Austin Independent School District
Harris 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 29, 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:

Harris Community Feedback - Google Docs.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?

Other

Please specify the other program:

TNTP Learning Lab

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

Our campus is not engaged in a TEA program

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

TNTP, District Staff

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.

Sondra McWilliams, Executive Director of Elementary Schools: 50%
Dr. Joe Garza, Assistant Superintendent of Elementary Schools: 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).

Sondra McWilliams
Executive Director of Elementary Schools
During her tenure in Austin ISD, Sondra McWilliams has led and supported multiple successful school turnaround efforts through strategic, data-driven instructional leadership. Her turnaround work began at Palm Elementary School, where as a bilingual teacher and instructional coach she helped move the campus from Low Performing to Academically Acceptable in just one year by implementing bilingual literacy interventions, collaborative planning structures, and targeted data analysis. At Becker Elementary, she continued this success as assistant principal and instructional coach, guiding the campus from Academically Unacceptable to Academically Acceptable in a single year by improving reading outcomes for all student subgroups. Ms. McWilliams later joined Sunset Valley Elementary, where her leadership contributed to the campus earning recognition for Academic Growth and achieving an Exemplary state rating in 2010. As principal of Odom Elementary, she sustained acceptable performance through focused PLC implementation, small-group instruction, and ongoing use of high-quality instructional materials to drive continuous improvement, Odom improved from an F to a C within a year (2023–2024).
Currently, as Executive Director in Austin ISD, Ms. McWilliams oversees 8 campuses with unacceptable ratings, guiding principals in designing and executing turnaround plans grounded in the Effective Schools Framework (ESF).
Dr. Joe Garza
Assistant Superintendent of Elementary Schools is an accomplished educational leader with over two decades of experience driving successful school turnarounds across campus, district, and regional levels. Beginning his administrative career as a principal from 2002 to 2018, he transformed three elementary schools from struggling Focus and PEG designations into high-performing Exemplary, A-rated, and National Blue Ribbon institutions. As an Executive Director of Schools, he scaled this impact district-wide by elevating every C- and D-rated campus under his supervision to A and B status. He subsequently expanded his work at the Regional Service Center, guiding complex improvement initiatives and facilitating innovative SB 1882 partnerships, before stepping into his current role as Assistant Superintendent.

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.

Unless otherwise indicated, the funding source is from the local budget.

TNTP Learning Lab (49.5% District Commitment, 50.5% Philanthropic support from the Austin Ed Fund, Austin ISD's education foundation): $27,775

District Commitment to Hold Harmless During Staff Reduction Process ahead of the 2026-27 SY when Student to Teacher Ratio was Increased District Wide: $172,112.50

Parent Support Team Member for Family Engagement and Support (50% City of Austin Grant + 50% District Commitment): $50,429

Content Interventionists: $82,578 (1.0 FTE)

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?

Local and Title funds will be allocated to prioritize complete fidelity of implementation of the school improvement strategy.

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

The district has a Support and Resource Index that it uses to prioritize campuses in the way they are resourced and supported by the district. All campuses with a Turnaround Plan are in the highest band. This means that these campuses will be given extensive consideration when considering budget cuts, changing staffing formulas, and leveling. It also means that campuses with Turnaround Plans will be given first priority when it comes to operational support, like resolving tickets for maintenance, so that all barriers to student learning are removed with the greatest urgency. When it comes to staffing for vacancies, campuses with Turnaround Plans will be given the greatest consideration by staffing partners in Talent Strategy, especially to place certified teachers with TIA designation and 2+ years of teaching experience. Campus leadership will receive ongoing coaching and consultation to ensure the most effective teachers are placed to critical grade levels and foundation curriculum subjects on the campus.

The district reduced caseloads for Executive Directors assigned to Turnaround campuses, enabling them to provide frequent, embedded coaching and administrative oversight.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

STEMscopes Texas Math

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?

425

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

HMH Into Reading Texas/ HMH ¡Arriba la lectura! Texas

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?

550

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?

171

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)
Other	MAP Growth Elem - Math and RDG	District	BOY/MOY/ EOY	Screener - measures what students know and can do independently - literacy and numeracy
Other	MAP Reading Fluency	District	BOY/MOY/ EOY	Assesses foundational literacy skills - oral and written reading fluency
Curriculum Based Assessment		District	BOY/MOY/ EOY	Assessing curriculum attainment and student proficiency of standards

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

AISD BOY and MOY Student Data Trackers: Using NWEA MAP STAAR Projected Proficiency Levels. Teachers and students will track if students are meeting their personal Academic Growth goals.

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

Campus has developed a comprehensive MTSS plan. Using multiple sources of data campuses will provide Tier 2 & 3 intervention using district approved interventions and document all progress monitoring in eCST. Meetings will be held to place students into intervention and then convene again to review progress monitoring data to make data informed decisions regarding student responsiveness to the interventions provided.

