



Richardson Independent School District

Dover Elementary

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 19, 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:

[SBDM Minutes 26-27.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?

LIFT

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

LIFT

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

Region 10

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

5

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.

Lead Academic Success Coach- \$95,000
Academic Success Coach-\$95,000
2nd Academic Success Coach-\$95,000
Culture Coach- \$98,000

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?

If we were to not receive continued grant funds, campus coaching would continue without interruption, but the frequency and intensity of external coaching support would decrease, shifting from Region 10's structured coaching cadence to coaching delivered internally by Dover's existing Lead Academic Success Coach and Academic Success Coach team. Title I funding for the four positions listed above (Lead Academic Success Coach, two Academic Success Coaches, and Culture Coach) is not contingent on the grant and would remain in place regardless of LIFT's funding status.

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

The district has appointed a strong leadership team, with a proven track record of supporting turnaround work. The district has redefined the Lead Academic Success Coach and Academic Success Coach roles district-wide under a standardized model that dedicates coaching time directly to teacher support and student intervention. This redefinition proportionately increases Dover's coaching capacity a Lead Academic Success Coach, two Academic Success Coaches.

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?

515

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

Other

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?

875

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

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

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?

176

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

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment	District	Quarterly	CIA results will be used to address reteach plans, further target interventions, and track progress toward growth goals.
Benchmark	District	BOY/MOY/EOY	NWEA MAP results are used to help Tier students, contribute to growth goal data, and target interventions and enrichment.
STAAR Released Test	District	Semester	In March, one of our quarterly district assessments is a STAAR released test set up as a STAAR simulation. This helps to provide student data for the final push of support prior to the STAAR test.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Benchmark	District	BOY/MOY/EOY	K12 Summit offers benchmark data related to the TELPAS assessment for our EB students. In BOY, we use the previous year TELPAS scores to set a baseline creating individualized intervention plans needed for one year's progress of English Language Proficiency. There are then MOY and EOY benchmarks to further target support leading up to the TELPAS assessment in February.

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

The campus has a student data tracker, tracking all assessment for all students enrolled. The tracker tracks data to ensure that students are meeting their Annual Growth measures as measured by STAAR, MAP, TELPAS, etc. Students also have their own individual student data folders where they conference with their teachers to track their own growth and data. Finally, we have multiple times throughout the year where we welcome families so students can share their growth with them.

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

Our campus implements a daily WIN (What I Need) intervention time for each grade level. Within that block, teachers design small group instruction and station rotations using vetted intervention tools provided by our district teaching and learning department, as well as HQIM materials. Furthermore, our Academic Success Coaches, Language Acquisition Teachers, Special Education teachers, and Dyslexia teachers provide interventions within this timeframe to maximize TIER 1 instructional minutes.

Will the campus implement a PLC structure?

Yes

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

PLCs are organized by grade level and by content.

How frequently will PLCs occur?

Math PLCs occur every Tuesday and RLA PLCs occur every Wednesday.

Who will facilitate PLCs?

PLCs are facilitated by Principal, Assistant Principals, Lead Academic Success Coaches, and Academic Success Coaches.

Who is required to attend PLCs?

All teachers for Math, Reading, and Science by grade level are required to attend PLCs, along with Admin and Academic Success Coach Team.

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

Each PLC begins with the weekly Data meeting over the highest leverage exit ticket for the previous week. The PLC then transitions into internalization of the highest leverage lesson within the HQIM for the upcoming week.

