingly.
Additionally, Eduphoria Aware provides real-time assessment data and trend analysis, enabling teachers and administrators to monitor student progress throughout the year. Data from DOLs, interim assessments, benchmarks, and common assessments are reviewed regularly to identify students in need of intervention or enrichment and to evaluate the effectiveness of instructional practices. Results are used to inform LEAD block groupings, targeted reteach opportunities, and ongoing support to accelerate student growth.

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

The campus provides a comprehensive system of intervention and support for students performing below grade level through targeted instruction, differentiation, and data-driven decision-making. LEAD block is used to provide additional support and enrichment based on student performance data, allowing teachers to deliver targeted small-group instruction aligned to individual student needs.

Will the campus implement a PLC structure?

Yes

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

PLCs are organized by campus level, grade level, and content area. The district has developed PLC protocols specific to elementary, middle, and high school, with tailored protocols for mathematics, reading/language arts, and science at each level. This structure ensures that PLC activities align with the appropriate curriculum, instructional materials, and student learning expectations.

How frequently will PLCs occur?

PLCs occur twice each week for 90 minutes. This time is focused on internalizing and rehearsing high-leverage lessons using the FWISD PLC Criteria for Success Protocol.

Who will facilitate PLCs?

Principals and Assistant Principals

Who is required to attend PLCs?

All core-content teachers are required to participate in a weekly content PLC. Resource and inclusion teachers, SEAS teachers, PDIs, and case managers should attend PLCs aligned with the students and content areas they support. RISE teachers must participate in a grade-level RLA PLC at least once per week.

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

All campus PLCs use the appropriate district-developed protocol for the campus level and content area. The protocol is designed to support teachers in internalizing and rehearsing high-leverage lessons before classroom delivery. Through structured discussion, collaborative planning, and rehearsal, teachers develop a shared understanding of lesson objectives, anticipate student needs, and strengthen instructional delivery.
The PLC protocol includes the following steps:
Celebrations and norms — 5 minutes: Recognize successes, reinforce collaborative norms, and establish the focus for the session.
Focus — 15 minutes: Review the lesson objective, instructional priorities, student expectations, and relevant performance data.
Coherence and planning for rehearsal — 15 minutes: Examine the selected lesson component, including concept development, and prepare for rehearsal.
Rehearsal — 25 minutes: Practice high-leverage instructional moves, receive feedback, and refine lesson delivery before implementation.

Upload PLC agenda (optional):

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Capacity Building

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

Role	Training/PD Description	Delivered By	Attended By
Principal Manager	Summer Leadership Academy: The purpose of the training was to strengthen leaders' ability to lead schools across FWISD by applying the Fort Worth Instructional Model, coaching and developing staff, and using Bluebonnet+ effectively. The training brought these practices together to support strong, aligned leadership and improve teaching and learning across the district.	Chiefs/ Deputy Superintendent	Executive Leaders, Principals, Asst. Principals

Role	Training/PD Description	Delivered By	Attended By
Teacher	Teacher Pre-Service: The purpose of the training was to prepare educators for the upcoming school year by building their understanding of Bluebonnet high-quality instructional materials, the Instructional Planning Calendar, the Professional Learning Community framework, and available content teaching resources. Participants explored how to use these tools to support collaborative planning, strengthen instruction, and promote consistent, high-quality learning experiences for students.	Curriculum and Instruction	Teachers and Instructional Support Staff
Principal	Monthly Principal and Asst. Principal Meetings: The purpose of this monthly training series is to strengthen leaders' instructional capacity to coach teachers and provide actionable feedback on the use of the district's Cowtown 12 instructional strategies. Throughout the school year, leaders will develop the skills to support high-quality instruction and effective lesson delivery, helping teachers guide students toward mastery of the learning objective in every classroom, every day.	Chief of Schools Deputy Chief of Schools	Principals and Asst. Principals
Teacher	Staff Professional Development Days: The purpose of the training is to build teachers' understanding and use of the district's Cowtown 12 instructional strategies. Participants strengthen their instructional practices and lesson delivery to help ensure that students are consistently guided toward mastery of the learning objective in every classroom, every day.	Principals and Asst. Principals	Teachers and Instructional Support Staff

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

The purpose of the monthly New Leader Academy training is to support novice principals in building the knowledge and leadership skills needed to succeed in their roles. Each session focuses on targeted topics that address new leaders' development needs and strengthen their capacity to lead effective schools.
The purpose of the training is to support new instructional staff in developing effective teaching practices through collaborative PLCs, Demo Days (lesson rehearsals), and additional support tailored to their needs. These opportunities help staff strengthen lesson planning and delivery to promote high-quality instruction and student learning.

