



School Improvement

PLAYBOOK



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Purpose of the School Improvement Playbook

The School Improvement Playbook is designed to support districts with a clear and intentional roadmap for strengthening instruction and accelerating student outcomes. It brings together the full set of expectations, routines, and supports that anchor school improvement in Texas, aligning them with the Effective Schools Framework and Effective District Framework. The purpose of the playbook is to make improvement work predictable, coherent, and manageable by outlining what must be done, why it matters for students, and how districts can carry out each component with confidence and clarity. It ensures that leaders at every level have access to a consistent set of tools and guidance that promote strong instructional systems, meaningful coaching practices, and aligned leadership behaviors.

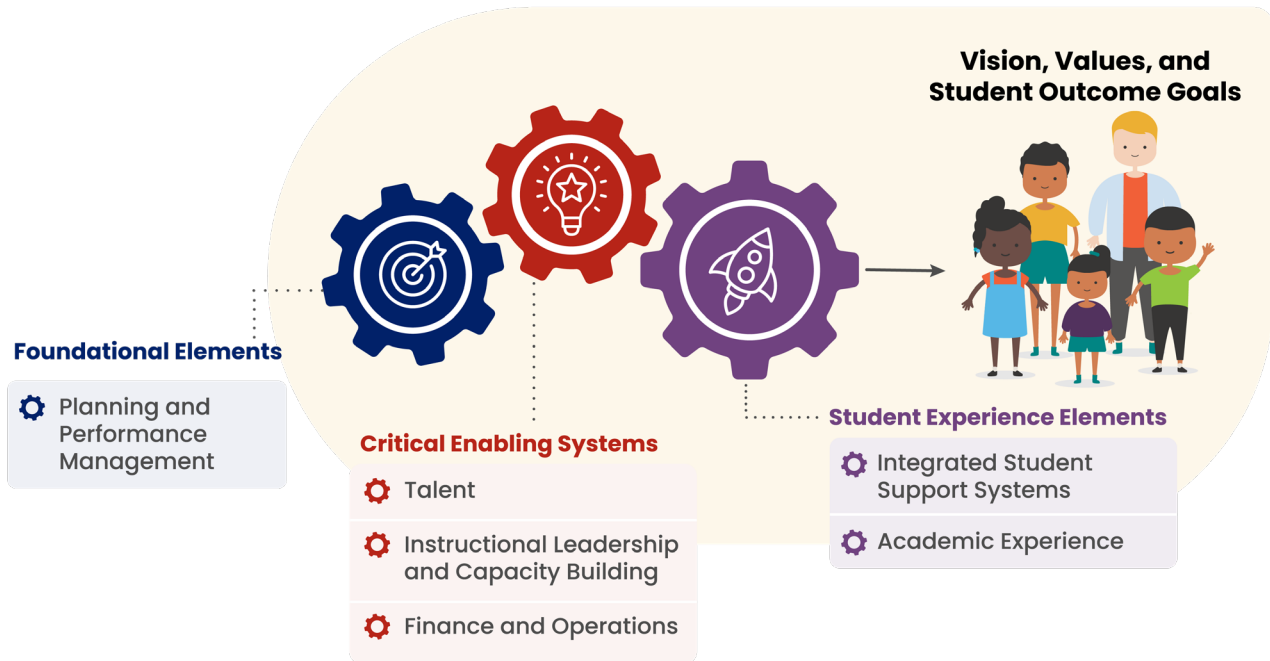
The playbook reflects the core belief that districts improve when they are equipped with high-quality guidance, actionable structures, and opportunities for deep reflection on teaching and learning. Each section is designed to help leaders move from compliance to intentional implementation through superintendent consultations, TAP consultations, stepbacks, site visits, performance-management routines, and required submissions. By connecting these activities to the state's theory of action for school improvement, the playbook illustrates how consistent expectations, aligned supports, and evidence-based practices work together to strengthen instructional quality and create the conditions needed for meaningful and measurable progress. The included calendars, reference materials, and planning tools offer districts practical support and help leaders monitor their progress throughout the year.

The playbook ultimately serves as a partner to district leadership teams. It is built to support District Coordinators of School Improvement (DCSIs), superintendents, ESC staff, campus intervention teams, and external providers as they work toward a shared goal of improving learning experiences and outcomes for students. By grounding the work in clarity, coherence, and aligned support systems, the playbook helps districts build sustainable routines that strengthen instruction, improve leadership practice, and ensure that every student experiences rigorous and meaningful learning every day.

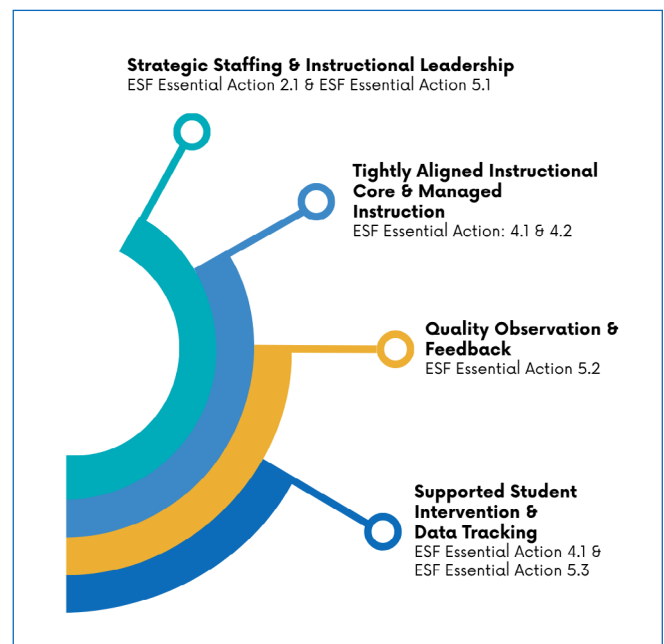
Four Critical Focus Areas for School Improvement

Grounded in the Texas Effective Schools Framework

The Texas Effective Schools Framework (ESF) provides a comprehensive, research-aligned blueprint for school improvement. In turnaround environments, however, district and campus leaders must focus urgently on four critical focus areas while continuing to align all actions and decisions to the broader ESF.



The four critical focus areas to the right do not replace the ESF. Instead, they represent the most essential systems that must function consistently and with fidelity to stabilize and accelerate improvement in struggling schools.



Strategic Staffing and Instructional Leadership

Aligned ESF Indicator: ESF 2.1

System Focus:

- Instructional leadership strength is assessed honestly and acted upon.
- Student access to effective teachers is prioritized.

Consistency Looks Like:

- Campus leaders possess strong instructional leadership skills—or support occurs with urgency.

Hiring, placement, and retention decisions are student-outcome driven.

Tightly Aligned Tier 1 Instruction with High Quality Instructional Materials and Managed Instruction

Aligned ESF Indicator: ESF 4.1/ 4.2

System Focus:

- High-quality instructional materials (HQIM) are a non-negotiable.
- Instruction is aligned to standards, curriculum, and assessment.
- Fidelity of curriculum implementation is consistently monitored.

Consistency Looks Like:

- All classrooms using the adopted HQIM as designed.
- Leaders regularly reviewing implementation data and taking action when misalignment appears.

Quality Observation and Feedback

Aligned ESF Indicator: ESF 4.2/5.2

System Focus:

- Instructional observation is frequent, focused, and feedback-driven to ensure daily fidelity of implementation, improved teacher practice and increased student outcomes.
- The right leaders are identified and deployed to provide high-quality feedback.

Consistency Looks Like:

- Teachers receive actionable observation feedback at least weekly.
- Observation and feedback cycles are calibrated to high-quality instructional material delivery, instructional planning expectations, and student work evidence.

Supported Student Intervention and Data Tracking

Aligned ESF Indicators: ESF 4.1, ESF 5.3

System Focus:

- Reliable, timely data is used to identify student needs.
- Structures exist to provide targeted intervention.

Consistency Looks Like:

- Regular use of unit assessments, interim data, and progress monitoring tools.
- Master schedules intentionally include time for targeted and class-wide intervention.

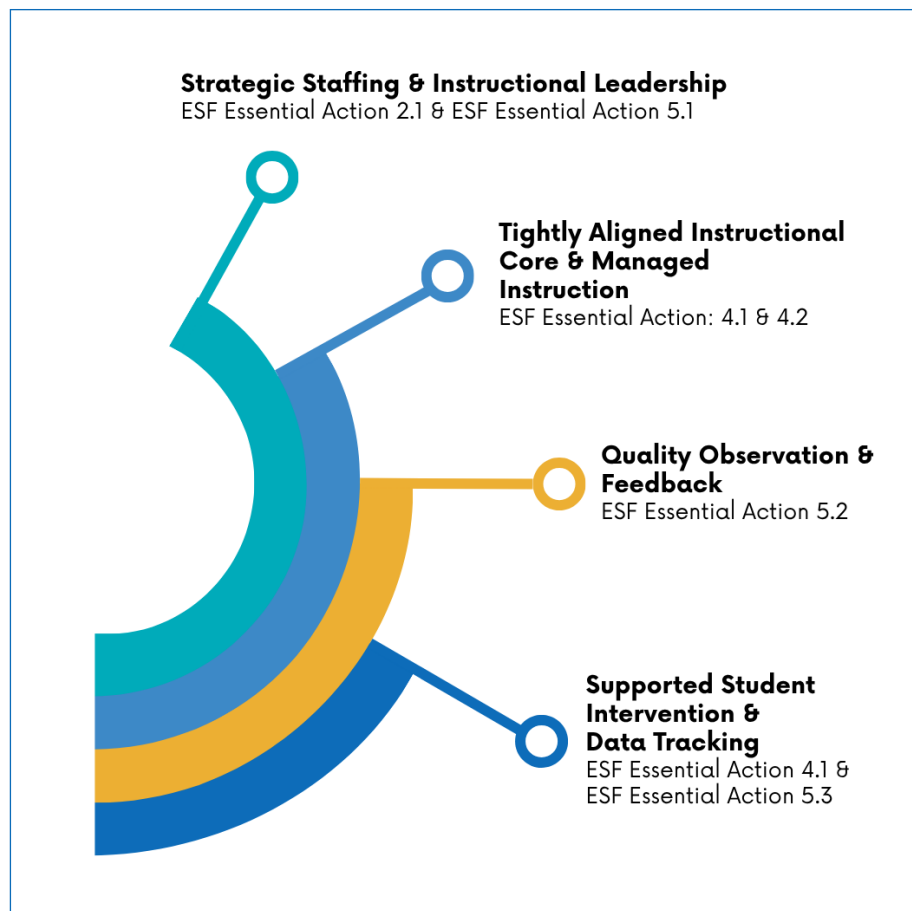
Key Message for District Leaders

Turnaround success depends not on doing more, but on doing the right work with consistency and urgency.

District leaders play a critical role by:

- Protecting these critical focus areas from distraction and initiative overload.
- Ensuring alignment to the Texas Effective Schools Framework.
- Monitoring implementation, not just plans.

When these four systems operate reliably and coherently, schools are positioned to build a culture of turnaround and accelerate student outcomes.



School Improvement Roles & Responsibilities

Superintendent

A superintendent drives districtwide improvement by setting a clear instructional vision and ensuring every school delivers tightly aligned Tier 1 instruction grounded in high-quality materials and managed curriculum systems; establishing and enforcing strong routines for frequent, high-quality observation and feedback; strategically staffing schools and developing principals as instructional leaders who can execute on the district's priorities; and building systems for supported student intervention and rigorous data tracking so every school responds quickly and effectively to student needs. Throughout the school improvement cycle, superintendents are expected to participate in consultations, engage in school improvement check-ins, and take part in performance management routines. They are also responsible for ensuring that all critical school improvement submissions are completed accurately and submitted on time.

District Coordinator for School Improvement

The District Coordinator for School Improvement (DCSI), appointed by the superintendent, leads districtwide school-improvement efforts by ensuring campuses implement tightly aligned Tier 1 instruction grounded in high-quality instructional materials and managed curriculum systems; establishing and monitoring strong routines for high-quality observation and feedback; coordinating strategic staffing and developing principals and teacher leaders to strengthen instructional leadership; and building campus capacity for supported student intervention and rigorous data tracking, all while serving as a required member of the Campus Intervention Team and the primary point of contact for TEA and the ESC throughout the improvement-planning process.

They are a key point of contact for TEA and the Education Service Center (ESC) (see the [DCSI Selection](#) of the Submission Framework section).

Campus Improvement Team

The Campus Improvement Team (CIT) leads, coordinates, and monitors the campus-level continuous improvement process by driving tightly aligned Tier 1 instruction grounded in high-quality instructional materials and managed curriculum systems; establishing and supporting strong routines for high-quality observation and feedback; guiding strategic staffing decisions and strengthening instructional leadership to ensure effective execution of improvement strategies; and ensuring supported student intervention and rigorous data tracking so that all actions are rooted in a clear needs assessment, aligned to root causes, and implemented with fidelity to accelerate student outcomes in accordance with TEC Chapter 39A.

Education Service Center - School Improvement Team

The School Improvement Team at the Education Service Center (ESC) is responsible for providing high-quality, data-driven support to Local Education Agencies (LEAs) to strengthen instructional systems, accelerate student outcomes, and ensure effective implementation of state and federal school improvement requirements. The team works collaboratively with district and campus leaders to build capacity, monitor progress, and sustain continuous improvement across all identified schools.

TEA School Improvement Specialist

The TEA School Improvement Specialists partners with ESC's and play a critical role in supporting Local Education Agencies (LEAs) and campuses identified in need in school improvement by providing targeted assistance, monitoring progress, and ensuring fidelity to continuous improvement processes. Specialists serve as strategic partners to district and campus leaders, helping them implement high-quality improvement plans that lead to measurable gains in student outcomes.

Accountability

Federal Accountability

The Every School Succeeds Act (ESSA) requires state education agencies to determine low-performing schools.

- ★ Identification is based on the Closing the Gaps Domain. Closing the Gaps uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, low graduation rate, and other factors. The indicators align with the Every Student Succeeds Act (ESSA).
- ★ Once identified, evidence-based strategies to improve these low performing schools must be implemented, and states must provide technical assistance and grant funding to assist districts and schools with improvement.
- ★ Low-performing schools are categorized as **comprehensive support and improvement schools (CSI)**, targeted support and improvement schools (**TSI**), and additional targeted support (**ATS**).
- ★ TEA utilizes the **Closing the Gaps Domain** for Federal Accountability identification.

Federal Identifications

Comprehensive Support & Improvement (CSI)

- Title 1 campuses that rank in their school type's bottom 5% of Domain 3
- Title 1 or Non-Title 1 campuses identified by federal graduation rate of 66.7% **six-year federal graduation rate** for the All Students group

Targeted Support & Improvement (TSI)

- A campus that has one or more student groups that do not meet the **same 3 targets**, for **3 consecutive years**

Additional Targeted Support (ATS)

- Title 1 and/or Non-Title 1 campuses are evaluated for ATS - If an individual student group's percentage of Domain 3 evaluated indicators met is at or **below** the percentage used to **identify that campus type** for CSI

Failure to Exit CSI

Failure to Exit = Schools that fail to meet the criteria to exit CSI status for 2+ consecutive years

When a campus has a Fail to Exit count of 2 or greater, then they are subject to more rigorous interventions, including but not limited to: development of a Turnaround Plan, engaging with a Vetted Improvement Partner, and/or developing a plan to implement a School Action

Exiting Federal School Improvement Identification

Comprehensive Support and Improvement Schools (CSI)

Campuses identified due to **Low Performance**:

- Campuses must **not** rank in their school type's bottom 5% of the Closing the Gaps domain for two consecutive years and have Closing the Gaps domain scaled score by the end of the second year that is higher than when originally identified.
- When the campus meets these criteria for the first year, the campus is identified as CSI-Progress. The second successful year of meeting these criteria, the campus is exited and no longer identified as CSI. CSI-Progress identification does not break or increase the count of CSI ratings used to determine more rigorous interventions

Campuses identified due to **Low Graduation Rate**:

- Title 1 or Non-Title 1 campuses previously identified as CSI based solely on a low graduation rate must have a four or six-year federal graduation rate of at least 66.7% for two consecutive years to exit CSI status.

Identification Date	SY 2024-2025	SY 2025-2026	SY 2026-2027	SY 2027-2028
Fall 2023	CSI (Year 0)			
Fall 2024		CSI - Reidentified (Year 1)		
Fall 2025			CSI - Progress (first year meeting exit criteria)	
Fall 2026				Exit CSI (second consecutive year meeting exit criteria)

Campuses with multiple ATS identifications can escalate to Comprehensive Support and Improvement Schools (CSI)

- Any Title I campus identified for ATS for three consecutive years will be identified for CSI the following school year.
- Title I campuses will be escalated from ATS to CSI in August 2026 based on 2024, 2025, and 2026 accountability ratings data.
- These campuses will be required to implement CSI interventions beginning in 2026-2027 school year.

Identification Date	SY 2024-2025	SY 2025-2026	SY 2026-2027
Fall 2023	ATS (Year 1)		
Fall 2024		ATS (Year 2)	
Fall 2025			CSI (Third ATS Identification)

What State Accountability Is

State accountability is Texas's primary system for evaluating district and campus academic performance and assigning annual ratings. Using the A–F Accountability Framework, the Texas Education Agency (TEA) evaluates student outcomes and school progress to determine whether additional monitoring, intervention, or improvement planning is required. State accountability ratings are issued annually and apply to school districts, campuses, and open-enrollment charter schools.

State accountability serves as the primary driver for state-required improvement actions and escalation under Texas Education Code (TEC) Chapter 39A.

How State Accountability Ratings Are Determined (High-Level)

State accountability ratings are based on performance across multiple domains that measure:

- Student Achievement
- School Progress
- Closing the Gaps

Ratings reflect overall performance, not individual indicators, and are designed to remain stable across multiple years to support year-over-year improvement analysis. Ratings are assigned annually using data from the prior school year and are published following the close of the accountability cycle.

This playbook does not replicate the technical methodology or calculations used to determine ratings. Detailed domain calculations, indicators, and cut points are outlined in the official [Accountability System Manual](#).

What State Accountability Ratings Trigger

State accountability ratings directly determine whether a district or campus is required to engage in state-mandated improvement planning or interventions, including:

- Local Improvement Plans (LIP)
- Targeted Improvement Plans (TIP)
- Turnaround Plans (TAP)
- Escalation of interventions for consecutive years of unacceptable performance

As performance declines or remains stagnant over time, required actions increase in intensity and oversight in accordance with TEC Chapter 39A. Campuses and districts with repeated low performance may be subject to enhanced monitoring, required board actions, or commissioner interventions.

Key Timelines & Decision Points

- Preliminary ratings are released annually **by August 15**, as required by state law, and should be used by LEAs for early planning, preparation, and board calendar alignment ahead of final accountability determinations.
- Final ratings trigger formal identification and confirmation of required actions; however, LEAs are expected to begin planning, engagement, and required submissions based on preliminary ratings.
- Required plans (LIP, TIP, TAP) must follow statutory timelines for development, stakeholder engagement, board approval, and submission.
- Multi-year performance trends are reviewed annually to determine whether escalation or exit criteria are met.

Districts should plan for board calendars, public hearings, and submission windows well in advance of final ratings.

What LEAs Should Be Doing

LEAs should use state accountability results to:

- Analyze performance trends and reasons for identification
- Determine which improvement plans are required
- Prepare for board engagement and public transparency requirements
- Align district and campus improvement strategies to identified needs
- Engage with ESCs and TEA staff early to support planning and execution

Proactive preparation following preliminary data release is critical to ensuring compliance and effective implementation once final ratings are issued.

How State Accountability Connects to School Improvement

State accountability is the primary entry point into School Improvement supports. Required plans and interventions are intentionally aligned to:

- The Effective Schools Framework (ESF)
- The Effective District Framework (EDF)
- Performance management routines, diagnostics, and coaching supports

State accountability outcomes guide the focus, intensity, and sequencing of improvement supports provided by TEA, ESCs, and approved partners.

Authoritative References

- A–F Accountability System Manual for 2027 Ratings
[2027 Accountability Manual | Texas Education Agency](#)
- Texas Education Code, Chapter 39A
[Texas Constitution and Statutes](#)
- Accountability Rating System Overview
[Accountability | Texas Education Agency](#)

Understanding Campus Ratings

Purpose

The purpose of the A-F campus rating is to provide a clear measure of school performance that reflects student achievement growth, and readiness while signaling where focused action is needed to improve outcomes for all students.

What Are State Campus Ratings?

Each year, campuses receive an **A-F accountability rating from the Texas Education Agency (TEA)** under the Texas state accountability system. These ratings apply to **all campuses** and determine **state-level monitoring, support, and intervention requirements**.

State campus ratings are **separate from federal accountability**. Because the two systems serve different purposes and use different criteria, a campus may be **state-identified as unacceptable (D or F)** but **not federally identified** for improvement.

A	B	C	D **3 D's = 1 F	F
Exemplary Performance	Recognized Performance	Acceptable Performance	In Need of Improvement	Unacceptable Performance

Why a Campus Can Be State-Unacceptable but Not Federally Identified

A campus may receive a **D or F** under the Texas system without ESSA identification because:

- Federal accountability identifies only the **lowest-performing campuses statewide**
- ESSA thresholds are **narrower and more targeted**
- State accountability captures **broader performance concerns**

In these cases, **state requirements still fully apply**, including improvement planning, monitoring, and potential escalation.

Escalation Over Time

Texas Education Code (TEC) Chapter 39 sets performance standards for campuses. Repeated low ratings increase the level of intervention, regardless of year-to-year point changes.

Unacceptable Rating Escalation	Unacceptable Rating (UA) Count	School Improvement Interventions
First or Second D	UA 0	• Local Improvement Plan
Third D (without a C or better) or First F	UA 1	• Needs Assessment • Stakeholder Engagement • Targeted Improvement Plan • Foundational Leadership of Instructional Practices and Systems (FLIPS)
Two + F Ratings	UA 2 UA 3 UA 4	• Needs Assessment • Stakeholder Engagement • Turnaround Plan • Performance Management Interventions
Sustained unacceptable performance	UA 3+	Statutory interventions may include: • Appointment of a Conservator, Monitor, or Board of Managers • Campus closure

KEY TAKEAWAY: Time + unacceptable performance = escalation. Early action matters.

Scenario	SY 2024-2025	SY 2025-2026	SY 2026-2027	SY 2027-2028	Unacceptable Rating
1	D	D	C	F	UA 1
2	D	D	D	F	UA 2
3	F	F	C	D	UA 0
4	D	F	D	D	UA 2

What Campus Ratings Mean for LEA Planning

Campus ratings should inform:

- Annual LEA priorities
- Allocation of coaching, staffing, and resources
- Leadership development and support strategies
- Monitoring cycles and improvement checkpoints

You can find your current UA count [here](#).

Charter Guidance and 1882 Partnerships

School Improvement Expectations for Charter and Other Term-Limited Campuses

This guidance outlines how School Improvement (SI) requirements apply to charter schools and other term-limited campuses while recognizing the statutory, contractual, and authorization contexts that differentiate these campuses from non-term-limited schools. The intent is to maintain accountability and required planning while reducing prescriptive implementation requirements that may conflict with campus contracts.

Definition of a Term-Limited Campus

A term-limited campus is a campus operating under a time-bound performance contract that grants increased autonomy over academics and operations. The campus must meet the performance standards outlined in the contract by the end of the authorized term in order to be renewed. Term-limited campuses include state-authorized charter schools and may include district-authorized charters or district-managed campuses operating under performance contracts.

Statutory and Contractual Context

Charter schools operate within a distinct statutory framework that includes fixed authorization terms, accelerated accountability consequences, and authorizer-approved academic and operational models. These factors may limit the appropriateness or feasibility of certain traditional school improvement interventions, particularly those that are highly prescriptive, requiring specific providers.

Required Improvement Planning

All term-limited campuses identified for school improvement are required to submit an improvement plan, consistent with state accountability requirements and/or grant participation conditions.

Specifically:

- Campuses identified for school improvement under state or federal accountability must develop and submit a Targeted Improvement Plan (TIP) or Turnaround Plan (TAP), as applicable to their accountability rating or designation.
- Campuses participating in school improvement grants or discretionary grant programs must submit required planning documents specified in the grant application or award.
- Required plans must address identified needs and improvement strategies, but may be aligned to and integrated with the campus's charter or performance contract, rather than replacing or conflicting with it.

Differentiated SI Supports for Term-Limited Campuses

While required plans remain in place, the level of support for implementing improvement strategies is reduced for term-limited campuses. Compared to non-term-limited campuses, this includes:

- Optional participation in ESC-led needs assessments, diagnostics, or campus leader capacity-building supports
- Reduced required state or regional touchpoints, such as ongoing TEA or ESC support calls

1882 Partnership Guidance

Statutory Authority

Senate Bill 1882 is codified in Texas Education Code (TEC) §11.174, which authorizes school districts to contract with eligible partners to operate a district campus under a performance-based agreement. Campuses operating under an approved SB 1882 partnership continue to receive annual accountability ratings and participate in state accountability systems, while qualifying for a temporary pause of certain state interventions under specified conditions.

System of Great Schools (SGS) vs. State Accountability

System of Great Schools (SGS)

The System of Great Schools (SGS) is a district-level governance and improvement framework, not a state accountability designation.

- SGS district implement effective district practices and evaluate, select, plan and implement bold school actions to ensure more students are served in A/B campuses every year
- SGS district create systems to organize, support, and hold schools accountable internally
- SGS participation does not replace or override state or federal accountability
- Campuses operating in SGS districts may simultaneously be subject to School Improvement identification and state accountability determinations

SGS status does not pause, alter, or exempt campuses from accountability ratings, School Improvement requirements, or ESSA identification.

Accountability Ratings vs. Intervention Pause under SB 1882

What Continues Under SB 1882?

For SB 1882 partnership campuses:

- Annual A–F accountability ratings continue to be issued
- Domain ratings and public reporting continue
- ESSA identification (CSI, TSI, ATS), when applicable, still applies
- The district remains responsible for improvement planning and monitoring

An overall F rating may still occur during SB 1882 partnership years. If considering an 1882 partnership, work with your TEA Campus Support Specialist for further considerations and details involved with SB1882 and accountability work.

What Is Paused under SB 1882

SB 1882 provides a pause on specific state accountability interventions, not a pause on accountability itself.

For eligible campuses, TEA may temporarily suspend certain interventions, including:

- Required preparation and submission of a Campus Turnaround Plan
- Appointment of a Board of Managers
- Campus closure actions tied to consecutive unacceptable ratings

This pause is implemented through 19 Texas Administrative Code §97.1062 and generally applies to interventions associated with the second or fifth consecutive year of unacceptable performance.

Clarifying F Count vs. Intervention Pause

- Unacceptable ratings earned during SB 1882 pause years do not advance the consecutive-year intervention count
- The pause does not erase prior ratings and does not retroactively alter accountability history
- An acceptable rating (A, B, or C) breaks the consecutive count, even during partnership years
- When the intervention pause expires, accountability interventions resume if performance concerns persist

Implications for School Improvement (SI)

- SB 1882 partnership campuses identified for School Improvement remain required to:
- Engage in improvement planning (TIP/TAP or ESSA-aligned planning)
- Monitor student outcomes and implementation progress
- Demonstrate meaningful improvement over time

The intervention pause is intended to provide space to execute the partnership model, not to suspend improvement expectations or accountability oversight.

Paired Campuses

Intervention and Ratings Guidance for Paired Campuses

What is a Paired Campus?

In the Texas accountability system, some campuses—typically those serving grades PK-2 or early childhood—do not have students who take the State of Texas Assessments of Academic Readiness (STAAR). These campuses must be paired with another campus that does have STAAR-tested grades or with the district itself for accountability purposes.

The district determines the pairing, either with a STAAR-tested campus or with the district, and the paired campus receives the same accountability rating as the campus or district it is paired with.

Why Pair Campuses?

Pairing ensures that all campuses are included in the state's accountability system, even if they do not directly administer STAAR assessments. This approach supports a comprehensive view of student performance and school improvement across feeder patterns.

Implications of Pairing

- Shared Accountability Rating: If the STAAR-tested campus is rated Unacceptable (UA), the paired campus receives the same rating.
- Intervention Requirements: Paired campuses rated UA are subject to the same interventions as tested campuses, as outlined in:
 - » Texas Education Code (TEC) §39A
 - » Title 19 Texas Administrative Code (TAC) §97, Subchapter EE

These interventions include the assignment of a Campus Intervention Team (CIT) to support improvement efforts.

Requirements for Paired Campuses

All campuses with an unacceptable rating must engage in the state's continuous improvement process, which includes:

- Developing and submitting a Targeted Improvement Plan (TIP) or Turnaround Plan (TAP)
- Providing progress reports on implementation and impact

Key Planning Guidelines

- Paired campuses, and the STAAR-tested campus they are paired with, submit one combined TIP/ TAP that addresses the needs of all students across both campuses.
- Campus Leadership Teams from both campuses must participate in creating the plan.
- The CIT and District Coordinator of School Improvement (DCSI) should actively support the development of the plan to ensure alignment and effectiveness.
- The Targeted ESF Diagnostic is completed at the STAAR-tested campus and shared with the paired campus. It is not compatible with PK/EE grade levels.

Additional Supports for Paired Campuses

- While paired campuses must participate in School Improvement Orientation and submit a TIP/TAP, school systems and Education Service Centers (ESCs) have flexibility to determine additional interventions (e.g., ESF Diagnostics, Foundational Leadership in Instruction Practices and Systems (FLIPS) coaching, Performance Management coaching) based on the unique needs of each pairing.

Data to Drive Improvement for non-STAAR campus Since non-tested campuses lack STAAR data, they should:

- Review areas of low performance identified for the STAAR-tested campus
- Analyze relevant local data, such as:
 - » TPRI, readiness tests, TELPAS
 - » Standardized achievement tests
 - » Teacher grades, RTI screeners o Attendance and discipline records
 - » Survey results and locally developed benchmarks

Additional Resources For more information on paired campuses and accountability requirements, refer to:

- Chapter 7 of the [2025 Accountability Manual](#)

School Improvement

Intervention Calendar: 2026-2027

Support Window	Submission Due Date	Intervention/Submission	Intervention Description
08/15/2026 - 09/30/2026		School Improvement Orientation	Regional Service Centers facilitate an overview of key school improvement interventions and submission requirements.
08/15/2026 - 09/30/2026		Turnaround Plan Consultations	TEA Campus Support Specialist and Regional Service Centers facilitate a collaborative call with the Superintendent and district leadership to provide Turnaround Plan guidance aligned to agency success criteria.
	09/04/2026	AskTED Contact Information Updates	District / Campus Level Contacts: District Coordinator of School Improvement (DCSI) will update contact information in AskTED at the district and individual campus level.
08/18/2026 - 10/31/2026		ESF Diagnostic & Academic Review Window	Campus leadership team participate in the ESF Diagnostic process and debrief led by an ESF Facilitator. Diagnostics require a one-day campus visit along with the submission of requested artifacts.
08/2026 - 06/2027		Performance Management Stepback LIFT Engaged Campuses	The School Performance Management Routines combines data submission, coaching, and site visits to support superintendents and DSCI in monitoring strategy implementation progress, culminating in a data stepback reflection to analyze results and inform next steps.
09/01/2026 - 10/31/2026		Superintendent Consultations	TEA and Regional Service Centers facilitate a strategic planning session for all LEAS with newly identified (federal and state) campuses.
09/01/2026 - 06/30/2027		FLIPS Support	Foundational Leadership and Instructional Practices and Systems is a combination of training and coaching provided by ESCs. Campus principals and DCSIs will engage in support that is aligned to the EDF / ESF.
09/14/2026 - 06/30/2027		TEA School Improvement Touchpoints & Site Visits	TEA Campus Support Specialist, in collaboration with the ESC School Improvement team, will make connections with the DCSI and campus principals to ensure the campus is on track to execute school improvement intervention and submission activities, selection of high impact strategy, and support identification of implementation gaps.

Calendar continued on next page

Support Window	Submission Due Date	Intervention/Submission	Intervention Description
10/01/2026 - 12/01/2026	12/01/2026	LASO Application Window	The Learning Acceleration Support Opportunities strategically batches grant funding opportunities in support of continued learning acceleration and innovation opportunities.
10/01/2026 - 06/30/2027		Performance Management Stepback: Non-LIFT Engaged Campuses BOY: Oct. 2026-Nov. 2026 MOY: Feb. 2027-Mar. 2027 EOY: May 2027-June 2027	The School Performance Management Routines combines data submission, coaching, and site visits to support superintendents and DSCI in monitoring strategy implementation progress, culminating in a data stepback reflection to analyze results and inform next steps.
	11/20/2026	Targeted Improvement Plan Submission	The Targeted Improvement Plan (TIP) outlines the district's strategy for improving a campus identified for school improvement. The TIP must include a public hearing and board approval by the 11/20/2026 submission.
	11/20/2026 02/26/2027-Resubmissions Only (if not approved in first round)	Turnaround Plan Submission	Turnaround Plan submissions outlines the school improvement strategy and how the strategy impacts the data points that led to identification. All TAPS must, by statute, have stakeholder engagement opportunities and include any written comments during stakeholder engagement and dates of board public hearing and board approval.
	06/30/2027	June EOY Improvement Reflection	Districts submit a June reflection (one reflection per district) to reflect on student outcomes, progress toward milestones, and adjustments for the upcoming school year. If the district is participating in EOY performance management (PM) routines with LIFT or with their ESC, the EOY PM resource may suffice for this June submission. Districts not participating in a performance management routine will submit an improvement reflection document.

[Resource Link](#)

School Improvement Cycle

Accelerating Improvement and Sustaining Acceptable Accountability Ratings

Texas school improvement is driven by a continuous cycle of diagnosing need, implementing high-leverage actions, monitoring impact, and refining practice. Campuses that exit improvement and remain out, intentionally focus on four critical focus areas and are aligned throughout the system.

The School Improvement Cycle

Effective school improvement is not a single plan or initiative. It is a continuous improvement cycle applied across systems and classrooms:

- 1. Diagnose:** Identify root causes using accountability, instructional, and student-level data
- 2. Plan:** Prioritize actions aligned to accountability outcomes and evidence-based practices
- 3. Implement:** Execute with fidelity, clarity, and strategic resourcing
- 4. Monitor & Adjust:** Track impact, recalibrate supports, and sustain effective practices

This cycle must be intentionally applied through the four critical focus areas identified by TEA and supported by ESCs and LEAs.

Critical Improvement Lever	Aligned ESFs	Primary Accountability Domains Impacted	Key Campus Evidence to Monitor	District (LEA) Moves
Strategic Staffing & Instructional Leadership	ESF 2.1	• Student Achievement • Closing the Gaps	• Strategic placement of effective teachers and leaders • Leadership and instructional capacity data • TIA participation and effectiveness (if applicable) • Staff retention and pipeline data	• Allocate strongest staff to highest-need campuses/classrooms • Develop leadership and teacher pipelines • Align HR systems to improvement priorities
Tightly Aligned Tier 1 Instruction with HQIM & Managed Instruction	ESF 4.1 & 4.2	• Student Achievement • School Progress • Closing the Gaps	• District-approved HQIM implemented with fidelity • Unit and Lesson internalization artifacts • Aligned formative assessments • Walkthrough data showing student talk, writing, and task alignment	• Select and support HQIM • Monitor curriculum with fidelity across campuses • Ensure coherence across providers and supports

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Critical Improvement Lever	Aligned ESFs	Primary Accountability Domains Impacted	Key Campus Evidence to Monitor	District (LEA) Moves
Quality Observation & Feedback	ESF 4.2 & 5.2	• School Progress • Sustainability of Domain Performance	• Calibrated observation tools • Instructional evidence collected during walkthroughs • Feedback aligned to instructional priorities • Coaching cycle documentation	• Calibrate leaders across campuses • Train observers on evidence-based feedback • Monitor quality (in addition to frequency) of feedback
Supported Student Intervention & Data Tracking	ESF 4.1 & 5.3	• Student Achievement • School Progress • Closing the Gaps	• Master schedules showing protected intervention time • Tier 2 and Tier 3 intervention plans • Progress-monitoring data • “Move group” tracking and goal-setting artifacts	• Provide data systems and training • Monitor intervention effectiveness across campuses • Ensure intervention time is distinct from Tier 1

Accountability Domains and Exiting School Improvement

Exiting school improvement requires campuses to improve performance across the accountability domains that initially contributed to identification. TEA’s A–F Accountability System evaluates campus outcomes through three domains, each of which reflects the effectiveness of instruction, leadership, and student supports over time.

Domain 1: Student Achievement

The Student Achievement domain evaluates student performance across subjects, assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates. To support exit from accountability, campuses must demonstrate improved mastery of grade-level standards that is reflected consistently across student groups. Sustained low achievement prevents campuses from exiting improvement even when growth is present.

Domain 2: School Progress

The School Progress domain measures whether campuses are producing improvement over time, including:

- **Academic Growth** (annual growth and accelerated learning)
- **Relative Performance** compared to similar campuses

For campuses in school improvement, this domain is critical to exit because it reflects whether improvement efforts are resulting in measurable learning gains, particularly for students who previously performed below grade level.

Domain 3: Closing the Gaps

The Closing the Gaps domain is the primary driver of federal accountability identification and exit decisions. This domain evaluates whether student groups are meeting interim and long-term performance targets. To exit TSI, ATS, or CSI status, campuses must demonstrate consistent improvement for identified student groups across indicators and years.

How Domain Performance Prevents or Enables Exit

A campus remains in school improvement, or is re-identified, when performance data shows that:

- Overall domain performance remains below acceptable standards
- Student groups continue to miss Closing the Gaps targets across consecutive years
- Graduation rate or other federal indicators fail to meet required thresholds

TEA emphasizes that exit determinations are based on longitudinal performance trends, requiring evidence that improvement is systemic, sustained, and aligned to ESF practices, not temporary or isolated gains.

Accountability and Sustained Improvement

TEA explicitly aligns accountability exit to the implementation of high-impact, evidence-based practices. Campuses identified for improvement are required to implement ESF-aligned improvement plans, participate in ongoing monitoring, and demonstrate that improvement efforts result in durable changes to instruction, leadership practice, and student outcomes.

Why This Matters for the School Improvement Cycle

Exiting school improvement is the result of consistent execution of effective practices over time.

Accountability outcomes reflect the cumulative impact of:

- Instructional quality and coherence
- Leadership monitoring and feedback
- Strategic staffing decisions
- Timely, targeted student interventions

Sustained exit and prevention of re-identification requires disciplined focus on the TEA-identified critical focus areas, supported by district system actions and ESC/external partner coaching within the statewide improvement framework.

Intervention Framework

Colored symbols indicate campus identification status based on state and federal accountability designations and SI grant engagement.

- | | |
|---|---|
|  Federal Identification - CSI |  State Identification- UA 2+ |
|  Federal Identification- ATS, TSI |  SI Grant Engaged Only |
|  State Identification- D1 and D2 |  All state and federal identifications and SI grant engaged campuses |
|  State Identification- D3 and UA 1 | |



School Improvement Orientation

What	The School Improvement Orientation is an ESC-Guided introduction to School Improvement. District and Campus Leaders will understand: • why their campus was identified for improvement and what data points need to improve in order to exit from school improvement • the essential actions of the Effective Schools Framework and Effective District Framework • how and when each campus must engage with TEA on SI interventions • what school improvement supports are available • the cadence of performance management routines
Why	The purpose of the School Improvement Orientation is to build a shared understanding of <i>why</i> each identified campus is on its current improvement path and <i>how</i> leaders can confidently steer their schools toward sustained success. By grounding our work in clear data, aligned frameworks, and purposeful routines, district and campus leaders will be equipped to take focused, strategic action that accelerates student outcomes. Statutory References: TEC Code: Chapter 39A
Who	• District Coordinators of School Improvement • Principal Managers for School Improvement Campuses • Principals and Campus Leadership Team of School Improvement Campuses
When	August, 2026 - September, 2026
How	Sessions will be hosted by Education Service Centers (ESCs) in both in-person and hybrid formats; however, in-person attendance is strongly encouraged.
Success Criteria	DCSI, principal managers, and principals will be able to: • understand and analyze their accountability data • establish school improvement roles and responsibilities • set clear, student outcome goals and an action plan that aligns to these goals • align the gaps in their data with clear actions aligned to the ESF and/or EDF • calendar school improvement interventions and submissions for the 2026-2027 school year • develop a foundation for performance management structures and routines
LIFT Crosswalk	• All School Improvement Campuses / Districts will attend the School Improvement Orientation, including LIFT Engaged Districts.
Resources	4. Intervention Framework



Effective Schools Framework and Effective District Framework Diagnostic Tool

What	The ESF or EDF Diagnostic helps campuses and districts identify strengths and high-leverage areas for growth so improvement efforts are focused on what matters most for student outcomes. Guided by an unbiased, trained ESF Facilitator, campus and district leaders work collaboratively through reflection and evidence review aligned to the Effective Schools or District Framework. District support is essential, as district commitments enable campus success. The process results in a clear final report that highlights strengths and growth areas aligned to the diagnosed Key Practices.
Why	For campuses identified for school improvement through accountability (e.g., Comprehensive Support and Improvement), TEC requires a comprehensive or targeted on-site needs assessment to determine the factors contributing to low performance. An ESF or EDF Diagnostic fulfills this requirement. Statutory References: Texas Education Code §39A.053
Who	Schools that are identified as a new unacceptable year 1 or as new federal comprehensive support (CSI) will receive an ESF diagnostic. Dependent on school and district circumstances, an EDF may be recommended instead for a systemic evaluation which will include an evaluation of the identified campus. *Schools that have completed a diagnostic in the last 3 years may not be included.
When	Diagnostic evaluations are conducted between September and October so that school and district leaders can utilize the findings to confirm their strategic improvement plan.
How	Pre-Work and Evidence Review. Prior to the visit, campus leaders provide key artifacts (plans, schedules, instructional materials), and stakeholder surveys may be reviewed to understand current systems and practices. On-Site Diagnostic Visit. An ESF-trained facilitator conducts classroom observations, walkthroughs, and focus groups in collaboration with the principal and principal supervisor to collect low-inference evidence. Analysis and Focus Area Identification. Evidence is analyzed against the ESF Essential Actions to identify strengths, gaps, and 2–3 highest-leverage priority areas for improvement. Post-Visit Debrief and Alignment. The facilitator shares findings and recommendations with campus and district leaders, helping connect results to improvement planning and, when needed, capacity-builder support.

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Success Criteria	Timely and committed engagement. District and campus leaders participate in the diagnostic according to established timelines, attending required meetings, completing pre-work, and prioritizing the process as a key improvement activity. High-quality evidence submission. The district provides complete, relevant, and accurate artifacts, data, and documentation that reflect current campus practices. Authentic participation and transparency. Campus and district leaders engage candidly in interviews and observations, demonstrating openness to feedback and a willingness to examine system-level practices. Clear identification of priority focus areas. Diagnostic findings are used to identify high-leverage improvement priorities aligned to ESF Essential Actions, grounded in evidence collected during the process. Strategic use of findings for improvement planning. The district uses diagnostic results to meaningfully inform improvement plans, resource allocation, and support structures, ensuring the work leads to coherent and intentional action rather than compliance.
LIFT Crosswalk	Schools engaged in the LIFT grant that are newly identified as UA1 or CSI may also participate in the diagnostic process. The diagnostic facilitator will connect with the LIFT Needs Assessment and Action Plan to help assess district practice.
Resources	4. Intervention Framework



Superintendent Consultations

What	A superintendent consultation is a facilitated strategic planning session for leaders of Local Education Agencies (LEAs) with newly identified campuses for school improvement.
Why	The consultation supports superintendents in the early stages of school improvement planning by leveraging historical performance data and needs assessments to identify priority areas, establish strategic focus, and inform next steps for sustained campus improvement. Consultations support district leaders to plan for and implement sustainable plans aligned to TEC §39A.002.
Who	Newly identified campuses for school Improvement including: CSI, F or campuses earning their third D. Superintendents and District Coordinators of School Improvement are required to attend these calls led by Campus Support Specialists at TEA.
When	These meetings will take place between September and October.
How	Superintendent consultations will typically take place via Zoom scheduled by regional Improvement leads at the TEA, but they can take place in-person.
Success Criteria	• Understanding of reason for improvement • Introduction of timeline for improvement • Analysis of focus areas for campus turnaround • Strategy Identification • Milestones for plan execution
LIFT Crosswalk	Campuses engaged with LIFT should connect with their approved provider and Education Service Center (ESC) to support the integration of their LIFT Action Plans and their TIP or TAP. Service Center teams can also offer plan support.
Resources	4. Intervention Framework



Turnaround Plan (TAP) Consultations

What	These are strategy discussions with district leaders on Turnaround Plan (TAP) requirements, the associated accountability timelines and strategy development for campuses with an unacceptable rating or failure to exit rating of two.
Why	Turnaround Plan (TAP) consultations are hosted by TEA Campus Support Specialists in collaboration with regions ESC School Improvement teams to set up support and planning for required plans. Statutory References: Texas Education Code 39A.101 – Order for Preparation of Campus Turnaround Plan
Who	Superintendent consultation calls will be led by Campus Support Specialists in the TEA Division of School Improvement with district superintendents and District Coordinators of School Improvement (DCSIs).
When	These meetings will take place between August and September.
How	Turnaround Plan consultations will typically take place via Zoom scheduled by region Improvement leads at the TEA. Educational Service centers will follow up with any necessary technical assistance regarding timelines, success criteria, plan review and submission.
Success Criteria	• District leaders have an understanding of reason for improvement • District teams receive an Introduction of the timeline for improvement • Collaborative discussion of critical focus areas for campus turnaround • Support district leaders with strategy identification • Assist with planning milestones for plan execution
Resources	4. Intervention Framework

Site Visits and Progress Monitoring

What	School Improvement Site Visits are evidence-driven learning engagements focused on high-quality instructional implementation, allow opportunities to calibrate across leadership and external providers, and inform coaching and decision-making within the broader Performance Management system. Site Visits are not meant to be evaluative in nature. They function as a learning and alignment lever, grounding Performance Management routines in observable classroom evidence and strengthening leaders' ability to diagnose instruction and act with clarity.
Why	High-quality Site Visits support School Improvement by: • Providing direct evidence of instructional implementation tied to priority strategies. • Creating a shared, calibrated understanding of campus-level strengths and gaps. • Enabling earlier identification of campuses or systems that may require additional support. • Informing Performance Management decisions, including coaching priorities, resource allocation, and support adjustments. • Supporting continuous improvement by linking classroom evidence to action steps and follow-through. Site Visits ensure that strategic decisions made during Performance Management routines are grounded in what students and teachers are experiencing in classrooms. Statutory References: Site visits support planning and implementation of improvement efforts aligned with Texas Education Code 39A.101
Who	District Leaders / DCSIs Participate in observations and debriefs, align campus findings to district priorities, and determine how district supports will address identified needs. Campus Leaders Engage in classroom observations and debriefs, reflect on instructional strengths and opportunities, and partner in identifying high-leverage next steps. ESC / Approved Partners Lead or facilitate Site Visits (as applicable), support calibration and evidence-based discussion, and connect visit findings to ongoing coaching and Performance Management routines.

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When	Site Visits occur at strategic points during the school year. While cadence and frequency may vary, visits are typically opportunities to: • Establish early visibility into instructional implementation to guide initial coaching and planning. • Add targeted, on-the-ground insight when additional clarity could support improvement decisions including milestone progress aligned with selected school improvement strategies. • Contribute evidence that can be revisited during BOY, MOY, or EOY Performance Management stepbacks.
How	Site Visits follow a consistent yet flexible structure focused on evidence, learning, and next steps: • Pre-visit connection to clarify purpose, focus areas, and classroom metrics aligned to priority strategies. • Classroom observations using aligned observation tools to collect low-inference instructional evidence. • Hallway calibration and campus debriefs that surface trends, build shared understanding, and connect observations to instructional priorities. • Naming action steps for campus, district, and partners, informed by observed evidence. • Data capture and follow-up, ensuring that visit findings inform coaching conversations and Performance Management routines.
Success Criteria	Site Visits are effective when: • Classroom evidence is clearly connected to district and campus instructional priorities. • Leaders demonstrate a calibrated, shared understanding of instructional strengths and gaps using low inference data collected through the visit. • Debriefs result in specific, aligned action steps with clear ownership. • Visit findings are referenced and used during subsequent Performance Management routines. • Site Visits strengthen, rather than duplicate, existing improvement and monitoring structures.
LIFT Crosswalk	LIFT engaged campuses will engage in regular site visits with their approved provider. In some instances, school improvement teams may collaborate with LIFT providers for shared site visit support.
Resources	4. Intervention Framework

Foundational Leadership of Instructional Practices and Systems (FLIPS)

What	FLIPS proactively supports Campus Leadership Teams (CLTs) in establishing foundational leadership, planning, and monitoring systems that build long-term capacity for continuous improvement. This work includes setting up systems for success such as RBIS, readiness for HQIM delivery, and strong instructional leadership structures, and is aligned to the Effective Schools Framework (ESF) to ensure sustainable campus improvement.
Why	FLIPS exists to support campuses in their first year of school improvement by establishing the foundational leadership systems that drive effective planning, disciplined implementation, and continuous progress monitoring. Rather than focusing on isolated initiatives, FLIPS helps leaders build sustainable routines, roles, and structures that translate improvement priorities into coherent actions and measurable results. Campuses will establish, implement, and monitor the effectiveness of systems that directly drive instruction and student outcomes. The outcome of this work is a playbook that equips campus leaders to enter year 2 of school improvement work with clearly defined systems to support ongoing implementation, monitoring, and continuous adjusting. Statutory References: • Texas Education Code Chapter 39A (Accountability Interventions and Sanctions), including §§39A.053–39A.058, which require campuses identified for intervention to conduct the following: • Needs assessment • Develop and implement a Targeted Improvement Plan (TIP) and engage in ongoing monitoring. • FLIPS provides the foundational leadership systems and routines that enable campuses to meet these statutory requirements with fidelity and sustainability.
Who	ESC case managers provide training, coaching, and implementation support to Year 1 school improvement campus leaders who are not engaged with LIFT.
When	Training and coaching occur from September 2026 through May 2027.
How	The ESC provides training, implementation support, and coaching focused on: • Establishing clear leadership roles and responsibilities • Developing and sustaining instructional leadership routines • Monitoring implementation fidelity and student outcomes All support aligns to expectations outlined in the (ESF). Training and coaching are provided and funded by the ESC.

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Success Criteria	FLIPS focuses on the establishment and implementation of the following five key practices, aligned to ESF Lever 1: • Key Practice 1: There is a Campus Leadership Team (CLT) that routinely engages in instructional leadership practices, planning, and performance routines. • Key Practice 2: The CLT has established observation/feedback or walkthrough structures. • Key Practice 3: There is a campus-wide approach to PLCs with emphasis on supporting Tier 1 instruction. • Key Practice 4: There is an assessment and student data review plan for the campus. • Key Practice 5: Campus staff is trained in research based instructional strategies (RBIS). Evidence will be captured throughout the process and documented in explicit, written systems that will live in the campus FLIPS Playbook.
LIFT Crosswalk	FLIPS directly prepares campuses for LIFT by establishing strong leadership, planning, and monitoring systems. Through FLIPS, campuses clarify roles, align goals, and implement disciplined routines for monitoring progress. LIFT leverages these systems to focus on and deepen high-quality instruction, coaching, and execution.
Resources	4. Intervention Framework



Performance Management Routines

What	Performance Management routines are structured, recurring leadership cycles that help districts and campuses translate goals into action. Through disciplined use of implementation and student outcome data, leaders analyze progress, identify root causes, make decisions, and commit to high-leverage actions that strengthen instruction and improve student outcomes. These routines are not isolated meetings; they function as a repeatable system that protects instructional priorities, drives timely decision-making, and ensures follow-through across the year.
Why	Effective Performance Management ensures that: • Instructional focus remains anchored to the system's most important priorities. • Data is used as a learning tool to guide decisions, not for evaluative or compliance purposes. • Leadership teams move beyond reflection to clear decisions, ownership, and accountability. • Continuous improvement replaces one-time planning through a predictable rhythm of review and action. Statutory References: Texas Education Code §§ 11.252, 11.253, 39.053, and Chapter 39A require districts and campuses to set performance objectives, monitor progress toward goals, and adjust instructional and improvement strategies based on student outcome data.
Who	District Leaders Own system priorities, set expectations for Performance Management routines, allocate resources, and make timely, data-bound decisions based on evidence. Campus Leaders Lead instructional execution, analyze campus-level data, and implement action steps through coaching cycles, PLCs, and daily instructional routines. ESC / Approved Providers Facilitate and coach Performance Management routines while modeling effective data use and building district capacity for sustained ownership and continuous improvement.
When	Performance Management routines occur at key points throughout the school year to support proactive decision-making: • Beginning of Year (BOY): Establish goals, roles and responsibilities, and align systems for implementation. • Middle of Year (MOY): Monitor progress toward goals, surface trends, and adjust strategies or supports. • End of Year (EOY): Reflect on outcomes, validate impact, and plan priorities and readiness for the following year. Additional short-cycle routines (<i>e.g., instructional pulse checks</i>) may occur to monitor implementation between strategic Performance Management checkpoints.

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How	Districts and campuses engage in Performance Management through structured “Stepbacks” that consistently include: • Preparation of the right data aligned to the purpose of the routine. • Review and analysis of student outcome, instructional, and implementation data. • Identification of trends, strengths, and barriers. • Root cause analysis tied to system conditions and instructional practice. • Clear decisions and time-bound action steps with named owners. • Ongoing monitoring of follow-through and impact, with adjustments based on evidence. High-quality routines depend on readiness conditions such as clear goals, aligned instructional systems, coherent assessment plans, staffing supports, and improvement plan alignment (TIP/TAP).
Success Criteria	Performance Management routines are effective when: • Districts and campuses consistently engage in BOY, MOY, and EOY routines. • Conversations result in specific decisions and actionable next steps. • Roles, responsibilities, and accountability for execution are clear and sustained. • Instructional practice and student outcome data demonstrate progress over time.
LIFT Crosswalk	LIFT Domain 4: Intervention Framework Performance Management routines operationalize improvement strategies by monitoring implementation and outcomes, ensuring alignment between goals, actions, and results.
Resources	4. Intervention Framework

Submission Framework



Assign a District Coordinator of School Improvement

What	A District Coordinator of School Improvement (DCSI) is a district-level leader (typically a cabinet level administrator) designated by the superintendent to oversee and ensure implementation of school improvement interventions for campuses or districts that have been identified as low-performing under Texas accountability or federal ESSA requirements.
Why	Texas law requires direct district oversight and intervention when a campus or district fails to meet accountability standards. A DCSI, serves as a single accountable official with the authority to remove barriers, align resources, and ensure statutory compliance across central office functions. Statutory References: TEC §39A.051–§39A.060 – Require the formation and operation of Campus Intervention Teams (CITs) and the development, submission, and execution of Targeted Improvement Plans (TIPs) for campuses with unacceptable performance. TEC §39A.0545 – Triggers additional interventions and escalations that require district-level authority and continuous monitoring, which TEA assigns to the DCSI role. 19 TAC §97.1063 explicitly requires a DCSI to serve on the Campus Intervention Team for identified campuses.
Who	A superintendent must name a DCSI if any of the following conditions apply: • The district receives an overall D or F rating or is subject to unacceptable accountability interventions • Any campus receives a D or F rating • A campus is identified for Comprehensive, Targeted, or Additional Targeted Support under ESSA
When	The DCSI must be designated immediately upon identification of the campus or district for intervention by September 4, 2025, after accountability ratings are released and before improvement plan submission deadlines. The DCSI must be in place before: • CIT meetings begin • Targeted Improvement Plans are submitted • Intervention timelines and monitoring commence This timing is enforced through TEA submission systems (logged in AskTED and named in TIP or TAP submission) and superintendent attestation.
How	Districts should designate their district DCSI through the AskTED system.

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Success Criteria	Positional Authority • Senior or cabinet-level district role • Direct supervisory authority over principals or • Clear access to superintendent and cabinet decision-making • Authority to remove operational and systemic barriers Core Responsibilities • Serve as required member of Campus Intervention Teams • Lead or co-lead: » Needs assessments » Targeted Improvement Plan development » Implementation monitoring • Align district systems (staffing, finance, PD, curriculum) to campus needs • Coordinate district and ESC supports Required Knowledge and Skills • Knowledge of: Texas accountability system; TEC Chapter 39A; TAC Chapter 97; ESSA improvement cycles • Expertise in: » Data analysis and root cause analysis » Continuous improvement frameworks (ESF) » Change management » Strong communication and collaboration skills Time and Capacity Expectations • Ability to dedicate about 50% of their role as protected time to school improvement work • Regular engagement with campus leadership and CITs
LIFT Crosswalk	If the district is engaged in the LIFT grant, the DCSI should have connection and insight to LIFT grant work as it relates to school improvement engaged campuses, connections to TIPs and TAPs, and alignment of LIFT Action Plans in support of coherent strategies submitted in improvement plans. This role should attend LIFT performance management step backs to support school improvement connections.
Resources	5. Submission Framework



Targeted Improvement Plan (TIP)

What	The Targeted Improvement Plan (TIP) outlines the district's strategy for improving a campus identified for school improvement. The plan describes specific actions the campus will take to address insufficient performance such as reallocation of resources, staff development, instructional components, and key milestones.
Why	A campus is required to develop and implement a TIP that provides clear direction for how the campus intervention team (CIT) and district will improve student outcomes. The TIP defines action steps that the campus will implement and monitor over the course of a school year. Implementation of the TIP commences immediately. Statutory References: TEC Sec. 39A.055 and ESSA Sec. 1111 5.1
Who	Any campus that receives a Comprehensive Support and Improvement (CSI) identification in federal accountability or a D or F that increases the overall unacceptable count in state accountability are required to develop and implement a TIP for the following school year. If a campus receives grant funding supported by federal dollars, that campus may be required to submit a TIP for the applicable school year.
When	The TIP for the applicable school year is due at a time identified by the Division of School Improvement from TEA. For the 2026-27 school year, TIPs must be submitted by November 20, 2026. The TIP must be board approved.
How	Campuses that are required to develop and submit a TIP will receive specific guidance from their District Coordinator for School Improvement (DCSI). The general process for developing and using a TIP includes: 1. Review most recent accountability rating 2. Conduct a root cause analysis for the rating 3. Conduct a needs assessment, if applicable 4. Identify ESF-aligned strategies 5. Develop the TIP using success criteria 6. Obtain board approval for the TIP 7. Submit the TIP by the deadline 8. Monitor progress of the TIP 9. Provide assurance of board approval by the deadline if not already provided

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Success Criteria	A successful TIP will adequately address: • Assurance that the campus/LEA met statutory requirements for stakeholder engagement and school board approval • Reasonable expectation that the selected strategy will produce the desired results quickly • Evidence that the campus/LEA has the capacity (e.g., time, expertise) to drive improvement • Use of high-quality instructional materials with the required supports to use effectively (e.g., sufficient instructional days, weekly PLCs) • Administrator and teacher access to ongoing job-embedded training based on current talent • Identification of high-priority milestones required for successful implementation • A performance management plan that ensures adequate monitoring for strong implementation • Allocation of resources (e.g., funding, materials, staff) to implement the plan effectively A more thorough description of TIP components is provided in the TIP Success Criteria.
LIFT Crosswalk	LIFT engaged campuses should utilize the curriculum supports they have outlined through the LIFT Action Plan to embed in their TIP and milestones as part of their strategy for improvement.
Resources	5. Submission Framework



Turnaround Plan (TAP)

What	The turnaround plan (TAP) describes the district's strategy to improve a campus that has been identified as unacceptable for more than one year. A TAP identifies specific actions the campus will take to address unacceptable performance, including details on restructuring, descriptions of academic programs, written comments from stakeholders, and a description of the budget to support improvement. If a campus submits an accelerated campus excellence TAP, additional content is required. If the commissioner determines that a campus turnaround plan does not meet the required success criteria, the district must revise and resubmit the plan. If the plan is rejected a second time, the commissioner is required to impose interventions, which may include appointing a board of managers or a conservator. Statutory References: TEC Sec. 39A.105 and ESSA Sec. 1111 5.1
Why	There are multiple ways that a campus can be identified as unacceptable for more than one year and ordered to develop a TAP: • Unacceptable state rating for two consecutive years (i.e., F, F) • Multiple unacceptable state ratings without an intervening acceptable rating (e.g., D, F, D) • Federal fail to exit year of 2 The district must inform the community (e.g., parents, stakeholders) that the campus has been ordered to develop a TAP due to poor performance and request their assistance in creation of the plan. Statutory Reference: TEC Sec. 39A.103
Who	Any campus identified as unacceptable for more than one year or fails to exit Federal accountability requirements (see above) is required to develop and implement a TAP. The TAP will remain in effect until the campus receives an acceptable performance rating (C or better) or is considered to have unacceptable performance for five consecutive years. If a campus receives more than three Ds without an intervening acceptable performance rating of C or better, the three Ds will equal one unacceptable rating, which could result in the need to develop and implement a TAP. Statutory References: TEC Sec. 39A.108, TEC Sec. 39A.110, and ESSA Sec. 1111 5.1
When	The TAP is due at a time identified by the Division of School Improvement from TEA. For the 2026-27 school year, board-approved TAPs must be submitted by November 20, 2026.

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How	Campuses that are required to develop and submit a TAP will receive specific guidance from their District Coordinator for School Improvement (DCSI). The general process for developing and implementing a TAP includes: 1. Review most recent accountability rating 2. Notify the community of the unacceptable campus status 3. Solicit community input into the developing the turnaround plan 4. Conduct a root cause analysis for the rating 5. Review academic programs for efficacy 6. Identify ESF-aligned strategies 7. Develop the TAP using success criteria 8. Share the TAP with the community, parents, and campus teachers and solicit their written comments 9. Obtain board approval for the TAP 10. Submit the board-approved TAP by the deadline 11. Monitor progress of the TAP
Success Criteria	A successful TAP will adequately address: • Assurance that the campus/LEA met statutory requirements for stakeholder engagement and school board approval • Reasonable expectation that the selected strategy will produce the desired results quickly • Evidence that the campus/LEA has the capacity (e.g., time, expertise) to drive improvement • Use of high-quality instructional materials with the required supports to use effectively (e.g., sufficient instructional days- at least 165, weekly PLCs) • Administrator and teacher access to ongoing job-embedded training based on current talent • Identification of high-priority milestones required for successful implementation • A performance management plan that ensures adequate monitoring for strong implementation • Allocation of resources (e.g., funding, materials, staff) to implement the plan effectively A more thorough description of TAP components is provided in the TAP Success Criteria.
LIFT Crosswalk	LIFT engaged campuses may utilize the curriculum supports they have outlined through the LIFT Action Plan to embed in their TAP and milestones as part of their strategy for improvement.
Resources	5. Submission Framework



Local Improvement Plan (LIP)

What	The Local Improvement Plan (LIP) is required by a school district, open-enrollment charter school, district campus, or charter school campus that is assigned a rating of D that qualifies under Section 39.0543 (Performance Rating Requiring Intervention or Other Action)(b) shall develop and implement a local improvement plan and maintain it locally. ESEA section 1111(d)(2)(B)-(C) requires schools identified for TSI and ATSI, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), to develop and implement a plan to improve student outcomes, that – 1. is informed by all indicators described in ESEA section 1111(c)(4)(B), including student performance against State-determined long-term goals; 2. includes evidence-based interventions; 3. is approved by the LEA prior to implementation of such plan; 4. is monitored, upon submission and implementation, by the LEA; and 5. results in additional action following unsuccessful implementation of such plan after a number of years determined by the LEA.
Why	A campus is required to submit a plan if they meet certain federal and state accountability parameters. Statutory References: Section 39.0543 (Performance Rating Requiring Intervention or Other Action)(b) shall develop and implement a local improvement plan. ESEA section 1111(d)(2)(B)-(C) requires schools identified for TSI and ATSI, in partnership with stakeholders (including principals and other school leaders, teachers, and parents), to develop and implement a plan to improve student outcomes, that – 1. is informed by all indicators described in ESEA section 1111(c)(4)(B), including student performance 2. against State-determined long-term goals; 3. includes evidence-based interventions; 4. is approved by the LEA prior to implementation of such plan; is monitored, upon submission and implementation, by the LEA; and 5. results in additional action following unsuccessful implementation of such plan after a number of years determined by the LEA.
Who	Federal Accountability: • Campuses with an Additional Targeted Support (ATS) identification • Campuses with a Targeted Support (TSI) identification State Accountability: • A school district, open-enrollment charter school, district campus, or charter school campus that is assigned a rating of D in 2025, with a D count of 0, 1, or 2. It must also be a UA count of 0.

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When	• LIPs must be developed, with board approval, and implementation underway by November 20, 2026.
How	Campuses that are required to develop and submit a LIP will receive specific guidance from TEA and notification of the requirement from their District Coordinator for School Improvement (DCSI). The general process for developing and using a LIP includes: 1. Review most recent accountability rating 2. Conduct a root cause analysis for the rating 3. Conduct a needs assessment, if applicable 4. Develop the LIP using success criteria 5. Obtain board approval for the LIP 6. Submit the LIP by the deadline if requested by TEA. If not it must be maintained locally. 7. Monitor progress of the LIP 8. Provide assurance of board approval by the deadline if not already provided.
Success Criteria	• An evidence-based school improvement strategy that will improve student outcomes and result in the campus no longer being D-rated or having an ATS/ TSI designation. • A description of how district and campus leaders will monitor the implementation of the plan, • A description of additional actions the school system will take if the plan is not successfully implemented, • A description of the reallocation of resources (time, funding, staffing) that are needed to implement the school improvement strategy, and • Student performance goals
LIFT Crosswalk	LIFT engaged campuses may utilize the curriculum supports they have outlined through the LIFT Action Plan to embed in their LIP and milestones as part of their strategy for improvement.
Resources	Local Improvement Plan Guidance PLEASE PLACE RESOURCES IN THIS FOLDER: 5. Submission Framework

Intervention Name:

Dropout Prevention Plan (DPP)

What	The Texas Education Code (TEC) §29.918 states that a district or charter school with a high dropout rate, as determined by the commissioner, must submit a plan each year describing how the district or charter school will use the Compensatory Education Allotment and the High School Allotment for developing and implementing strategies for dropout prevention.
Why	LEAs with high dropout rates will be required to write a plan that shows how they are preparing students for post-secondary readiness. Statutory References: TEC §29.918(c)(1)(2)(3)
Who	• The top 25% percent of standard accountability districts/charters, identified as having a “relatively high dropout rate”, are required to submit a Dropout Prevention Plan and Needs Assessment, the Intervention, Stage, and Activity Manager (ISAM) application in TEAL. • All AEA districts/charters, identified as having a “relatively high dropout rate”, are required to submit a Dropout Prevention Plan and Needs Assessment via the Intervention, Stage, and Activity Manager (ISAM) application in TEAL.
When	Nov 2, 2026-Nov 20, 2026 — Submission Window Feedback will be provided by March 1, 2027, as per statute.
How	Submit completed template into 806.
Success Criteria	At a minimum, the dropout prevention plan must include the following items as outlined in TEC §29.918(c)(1)(2)(3): 1. Career and Technology education courses or technology applications courses that lead to industry or career certification 2. Research-based strategies to assist students in becoming academically able to pursue postsecondary education, including: i. High-quality, college readiness instruction with strong academic and social supports. ii. Secondary to postsecondary bridging that builds college readiness skills, provides a plan for college completion, and ensures transition counseling. iii. Information concerning appropriate supports available in the first year of postsecondary enrollment to ensure postsecondary persistence and success 3. Plan to offer advanced academic and transition opportunities, including dual credit courses and college preparatory courses, such as advanced placement courses.
LIFT Crosswalk	
Resources	Dropout Prevention Plan Monitoring Texas Education Agency PLEASE PLACE RESOURCES IN THIS FOLDER: 5. Submission Framework

TIP Submissions for Grant-Engaged Campuses Not Identified for School Improvement Interventions

What	Development of a Targeted Improvement Plan
Why	Because grant-engaged campuses are receiving Sec. 1003 Title I funding, they must complete a Targeted Improvement Plan aligned to the requirements listed in ESSA Sec. 1003 indicating that Local Educational agencies will: “(A) develop comprehensive support and improvement plans under section 1111(d)(1) for schools receiving funds under this section; (B) support schools developing or implementing targeted support and improvement plans under section 1111(d)(2), if funds received under this section are used for such purpose; (C) monitor schools receiving funds under this section, including how the local educational agency will carry out its responsibilities under clauses (iv) and (v) of section 1111(d)(2)(B) if funds received under this section are used to support schools implementing targeted support and improvement plans;” Statutory References: ESSA Sec. 1003. School Improvement
Who	Instructional Leadership Grant (LASO 3), LIFT SI PLC Add-on (LASO 4) and SI Curriculum and Instruction Support Grant (SI CISG) (LASO 4) Recipients
When	For the 2026-27 school year, TIPs must be submitted by November 20, 2026
How	Campuses that are required to develop and submit a TIP will receive specific guidance from their District Coordinator for School Improvement (DCSI). The general process for developing and using a TIP includes: 1. Review most recent accountability rating 2. Conduct a root cause analysis for the rating 3. Conduct a needs assessment, if applicable 4. Identify ESF-aligned strategies 5. Develop the TIP using success criteria 6. Obtain board approval for the TIP 7. Submit the TIP by the deadline 8. Monitor progress of the TIP

Table continued on next page

Success Criteria	A successful TIP will adequately address: • Assurance that the campus/LEA met statutory requirements for stakeholder engagement and school board approval • Reasonable expectation that the selected strategy will produce the desired results quickly • Evidence that the campus/LEA has the capacity (e.g., time, expertise) to drive improvement • Use of high-quality instructional materials with the required supports to use effectively (e.g., sufficient instructional days, weekly PLCs) • Administrator and teacher access to ongoing job-embedded training based on current talent • Identification of high-priority milestones required for successful implementation • A performance management plan that ensures adequate monitoring for strong implementation • Allocation of resources (e.g., funding, materials, staff) to implement the plan effectively
LIFT Crosswalk	LEA's engaged in the LIFT PLC SI Add on grant do need to submit a TIP regardless of their SI status in 2026 due to grant funding. Schools should work with their LIFT Approved Provider for support to connect their LIFT action plan with their TIP submission. LEA's may also connect with their ESC School Improvement team for additional support.
Resources	5. Submission Framework



June Improvement Reflection

What	District reflection of improvement plans at end of year
Why	A critical element of improvement work is a regular process for reflecting on student outcomes, district goals, and milestone progress and making necessary adjustments to continue improvement. The June reflection is a critical component for districts to reflect on the progress of school improvement designated campuses within their system to adjust instructional and improvement strategies aligned with student outcome data. Statutory References: Texas Education Code §§ 11.252, 11.253, 39.053, and Chapter 39A require districts and campuses to set performance objectives, monitor progress toward goals, and adjust instructional and improvement strategies based on student outcome data.
Who	This is a district level submission, one reflection per district. All districts with at least one campus that is UA1+ (F1 or D3) and/or CSI designation. If the district is participating in performance management routines through their ESC or with a LIFT approved provider, the EOY PM stepback resources may be submitted as their June Improvement Reflection.
When	For the 2026-27 school year, June reflections must be submitted by June 30, 2027.
How	The district will receive a June Reflection Tool from the TEA School Improvement Division. That document will be completed by the district to reflect on their end of year student outcome data. If a district is engaged in performance management as part of their LIFT implementation or school improvement work with an ESC will utilize the EOY performance management routine to analyze any end of year student outcome data aligned with implementation milestones to assess areas of improvement and necessary adjustments. This EOY PM routine can be submitted in place of the June Improvement Reflection Tool document. This submission is designed to support district teams in engaging in meaningful discussions about student outcome data and making informed adjustments to advance school improvement goals and milestones.

Table continued on next page

Success Criteria	A successful June Improvement Reflection submission will include: • Meaningful reflection on student outcomes and fidelity of district strategy implementation: » Student outcome data » TIP/TAP milestone completion » Data points that indicated campuses as on or off track toward school improvement status • Reflection of district actions and supports » District action impact on student outcomes » Barriers that may have limited student outcome growth • Strategic plans for continuous improvement » Adjustments to any district/campus systems » Enhancements for monitoring progress » Campus-specific shifts for the upcoming school year
LIFT Crosswalk	LEA's that are engaging in performance management practices through LIFT should incorporate improvement reflections for their school improvement identified campuses embedded with LIFT performance management process. The EOY performance management routine should include reflection to incorporate LIFT implementation progress including progress for any school improvement campuses within the district. Districts can submit their LIFT PM routine documents to meet this SI requirement.
Resources	5. Submission Framework

Statute

Texas Education Code

Chapter 39A: Accountability Interventions and Sanctions

Subchapter A: Interventions and Sanctions for School Districts

- Sec.39A.001: Grounds for Commissioner Action
- Sec 39A.002: Authorized Commissioner Actions
- Sec 39A.003: Powers & Duties of Conservator or Management Team
- Sec 39A.004: Appointment of Board of Managers
- Sec 39A.005: Revocation of School District Accreditation
- Sec 39A.006: Board of Managers for School District Managed by Conservator or Management Team
- Sec 39A.007: Intervention to Improve High School Completion Rate

Subchapter B: Campus Intervention Team; Targeted Improvement Plan

- Sec 39A.051: Actions Based on Campus Performance
- Sec 39A.052: Campus Intervention Team Members
- Sec 39A.053: On-Site Needs Assessment
- Sec 39A.054: Campus Intervention Team Recommendations
- Sec 39A.055: Targeted Improvement Plan
- Sec 39A.056: Notice of Public Meeting for Development of Targeted Improvement Plan
- Sec 39A.057: Hearing for Targeted Improvement Plan
- Sec 39A.058: Submission of Targeted Improvement Plan to Commissioner
- Sec 39A.059: Executing Targeted Improvement Plan
- Sec 39A.060: Campus Intervention Team Continuing Duties
- Sec 39A.061: Satisfaction of Certain Requirements Related to Campus Planning & Site-Based Decision-Making
- Sec 39A.062: Submission of Campus Improvement Plan in Certain Circumstances
- Sec 39A.063: Compliance through Intervention under Federal Accountability
- Sec 39A.064: Strong Foundations Intervention for Certain Campuses
- Sec 39A.065: Local Improvement Plan

Subchapter C: Campus Turnaround Plan

- Sec 39A.101: Order for Preparation of Campus Turnaround Plan
- Sec 39A.102: Implementation of Updated Targeted Improvement Plan
- Sec 39A.103: Notice of Campus Turnaround Plan
- Sec 39A.104: Preparation of Campus Turnaround Plan
- Sec 39A.105: Contents of Campus Turnaround Plan
- Sec 39A.107: Commissioner Approval of Campus Turnaround Plan
- Sec 39A.108: Implementation of Campus Turnaround Plan
- Sec 39A.109: Assistance and Partnerships Allowed
- Sec 39A.110: Modification of Campus Turnaround Plan
- Sec 39A.111: Continued Unacceptable Performance Rating
- Sec 39A.112: Parent Petition for Action
- Sec 39A.113: Repurposing of Closed Campus
- Sec 39A.114: Targeted Technical Assistance Authorized in Certain Circumstance
- Sec 39A.117: Intervention for Certain Districts or Campuses
- Sec 39A.118: Intervention if Assigned Certain Performance Needs Improvement Rating

Subchapter D: Alternative Management

- Sec 39A.151: Solicitation of Proposals for Alternative Management
- Sec 39A.152: Qualifications of Managing Entity
- Sec 39A.153: Contract with Managing Entity
- Sec 39A.154: Extension of Management Contract
- Sec 39A.155: Evaluation of Managing Entity
- Sec 39A.156: Consolation of Management Company
- Sec 39A.157: Return of Management to School District
- Sec 39A.158: Continued Applicability of Accountability Provisions
- Sec 39A.159: Funding of Campus Operated by Managing Entity
- Sec 39A.160: Open Meetings and Public Information
- Sec 39A.161: Rules

Subchapter E: Board of Managers

- Sec 39A.201: General Powers and Duties of Board of Managers
- Sec 39A.202: Board of Managers of School District
- Sec 39A.204: Composition of Board of Managers
- Sec 39A.205: Training of Board of Managers
- Sec 39A.206: Compensation
- Sec 39A.207: Replacement of Member of Board of Managers
- Sec 39A.208: Expiration of Appointment
- Sec 39A.209: Removal of Board of Managers

Subchapter F: Interventions and Sanctions for Open-Enrollment Charter Schools

- Sec 39A.251: Applicability of Interventions and Sanctions to Open-Enrollment Charter Schools
- Sec 39A.252: Rules
- Sec 39A.253: Hearing Not Required
- Sec 39A.254: Campus Improvement Plan for Open-Enrollment Charter School
- Sec 39A.255: Campus Turnaround Plan for Open-Enrollment Charter School
- Sec 39A.256: Appointment of Board of Managers for Open-Enrollment Charter School
- Sec 39A.257: Superintendent for Open-Enrollment Charter School
- Sec 39A.258: Removal by Commissioner
- Sec 39A.259: Compensation of Board Managers and Superintendent
- Sec 39A.260: Immunity, Representation by Attorney General

Subchapter G: Challenge of Intervention of Sanctions

- Sec 39A.301: Review of Sanctions by State Office of Administrative Hearings
- Sec 39A.301:

Subchapter Z: Miscellaneous Provisions

- Sec 39A.901: Annual Review
- Sec 39A.902: Acquisition of Professional Services
- Sec 39A.903: Costs Paid by School District
- Sec 39A.904: Immunity from Civil Liability
- Sec 39A.905: Campus Name Change Prohibited
- Sec 39A.906: Commissioner Authority
- Sec 39A.907: Assessment Instrument Study
- Sec 39A.908: Interventions and Sanctions while Assignment of Performance Ratings

Texas Administrative Code

Chapter 97

- §97.1059. Standards for All Accreditation Sanction Determinations
- §97.1061. Interventions and Sanctions for Campuses
- §97.1062. Applicability of Intervention Pause under District Partnerships or Mathematics Innovation Zones
- §97.1063. Campus Intervention Team
- §97.1064. Campus Turnaround Plan
- §97.1065. Commissioner Determinations for Decisions Preceding Alternative Management, Campus Closure, or Board of Managers
- §97.1066. Campus Repurposing and Closure.
- §97.1067. Alternative Management of Campuses
- §97.1069. Providers of Alternative Campus Management
- §97.1070. Increasing Intensity of Interventions and Sanctions
- §97.1071. Special Program Performance; Monitoring, Review, and Supports
- §97.1072. Residential Facility Monitoring; Determinations, Investigations, and Sanctions
- §97.1073. Appointment of Monitor, Conservator, or Board of Managers

Every Student Succeeds Act (ESSA)

April 2025 Update

The Every Student Succeeds Act (ESSA) is the federal law that governs school accountability and improvement. Under ESSA, Texas identifies campuses where overall performance or specific student groups are not meeting expectations and requires ongoing, evidence-based improvement.

For School Improvement (SI) campuses, ESSA requires more than a written plan. It requires districts to:

- Set clear student outcome goals
- Monitor progress regularly
- Review implementation and results throughout the year
- Adjust strategies when evidence shows limited impact

Campuses identified as Comprehensive Support (CSI), Targeted Support (TSI), or Additional Targeted Support (ATS) must engage in continuous monitoring and course correction, not annual compliance.

Performance Management routines (e.g., BOY, MOY, and EOY stepbacks) provide the structure districts use to meet ESSA expectations by ensuring data is reviewed, implementation is monitored, and next steps are clearly owned and acted upon.

Bottom line:

ESSA expects SI campuses and districts to continuously translate plans into results. Strong performance management routines are the mechanism for meeting federal requirements and accelerating exit from school improvement status.

Statutory Reference

ESSA (ESEA §§ 1111, 1116; 20 U.S.C. §§ 6311, 6316) and Texas Education Code §§ 11.253 and Chapter 39A require identification of low-performing schools and ongoing monitoring, adjustment, and improvement based on evidence.

[Every Student Succeeds Act \(ESSA\)](#)

Monthly Checklists

2026-2027 Monthly School Improvement Intervention Checklists

***See LIFT Implementation Addendum at the end of this document for School Improvement intervention execution aligned to LIFT.**

*LIFT campuses: PM routines Aug–June

*Non-LIFT campuses: BOY / MOY / EOY stepbacks with specific windows

**See LIFT Addendum for additional, required school improvement interventions for LIFT-engaged campuses.

Rationale: Why this supports student outcomes

The purpose of monthly checklists is to support LEAs with [successfully executing and implementing school improvement \(SI\) interventions](#) according to the [2026-2027 School Improvement Intervention Calendar](#). This document also provides ESC SI staff support LEAs with [clear, concise moves](#) within the scope of roles and responsibilities to [support LEA execution of calendared interventions](#). These are [district support checklists](#) that the [ESC coach should support and verify](#).

— SCHOOL IMPROVEMENT INTERVENTION —
July 2026 Checklist

- ☐ Identify/reconfirm DCSI & Campus Improvement Team members (CIT)
 - ☐ Check TEAL/AskTED access.
 - ☐ Update DSCI in AskTED if needed.
- ☐ Build board calendar holds (beginning in Aug–Nov) or required public meetings/hearings/approvals related to LIP, TIP (TEC 39A.055–.057), and potential TAP if campuses receive consecutive unacceptable ratings.
- ☐ Prep ESF/EDF artifacts & assign owners (schedule, PLCs, HQIM curriculum maps, BOY assessment plans, if applicable - if engaging with the ESF or EDF for the 26-27 school year).
 - ☐ Artifact submission will occur after EDF/ESF training.
- ☐ Prepare to conduct or review most recent local needs assessments (collect artifacts, etc.) (TEC 39.101 through 39.110.) (non-LIFT campuses only).
- ☐ Use the LIFT Needs Assessment to guide support for school improvement interventions. (LIFT engaged-campus only).
- ☐ District staff, including the DCSI, attend SI orientation in-person at regional ESC.
- ☐ Update AskTED district/campus contacts by 9/04/2026 (DCSI, principal, alternate contacts) and verify access for document submissions/communications.
- ☐ Master schedules confirmed and reflect:
 - ☐ Protected PLC time (weekly, content-specific, cross-grade, etc.)
 - ☐ Intervention blocks built into schedule
- ☐ HQIM/Adopted curriculum materials:
 - ☐ Ordered, scoped, and sequenced for all campuses
 - ☐ BOY plans for teacher internalization or planning protocols drafted
- ☐ Coaching systems developed or in development:
 - ☐ Observation/feedback tracker built (template + cadence defined)
- ☐ Clear roles defined or in development:
 - ☐ Who monitors PLCs, coaching, and intervention quality at district and campus level
- ☐ LIFT Engaged Campuses: Review Needs Assessment findings and confirm HQIM adoption status.

— SCHOOL IMPROVEMENT INTERVENTION —

August 2026 Checklist

- ☐ Review and analyze preliminary ratings alongside ESC; list campuses needing LIP, TIP, or TAP. (Preliminary data-8/15/2026; Final-8/28/2026)
- ☐ Confirm campus accountability designations and required actions per TEA SI To the Administrator Addressed (TAA) and Campus Support Specialist (CSS) communication.) Review with ESC and TEA CSS.
 - ☐ Schedule time with the local ESC to review data and ensure campus-specific interventions are clearly defined (especially if new to school improvement).
- ☐ Schedule ESF Diagnostic dates (if required) and start artifact collection (Window 8/18/2026-10/30/2026).
 - ☐ Artifact submission will occur after EDF/ESF training.
- ☐ Draft TAP Phase-1 stakeholder notification (within 60 days) - notice must invite input on plan development (post on district site at minimum).
 - ☐ Work with ESC SI Team and TEA Campus Support Specialist (CSS) to begin drafting TAP based on the success criteria.
- ☐ Attend ESF/EDF training (if applicable) scheduled by ESC (Window 8/15/2026-9/30/2026).
 - ☐ Campus leadership team schedule time with ESC to engage in the EDF or ESF process and debrief led by an ESF Facilitator. Diagnostics require a one-day campus visit along with the submission of requested artifacts. (Window: 08/18/2026-10/31/2026).
- ☐ Attend SI orientation scheduled by ESC (Window 08/15/2026 -09/30/2026).
- ☐ Hold TAP Technical Assistance call (if applicable). (Window: 08/15/2026 - 09/30/2026).
- ☐ Update AskTED district/campus contacts by 9/04/2026 (DCSI, principal, alternate contacts) and verify access for document submissions/communications.
- ☐ LIFT Engaged Campuses: Plan and schedule upfront LIFT Summer Training follow-ups; verify HQIM rollout readiness.
 - ☐ LIFT Performance Management Routine window opens: Work with LIFT Approved Provider (AP) to schedule beginning of year (BOY) routine that combines data submission, coaching, and site visits to support superintendents and DSCI in monitoring strategy implementation progress, culminating in a data stepback reflection to analyze results and inform next steps. (Window: 08/2026 - 06/2027)
 - ☐ LIFT Engaged Campuses will engage in monthly PM routines.

— SCHOOL IMPROVEMENT INTERVENTION —
September 2026 Checklist

- ☐ Update AskTED district/campus contacts by 9/04/2026 (DCSI, principal, alternate contacts) and verify access for document submissions/communications.
- ☐ Hold Superintendent Consultation (supt and DCSI in attendance) for newly identified campuses with ESC and TEA CSS; confirm TIP/TAP board timeline.
- ☐ Attend ESF/EDF training (if applicable) scheduled by ESC (Window 8/15/2026-9/30/2026).
 - ☐ Campus leadership team schedule time with ESC to engage in the EDF or ESF process and debrief led by an ESF Facilitator. Diagnostics require a one-day campus visit along with the submission of requested artifacts. (Window: 08/18/2026-10/31/2026).
- ☐ Attend SI orientation scheduled by ESC (Window 08/15/2026 -09/30/2026).
- ☐ Newly identified schools (campus principals) to SI will engage in Foundational Leadership and Instructional Practices and Systems (FLIPS), which is a combination of training and coaching provided by ESCs (Window: 09/01/2026-06/30/2027).
- ☐ TEA CSS and the ESC SI team will schedule fall site visits and touchpoints with DCSI and leadership to ensure the campus is on track to execute school improvement intervention and submission activities, selection of high impact strategy, and support identification of implementation gaps (Window: 09/14/2026-06/30/2027).
- ☐ Hold TAP Technical Assistance call with ESC and TEA CSS (if applicable).
- ☐ For TAP campuses: Launch Phase 1 stakeholder input (website notice + meetings/forms) and maintain documentation to include in TAP submission. (TEC § 39A.101-\$39A.107)
 - ☐ Set up a board hearing and public notice (TEC § 39A.002) that includes the following:
 - ☐ Notify the public of insufficient performance,
 - ☐ Outline expected improvements, and
 - ☐ Discuss possible interventions and sanctions under this subchapter.
- ☐ For TIP campuses: Convene CIT/campus planning committee under TEC 39A.055 to review performance and begin TIP drafting.
- ☐ For both TIP and TAP campuses: 19 TAC § 97.1064(d)–(e) requires that, for Tap and TIP development: (TEC requires a board hearing and adoption of TIPs and TAPs; the 30-day public posting and stakeholder feedback timeline is established in 19 TAC §97.1064(e) and reinforced through TEA guidance.)
 - ☐ Notification of stakeholder feedback must be posted at least 30 calendar days before submission to the board, including:
 - ☐ Posting the draft plan, and
 - ☐ Providing a public comment period

Checklist continued on next page

- ☐ Board hearing and vote must follow after the 30-day posting period.
- ☐ For LIP campuses: Set up board hearing under TEC § 39A.002.
 - ☐ LIP process must follow the same board hearing structure and statutory submission processes under TEC § 39A.002.
- ☐ Conduct BOY assessments. Data is collected and analyzed to plan for interventions.
- ☐ LIFT Engaged Campuses: Begin coaching & observation cycles; initiate PLC support routines.
 - ☐ LIFT Performance Management Routine window opens: Work with LIFT Approved Provider (AP) to schedule beginning of year (BOY) routine that combines data submission, coaching, and site visits to support superintendents and DSCI in monitoring strategy implementation progress, culminating in a data stepback reflection to analyze results and inform next steps. (Window: 08/2026 - 06/2027).
 - ☐ LIFT Engaged Campuses will engage in monthly PM routines.

— SCHOOL IMPROVEMENT INTERVENTION —

October 2026 Checklist

- ☐ Performance Management Stepback-BOY (Required for Non-LIFT Campuses) (Window: Oct. 2026-Nov. 2026).
- ☐ Complete EDF/ESF Diagnostics & debriefs; set prioritized Key Practices and district commitments that will anchor TIP/TAP (Window closes 10/31).
- ☐ Submit LASO applications to fund and support SI strategy (Window: 10/01/2026-12/01/2026).
- ☐ Verify PEIMS coding for Snapshot Day 10/30 (affects accountability and funding).
- ☐ Conduct BOY assessments. Data is collected and analyzed to plan for interventions.
- ☐ TAP public hearing + board approval per TEC 39A.057; submit TAP to approved platform (due 11/20).
- ☐ TIP public hearing + board approval (board posting of plan before hearing is required by TEC 39A.057(b)); submit TIP to approved platform (due 11/20).
- ☐ Seek feedback from both ESC and TEA (SI CSS) for TAP or TIP draft before November submission date.
- ☐ Engage in TEA and ESC School Improvement site visits and/or touchpoints (Window: 09/14/2026-06/30/2027).
 - ☐ Non-LIFT Engaged Campuses: Participate in School Improvement Performance Management (PM) Routines, which combines data submission, coaching, and site visits to support superintendents and DSCI in monitoring strategy implementation progress, culminating in a data stepback reflection to analyze results and inform next steps (BOY: Oct. 2026-Nov. 2026).
- ☐ Newly identified schools (campus principals) to SI will engage in Foundational Leadership and Instructional Practices and Systems (FLIPS), which is a combination of training and coaching provided by ESCs (Window: 09/01/2026-06/30/2027).
- ☐ Submit (if applicable) Teacher Incentive Allotment (TIA) Annual Data Submission by 10/15/2026.
- ☐ Begin preparing or updating TEA District-Level Dropout Prevention Strategy Plan (if applicable; due no later than 12/01/2026).
- ☐ LIFT Engaged Campuses: Conduct early progress monitoring using LIFT dashboards; adjust coaching calendars.
 - ☐ LIFT Performance Management Routine window opens: Work with LIFT Approved Provider (AP) to schedule beginning of year (BOY) routine that combines data submission, coaching, and site visits to support superintendents and DSCI in monitoring strategy implementation progress, culminating in a data stepback reflection to analyze results and inform next steps. (Window: 08/2026 - 06/2027).
 - ☐ LIFT Engaged Campuses will engage in monthly PM routines.

— SCHOOL IMPROVEMENT INTERVENTION —

November 2026 Checklist

- ☐ Finalize any public hearings and board approvals; (board posting of plan before hearing is required by TEC 39A.057(b)); submit TAP to approved platform (due 11/20).
- ☐ Finalize public hearings and board approvals; (board posting of plan before hearing is required by TEC 39A.057(b)); submit TIP to approved platform (due 11/20).
- ☐ Seek feedback from both ESC and TEA (SI CSS) for TAP or TIP final draft before submission date.
 - ☐ TIP and TAP plans should be implemented upon submission.
- ☐ Newly identified schools (campus principals) to SI will engage in Foundational Leadership and Instructional Practices and Systems (FLIPS), which is a combination of training and coaching provided by ESCs (Window: 09/01/2026-06/30/2027).
- ☐ Engage in TEA and ESC School Improvement site visits and/or touchpoints (Window: 09/14/2026-06/30/2027).
- ☐ If the district is considering a campus closure for the 2027-2028 school year, a request should be sent to AskTED at TEA by the end of January but as early as possible. The district's TEA School Improvement Campus Support Specialist should be included on this request. It is recommended to discuss potential closures with the CSS to ensure all statutory requirements are met (this includes all campuses, regardless of school improvement status).
- ☐ Non-LIFT Engaged Campuses: Participate in School Improvement Performance Management (PM) Routines, which combines data submission, coaching, and site visits to support superintendents and DSCI in monitoring strategy implementation progress, culminating in a data stepback reflection to analyze results and inform next steps (BOY: Oct. 2026-Nov. 2026).
- ☐ Submit LASO application, due 12/01/2026; align budgets to TIP/TAP.
- ☐ Prepare or update (if applicable) the TEA District-Level Dropout Prevention Strategy Plan by: No later than December 1, 2026.
- ☐ LIFT Engaged Campuses: Conduct early progress monitoring using LIFT dashboards; adjust coaching calendars.
 - ☐ LIFT Performance Management Routine: Work with LIFT Approved Provider (AP) to schedule middle of year (MOY) routine that combines data submission, coaching, and site visits to support superintendents and DSCI in monitoring strategy implementation progress, culminating in a data stepback reflection to analyze results and inform next steps. (Window: 08/2026 - 06/2027).
 - ☐ LIFT Engaged Campuses will engage in monthly PM routines.

— SCHOOL IMPROVEMENT INTERVENTION —
December 2026 Checklist

- ☐ Continue implementing and performance managing/monitoring TIP and TAP plans.
- ☐ LASO applications due 12/1; align budgets to TIP/TAP.
- ☐ Confirm winter assessment plan (EOCs); ensure TIP/TAP progress monitoring uses these data in points January stepbacks.
- ☐ Engage in TEA and ESC School Improvement site visits and/or touchpoints (Window: 09/14/2026-06/30/2027).
- ☐ Newly identified schools (campus principals) to SI will engage in Foundational Leadership and Instructional Practices and Systems (FLIPS), which is a combination of training and coaching provided by ESCs (Window: 09/01/2026-06/30/2027).
- ☐ If the district is considering a campus closure for the 2027-2028 school year, a request should be sent to AskTED at TEA by the end of January but as early as possible. The district's TEA School Improvement Campus Support Specialist should be included on this request. It is recommended to discuss potential closures with the CSS to ensure all statutory requirements are met (this includes all campuses, regardless of school improvement status).
- ☐ LIFT Engaged Campuses: Conduct mid-semester progress check; review AP report card indicators.
 - ☐ LIFT Performance Management Routine: Work with LIFT Approved Provider (AP) to schedule middle of year (MOY) routine that combines data submission, coaching, and site visits to support superintendents and DSCI in monitoring strategy implementation progress, culminating in a data stepback reflection to analyze results and inform next steps. (Window: 08/2026 - 06/2027).
 - ☐ LIFT Engaged Campuses will engage in monthly PM routines.

— SCHOOL IMPROVEMENT INTERVENTION —

January 2027 Checklist

- ☐ Prepare for SI MOY data stepback for SI campuses in district: (strategy implementation, fidelity to HQIM, PLC execution, observation/feedback frequency, data trackers, intervention rosters, FLIPS progress (if applicable), TIP/TAP milestone progress).
 - ☐ District partners with ESC SI Case Manager to analyze and reflect on data and implementation to determine next best steps by the stepback.
- ☐ Adjust TIP/TAP milestones as needed based on the MOY stepback.
 - ☐ Continue implementing and performance managing/monitoring TIP and TAP plans.
- ☐ Newly identified schools (campus principals) to SI will engage in Foundational Leadership and Instructional Practices and Systems (FLIPS), which is a combination of training and coaching provided by ESCs (Window: 09/01/2026-06/30/2027).
- ☐ Non-LIFT Engaged Campuses: Schedule Performance Management Data Stepback (MOY). (Window: Feb. 2027-March 2027)
 - ☐ Schedule time with ESC SI Case Manager to reflect on data to prepare for the MOY Stepback.
 - ☐ Review the TIPs and/or TAPs to determine which milestones are on track and what needs to be adjusted.
- ☐ Prepare modifications of TAP, due by 02/26/2026, if the district received notification of modifications needed.
- ☐ Newly identified schools (campus principals) to SI will engage in Foundational Leadership and Instructional Practices and Systems (FLIPS), which is a combination of training and coaching provided by ESCs (Window: 09/01/2026-06/30/2027).
- ☐ Engage in TEA and ESC School Improvement site visits and/or touchpoints (Window: 09/14/2026-06/30/2027).
- ☐ If the district is considering a campus closure for the 2027-2028 school year, a request should be sent to AskTED at TEA by the end of January. The district's TEA School Improvement Campus Support Specialist should be included on this request. It is recommended to discuss potential closures with the CSS to ensure all statutory requirements are met (this includes all campuses, regardless of school improvement status).
- ☐ LIFT: Mid-year recalibration of PLC cycles and coaching frequency.
 - ☐ LIFT Engaged Campuses will engage in monthly PM routines.
 - ☐ Review LIFT Action Plan to determine where campuses are on track or off track to determine next steps.

— SCHOOL IMPROVEMENT INTERVENTION —

February 2027 Checklist

- ☐ Non-LIFT Engaged Campuses: Schedule and hold Performance Management Data Stepback (MOY). (Window: Feb. 2027-March 2027)
 - ☐ Schedule time with ESC SI Case Manager to reflect on data to prepare for the MOY Stepback.
 - ☐ Review the TIPs and/or TAPs to determine which milestones are on track and what needs to be adjusted.
- ☐ TIP board approval cycle; finalize any TIP updates (if applicable) for public hearing and board action, posting plans online pre-hearing per TEC 39A.057(b). (Board approval required by 2/26/2027).
- ☐ Continue implementing and performance managing/monitoring TIP and TAP plans.
- ☐ Newly identified schools (campus principals) to SI will engage in Foundational Leadership and Instructional Practices and Systems (FLIPS), which is a combination of training and coaching provided by ESCs (Window: 09/01/2026-06/30/2027).
- ☐ Administer MOY interim and revise intervention rosters.
- ☐ Check NOGA for LASO Cycle 5 awards for deadlines regarding acceptance and Approved Provider choice.
- ☐ Engage in TEA and ESC School Improvement site visits and/or touchpoints. (Window: 09/14/2026-06/30/2027).
- ☐ Resubmit TAP by 02/26/2027 if the district received notification of modifications needed.
- ☐ LIFT: Reassess HQIM implementation fidelity; support reteach cycles before STAAR.
 - ☐ LIFT Engaged Campuses will engage in monthly PM routines.

— SCHOOL IMPROVEMENT INTERVENTION —

March 2027 Checklist

- ☐ Non-LIFT Engaged Campuses: Schedule and hold Performance Management Data Stepback (MOY). (Window: Feb. 2027-March 2027)
 - ☐ Schedule time with ESC SI Case Manager to reflect on data to prepare for the MOY Stepback.
 - ☐ Review the TIPs and/or TAPs to determine which milestones are on track and what needs to be adjusted.
- ