

Richardson Independent School District



Skyview 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:

October 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:

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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, LIFT PLC Support

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?

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.

Title I Funding:

Academic Success Coaches (4)-\$378,446

Tutoring: \$16. 080

LIFT Grant:

Substitute Teachers for Extended Planning-\$4,692

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 not to receive continued grant funds the district would absorb the LIFT Coach function internally, with the Area Superintendent, Teaching and Learning, and the Academic Success Coaches taking on the calibration and principal-coaching role directly. The routines the grant helps reinforce including walkthroughs, the continuous performance coaching cycle, weekly DDI data meetings, and PLCs with lesson internalization are campus-embedded practices that continue with or without the grant, so there is no single funding source whose loss would stall the plan.

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

To align staffing with Skyview's needs, the campus restructured its instructional coaches' roles, moving from a general-support model to the standardized 50/50 dual-impact coaching model, so coaching capacity is concentrated on Tier 1 instruction rather than spread thinly across unstructured duties. A School Improvement Specialist had been assigned and supports the campus's accountability and improvement work, and Language Acquisition Teachers and Advanced Learning teachers pull identified students for targeted language-acquisition intervention using ELlevation and the ESL content-based model, and enrichment to directly addressing 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?

3025

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?

4825

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

What new curriculum will be adopted for: 9-12 RLA?

Not applicable

When will the district adopt the new curriculum for: 9-12 RLA?

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

186

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)
Interim	District	Semester	The results will be used to measure instruction alignment and student growth/achievement.
Benchmark	District	BOY/MOY/EOY	The test identifies and measures student growth. The test helps you design intervention plans to address learning gaps.
Curriculum Based Assessment	District	Quarterly	The results will be used to identify students who are mastering current grade level TEKS. The results will also be used to develop intentional and targeted intervention/extension plans.

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

We have TEKS Trackers for small group instruction and for Data Driven Instruction (DDI) sessions. The data from this tracker is used during weekly planning sessions. We also have a system for teachers to monitor/track individual students and student populations. We also have a tracker to identify students who do not meet goals/projections after each major data point.

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

The campus has a dedicated WIN (What I Need) Intervention time to address academic learning gaps based on previous assessments and current identified gaps through MAP testing.

Will the campus implement a PLC structure?

Yes

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

PLC meetings will occur three times per week as described below.

~Monday (K-5 RLA Planning)

~Tuesday (3-5 Math)

~Wednesday (3-5 Science)

~Thursday (K-2 Math, 3-5 Data or Practice Labs)

After each major data point, we conduct Extended Planning PLCs.

How frequently will PLCs occur?

PLC meetings will occur three times per week as described below.

~Monday (K-5 RLA Planning)

~Tuesday (3-5 Math)

~Wednesday (3-5 Science)

~Thursday (K-2 Math, 3-5 Data or Practice Labs)

After each major data point, we conduct Extended Planning PLCs.

Who will facilitate PLCs?

Principal, Assistant Principals, Lead Academic Success Coach, Academic Success Coaches, Language Acquisition Teachers

Who is required to attend PLCs?

Administrators, Content Teachers, Special Education Teachers

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

On planning days, the teachers meet to internalize the lesson, script questions, complete exemplars, and Know/Show charts.

On Thursdays, the teachers bring exit tickets to the PLC to discuss SEs that the students did not master. The teachers create re-teach plans and/or targeted intervention plans for students not demonstrating growth and/or mastery.

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	The principal participates in the Accountability Leadership Data Series, where principals receive training on how to read and interpret the state accountability system, analyze campus data, and develop strategic goals based on identified areas of need. The principal also receives ongoing support from a LIFT Coach. This support structure includes: 3 hours per month of classroom walkthrough observations, PLC observations, feedback and next-step planning 1 hour per month of principal/LIFT Coach planning This structure provides ongoing opportunities for data-informed leadership development, instructional feedback, and strategic planning to support campus improvement and student achievement. The principal meets bi-weekly with the Teaching and Learning Department to review campus progress and identify areas for continued support and improvement. Key areas of discussion include: The principal took part in a full-day LIFT Leadership learning series provided by Region 10 in July 2026.	LIFT Coach, Assistant Superintendent, Teaching and Learning Representative	Principal, Assistant Area Superintendent, LIFT Coach and Teaching and Learning

Role	Training/PD Description	Delivered By	Attended By
	Assistant Principals (APs) participate in a consistent cycle of leadership collaboration and instructional support. APs meet weekly with the principal, weekly with the Instructional Leadership Team (ILT), and weekly with teachers through Professional Learning Communities (PLCs) to monitor instructional practices, analyze data, and identify next steps.		
Other Campus Admin (Assistant Principals, Instructional Coaches)	One AP also receives support from a LIFT Coach focused specifically on strengthening PLC practices. The AP meets three times per month with the LIFT PLC Add-On Coach for coaching, feedback, and planning. The Lead Academic Success Coach and Academic Success Coach will also participate in eight Content Connections sessions facilitated by the Teaching and Learning Department. These sessions provide opportunities for continued professional learning, collaboration, and alignment around effective instructional practices and student achievement.	Principal, Leadership Team, LIFT Coach, Teaching and Learning Department	Assistant Principals

Role	Training/PD Description	Delivered By	Attended By
Teacher	Teacher capacity building is provided by the campus and district instructional leaders. Teachers participate in one full-day pull-out Extended Planning session after each major data point (Curriculum Interim Assessment, MAP, Summit K12, mClass, etc.) Teachers also participate in District-Wide Day sessions, which are built into the district's master schedule. During this time, teachers receive professional development in the areas they deliver instruction. Teachers participate in weekly lesson planning/internalization and weekly data PLCs.	Lead Academic Success Coach	Teacher, Assistant Principals, Academic Success Coaches, and Teaching and Learning Department
Principal Manager	Principal managers meet weekly with district leadership and the campus leadership team. The principal manager meets weekly with the learning community principals for a "Touch Point" meeting. The principal manager also participates in the Accountability Leadership Data series provided by Region 10. -Region 10 Data Series supports understanding state accountability data and walking away with action steps. -Summer LIFT Training -Personal LIFT Coach who I meet with regularly to check progress, milestones, principal dashboards, etc. -Coach attends campus walks, PLC's, and debriefs to ensure alignment of action steps.	Region 10 and Office of School Leadership	Area Superintendent

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

Teachers who are new to the campus, district, and/or their teaching assignment receive additional professional learning beginning in August through New Hire Professional Development sessions. These sessions provide teachers with a deeper understanding of curricular resources, instructional expectations, and effective instructional practices.

Teachers who are new to the profession are also assigned a mentor. Mentor teachers are selected based on demonstrated success in student learning and instructional practice. Mentors and mentees participate in a formal monthly whole-group meeting to receive support, share experiences, address challenges, and strengthen instructional practices.

Teachers and leaders identified as needing additional support participate in additional observation and feedback cycles focused on specific, bite-sized action steps. Leaders also conduct one-on-one data analysis meetings to ensure staff members have clear takeaways, understand areas for growth, and identify actionable next steps for improvement.

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?

The campus utilizes LIFT observation tools for RLA and Mathematics to monitor instructional practices and provide targeted feedback. These tools focus on three key areas: learning environment, instructional delivery, and monitoring and responding to student learning.

Walkthrough observation forms are used to capture evidence, provide actionable feedback, and identify bite-sized action steps to support continuous instructional improvement.

To ensure consistency and alignment in observation practices and scoring, Region 10 LIFT Coaches, the Assistant Principal, and the Teaching and Learning Department participate in calibration at least once per month using the LIFT Companion Guide. This process supports a shared understanding of expectations, evidence collection, and scoring across observers.

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?

Special population teachers, including Special Education (SpEd) and Emergent Bilingual (EB) teachers, are active participants in Professional Learning Communities (PLCs) and the Multi-Tiered System of Supports (MTSS) process.

Their expertise adds value to instructional teams by helping teachers anticipate student misconceptions, identify appropriate scaffolds, differentiate instruction, and plan targeted reteaching based on student needs.

Participation in PLCs and MTSS also benefits SpEd and EB teachers by providing a deeper understanding of the grade-level standards, instructional expectations, and assessment demands. This collaborative structure ensures that all teachers have a shared understanding of rigorous grade-level instruction while planning intentionally to meet the diverse needs of 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?

