Seguin Independent School District
Vogel Elementary School
2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

Please select the date of board approval for this plan:

November 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?

LIFT PLC Support

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

LIFT PLC Support

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

Other, Region 20, District Staff, Carnegie Learning

Please specify the other organization:

Blue Jean Educational Consulting

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

2

What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.

Jessica Lee, Director of Assessment & Accountability/DCSI - 50%
Dr. Kenneth Vogel, Chief of Leadership & Student Services/Principal Supervisor - 50%

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Jessica Lee, Director of Assessment & Accountability/DCSI - 3 years
Dr. Kenneth Vogel, Chief of Leadership & Student Services/Principal Supervisor - 5 years
Carnegie Learning -
Blue Jean Educational Consulting - 60 years combined experience in school turnaround for Dr. Karin Holacka and Deana Lopez

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.

For the 2026-2027 school year, Seguin ISD has secured multiple grant awards including LASO4/Lift Add on SI PLC and 2026-2027 ESSA grant. These grants support key strategies, including: implementing HQIM, targeting coaching for teachers and leaders, professional development, observation feedback cycles, PLCs, and systems level improvement.

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?

Should grant funding not be secured, the district is prepared to:
-Reallocate federal ad local funds (ex, Title I, ESSA, State Comp Ed) to maintain essential positions and supports.
-Leverage internal instructional capabilities to continue training and coaching at the campus level.
-Integrate grant-funded practices into existing district systems to ensure sustainability and alignment.
-Prioritize high-impact strategies in budget planning to ensure continuity of implementation.

This plan ensures the continued advancement of our strategic priorities, irrespective of future funding outcomes.

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

As a Targeted Improvement Plan campus, the campus will receive prioritized district resources and intensive support aligned with the Seguin ISD Accountability Improvement Plan. Instructional coaches are strategically allocated using a weighted model based on the number of full-time teachers and campus accountability ratings, providing increased coaching support to campuses with the greatest academic needs. The Curriculum, Instruction, and Assessment (CIA) team will provide targeted instructional support, professional development, and twice-monthly curriculum calibration walks.

The campus will receive monthly instructional coaching for all core teachers in STAAR-tested subjects, twice-monthly coaching for new (0-year) core teachers, and monthly administrative feedback cycles supported by LIFT. The principal will participate in a guided leadership program with an external consultant, including monthly virtual coaching and monthly on-site, side-by-side leadership coaching, in addition to monthly coaching with the principal supervisor and monthly instructional rounds.

Every six weeks, the campus will participate in cadence of accountability meetings with the Superintendent, Chief Academic Officer, principal supervisor, and District Coordinator of School Improvement (DCSI) to review academic performance, improvement plan implementation, and progress toward established goals. This intensified system of coaching, monitoring, and accountability ensures that district talent and resources are strategically directed toward accelerating student achievement and improving campus performance.

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?

450

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

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

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

168

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Quarterly	Results will be used to: ensure alignment to the curriculum, track individual student performance and compare it to previous STAAR performance, develop and implement interventions, and to calculate overall performance in each grade and content level and compare it to the goals set for the campus.
Other	Common Formative Assessments: Weekly Exit Tickets	District	Weekly	Class exit tickets and quick checks aligned to the TEKS and objectives of the week will be used to inform immediate instructional adjustments and guide small-group instruction and intervention.
STAAR Released Test		District	Semester	Released STAAR assessment will be given in March to all STAAR tested grade levels to adjust instruction, provide targeted interventions, and update student groups for intervention support.
Other	Diagnostic Assessment: RenSTAR Math & Reading	District	BOY/MOY/ EOY	Computer adaptive tests are given three times a year to track student growth and flag those students needing immediate tier-based intervention. The assessment can be re-administered to students at any time to determine if students are making progress in specific skills and standards.
Other	Common Formative Assessments: Module or Unit Tests	Campus	Bi-Monthly	Identify knowledge and skill gaps and respond to class and student misconceptions.

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

The campus will implement a consistent student growth monitoring system using teacher-level data trackers to measure individual student progress throughout the year. Each tracker will include the student's prior-year STAAR or end-of-year assessment performance, an individualized growth goal, and results from module/unit assessments, quarterly curriculum-based assessments, and benchmark assessments.

Teachers will update the tracker following each identified assessment and determine whether each student is on track for growth, demonstrating insufficient growth, or falling behind the expected growth trajectory. During PLCs, teachers and campus leaders will routinely review student-level and aggregate data to identify trends, evaluate progress toward growth goals, and determine students requiring additional support or acceleration.