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 monitored through the Spot walkthrough tool in Eduphoria Strive. Campus administrators will conduct routine walkthroughs and analyze campus- and teacher-level Spot dashboard data to monitor fidelity of implementation and identify instructional trends.
Walkthroughs will focus on the Cowtown 12 instructional indicators identified in the Spot Observation Form. The indicators are organized into three areas: Learning Environment, including Routines and Classroom Management; Instructional Delivery, including Pacing, Explicit Model, Academic Language, Questions and Tasks, Frequent Practice, Breadth of Practice, and Depth of Practice; and Monitoring and Responding, including Checks for Understanding, Monitoring, and Responding. Together, these indicators measure the extent to which classroom routines maximize instructional time, students engage in rigorous grade-level learning and meaningful practice, and teachers use evidence of student understanding to adjust instruction.
In addition to routine Spot walkthroughs, the district will implement an Instructional Response Team (IRT) cadence. Teams of trained and calibrated observers will conduct walkthroughs at each campus during designated monitoring windows. The observation criteria will align with the Spot walkthrough tool, and each campus will receive an overall implementation score based on the team's collective observations. Results will provide a deeper understanding of the campus's instructional landscape, identify campuswide strengths and areas for improvement, and support consistent calibration among campus administrators and district observers regarding instructional expectations and walkthrough look-fors.

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?

The district's instructional framework supports the effective implementation of high-quality instructional materials (HQIM) while ensuring that emergent bilingual students and other special populations receive appropriate scaffolds and differentiated supports. Districtwide professional learning on adapting instructional delivery for special populations is embedded within the Cowtown 12, and the district's instructional playbook provides educators with specific, actionable strategies for addressing diverse student needs. The curriculum is also designed with special populations in mind, incorporating supports that promote access, engagement, and success for all learners.

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?

Establish the campus structures required to implement the district instructional model. The campus will verify that its master schedule provides sufficient protected time for First Teach, the Demonstration of Learning (DOL), and the LEAD block. All applicable teachers will complete training on the district-developed instructional planning calendars, lessons, DOLs, and LEAD resources aligned to the district's adopted high-quality instructional materials (HQIM). Campus leadership will communicate clear implementation expectations to instructional staff.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Regional Chiefs; Senior Executive Directors of School Operations; Executive Directors of Instructional Leadership,Executive Directors of School Operations; Principals; Assistant Principals

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

Approved master schedule; instructional-minute verification; teacher training records; staff meeting agendas; campus implementation calendar; classroom schedules; Spot observation trends; DOL completion reports; DOL Dashboard; Principal and Assistant Principal training agendas and content

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

Adopted HQIM; district-developed instructional resources; lesson-cycle training; master-schedule guidance; implementation tools; technical assistance; Spot calibration training

Milestone 2

Description – What specific action or deliverable will be completed?

Implement a consistent lesson-internalization process through weekly professional learning communities (PLCs). Teachers will use a common protocol to internalize upcoming lessons, clarify learning objectives and success criteria, examine lesson and DOL exemplars, anticipate student misconceptions, analyze student work, and prepare aligned reteach, enrichment, and extension activities. Campus leaders will monitor the quality and consistency of PLC implementation.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Regional Chiefs; Senior Executive Directors of School Operations; Executive Directors of Instructional Leadership,Executive Directors of School Operations; Principals; Assistant Principals PLC leads; Teacher leaders; Teachers; Curriculum and Instruction Math and Science; Curriculum and Instruction Social Studies and Literacy

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

PLC schedules and agendas; completed internalization protocols; annotated lessons; exemplar reviews; student-work analysis; misconception plans; administrator monitoring notes; DOL Dashboard

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

Protected PLC time; common internalization protocol; lesson and student-work exemplars; PLC facilitator training; content-specific coaching

Milestone 3

Description – What specific action or deliverable will be completed?

Establish a campus system for monitoring DOL administration and results. The campus leadership team will implement a recurring process for reviewing DOL administration, submission, grading, completion, and student performance by grade, subject, course, teacher, and student group, as applicable. The campus will identify and address barriers affecting the availability or accuracy of DOL results and identify teachers or teams needing additional support.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Regional Chiefs; Senior Executive Directors of School Operations; Executive Directors of Instructional Leadership, Executive Directors of School Operations; Principals; Assistant Principals Campus assessment coordinator; Teachers; PLC leads; Analytics, Assessment, Reporting and Accountability

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

DOL completion and performance reports; DOL Dashboard; campus monitoring calendar; leadership and PLC agendas; documentation of missing or ungraded assessments; identified barriers; follow-up actions; teacher-support plans

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

DOL dashboards; assessment calendar; administration and grading guidance; data-analysis training; technical assistance; DOL platform administration

Milestone 4

Description – What specific action or deliverable will be completed?