HQIM Math Implementation (K-5)
Implement High-Quality Instructional Materials in K-5 mathematics, supported by continuous, differentiated training for all campus staff aligned to the Learner Framework, to close Skyview's math underperformance gap.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administration, Teaching and Learning, Academic Success Coaches, Classroom Teachers

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

HQIM fidelity audit results, PL attendance/agendas, walkthrough data showing implementation.

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

District Teaching & Learning training calendar, HQIM materials/licenses, coaching time protected in master schedule

Milestone 2

Description – What specific action or deliverable will be completed?

Data-Driven Instruction & Weekly Data Meetings
Implement the DDI protocol with fidelity through weekly data meetings Math and Reading as priority areas, using CIAs and benchmark screeners to drive re-teach and spiral review.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administration, Academic Success Coaches, Classroom Teachers

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

Data meeting logs, CIA/benchmark results trend data, documented re-teach plans

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

Protected weekly data meeting time, CIA development support from Teaching & Learning

Milestone 3

Description – What specific action or deliverable will be completed?

Coaching Cycles & Learning Walks
Provide ongoing job-embedded professional learning through ASC- and Region 10 LIFT Coach-led coaching cycles and learning walks to monitor HQIM/math implementation and evaluate the impact on instructional practice.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administration, Academic Success Coaches, Region 10 LIFT Grant Coaches, Central Administration

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

Coaching logs, learning walk data, growth-goal/action-plan documentation.

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

Continued LIFT grant funding/coach allocation, calendar coordination between campus and Region 10

Milestone 4

Description – What specific action or deliverable will be completed?

MTSS Academic Tiered Support System

Strengthen tiered systems of support for at-risk students (economically disadvantaged, previously failed STAAR, EB, SPED) by identifying students needing acceleration or intensive intervention, deploying HQIM-aligned intervention, and monitoring progress in Branching Minds.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administration, Instructional Leadership Team, Teachers

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

Branching Minds progress-monitoring reports, tiered student rosters, intervention fidelity checks

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

Branching Minds training/access, intervention block protected in master schedule

Milestone 5

Description – What specific action or deliverable will be completed?

SPED Data Dashboard & IEP-Aligned Co-Teaching

To address the group from SPED subgroups, we will ensure campus administrators monitor Special Education teachers' consistent use of the Data Dashboard to document lesson planning, service logs, and student progress, reviewed quarterly to inform targeted coaching and co-teaching support aligned to IEP goals, addressing Skyview's SPED specialized-instruction gap.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administration, Special Education Teachers, Classroom Teachers

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

Quarterly Data Dashboard review records, IEP goal-attainment data, co-teaching observation notes

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

SPED Data Dashboard training, dedicated co-teaching/coaching time between SPED and general education staff

Milestone 6

Description – What specific action or deliverable will be completed?

EB Language Acquisition

To address the language learning gaps, we will implement the ESL content-based instructional model in K-5, utilizing Language Acquisition Teachers to support ELlevation strategies in math instruction, with progress monitored and adjusted to address EB students' math and reading language-acquisition gap.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administration, Language Acquisition Teachers, Classroom Teachers, Academic Success Coaches

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

ELlevation strategy documentation, EB progress-monitoring data, classroom observation notes

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

ELlevation platform access/training, collaborative planning time between Language Acquisition and classroom teachers

Milestone 7

Description – What specific action or deliverable will be completed?

Student Growth Goal-Setting & Portfolios

To ensure that we are empowering students to take ownership of their learning we will launch student growth goal-setting and portfolio tracking through Schoology, with training provided by the iTeam, so students set, track, and revisit individual academic growth targets.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administration, Classroom Teachers

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

Schoology portfolio completion rates, sample student growth goals/artifacts

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

iTeam-provided Schoology training, protected time for goal-setting conferences

Milestone 8

Description – What specific action or deliverable will be completed?