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	Activate Cohort for 1st year Principals- The district creates a cohort of 1st year principals to help develop and support them throughout their first year. The group participates in a book study that reinforces situations they are experiencing as first year principals. LIFT Coaching Grant- Each principal is assigned a Region 10 coach that takes us through a coaching cycle of PLC observations, classroom walkthroughs, and one on one coaching meetings with an action step tracker to support our growth in these areas. Accountability Data Leadership Series- The principal attends sessions led by Region 10 regarding TEA accountability as it specifically pertains to our district and campus to support their understanding and impact of the various student groups.	Richardson ISD Leadership and Intervention Department; Region 10 LIFT Team; Region 10 School Improvement and Accountability Team	First Year Principals in Richardson ISD; All Elementary RISD Principals; All RISD principals
Other Campus Admin (Assistant Principals, Instructional Coaches)	New AP Cohort for Assistant Principals- Training for assistant principals new to the role or district. The district creates this cohort for the Assistant Principal's first year to support them through high-leverage topics that will help them be successful.	Richardson ISD Leadership and Intervention Department	All New Assistant Principals
Other Campus Admin (Assistant Principals, Instructional Coaches)	Content Connects and Instructional Growth Trainings- Teaching and Learning gives content updates to the academic success coaches and culture coaches review TIER 1 best practices and MTSS behavior systems. Summer Intensive Sessions for Lead Academic Success Coaches, Academic Success Coaches, and Culture Coaches- These sessions reviewed Bambrick protocols, culture building, school improvement systems, and Region 10 LIFT training.	Richardson ISD Teaching and Learning Department; Richardson ISD School Improvement Executive Department	All Instructional Coaches; Academic Success Coaches and Leads; Culture Coaches

Role	Training/PD Description	Delivered By	Attended By
Teacher	Observation/Feedback Coaching Cycles with Admin and Region 10; Districtwide Days that are content based; Campus PD days based on district and campus priorities; individual choice sessions from the RISD Professional Learning catalog	Campus Admin, Richardson ISD Teaching and Learning Department, Richardson ISD Professional Learning Department	Richardson ISD Teachers
Principal Manager	Region 10 LIFT coaches provide the Area Superintendent with targeted development in observation and feedback practices, with an emphasis on delivering clear, actionable guidance to campus leaders. This support is designed to strengthen principals' ability to provide meaningful, face-to-face feedback to teachers. Principals also participate in weekly coaching touchpoints with the Area Superintendent and receive additional feedback support from both the LIFT coach and the Area Superintendent.	Area Superintendent & Region 10	Campus Principals

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

Dover differentiates training for inexperienced teachers (those in their first two years) through a structured Mentor/Mentee Program anchored in the RISD Mentor Handbook, which provides guidelines, monthly discussion checklists, conversation guides, and visuals that pace support across the full year. Each new teacher is paired with a mentor and supported through a scaffolded, month-by-month calendar that begins with Welcome Week, routines and procedures, and T-TESS onboarding, and progresses through student goal-setting, MAP testing and reports training, MTSS meetings, student-led conferences, and goal-setting and progress-tracking, followed later in the year by TELPAS and STAAR training, end-of-year procedures, and the retention process. New teachers also participate in the RISD Achieve Cohort (Year 0/1) for additional job-embedded, early-career development. For teachers or leaders identified as needing more support based on TTESS and walkthrough data, training is further differentiated through a tiered coaching model: those needing the most support receive weekly observation-and-feedback cycles with targeted, actionable next steps, while those needing less support move to a biweekly cadence, ensuring the intensity of coaching matches each staff member's demonstrated need rather than a one-size-fits-all approach.

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 is evaluated in two layers. Immediately following a training, teachers complete a reflection form (Google Form) capturing the training's impact and how they intend to apply it in their classroom. Beyond that self-report, actual classroom implementation is verified through walkthroughs conducted in Eduphoria using the LIFT Observation and Feedback Protocol. Look-fors are calibrated to each specific training and may include: evidence of HQIM-aligned lesson delivery, fidelity to the lesson internalization protocol (standards unpacking, lesson rehearsal, and student work analysis), active use of the DDI weekly data meeting cycle, and documented intervention strategies for MTSS-identified students in Branching Minds. Administrators and the ILT calibrate look-fors before each observation cycle so walkthrough data can be tied directly back to the training being evaluated, rather than relying on teacher self-report alone.

