

Fort Worth Independent School District

126 East Handley Elementary School

2026-2027 Turnaround Plan

Needs Assessment and Stakeholder Engagement

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

Yes

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

Yes

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

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Turnaround Plan, in accordance with Texas Education Code (TEC) §39A.104, with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Turnaround Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.104, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.103 and §39A.104, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 17, 2026

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

126 - East Handley ES Feedback Responses - Stakeholder Feedback (1).pdf

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.

Key staffing investments supporting curriculum implementation, instructional coaching, intervention delivery, progress monitoring, and data-driven decision-making include:

Teachers (28.75 FTE) funded through General Fund 199 ($2,834,731) to provide rigorous Tier I instruction, targeted interventions, progress monitoring, and instructional support aligned to campus achievement goals. The Principal (1 FTE) funded through General Fund 199 ($130,000) oversees implementation, monitors instructional effectiveness, and ensures fidelity to the improvement plan. The Assistant Principal (1 FTE) funded through General Fund 199 ($105,000) provides instructional leadership, conducts classroom observations, facilitates coaching cycles, and monitors student performance data.

The Counselor (1 FTE) funded through General Fund 199 ($85,172) supports academic achievement, student interventions, attendance initiatives, and college and career readiness efforts. The Campus Professional (1 FTE) funded through General Fund 199 ($90,397) provides specialized instructional support and assists with implementation of campus academic initiatives. The Librarian (1 FTE) funded through General Fund 199 ($82,860) supports literacy development, instructional collaboration, student access to academic resources, and research skills that contribute to academic success.

Teacher Assistants (8 FTE) funded through General Fund 199 ($266,645) provide supplemental instructional support, small-group intervention, and academic assistance for students. Teacher Other positions (7 FTE) funded through Title I Fund 211 ($356,071) and Bilingual/ESL Fund 255 ($168,141) support intervention services, specialized instructional programming, language acquisition services, and targeted academic support for identified student groups.

Administrative Support Campus positions (3 FTE) funded through General Fund 199 ($105,580) coordinate campus operations, support data management, and facilitate implementation of improvement activities. Operations Custodial positions (3 FTE) funded through General Fund 199 ($115,207) maintain safe, clean, and effective learning environments that support daily instructional operations. Operations CNS positions (3 FTE) funded through Fund 240 ($98,922) support campus nutrition services that contribute to student wellness and readiness to learn. Operations Safety & Security (1 FTE) funded through General Fund 199 ($28,828) helps maintain a secure learning environment and supports campus safety procedures

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

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

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

Yes

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

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

Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edicion 1

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

Yes

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

600

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

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

What new curriculum will be adopted for: 6-8 Math?

Not applicable

When will the district adopt the new curriculum for: 6-8 Math?

August 10, 2026

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?

200

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.
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, our district assessment platform 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?

At the campus level, a comprehensive system of intervention and support is provided for students performing below grade level through targeted instruction, differentiation, and data-driven decision-making. LEAD block provides additional support and enrichment based on student performance data, allowing teachers to deliver targeted small-group instruction aligned with individual student needs.
At elementary and middle school campuses, FLEX intervention time is built into the instructional day. During this time, students receive targeted support through adaptive learning software, teacher-led small-group instruction, reteaching, and enrichment activities. Data from DOLs, interim assessments, benchmarks, and classroom assessments are used to identify student needs, monitor progress, and adjust interventions as needed.

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 for at least 60 minutes each week. This time is focused on internalizing and rehearsing high-leverage lessons in reading and mathematics 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
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 16-20 key milestones your campus will complete to implement this strategy (8-10 per year). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027, December 2027, May 2028, August 2028.

Milestone 1

Description – What specific action or deliverable will be completed?

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 and rehearse 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; 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, including five during morning instruction and four during afternoon instruction. Spot observations will use the district's 12 scorable indicators to establish a campus instructional baseline and identify trends. The principal will participate in 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 differentiated teacher coaching. Campus leaders, instructional coaches, 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 real-time 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 2027 (BOY → MOY 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 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

Milestone 11

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 2027 (BOY → MOY 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 PrincipalsCurriculum and Instruction Math and Science; Curriculum and Instruction Social Studies and Literacy; Special Programs

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; Cowtown 12 calibration training; updated scheduling guidance; implementation tools; staffing support; regional technical assistance

Milestone 12

Description – What specific action or deliverable will be completed?