Weekly Collaborative Planning & Lesson Internalization Meetings

Establish weekly collaborative planning and lesson internalization meetings in which grade-level and content teams internalize upcoming lessons, unpack standards, and align HQIM before instruction, aligned to the Learner Framework, so strong Tier 1 planning precedes teaching.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administration, Instructional Leadership Team, Academic Success Coaches, Classroom Teachers

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

Weekly planning/PLC agendas and logs, internalized lesson plans, walkthrough data showing planned lessons taught as designed

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

Protected weekly planning time, lesson internalization protocols, coaching support from Academic Success Coaches

Milestone 9

Description – What specific action or deliverable will be completed?

LIFT Grant Leadership Coaching & Accountability Data Leadership Series

Continue participation in the Region 10 LIFT grant for targeted leadership coaching and training for principals, paired with the Accountability Data Leadership Series to deepen campus leadership's capacity to track student growth and address state accountability standards.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, LIFT Coaches, Area Superintendent

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

Leadership coaching logs, Accountability Data Leadership Series attendance/artifacts, campus accountability data trends

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

Continued LIFT grant allocation, Area Superintendent calendar alignment

Milestone 10

Description – What specific action or deliverable will be completed?

MTSS Behavior System

To address the loss of instructional time due to students' misbehavior, we will strengthen the Tier 1 campus behavior plan and discipline management system, formalize MTSS Behavior Team review of Tier 2 students, and refresh the Code of Civility to build a consistent, positive campus culture.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Administration, Behavior Support Team, Counselors

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

MTSS Behavior Team meeting logs, discipline/behavior referral trend data, Code of Civility rollout documentation

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

Behavior Support Team protected meeting time, campus-wide Code of Civility training

Milestone 11

Description – What specific action or deliverable will be completed?

Advanced Lesson Internalization & Teacher-Led Collaborative Planning

Build on Year 1's planning routine by deepening weekly collaborative planning to consistently include the full protocol: unit/module internalization, lesson rehearsal, and student-work analysis and shift from coach-facilitated to teacher-led internalization, with the ILT calibrating the quality 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?

Administration, Instructional Leadership Team, Academic Success Coaches, Classroom Teachers

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

Internalized and rehearsed lesson plans with annotations, student-work analysis protocols, internalization-quality calibration notes, walkthrough data showing planned lessons taught as designed.

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

Continued protected weekly planning time, advanced internalization/rehearsal protocols, coaching capacity to develop teacher facilitators

Milestone 12

Description – What specific action or deliverable will be completed?

Performance Management Coaching Cycle

Formalize a continuous performance coaching cycle, regular observations, timely feedback, goal-setting, and individualized support using TTESS/Eduphoria evaluation data to strengthen staff effectiveness and instructional quality.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Administration, Academic Success Coaches, Region 10 LIFT Grant Coaches, Teaching and Learning, Area Superintendent

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

TTESS/Eduphoria observation and feedback records, coaching-cycle documentation, staff growth-goal progress

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

Eduphoria access/training, protected observation and feedback time on the master calendar

Milestone 13

Description – What specific action or deliverable will be completed?

Elementary Language Allocation Plan Monitoring
Monitor and provide support on the implementation of the Elementary Language Allocation Plan in bilingual classrooms to strengthen math and reading fluency, comprehension, and automaticity based on ongoing student data.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Administration, Language Acquisition Teachers, Classroom Teachers, Academic Success Coaches

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

Language Allocation Plan fidelity checks, bilingual classroom observation data, EB progress-monitoring results

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

Ongoing ELLevation/bilingual program coaching support, ELL data review time in data meetings

Milestone 14

Description – What specific action or deliverable will be completed?

Differentiation

To address the differentiation needs at the campus, we will ensure differentiated strategies and curricula meet the needs of advanced students, while continuing targeted campus strategies to address tier 3 students and SPED accountability targets identified through the Data Dashboard review cycle.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Administration, Teachers, Special Education Teachers, Classroom Teachers

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

GT differentiation plans/artifacts, SPED subgroup accountability progress data

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

GT curriculum resources/training, continued SPED coaching capacity

Milestone 15

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 Math and Reading priority to all tested grades and content areas, deepening the re-teach and reassessment loop and moving from coach-facilitated to teacher-led data meetings, with students taking greater ownership of tracking progress in their Schoology growth-goal portfolios.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Administration, Instructional Leadership Team, 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 re-teach and reassessment cycles, student data-tracker/Schoology artifacts, CIA/benchmark trends showing movement toward targets

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

Protected weekly data meeting time across all grades, CIA/benchmark development support from Teaching & Learning, coaching to build teacher-led facilitators

Milestone 16

Description – What specific action or deliverable will be completed?