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

The campus will use a systematic intervention process to support students performing below grade level and students in special populations. Teachers and PLC teams will use weekly exit tickets, assessment data, and student growth trackers to identify skill gaps, set student goals, and provide targeted reteaching and intervention. Special education staff will collaborate with teachers to ensure supports align with IEP goals and individual student needs. Campus MTSS teams will regularly review student data and adjust interventions based on progress. IXL will also be used to target skill deficits and monitor growth. Campus leaders will monitor intervention effectiveness through PLCs, MTSS meetings, and ongoing student performance data.

Will the campus implement a PLC structure?

Yes

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

PLCs will be organized by grade level in grades K-5.

How frequently will PLCs occur?

Campus grade level teams will meet twice a week for PLC.

Who will facilitate PLCs?

A campus administrator or the designated PLC facilitator (Instructional Coach or Department Lead).

Who is required to attend PLCs?

Required Weekly:
All subject-level and grade-level teachers
Instructional coaches (Math and RLA)
Campus administration

Required 2 times per semester:
Central office instructional administration

Upon Request:
ESL teachers
SpEd teachers

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

Each campus will implement a PLC structure focused on improving instruction and student outcomes, utilizing protocols for collaborative lesson planning, lesson internalization, lesson rehearsal, and data analysis. PLCs are organized by grade level.

Prompt Start: Every PLC begins with norms, data-driven celebrations, and a clear understanding of the upcoming standard (TEK).
Focus: Meetings are to be purposeful, data-driven, and directly aligned with student learning outcomes.
Pre-Work: To ensure full engagement in the collaborative process, teachers and administrators must complete all pre-work before the PLC meeting.
Accountability: Each PLC will develop and implement an agenda that details pre-work, meeting objectives, notes, and action items.

Meeting 1: Required Curriculum PLC (Focus: The Five Questions) - This meeting follows a continuous loop, beginning with reflection on recent student performance to inform future instruction.

Meeting 2: Collaboration Session (Focus: Team Choice) - During this time, teams select a focus from the list below to go deeper into instructional practice:
Lesson Internalization: Deep diving into High-Quality Instructional Materials (HQIM).
Collaborative Lesson Planning: Building daily lessons aligned to the explicit instructional model and research-based instructional strategies.
Lesson Rehearsal: Utilizing TEA protocols to practice high-impact delivery.
Data Analysis: Conducting deep dives into summative or interim assessment trends.
Mini-PD: Targeted professional learning based on team goals.
Intervention & Enrichment Planning: Detailed design of differentiated support.

The PLC develops data-informed instructional action plans, including targeted re-teaching, differentiated small-group instruction, or refined lesson delivery using high-quality instructional materials (HQIM). Regular follow-up cycles monitor the impact of changes, fostering continuous improvement, shared accountability, and accelerated student achievement, thereby directly addressing the demands of a turnaround environment. Framework and agenda templates are attached.

Upload PLC agenda (optional):

SISD PLC Agenda Template.pdf
Seguin ISD PLC Framework.pdf

Capacity Building

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

Role	Training/PD Description	Delivered By	Attended By
Principal	Turnaround Leadership: Lead Like a Teacher Rationale: Effective leaders apply the same intentional practices that make great teachers successful: establishing purpose, engaging learners, using evidence, and adjusting based on results. Participants examine how they spend their time and identify high-impact leadership actions that support adult learning. Leaders leave with practical strategies to strengthen instructional leadership and improve student outcomes.	Blue Jean Educational Consulting	Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors

Role	Training/PD Description	Delivered By	Attended By
Principal	The Human Element: Meaningful Feedback Rationale: Meaningful feedback helps people grow, strengthens instructional practice, and improves student outcomes. Participants learn to deliver timely, specific, actionable feedback while balancing support with clear expectations and accountability. Through practice and reflection, leaders develop strategies for providing feedback that is direct, respectful, and focused on continuous improvement.	Blue Jean Educational Consulting	Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors
Principal	Data-Informed Dialogue: An Evidentiary Approach Rationale: Sustainable school improvement relies on structured protocols to collaboratively analyze student performance data. This session equips leaders with a five-step analysis cycle to diagnose root causes and monitor targeted interventions that drive instructional growth. Participants follow the five-step analysis cycle using campus “real-time data”.	Blue Jean Educational Consulting	Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors

Role	Training/PD Description	Delivered By	Attended By
Principal	Data-Informed Dialogue: Data Storytelling Rationale: Data visualization and storytelling help educators make sense of complex metrics across multiple categories. This session equips leaders with tools to translate student performance and demographic data into compelling narratives that motivate strategic action. Participants create a visualization, story, and timeline to share with their staff.	Blue Jean Educational Consulting	Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors
Principal	The Human Element: Communication and Conflict Rationale: Navigating difficult conversations and resolving conflict constructively is critical for sustaining effective school teams. Leaders will explore active listening and clear messaging strategies to build trust, preserve relationships, and align campus operations. Participants practice and role-play active listening, conflict resolution, and messaging using scenario cards.	Blue Jean Educational Consulting	Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors

Role	Training/PD Description	Delivered By	Attended By
Principal	The Human Element: Building Teacher Efficacy (½ day) Rationale: John Hattie identifies collective teacher efficacy as one of the most powerful influences associated with student achievement, emphasizing the shared belief that educators can positively impact student learning. This session helps principals understand how their leadership shapes teachers' mindsets, expectations, and collective responsibility for results. Participants explore practical strategies to build collective efficacy through evidence-based collaboration, a focus on instructional impact, and a shared belief that all students can achieve at high levels.	Blue Jean Educational Consulting	Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors
Principal	Systems Approach: Controlling the Chaos (½ day) Rationale: Clear operational processes enable school leaders to maintain systemic order and focus on instructional priorities. Participants will learn how to delegate operational oversight and establish structured routines to continuously improve organizational practices so that every component of the system supports teaching, learning, and student success. Participants and/or teams choose an operational process that has worked for them this year, map it, and create a visual display to share with the large group. Brainstorm the top area needing a "clear" process. Determine a timeline to create and pilot the implementation group.	Blue Jean Educational Consulting	Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors

Role	Training/PD Description	Delivered By	Attended By
Principal	The Human Element: Building the Right Team (½ day) Rationale: Building a high-performing school team begins with strategic talent selection and management. This session helps principals develop effective hiring processes to identify candidates whose skills, mindset, and values align with campus priorities and student needs. Participants explore strategies for evaluating candidates, selecting the right talent, and strategically positioning staff to maximize strengths, build capacity, and improve student outcomes.	Blue Jean Educational Consulting	Principals, Associate Principals, Curriculum Coordinators, Instructional Coaches, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors
Teacher	Seguin ISD will implement a comprehensive 2026–2027 teacher professional development plan focused on strengthening research based instructional practices, HQIM implementation, and student achievement. New teachers will participate in a dedicated onboarding week. August PD will focus on aligning district instructional expectations, explicit instruction, HQIM, research-based instructional strategies (RBIS), as well as Teach Like a Champion Strategies (Turn and Talk, Work the Clock, and Exit Tickets). September training will emphasize PLC data protocols using screening and assessment data. November sessions will address curriculum based assessments, EB and Special Education supports, and MTSS processes. Additional district and campus professional learning will reinforce HQIM, targeted interventions, TLAC strategies (Do Now, Active Observation, and Show Me). Ongoing coaching, PLC collaboration, and monitoring will ensure consistent implementation and improvements in student outcomes.	Seguin ISD Curriculum, Instruction, and Assessment Department	Teachers, Principals, Assistant Principals

Role	Training/PD Description	Delivered By	Attended By
Principal	Observation/Feedback - Walk through Tool Participants will understand how Observation and Feedback Cycles support teacher improvement by preparing for observations and using Classroom Observation Tools to rate instruction and calibrate with other leaders.	LIFT Coach	Principals, Associate Principals, Curriculum Coordinators, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors
Principal	Observation/Feedback - Action Step Feedback Participants will understand how to implement action step feedback as part of the observation and feedback cycle.	LIFT Coach	Principals, Associate Principals, Curriculum Coordinators, Principal Supervisor, DCSI, Curriculum, Instruction, and Assessment Department Chief Academic Officer and Directors

Role	Training/PD Description	Delivered By	Attended By
Principal Manager	The Principal Manager and DCSI will participate in targeted professional development to develop leadership skills. Training will focus on cultivating their capacity to guide principals through consistent support cycles. Support cycles are anchored in data-informed coaching dialogues, regular instructional observations, and a strong emphasis on accountability for achieving student outcomes.	Blue Jean Educational Consulting	Principal Manager and DCSI

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

Select teachers will receive bi-weekly coaching by trained SISD instructional coaches.
Focus areas will include mastery of research-based instructional strategies utilizing Teach Like a Champion and effective use of HQIM
Explicit instruction of foundational skills
Comprehension-based lessons with complex texts
Effective differentiated small-group/center instruction.