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

Other

Please describe the observation frequency:

Teachers are tiered based on their performance and effectiveness levels, based on those tiers, we provide differentiated support. Teachers on Tier 3 are observed weekly, teachers on tier 2 are observed biweekly, and teachers on tier one are observed monthly, all teachers receive feedback.

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

Teachers and administrators will receive training and support on the implementation of coherent interventions. The district has had a strong focus on ensuring that teachers and administrators receive training needed to provide interventions that are aligned to HQIM resources, all interventions and enrichment student services are pulled from HQIM resources. Additionally, we will provide our teachers with ongoing supports on Lesson Internalization, Data Driven Instruction and research-based teaching strategies (Monitoring the learning, show-call, grouping students, etc.).

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?

Tier 1 Instruction: HQIM Implementation & Lesson Internalization
Strengthen and monitor weekly PLCs and lesson internalization to ensure teachers deeply plan, unpack standards, and align High-Quality Instructional Materials (HQIM) prior to instruction, using district protocols and resources, with HQIM specifically implemented in K-5 and Grade 6 mathematics.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administrators, Instructional Leadership Team

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

Lesson internalization protocol documentation from weekly PLCs; walkthrough/observation data showing HQIM-aligned Tier 1 instruction, PLC planning artifacts showing standards unpacking prior to teaching.

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

Continuous, differentiated HQIM training for all campus staff aligned to the RISD Learner Framework protected weekly PLC planning time, district-provided lesson internalization protocol and resources.

Milestone 2

Description – What specific action or deliverable will be completed?

Data-Driven Instruction & Weekly Data Meetings
Implement with fidelity the Data-Driven Instruction (DDI) protocol and weekly data meetings, with priority focus on Math and Reading.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administrators, ILT, Lead Academic Success Coach, Academic Success Coaches

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

Weekly data meeting logs/agendas for Math and Reading teams, documented action steps and follow-up from each cycle, interim assessment data showing progress toward targets.

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

DDI protocol training and coaching for the math and RLA team, Lead Academic Success Coach and Academic Success Coach capacity to facilitate weekly cycles, access to interim assessment data disaggregated by grade/subject.

Milestone 3

Description – What specific action or deliverable will be completed?

Leadership & Instructional Coaching Cycle

Participate in the LIFT grant program and Region 10 coaching partnership to provide targeted leadership coaching for the principal and ILT, and to implement, monitor, and strengthen District Instructional Priorities based on campus and student needs, including participation in the Accountability Data Leadership Series.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, Region 10, Administrators, ILT

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

Documented LIFT coaching session logs/checkpoints, principal and ILT participation records in the Accountability Data Leadership Series, observation and feedback data showing improved instructional leadership practices tied to coaching focus areas.

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

Continued LIFT grant funding and Region 10 coaching capacity, protected time for principal/ILT coaching sessions, ACI department support for the Accountability Data Leadership Series.

Milestone 4

Description – What specific action or deliverable will be completed?

MTSS Academic System & Targeted Student Intervention

To address the supports needed for student's growth, we will strengthen the campus MTSS academic system, including Title I 10-Components-aligned supports delivered through the Lead Academic Success Coach, Academic Success Coaches, and campus Culture Coach, to ensure identified students receive timely, data-matched intervention.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

ILT, Administrators, Lead Academic Success Coach, Academic Success Coaches

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

Branching Minds documentation showing tiered intervention plans and progress monitoring for identified students, MTSS meeting logs, student growth data for students receiving Tier 2/3 academic support.

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

Branching Minds training/access for intervention staff, dedicated intervention scheduling (co-teaching/pull-out capacity), ongoing coaching for Academic Success Coaches on the district's redefined 50/50 dual-impact model.

Milestone 5

Description – What specific action or deliverable will be completed?

MTSS Behavioral System & Positive School Culture

To address the loss of instructional time due to behavioral concerns, we will implement and monitor the campus MTSS behavioral system to increase positive student behavior and strengthen school culture, with Culture Coach-led supports and campus-wide behavioral data tracking.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administrators, Counselors, SDS, Teachers, Culture Coach

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

Behavioral incident/referral data trends, Culture Coach documentation of targeted behavioral supports, climate survey results showing improvement in positive school culture indicators.

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

Culture Coach coaching capacity and training, consistent behavioral data tracking system, campus-wide PD on MTSS behavioral tiering and de-escalation practices.

Milestone 6

Description – What specific action or deliverable will be completed?

Staff Recruitment, Retention & Performance Management Coaching Cycles
To address the high turnover staff rate, we will implement structured performance management coaching cycles for staff, paired with targeted professional development, to reduce turnover and build instructional capacity campus-wide.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Administrators, ILT

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

Documented coaching cycle logs tied to individual staff T-TESS goals, staff retention/turnover data year-over-year, PD attendance and follow-up implementation evidence via observation/feedback.

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

Administrator training on performance management coaching cycle facilitation, T-TESS goal-setting support, funding for targeted PD aligned to identified staff needs.

Milestone 7

Description – What specific action or deliverable will be completed?

Student Growth Goal-Setting & Portfolio System
To empower students with ownership of their learning, we will establish and monitor a campus-wide student growth goal-setting system, where teachers set individual academic growth targets with students at the start of the year and track progress through goal-setting portfolios, feeding directly into fall parent-teacher conferences and ongoing data conversations.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Teachers, Administrators, ILT

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

Completed student growth-goal portfolios/documentation for all students, goal-setting conference records, MOY progress-monitoring data showing student movement toward individual growth targets.

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

Goal-setting portfolio template/protocol from the district, teacher training on setting data-informed individual growth targets, conference scheduling support.

Milestone 8

Description – What specific action or deliverable will be completed?

Additional Days School Year (ADSY) Summer Acceleration Program
To address the summer slide, our school will participate in and implement the Additional Days School Year (ADSY) program through an enhanced summer learning model providing targeted academic acceleration, enrichment, and ongoing progress monitoring aligned to identified student needs, directly supporting recovery from the campus's current STAAR Performance rating.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Administrators, ILT staff

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

ADSY enrollment and attendance data, summer progress-monitoring assessment results, documented alignment between ADSY instructional focus and Year 1 identified achievement gaps.

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

ADSY program funding and staffing, summer instructional materials aligned to HQIM, transportation/logistics support to maximize student participation.

Milestone 9

Description – What specific action or deliverable will be completed?

Sustained HQIM Fidelity & Instructional Coherence, K-5

To ensure continued alignment and building on Year 1's HQIM/lesson internalization foundation, extend full-fidelity implementation across all K-5 grade levels and content areas, with lesson plans and PLC artifacts showing explicit alignment to the RISD Learner Framework and Graduate Profile.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Administrators, ILT, Lead Academic Success Coach, Academic Success Coaches

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

Campus-wide walkthrough data showing HQIM fidelity across all grades/content, lesson plans documented as aligned to Learner Framework exemplars, year-over-year STAAR Performance component score showing movement off the baseline.

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

Continued HQIM coaching capacity now extended to all grade bands, refreshed PLC protocols reflecting Year 1 lessons learned, sustained Lead Academic Success Coach/Academic Success Coach staffing.

Milestone 10

Description – What specific action or deliverable will be completed?

Targeted Support for EB, SPED & GT Subgroups

To address the lack of adequate growth for all student groups, we will implement and monitor differentiated systems of support for English Learner, Special Education, and Gifted & Talented student groups, with explicit numeric targets including EB Proficiency growth toward 40%, directly addressing the campus's rating in Relative Performance.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Administrators, ILT, ESL/Multilingual staff, SPED staff, GT coordinator

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

Subgroup-disaggregated progress-monitoring data (EB Proficiency, SPED growth, GT service delivery), documented differentiation plans embedded in Tier 1 instruction, movement in the Relative Performance component score relative to economically-disadvantaged peer campuses.