Will the campus implement a PLC structure?

Yes

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

For Kindergarten through 5th grade, PLCs will be organized by grade level and content area. Meetings will take place weekly for one hour during grade-level planning time, with Tuesdays dedicated to Reading and Wednesdays dedicated to Math. During these sessions, teachers will focus on the internalization of lesson plans and collaborate to proactively identify potential student misconceptions and plan targeted instructional strategies.

How frequently will PLCs occur?

PLCs will occur twice weekly for K-5th grades, with one-hour sessions held during grade-level planning time every Tuesday (for Reading) and Wednesday (for Math) to include data review when needed.

Who will facilitate PLCs?

PLCs will be facilitated by Grade Level Team Leaders, with support and assistance provided by Administrators and Instructional Coaches as needed.

Who is required to attend PLCs?

Instructional Coaches, Administrators, general education teachers, ESL teachers, and special education teachers are required to attend PLCs.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda

as additional evidence to ensure clarity.

There are three Professional Learning Communities (PLCs), each designed to strengthen instruction and student outcomes. The first is the Rehearsal and Internalization PLC. It is a collaborative planning process that helps teachers deeply understand upcoming lessons, align instruction to grade-level standards, and anticipate student needs. Each session includes time to connect, celebrate instructional successes, analyze assessments to clarify expectations, and internalize lessons using HQIM through guided practice and planning. The goal is for teachers to gain a clear vision of what success looks like for students and how to deliver instruction with rigor and consistency. During this PLC, teachers practice key portions of upcoming lessons without students present. This process allows educators to refine delivery, anticipate challenges, and receive peer feedback through a structured cycle of preparation, rehearsal, and debriefing. The goal is to sharpen instructional moves so that classroom teaching is more effective and engaging.
The second type, our Formative Assessment Analysis PLC centers on the ongoing examination of student work and assessment data to inform timely instructional decisions. Each session begins with a brief Connection and Data Celebration, creating space to acknowledge progress and share effective instructional practices. During the Data Review, teachers analyze performance Harris Elementary School Intensive Curriculum & Instruction Improvements 10

trends to identify which students are approaching, meeting, or mastering standards, noting common errors and misconceptions. Using strategies such as HALO sorting, teams identify patterns of understanding and determine whether learning gaps stem from content knowledge, student needs, or instructional practices. In the Student Work Analysis, teachers collaboratively review written work or problem sets to evaluate alignment to standards and discuss next steps for reteaching or enrichment. The session concludes by outlining Action Items—including adjustments to instruction, formation of flexible intervention groups, and the development of progress-monitoring plans to assess the impact of support.
The third type is the Summative Assessment Analysis PLC, where teachers analyze results from unit or summative assessments. This structure emphasizes identifying mastery of priority TEKS, categorizing performance levels, and noting trends across student groups. Based on these findings, the PLC designs tiered supports such as enrichment for students who have mastered content, small-group reteaching for those partially meeting expectations, and targeted interventions for students with significant gaps. Plans are then developed for reteaching, reassessment, and adjustments to future instruction to ensure improved outcomes.
The central objective of analyzing CBA data using "Quick Views" is to move beyond overall test scores and focus on individual learning standards (Priority TEKS/SEs). This disaggregated data is vital because it identifies the content students have mastered versus what they have missed. By pinpointing these specific learning gaps, educators can design truly targeted instruction, ensuring that time is not wasted reteaching content students already know. To maximize the efficiency of the Summative Assessment Analysis PLC, teachers must conduct

Pre-PLC Planning by using student proficiency percentages to determine the appropriate instructional response for each standard. If a Priority TEKS/SE shows less than 40% proficiency, it necessitates a Whole Class Reteach using a novel approach, with the standard identified prior to the PLC and the reteach plan finalized collaboratively during the meeting. However, if proficiency falls between 40% and 50%, the gap calls for targeted Small Group Instruction focused only on the non-proficient students; in both scenarios, the standard and its data are identified beforehand. The planning also requires designing Extensions for proficient students. Furthermore, the process integrates an accountability component through progress monitoring students needing growth points: teachers track their static goals before the PLC and update the plan after each CBA with the student's actual proficiency score and the specific intervention strategies used, ensuring continuous tracking and reinforcement of high-leverage practices to improve performance and accountability ratings.