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

Classroom Walk Through Tool Look-fors:
Monitoring the fidelity of curriculum implementation
Differentiated instruction
Data-driven decisions
Use of RBIS and HQIM

Instructional Look-fors:
Student-centered activities
High expectations
Evidence-based tasks
Productive Struggle
Structured Discussions
Writing Opportunities

Foundational Look-fors:
Balance of conceptual understanding, procedural skills, and fluency
Instruction emphasizes depth of key concepts by focusing on the most important topics for the grade level/content

PLC Feedback Look-fors:
Clear purpose and vision
Consistent regular meetings
Shared norms
Collaborative
Real-time data
Shared ownership and accountability

Leadership Look-fors:
Instructional leadership: Documented walkthroughs, actionable feedback, coaching cycles, and evidence of improved instructional practices.
Data-driven decision-making: Structured PLC agendas, student growth trackers, documented intervention plans, and follow-up on student outcomes.
Accountability: Campus improvement goals, progress-monitoring evidence, clear action steps, and documented follow-through.
Leadership effectiveness: Clear communication protocols, established operational systems, strategic staff assignments, and evidence of collaborative problem-solving.
Continuous improvement: Evidence that campus leaders evaluate implementation, adjust strategies based on results, and build teacher capacity.

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

Monthly

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

Seguin ISD will provide differentiated, job-embedded professional learning and ongoing coaching to strengthen teachers' and administrators' capacity to effectively serve students in special populations, including students receiving special education services, emergent bilingual students, students with disabilities served through Section 504, and students receiving MTSS interventions.

Special Education teachers will participate in sustained professional development focusing on high-leverage instructional strategies and explicit instruction principles, Consistent and effective delivery of Specially Designed Instruction (SDI), including the SDI guides of bluebonnet, and Multi-Tiered System of Supports (MTSS) and reinforcement of TEA Tier Learn coursework.

Principals will receive monthly campus-specific support from the central special education department to assist in addressing SPED students' needs, including:
Adherence to federal and state compliance requirements, including the timely execution of ARD meetings and the appropriate scheduling and delivery of services for Special Education students.
Monitoring the progress and achievement of Special Education students, instrutional impkementtion of SDI for Bluebonnet, and special education legal updates from the school district attorney.

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?

M1: HQIM Curriculum Internalization and Research-Based Instructional Strategies: Complete districtwide professional development on HQIM internalization, Bluebonnet Math and Reading. Train teachers in research-based instructional strategies (RBIS) and Teach Like a Champion techniques (TLAC), including Turn and Talk, Work the Clock, and Exit Tickets. Teachers will demonstrate understanding through lesson internalization, walk throughs, and instructional planning artifacts.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, Coordinator of Professional Learning, Director of Curriculum & Instruction, Curriculum Coordinators

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

Professional development attendance records, curriculum internalization artifacts, instructional planning documents, and walkthrough evidence of HQIM, RBIS, and TLAC implementation.

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

District-adopted HQIM, curriculum guides, content-specific professional development, lesson internalization templates, and instructional coaching.

Milestone 2

Description – What specific action or deliverable will be completed?

M2: HQIM Fidelity and Instructional Practice Implementation: Implement job-embedded professional development and coaching focused on consistent HQIM implementation, instructional rigor, and effective instructional delivery. Provide lesson modeling, co-planning, and targeted coaching on foundational skills, comprehension using complex texts, differentiated small-group instruction, and Teach Like a Champion strategies: Turn and Talk, Work the Clock, Exit Tickets, Do Now, Active Observation, and Show Me.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Coordinator of Professional Learning, Director of Curriculum & Instruction, Curriculum Coordinators, Campus Principals, Assistant Principals, and Instructional Coaches.

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

Coaching logs, classroom walkthrough trends, lesson internalization artifacts, HQIM implementation data, and documented instructional improvements.

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

HQIM implementation tools, Teach Like a Champion Training, demonstration lessons, instructional coaching, classroom observation protocols, and curriculum calibration support.

Milestone 3

Description – What specific action or deliverable will be completed?