Strengthen the quality and consistency of weekly lesson-internalization PLCs. Teachers will use a common protocol to internalize upcoming lessons, clarify learning objectives and success criteria, review lesson and DOL exemplars, anticipate student misconceptions, analyze student work, and prepare aligned reteach, enrichment, and extension activities. PLC leads will assume increased responsibility for facilitating the process, while campus administrators will monitor PLC implementation and provide feedback and support when expectations are not met.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY 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 PrincipalsPLC 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?

Weekly PLC schedules and agendas; completed lesson-internalization protocols; annotated lessons; exemplar reviews; student-work analyses; misconception plans; differentiated lesson materials; PLC monitoring notes; administrator feedback and follow-up documentation

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

Protected PLC time; common internalization protocol; lesson and DOL exemplars; student-work analysis tools; PLC facilitator training; content-specific coaching; administrator monitoring protocols

Milestone 13

Description – What specific action or deliverable will be completed?

Strengthen the accuracy, timeliness, and instructional use of DOL data. Maintain a recurring process for reviewing DOL administration, submission, grading, completion, and student performance by grade, subject, teacher, standard, and student group. Teachers and PLC teams will use current results to identify misconceptions, plan immediate instructional responses, regroup students, and determine which students require reteach, enrichment, extension, or additional intervention. Campus leaders will monitor whether identified actions are implemented and whether students improve on subsequent assessments.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY 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 PrincipalsCampus assessment coordinator; Teachers; PLC leads; Analytics, Assessment, Reporting and Accountability; 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?

DOL completion and performance reports; DOL dashboard records; PLC data-analysis artifacts; documentation of missing or ungraded assessments; misconception analyses; student-grouping records; instructional response plans; follow-up DOL results; documentation of barriers and corrective actions

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

DOL dashboards; assessment calendar; district assessment platform training; administration and grading guidance; data-analysis training; technical assistance; content-specific support for responding to identified standards

Milestone 14

Description – What specific action or deliverable will be completed?

Sustain the district Spot observation and calibration process and strengthen the connection between observation findings and teacher support. Administrators will consistently complete the required nine Spot observations each week. Campus and district leaders will analyze trends across the Cowtown 12 to identify individual, grade-level, and campus-wide instructional priorities. Teachers will receive specific, actionable feedback, and follow-up observations will determine whether assigned action steps were implemented and instructional practice improved. The principal will continue participating in Spot recalibration during district principal meetings.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY 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 PrincipalsProfessional Learning; Performance Management; Analytics, Assessment, Reporting and Accountability

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

Weekly Spot reports & Spot Completion Dashboard with observation counts; morning and afternoon distribution; indicator-level trends; Strive/Spot dashboard records; calibration activities and results; written feedback; teacher action steps; follow-up observations; documentation of improvement or additional support assigned

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

District assessment tool and dashboards; scoring rubric; indicator exemplars; principal recalibration; real-time feedback training; regional monitoring and coaching; technical assistance

Milestone 15

Description – What specific action or deliverable will be completed?

Strengthen response for students who demonstrate repeated nonmastery. Teachers will use each DOL to place students into the corresponding LEAD group: Learning for targeted reteach, Established for grade-level enrichment, or Advanced for extension. When a student repeatedly requires reteach or does not improve following LEAD instruction, PLC and campus teams will use patterns across DOLs, student work, district assessments, MAP, benchmarks, and progress-monitoring data to determine whether additional or adjusted intervention is needed. The campus will monitor the student's response and continue, revise, intensify, or discontinue the intervention based on subsequent evidence.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY 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; Teachers; PLC Leads; Interventionists; Curriculum and Instruction Math and Science; Curriculum and Instruction Social Studies and Literacy; Special Programs

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

DOL-to-LEAD grouping records; identification of students demonstrating repeated nonmastery; PLC data-analysis artifacts; intervention plans and schedules; progress-monitoring records; documented intervention adjustments; subsequent DOL and assessment results

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

DOL reports; aligned LEAD resources; intervention and diagnostic resources; progress-monitoring tools; protected PLC and intervention time; content-specific coaching;

Milestone 16

Description – What specific action or deliverable will be completed?