Upload PLC agenda (optional):

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Capacity Building

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

Role	Training/PD Description	Delivered By	Attended By
Principal Manager	Principal supervisors will receive specialized training to strengthen their ability to coach and support campus leaders. This learning will include developing consistency in instructional expectations, deepening understanding of the district’s curriculum, and conducting classroom walk-throughs using common observation and feedback protocols.	TNTP	Principal Supervisors
Principal	Principals will engage in monthly professional learning sessions designed to enhance their instructional leadership. These sessions will focus on observing and facilitating Professional Learning Communities (PLCs), providing meaningful feedback to teachers, and supporting effective curriculum implementation across all content areas.	TNTP	Principals

Role	Training/PD Description	Delivered By	Attended By
Teacher	Teachers will begin the year with districtwide professional development tailored by content area, equipping them to effectively use district-adopted materials for Tier 1, Tier 2, and Tier 3 instruction. Throughout the year, teachers will attend quarterly curriculum sessions to deepen their understanding of AISD curriculum documents, analyze student data, and plan for reteaching based on student needs. In addition, district professional learning days will focus on strengthening MTSS practices, where ELA and math teachers will receive training on intervention strategies, district-approved resources, and systems for monitoring student progress. Together, these professional learning structures ensure that every educator in Austin ISD is supported to deliver rigorous, aligned, and responsive instruction for all students.	TNTP	Teachers
Other Campus Admin (Assistant Principals, Instructional Coaches)	TNTP will provide school leaders with opportunities to develop their instructional leadership skills including understanding the district-adopted literacy and math curriculum, leading instructional rounds, and providing teachers with high-quality coaching through observation & feedback cycles. This development will occur biweekly, in alignment with the Learning Lab model.	TNTP	Other Campus Admin

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

Support for Educators Needing Targeted Growth Educators identified for additional support receive an individualized growth plan aligned to the district's PPfT framework. These plans include bi-weekly coaching cycles, targeted professional learning modules, and peer observations to strengthen rigor, engagement, and classroom culture. Progress is reviewed regularly to ensure growth and sustained 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?

LIFT Walkthrough Tools and Observation and Feedback forms will be used to evaluate implementation.

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

Other

Please describe the observation frequency:

Teachers will be observed by an instructional leader or coach on a bi-weekly basis (every two weeks), with priority for weekly observations for new teachers (less than two years of experience) or those identified as ineffective.

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

General and special education teachers will receive additional targeted professional learning and support related to implementation, progress monitoring, specially designed instruction, and research based instructional strategies during core and specially designed instructional opportunities.

Special education teachers will attend differentiated instructional cohorts focusing on RBIS and use and implementation of HQIM.

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?

Begin highlighting challenges from this school year for a strong start for the 2027-2028 school year

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal Assistant, Instructional Coach (IC), Team leaders

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

Instructional Leadership Team agenda
PD Plan 2027

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

NA

Milestone 2

Description – What specific action or deliverable will be completed?

Detailed schedules to include dedicated time for PLCs and leadership roles finalized (Aug)
Begin regular Engagement & Communication (Newsletters, PTA/CAC Nights)
District Assessment Calendar synced with campus calendar
Campus CFAs and bi-weekly District CBAs
Conduct side-by-side instructional rounds to monitor Tier-1 HQIM instruction, ALP execution fidelity, and small-group intervention quality.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District Executive Leadership, Principals, ILTs

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

Schedules posted
Class Dojo, Monthly calendar flyers, Schedule PTA and CAC meetings/nights
District and campus Assessment calendars
PLCs data days
Instructional walkthrough debrief notes, See-It/Name-It/Do-It feedback logs, coaching tracking tools

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

Guidelines and perimeters from the district
Access to Thrillshare, Teacher dissemination of Class Dojo codes
Google Calendar
Executive coaching on side-by-side observation protocols and bite-sized feedback delivery

Milestone 3

Description – What specific action or deliverable will be completed?

Share Turnaround Plan information with stakeholders Engage with communities and Campus Improvement Teams Share Turnaround Plan revisions and seek feedback
Collection and Review of:
STAAR 2026
TELPAS 2026
MAPGrowth EOY 2026
MAPGrowth BOY 2026

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Improvement Team, Instructional Leadership Team, Teachers

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

Turn Around Plan
Community Survey
Data Tracker, Agenda, Meeting notes, small group

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

District Support/attendance in meetings
Data Coaching from District CDA
PLC documents

Milestone 4

Description – What specific action or deliverable will be completed?

LIFT Observation Tool Trends to adjust classroom observation cadence, campus professional development and PLCs

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal Instructional Coach, PLC leads, teachers

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

LIFT Observation Tool

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

Professional Development on use of LIFT from teachers

Milestone 5

Description – What specific action or deliverable will be completed?

Collection and Review of:
MAPGrowth MOY 2026
District STAAR Release Test

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Instructional Leadership Team, Teachers

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

Data Tracker, Agenda, Meeting notes

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

Data Coaching from District CDA
PLC documents

Milestone 6

Description – What specific action or deliverable will be completed?