M3: Data-Driven PLC Implementation and Student Growth Monitoring: Establish consistent data-driven PLC protocols across campuses to analyze beginning-of-year screening data, curriculum-based assessments, benchmarks, student work, and weekly exit tickets. Teachers will maintain individual student growth trackers, establish student achievement and growth goals, identify learning gaps, and develop targeted instructional action plans. Campus leaders will monitor implementation and progress toward student growth targets.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principals and Assistant Principals, DCSI

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

PLC agendas and minutes, completed student growth trackers, documented student goals, assessment analysis reports, instructional action plans, and student growth data.

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

Eduphoria Aware, PLC data analysis protocols, student growth tracker templates, assessment dashboards, and data literacy training.

Milestone 4

Description – What specific action or deliverable will be completed?

M4: Instructional-Focused PLC Protocol Implementation: Establish and implement instructional-focused PLC protocols emphasizing collaborative lesson internalization, HQIM planning, instructional modeling, research-based instructional strategies, and analysis of student work. Campus leaders will monitor PLC implementation to ensure instructional planning is aligned with district curriculum expectations and translates into effective classroom instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Director of Curriculum & Instruction, Curriculum Coordinators, Campus Principals & Assistant Principals, Instructional Coaches, and PLC Team Leaders

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

Established PLC protocols, PLC agendas, lesson internalization artifacts, collaborative planning documents, common assessment planning evidence, and campus PLC attendance records.

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

PLC training, HQIM planning resources, instructional protocols, lesson internalization documents, exemplar lessons, and campus leadership coaching.

Milestone 5

Description – What specific action or deliverable will be completed?

M5: Assessment Plan Integration and Targeted Intervention Implementation - Complete professional development on district assessment procedures, curriculum-based assessments, formative assessment practices, Tier 2 and Tier 3 district-adopted instructional materials, and MTSS processes. Implement data-driven intervention plans using assessment results, weekly exit tickets, and IXL progress monitoring. Campus teams will review intervention effectiveness and adjust instructional supports for students demonstrating learning gaps, including students receiving special education, multilingual, and other specialized services.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI, Coordinator of Professional Learning, MTSS Coordinator, Campus Principals, Special Education Coordinator and Director of Academic Programs

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

Professional development records, assessment analysis reports, MTSS meeting documentation, intervention plans, IXL progress reports, and documented student growth.

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

District Assessment Plan, Eduphoria Aware, IXL Training, Tier 2 and Tier 3 intervention materials , MTSS protocols and training, and specialized instructional support.

Milestone 6

Description – What specific action or deliverable will be completed?

M6: Differentiated Teacher Coaching and Novice Teacher Support - Implement a differentiated teacher support system based on experience, instructional effectiveness, and campus accountability needs. Establish teacher coaching tiers, mentor assignments, and targeted professional development plans. Provide twice-monthly instructional coaching for new (0-year) core teachers in STAAR-tested subjects and monthly coaching for core STAAR-tested teachers. Coaching will emphasize HQIM implementation, RBIS, classroom management, and identified instructional growth areas.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Coordinator of Professional Learning, DCSI, Campus Principals & Assistant Principals, Instructional Coaches

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

Teacher tiering document, coaching assignments, mentoring records, coaching logs, teacher growth goals, observation data, and documented instructional improvement.

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

Instructional coaching personnel, mentor training, teacher effectiveness data, HQIM resources, T-TESS and LIFT walk through tools

Milestone 7

Description – What specific action or deliverable will be completed?

M7: Instructional Leadership Development and Accountability - Implement ongoing leadership development aligned to the Guided Leadership and Turnaround framework, emphasizing instructional leadership, meaningful feedback, data-informed dialogue, data storytelling, communication, collective teacher efficacy, operational systems, and strategic talent management. Principals will participate in monthly virtual and on-site leadership coaching, principal supervisor coaching, instructional rounds, and six-week cadence of accountability meetings to monitor improvement plan implementation and student outcomes.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent, Chief Academic Officer, Principal Supervisor, DCSI, Campus Principals, and External Leadership Consultants (Blue Jean Educational Consulting)

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

Leadership development attendance, coaching logs, instructional rounds documentation, campus scorecards, cadence of accountability presentations and minutes, documented action steps, and follow-up monitoring records.

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

Guided Leadership and Turnaround rubrics, external leadership consultants, principal supervisor coaching, campus performance data, and leadership development resources.

Milestone 8

Description – What specific action or deliverable will be completed?