Provide differentiated professional learning and coaching based on identified teacher and campus needs. Campus leaders will use patterns in Spot observations, DOL results, PLC monitoring, IRT feedback, student work, and assessment data to identify instructional priorities and determine the appropriate level of support for individual teachers and teams. Support may include targeted professional learning, lesson-planning assistance, modeling by instructional support staff, real-time feedback, structured coaching cycles, and follow-up observations. Teachers with the greatest identified needs will receive more frequent support. Campus leadership will monitor whether teachers implement their action steps and whether instructional practice and related student outcomes improve.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY 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 PLC leads; Teachers; Professional Learning; 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?

Campus professional-learning plan; teacher coaching tracker; coaching logs; written feedback and action steps; professional-learning agendas and attendance records; lesson-planning artifacts; follow-up Spot observations; indicator trends; evidence of implementation; related DOL and assessment trends

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

Principal and assistant principal coaching; real-time feedback protocols; differentiated professional-learning resources; content-specific assistance; coaching-cycle tools; Spot and IRT data-analysis support; regional and district instructional support

Milestone 17

Description – What specific action or deliverable will be completed?

Participate in three to four Instructional Response Team observation cycles, based on the campus's assigned level of need and district schedule, and implement a documented response following each cycle. After each visit, Campus leadership will review the campus instructional-quality score and feedback, identify a limited number of high-leverage priorities, assign responsible individuals and deadlines, and provide the support required to address the findings. Changes across visits will be used to evaluate instructional growth, determine whether previous findings were resolved, and identify continuing support needs.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY 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; Campus 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 schedule; IRT Dashboard, completed observation tools; campus scores; written feedback; feedback-conference records; campus response plans; assigned actions and deadlines; completed action steps; follow-up coaching records; comparison of findings and scores 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; targeted professional learning; follow-up coaching; district and regional support based on identified findings

Milestone 18

Description – What specific action or deliverable will be completed?

Use multiple measures to evaluate progress toward approved Year 2 TAP goals and determine needed adjustments. At least every six weeks, the campus leadership team will analyze DOL, Spot, IRT, six-week assessment, MAP, benchmark, intervention, attendance, behavior, and student-group data. The team will compare current results with Year 1 baselines and approved Year 2 targets, identify root causes, and document changes to instruction, coaching, professional learning, intervention, scheduling, staffing, or resource allocation. Progress and resulting actions will be communicated to district leadership, staff, and appropriate campus stakeholders.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY 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 PrincipalsCampus Intervention Team; Campus data lead; 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 and minutes; campus scorecards; disaggregated data reports; comparisons with Year 1 baselines and Year 2 targets; root-cause analyses; documented decisions; updated campus action plans; support requests; staffing or resource decisions; stakeholder communications; 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 resources; instructional resources; staffing and budget support; district and regional technical assistance

Milestone 19

Description – What specific action or deliverable will be completed?

Complete a two-year TAP implementation and impact evaluation and develop a sustainability plan for the following school year. Campus leadership will evaluate implementation fidelity, instructional growth, teacher and leader capacity, student outcomes, and progress toward its approved TAP goals. The campus will identify effective practices and structures to sustain, remaining implementation gaps, students and teachers requiring continued support, and resources needed for the following year. The sustainability plan will identify responsible owners, monitoring expectations, professional-learning needs, staffing and budget considerations, and actions required to maintain progress after the two-year TAP period.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

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; Professional Learning; Staffing and Budget

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

Written two-year TAP evaluation; end-of-year data summary; comparison of Year 1 baselines and Year 2 outcomes; implementation-fidelity review; Spot and IRT trend analysis; student-performance results; stakeholder and Campus Intervention Team meeting records; updated needs assessment; sustainability plan; monitoring calendar; professional-learning, staffing, and resource plans

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

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

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	64
Meets Grade Level	34
Masters Grade Level	12

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	56
Meets Grade Level	39
Masters Grade Level	17

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	60
Meets Grade Level	37
Masters Grade Level	15

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?

31.3

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?

25

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

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	68
Meets Grade Level	39
Masters Grade Level	16

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

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	61
Meets Grade Level	43
Masters Grade Level	20

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

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	65
Meets Grade Level	41
Masters Grade Level	18

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

No

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

50

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

No

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

50

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

No

Will this campus have a graduation class for the 2025-2026 school year?

No

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

31.3

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

25

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

46.9

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

50

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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