Calibrate scoring across campus, and initiate targeted spring STAAR acceleration countdown interventions.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principals, ILTs, Testing Coordinators

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

Spring Benchmark data summary, cross-campus calibration artifacts, high-priority student support plans

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

Benchmark release materials, exemplar response rubrics, cross-campus calibration facilitation

Milestone 7

Description – What specific action or deliverable will be completed?

LIFT Observation Tool Trends to adjust classroom observation cadence, campus professional development and PLCs

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal Instructional Coach, PLC leads, teachers

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

LIFT Observation Tool

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

Professional Development on use of LIFT from teachers

Milestone 8

Description – What specific action or deliverable will be completed?

Collection and Review of:
CBA
Collection and Review of:
MAPGrowth EOY 2026

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Instructional Leadership Team, Teachers

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

Data Tracker, Agenda, Meeting notes

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

Data Coaching from District CDA
PLC documents

Milestone 9

Description – What specific action or deliverable will be completed?

Begin highlighting challenges from this school year for a strong start for the 2027-2028 school year

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal Assistant, Instructional Coach (IC), Team leaders

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

Instructional Leadership Team agenda
PD Plan 2028

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

NA

Performance Management

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

District and campus leaders will use a multi-tiered progress monitoring system to track both implementation fidelity and student outcome data. This includes analysis of universal screeners, curriculum-based assessments (CBAs), STAAR Interim results, and formative assessments.

Principal Supervisors (Executive Directors of School Leadership) will conduct weekly campus visits to observe classroom instruction, PLCs, and ILTs, reviewing meeting agendas, data trackers, and observation/feedback logs to ensure alignment with instructional priorities.

Campus Instructional Leadership Teams (ILTs) will monitor fidelity to high-quality instructional materials, data-driven instruction routines, and intervention implementation during weekly PLCs.

District-level Academic leaders will review assessment trends, coaching data, and walkthrough results every six weeks to evaluate progress and determine whether supports are effectively improving student outcomes.

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

Superintendent: Co-leads Mid-Semester and End-of-Semester reviews, sets the vision, holds executive leaders accountable for progress toward milestones, and approves plan adjustments.

Assistant Superintendent of K–12 Academics and Chief of Academics: Analyze assessment and implementation data, identify instructional trends, and recommend adjustments to curriculum implementation, professional learning, and resource allocation.

Executive Director of School Leadership: Monitor principal performance and supervisor fidelity bi-monthly, using visit trends and feedback quality to inform principal coaching and professional development.

Campus Instructional Leadership Teams: Conduct weekly reviews of classroom data, PLC outcomes, and intervention plans to ensure instructional alignment and responsiveness to student needs.

How frequently will progress toward milestones be reviewed?

Other

Please describe the review frequency:

Weekly: Exec Directors conduct on-site coaching visits with classroom observations, PLC participation, and ILT check-ins. Biweekly: ILTs review assessment results, walkthrough data, and intervention progress, updating campus trackers and dashboards. Every 6 Weeks: District Academic teams review assessment data & implementation evidence to adjust PD/resources/ supports. Mid & End of Semester: Superintendent reviews milestone completion, evaluate effectiveness of supports, and determine next steps.

How will milestone progress data be collected?

Milestone data will be collected through multiple sources to ensure a comprehensive view of progress. Assessment results from MAP Growth, Interim, CBAs, TELPAS, and ongoing progress monitoring tools will be analyzed alongside evidence of instructional implementation, including walkthrough summaries, ILT and PLC agendas, and coaching tracker logs. Additionally, engagement data such as family engagement logs, participation records, and stakeholder surveys—will provide insight into community involvement and support. All data will be compiled into shared dashboards and performance trackers that allow campus and district leaders to evaluate fidelity, monitor trends, and identify campuses in need of targeted support and intervention.

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

Milestone progress will be shared through biweekly leadership meetings, Executive Director debriefs, and monthly progress monitoring reports. The Instructional Leadership Team (ILT) will summarize trends from assessment results, walkthrough data, and implementation evidence to inform leadership decisions and resource allocation.

Data summaries and key findings will be documented in a shared data tracker. In addition, updates will be communicated to stakeholders, including staff, families, and community partners through PTA and CAC meetings and family engagement events to promote shared ownership of student success.

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	85
Meets Grade Level	30
Masters Grade Level	10

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	85
Meets Grade Level	30
Masters Grade Level	10

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	85
Meets Grade Level	30
Masters Grade Level	10

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

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

75

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

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	85
Meets Grade Level	30
Masters Grade Level	10

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

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	85
Meets Grade Level	30
Masters Grade Level	10

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

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	85
Meets Grade Level	30
Masters Grade Level	10

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

No

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

25

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

No

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

75

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

No

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

No

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

75

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?

75

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

25

Additional Info

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

NA

Upload additional documents (optional):

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