M8: Instructional Observation and Feedback Cycles - Implement systematic classroom observation and feedback cycles to monitor instructional effectiveness, HQIM fidelity, and RBIS implementation. Campus administrators will conduct monthly T-TESS walkthroughs and provide timely, specific, actionable feedback with documented follow-up. Campuses will implement monthly administrative feedback cycles supported by LIFT, two T-TESS observations for STAAR-tested teachers, and twice-monthly curriculum calibration walks conducted by CIA and campus leadership. Feedback will inform individualized coaching and professional development.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principals & Assistant Principals, Director of Curriculum & Instruction, Principal Supervisor, DCSI, LIFT coaches

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

T-TESS walkthrough records, LIFT Observation feedback documentation, observation schedules, teacher action steps, follow-up observation data, curriculum calibration summaries, and documented instructional improvement trends.

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

T-TESS and LIFT observation tools, HQIM implementation look-fors, calibrated walkthrough protocols, and administrator observation feedback and action step training.

Performance Management

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

District and campus leaders will monitor successful implementation of the plan through a structured system of monthly progress monitoring, instructional observations, data-driven PLCs, and six-week Cadence of Accountability meetings. Campus Principals and leadership teams will update and review campus scorecards monthly, tracking milestone completion, implementation fidelity, student achievement, and growth toward established targets. The Principal Supervisor will review scorecards monthly to identify implementation gaps, provide targeted coaching, and ensure timely adjustments.

Campus administrators will conduct regular classroom walkthroughs, observation and feedback cycles, and PLC monitoring to evaluate HQIM implementation, research-based instructional strategies, assessment practices, and targeted interventions. The Curriculum, Instruction, and Assessment team will conduct curriculum calibration walks to monitor instructional alignment and consistency across campuses.

Every six weeks, Campus Principals will present progress to the Superintendent, Chief Academic Officer, Principal Supervisor, and DCSI during Cadence of Accountability meetings. District leadership will analyze performance trends, evaluate the effectiveness of implemented strategies, identify barriers, and establish three to four prioritized action steps. The Principal Supervisor and DCSI will monitor follow-through, provide differentiated support, and ensure continuous improvement in instructional practices and student outcomes.

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

Campus Principals and their leadership teams will review milestone progress monthly using campus scorecards, student performance data, and implementation evidence. The Principal Supervisor will also review campus scorecards monthly to monitor progress toward established targets, identify implementation gaps, and provide targeted coaching and support. Progress will be formally reviewed every six weeks during Cadence of Accountability meetings with the Superintendent, Chief Academic Officer, Principal Supervisor, and District Coordinator of School Improvement (DCSI). District leadership will evaluate milestone progress, provide feedback, and establish prioritized action steps. The Principal Supervisor and DCSI will monitor follow-through to ensure timely implementation, accountability, and improved student outcomes.

How frequently will progress toward milestones be reviewed?

Other

Please describe the review frequency:

Monthly with the Campus Principal and Principal Supervisor and Every 6 Weeks in Cadence of Accountability Meetings with the Campus Principal, DCSI, Superintendent, Principal Supervisor, and Chief Academic Officer.

How will milestone progress data be collected?

Milestone progress data will be collected, with documented evidence, and updated monthly on each campus scorecard. Campus leadership teams will monitor progress toward established targets, analyze implementation evidence and student performance trends, and identify areas requiring adjustments. Data will be reviewed during six-week Cadence of Accountability meetings with district leadership to evaluate milestone completion, celebrate successes, address performance gaps, and establish prioritized action steps for continuous improvement.

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

Milestone progress data will be shared with district leadership through structured Cadence of Accountability meetings, held every six weeks. Campus Principals will deliver standardized presentations aligned to their scorecards, Targeted improvement milestones, and district strategic priorities.

Presentations will include quarterly performance targets, the number of targets exceeded, met, or below expectations, significant data-supported accomplishments, and the actions contributing to successful outcomes. Leaders will also identify missed targets, analyze performance gaps and implementation challenges, and present specific adjustments to improve results. Each presentation will conclude with anticipated obstacles, next-quarter targets, measurable leadership commitments, and identified support needs.

Following each presentation, district leadership will engage in structured discussion, clarifying questions, feedback, and coaching. The team will identify three to four prioritized action steps, assign accountability, and monitor follow-through at subsequent meetings. This process ensures transparent progress monitoring, timely instructional adjustments, alignment with district priorities, and shared accountability for improved student outcomes.

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	79
Meets Grade Level	53
Masters Grade Level	29

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	72
Meets Grade Level	53
Masters Grade Level	27

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	75
Meets Grade Level	50
Masters Grade Level	27

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?

25

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

No

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

Yes

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

No

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

38.3

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

6.9

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

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Upload additional documents (optional):

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