Implement the district Spot observation and calibration process with fidelity. The principal will consistently complete the required nine Spot observations each week. Spot observations will use the Cowtown 12 to establish a campus instructional baseline and identify trends. The principal and assistant principals will participate in Spot recalibration during every district principal meeting to support consistent and accurate scoring.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Regional Chiefs; Senior Executive Directors of School Operations; Executive Directors of Instructional Leadership,Executive Directors of School Operations; Principals; Assistant Principals; Professional Learning; Performance Management; Analytics, Assessment, Reporting and Accountability

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

Weekly Spot reports; Spot monitoring dashboard-observation counts; morning and afternoon distribution; Spot performance dashboard -indicator-level results; principal-meeting attendance; calibration activities and results; documentation of follow-up when expectations are not met

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

District assessment platform and dashboards; scoring rubric; indicator exemplars; principal recalibration; technical assistance; regional monitoring and coaching

Milestone 5

Description – What specific action or deliverable will be completed?

Use DOL results to implement differentiated LEAD instruction. Teachers will use current DOL results to place students into flexible groups: Learning for targeted reteach, Established for grade-level enrichment, and Advanced for extension. Student placement and instructional activities will be adjusted as new evidence becomes available. Campus leaders will monitor whether LEAD activities respond to identified needs and whether students improve on subsequent assessments.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Regional Chiefs; Senior Executive Directors of School Operations; Executive Directors of Instructional Leadership,Executive Directors of School Operations; Principals; Assistant Principals; PLC leads; Teachers; Curriculum and Instruction Math and Science; Curriculum and Instruction Social Studies and Literacy

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

Flexible grouping rosters; reteach, enrichment, and extension materials; student work; walkthrough evidence; follow-up DOL and formative-assessment results

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

Aligned LEAD resources; teacher training; real-time instructional coaching; protected LEAD time; differentiated coaching based on Spot observation trends

Milestone 6

Description – What specific action or deliverable will be completed?

Use Spot and student-performance data to provide real-time teacher coaching. Campus and designated teacher leaders will use patterns in Spot indicators and student results to identify individual and campus-wide instructional priorities. Teachers will receive specific, actionable feedback through differentiated coaching, modeling, peer learning walks, or structured coaching cycles. Teachers with the greatest needs will receive more frequent support. Follow-up observations will determine whether action steps were implemented and instructional practice improved.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Regional Chiefs; Senior Executive Directors of School Operations; Executive Directors of Instructional Leadership,Executive Directors of School Operations; Principals; Assistant Principals PLC leads; Teachers

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

Feedback records; Spot performance dashboard; action steps; modeling or peer-learning schedules;
learning-walk logs; follow-up Spot observations; indicator trends; evidence of changes in teacher practice

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

Real-time coaching refreshers; coaching protocols; model classrooms; peer-learning structures; teacher-leader development; professional learning resources; regional support

Milestone 7

Description – What specific action or deliverable will be completed?

Participate in Instructional Response Team (IRT) observation cycles and respond to the findings. The campus will participate in three to four IRT observation cycles during the school year, depending on the campus's assigned level of need and district schedule. After each visit, the campus leadership team will review its instructional-quality score and feedback, identify priority actions, and implement a documented response. Changes across visits will be used to measure instructional growth and determine continuing support needs.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Regional Chiefs; Senior Executive Directors of School Operations; Executive Directors of Instructional Leadership,Executive Directors of School Operations; Principals; Assistant Principals Instructional leadership team; Instructional Response Team; Curriculum and Instruction Math and Science; Curriculum and Instruction Social Studies and Literacy

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

IRT dashboard; IRT schedule; completed observation tools; campus scores; written feedback; feedback-conference records; campus response plans; completed action steps; comparison of results across IRT cycles

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

Trained and calibrated IRT members; common scoring protocols; scheduling coordination; content expertise; follow-up coaching; district and regional support

Milestone 8

Description – What specific action or deliverable will be completed?

Use multiple measures to evaluate campus progress and assign differentiated support. At least every six weeks, the campus leadership team will analyze DOL, Spot, IRT, six-weeks assessment, MAP, benchmark, and student-group data to evaluate implementation and progress toward campus goals. The team will identify root causes, document instructional adjustments, and determine coaching, professional learning, instructional resource, staffing, or scheduling needs.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Regional Chiefs; Senior Executive Directors of School Operations; Executive Directors of Instructional Leadership,Executive Directors of School Operations; Principals; Assistant Principals Curriculum and Instruction Math and Science; Curriculum and Instruction Social Studies and Literacy; Analytics, Assessment, Reporting and Accountability

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

Six-week progress-review agendas; disaggregated data reports; root-cause analyses; documented instructional adjustments; updated campus action plans; support requests; resource decisions; evidence of follow-up;

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

Integrated data reports; progress-review protocols; data-analysis support; professional learning; instructional resources; staffing and budget support; Spot performance dashboard; DOL Dashboard

Milestone 9

Description – What specific action or deliverable will be completed?

Evaluate Year 1 implementation and develop the campus's Year 2 plan. The campus will evaluate implementation fidelity, instructional growth, student outcomes, and progress toward campus goals. The campus will identify effective practices to maintain, and identify remaining implementation gaps, groups needing additional support, and resources required for Year 2. The campus will update its milestones, monitoring processes, professional-learning plan, master schedule, and support plan for the next school year. TAP campuses will demonstrate how Year 2 activities advance full implementation and sustainability.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Regional Chiefs; Senior Executive Directors of School Operations; Executive Directors of Instructional Leadership,Executive Directors of School Operations; Principals; Assistant Principals; Curriculum and Instruction Math and Science; Curriculum and Instruction Social Studies and Literacy; Analytics, Assessment, Reporting and Accountability; Staffing and Budget

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

Written Year 1 evaluation; end-of-year data summary; implementation-fidelity review; stakeholder and campus improvement team meeting records; revised needs assessment; Year 2 milestones; updated master schedule; updated CIP; professional-learning calendar; staffing and resource plan

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

End-of-year data reports; planning templates; facilitated reflection and root-cause analysis; stakeholder-engagement support; summer planning time; staffing and budget guidance

Milestone 10

Description – What specific action or deliverable will be completed?

Sustain and refine the campus structures required to implement the district instructional model. Use Year 1 evaluation and beginning-of-year implementation data to confirm that the master schedule provides sufficient protected time for First Teach, the Demonstration of Learning (DOL), differentiated LEAD instruction, weekly PLCs, and required intervention services. Campus leadership will identify and address scheduling, staffing, resource, or implementation barriers that interfere with consistent delivery of the instructional model.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Regional Chiefs; Senior Executive Directors of School Operations; Executive Directors of Instructional Leadership,Executive Directors of School Operations; Principals; Assistant Principals Counselor; Campus scheduling team; Special Programs; Curriculum and Instruction Math and Science; Curriculum and Instruction Social Studies and Literacy

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

Approved master schedule; instructional-minute verification; classroom schedules; campus implementation calendar; documentation of Year 1 barriers addressed; staff communication; schedule-monitoring records; documented schedule or resource adjustments

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

Adopted HQIM; district-developed instructional resources; updated scheduling guidance; Cowtown 12 calibration training; implementation tools; staffing support; regional technical assistance

Performance Management

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

District and campus leaders will monitor implementation through multiple data dashboards, including milestone completion, SPOT walkthrough data, DOL implementation and student performance data, and IRT evaluation results. Campus leadership teams will review these data weekly to assess implementation fidelity, identify trends, and determine areas requiring additional support. During weekly leadership meetings, leaders will analyze data, develop action plans, assign next steps, and monitor progress toward established milestones. District leaders will conduct ongoing progress reviews and coaching conversations to ensure continuous improvement and successful implementation of the plan.

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

Regional Chiefs, Senior Executive Directors of School Operations, Executive Directors, Principals, and Assistant Principals.

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Milestone progress data will be collected through multiple student achievement, instructional implementation, and campus evidence sources. Student performance data—including BOY assessments, DOLs, six-week common assessments, MAP, and benchmark assessments—will be collected through the district assessment platform and district dashboards. Instructional implementation data will be gathered through weekly Spot observations, PLC lesson-internalization monitoring, and IRT walkthroughs conducted three to four times annually, based on campus need.
Campuses will also submit supporting evidence, such as PLC schedules, lesson-internalization artifacts, intervention plans, and other required documentation, in designated shared cloud-based folders. Standard submission timelines, evidence requirements, and responsible staff members will be established for each milestone to promote consistent and complete data collection.

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

Milestone progress will be shared with district and campus leaders through near-real-time dashboards, weekly monitoring updates, monthly summaries, and six-week progress reports. Compliance, implementation, and student performance data will also be reviewed during weekly School Leadership meetings to identify areas of progress, address emerging concerns, and determine needed adjustments to coaching, interventions, professional learning, resources, and other supports.
District and campus leaders will have access to supporting documentation maintained in shared, cloud-based evidence folders. Key progress updates will be shared with campus staff and other relevant stakeholders at established checkpoints through leadership team meetings, staff communications, and existing stakeholder-engagement structures.

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	56
Meets Grade Level	32
Masters Grade Level	4

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	63
Meets Grade Level	22
Masters Grade Level	10

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	36
Masters Grade Level	10

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

—

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

12

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

—

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

4

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

—

Did your school have a graduation class for the 2025-2026 school year?

Yes

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

8

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

11

What was your CCMR percentage for your 2025 graduation class?

88

We did not have a 2025 graduating class

No

What was your graduation rate percentage for your 2025 graduating class?

88

We did not have a 2025 graduating class

No

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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