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

Subgroup, specific PD for classroom teachers, ESL/SPED/GT specialist coaching capacity, data system access for subgroup progress monitoring (Branching Minds).

Milestone 11

Description – What specific action or deliverable will be completed?

Early Childhood Foundational Literacy & Numeracy (PK-K)
We will strengthen Tier 1 instruction in Pre-K and Kindergarten to build foundational literacy and numeracy skills, ensuring the campus's earliest learners enter 1st grade on track addressing the pipeline feeding into the 3rd grade STAAR.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Administrators, ILT, PK/K teachers, Academic Success Coaches

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

Early literacy/numeracy screener data (e.g., kindergarten readiness or equivalent benchmark) showing growth, PK/K classroom observation data showing foundational-skills instruction fidelity.

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

Early childhood-specific instructional coaching, developmentally appropriate HQIM-aligned resources for PK/K, PD on early literacy/numeracy foundational skills instruction.

Milestone 12

Description – What specific action or deliverable will be completed?

Chronic Absenteeism Reduction

To address the loss of instructional days due to students' absences, we will reduce chronic absenteeism and raise the campus overall attendance rate to 96% through weekly attendance tracking by grade level, targeted interventions for chronically absent students, and family engagement around attendance.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Admin, Counselors, SDS (Student Data Specialist), Teachers, Culture Coach

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

Weekly attendance-rate data by grade level, documentation of interventions for chronically absent students, campus-wide attendance rate at or trending toward 96%, movement in the Closing the Gaps component score.

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

Attendance-tracking system/dashboard, family engagement resources (ParentSquare communication templates), incentive structure for grade-level attendance recognition.

Milestone 13

Description – What specific action or deliverable will be completed?

Lesson Internalization & Teacher-Led Collaborative Planning

Building on Year 1's lesson internalization routine, deepen weekly collaborative planning so it consistently includes the full protocol (module/unit internalization, lesson-level internalization, lesson rehearsal, and student-work analysis) and shift from leader-facilitated to teacher-led/peer-facilitated internalization, with the ILT calibrating the quality (not just the occurrence) of internalization across all grades and content.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Administrators, Instructional Leadership Team, Lead Academic Success Coach, Academic Success Coaches

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

Internalized/rehearsed lesson plans with annotations, student-work analysis protocols from weekly PLCs, internalization-quality calibration notes, walkthrough data showing internalized lessons taught with fidelity

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

Continued protected weekly PLC time, complete internalization/rehearsal protocols, coaching capacity to develop teacher facilitators

Milestone 14

Description – What specific action or deliverable will be completed?

Campus-Wide DDI Expansion & Teacher-Led Data Meetings
Extend the Year 1 DDI protocol and weekly data meetings beyond the priority Math and Reading focus to all tested grades and content areas, deepening the reteach-and-reassessment loop and moving from leader-facilitated to teacher-led data meetings, with students taking greater ownership of tracking progress toward their individual growth goals.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Administrators, Instructional Leadership Team, Lead Academic Success Coach, Academic Success Coaches, Classroom Teachers

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

Weekly data meeting logs across all tested grades/content, documented reteach-and-reassessment cycles, student data-tracker artifacts, interim assessment trends showing movement toward targets

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

Protected weekly data meeting time across all grades, CIA/interim assessment platform capacity, coaching to build teacher-led data-meeting facilitators

Milestone 15

Description – What specific action or deliverable will be completed?