Observation & Feedback

Deepen the Year 1 coaching cycles and learning walks into a precision observation-and-feedback system with frequent, short observations using the LIFT observation tools for RLA and Mathematics, delivering bite-sized action steps, followed by verification observations confirming the feedback was carried out and changed practice, with observers calibrated monthly using the LIFT Companion Guide.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Administration, Instructional Leadership Team, Region 10 LIFT Grant Coaches

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

Walkthrough observation forms and bite-sized action-step records, follow-up/verification observation data showing implementation, monthly LIFT Companion Guide calibration documentation

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

LIFT observation tool access/training, protected observation and feedback time, monthly observation calibration with Region 10.

Performance Management

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

Skyview monitors implementation through a layered structure built on the campus's continuous performance coaching cycle and its LIFT coaching partnership. Campus administration and Academic Success Coaches conduct regular walkthroughs using TTESS-aligned look-fors tied to HQIM math fidelity, lesson internalization, and each teacher's priority action steps, feeding an ongoing cycle of observation, timely feedback, and goal-setting. Region 10 LIFT Grant Coaches partner with campus leaders on coaching cycles and calibrated learning walks to build instructional capacity. Weekly DDI data meetings confirm that re-teach and spiral-review planning is occurring in the priority areas while student growth-goal portfolios in Schoology and Branching Minds MTSS records verify that intervention is reaching identified students, including SPED and emergent bilingual subgroups. To the extent possible, the Area Superintendent joins Academic Success Coaches and LIFT coaches in walkthroughs and PLC observations to calibrate ratings and validate that implementation matches what the milestone tracker reports. The Superintendent receives quarterly updates.

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

The Principal and Campus Administration are the primary owners of milestone review, maintaining the tracker, leading data meetings, and ensuring evidence of completion stays current. The Area Superintendent holds district-level accountability, reviewing progress against campus data and joining calibration walks. Academic Success Coaches, Region 10 LIFT Grant Coaches, and Teaching and Learning serve as supporting reviewers, the same team named in the campus's performance-management objective, surfacing coaching-cycle, walkthrough, and assessment data into each review so decisions rest on classroom-level evidence. The Superintendent receives quarterly updates.

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Data Tracking: Eduphoria walkthrough and TTESS evaluation data, continuous coaching-cycle logs, weekly data meeting records, student growth-goal portfolios in Schoology, Branching Minds MTSS progress monitoring, the SPED Data Dashboard for IEP goal attainment, and attendance data.

Formal Assessments: MAP diagnostics at BOY, MOY, and EOY, Common Formative Assessments and district benchmarks, TELPAS for emergent bilingual progress, and STAAR RLA and Math results measured against the plan's two-year student outcome goals.

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

Milestone data is shared through PLC meetings, where teacher teams review data trends and set the next cycle's instructional priorities, and through faculty and campus stakeholder meetings (including the site-based/Campus Improvement Team), where staff, parents, and community members review progress and provide input on adjustments. This is reinforced by BOY/MOY/EOY step-back reviews with the Area Superintendent, monthly milestone-tracker updates shared with district leadership, and family-facing communication of student growth through parent-teacher conferences and ParentSquare, so stakeholders at every level see a consistent progress picture across both years of the plan.

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	54
Meets Grade Level	25
Masters Grade Level	10

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

Performance Level	EOY Goal (%)
Approaches Grade Level	46
Meets Grade Level	24
Masters Grade Level	7

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

Performance Level	EOY Goal (%)
Approaches Grade Level	48
Meets Grade Level	23
Masters Grade Level	8

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

25

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	59
Meets Grade Level	30
Masters Grade Level	15

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

Performance Level	EOY Goal (%)
Approaches Grade Level	51
Meets Grade Level	29
Masters Grade Level	12

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

Performance Level	EOY Goal (%)
Approaches Grade Level	53
Meets Grade Level	28
Masters Grade Level	13

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

28.1

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

75

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?

40.6

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?

43.8

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)

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Upload additional documents (optional):

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