Observation & Feedback with Implementation Verification

Deepen the Year 1 coaching cycles and tiered observation cadence into a precision observation-and-feedback system — short, frequent observations in the Texas Exchange Instructional Insights App using the LIFT Observation and Feedback Protocol, delivering bite-sized, action-step-based feedback, followed by verification observations confirming the feedback was implemented and changed practice, with observers normed and calibrated before each cycle.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Administrators, Instructional Leadership Team, Region 10/LIFT Coaches

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

Observation/feedback records and action-step trackers in the Instructional Insights App, follow-up/verification observation data showing implementation, observer calibration/norming documentation

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

Instructional Insights App access/training, protected observation-and-feedback time, observer calibration sessions with Region 10

Milestone 16

Description – What specific action or deliverable will be completed?

Performance Management Routines

Strengthen the Year 1 performance management coaching cycles into a formal, recurring performance management routine (BOY/MOY/EOY data step-backs and regular milestone-progress reviews) in which leaders analyze walkthrough, DDI, and student-outcome data together, evaluate action-step implementation, and set next-cycle instructional priorities campus-wide.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Administrators, Instructional Leadership Team, Area Superintendent, DCSI

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

Data step-back agendas and notes, milestone-review records, revised action plans tied to data, BOY/MOY/EOY Performance Management checkpoint documentation

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

Protected step-back/PM review time, integrated data dashboards, Area Superintendent and DCSI participation

Performance Management

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

Implementation is monitored through a layered structure connecting daily campus practice to district-level oversight. At the campus level, the Principal and Instructional Leadership Team monitor weekly PLC cycles, lesson internalization, and DDI/weekly data meetings to ensure fidelity to the campus's HQIM and Tier 1 instructional strategies. At the district level, the Area Superintendent and DCSI join LIFT-provided coaches on observation walks and PLC observations whenever possible, giving district leadership direct, first-hand visibility into instructional implementation rather than relying solely on secondhand reporting. These observations, along with milestone progress and student outcome data, are reviewed through the district's BOY/MOY/EOY Performance Management checkpoint routines to confirm the plan is on track and to create awareness for any needed adjustments. Additionally, the Superintendent reviews progress quarterly along with DCSI and Area superintendent.

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

Progress toward milestones is reviewed by the Campus Principal, the Area Superintendent, and the District Coordinator for School Improvement (DCSI). Progress is reviewed with the Superintendent quarterly.

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Milestone progress data is collected through multiple sources including, walkthrough and observation data at the campus level and additionally collected with the Area Superintendent and DCSI when they join LIFT coaches on observation walks and PLC observations, weekly data meeting logs and DDI protocol documentation, Branching Minds progress-monitoring data for MTSS academic and behavioral interventions, attendance-tracking data reviewed weekly by grade level, and direct updates to the milestone tracker by each milestone's named responsible party.

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

Data is shared through the monthly performance management review, supplemented by debriefs following joint observation walks with LIFT coaches. Findings and action steps from these reviews are compiled into the BOY/MOY/EOY Performance Management checkpoints documentation and shared with district leadership, with relevant instructional trends communicated back to campus staff through PLC and staff meetings to keep implementation aligned across all levels. Pertinent milestones are shared with parents and community members during coffee with the principal meetings.

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	60
Meets Grade Level	28
Masters Grade Level	12

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

Performance Level	EOY Goal (%)
Approaches Grade Level	58
Meets Grade Level	27
Masters Grade Level	11

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	57
Meets Grade Level	26
Masters Grade Level	11

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

37.5

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

75

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

Performance Level	EOY Goal (%)
Approaches Grade Level	65
Meets Grade Level	33
Masters Grade Level	17

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

Performance Level	EOY Goal (%)
Approaches Grade Level	63
Meets Grade Level	32
Masters Grade Level	16

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

Performance Level	EOY Goal (%)
Approaches Grade Level	62
Meets Grade Level	31
Masters Grade Level	16

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

40.6

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

59.4

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?

56.3

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?

59.4

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

31.3

Additional Info

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

—

Upload additional documents (optional):

[DDI and Internalization Protocol.pdf](#)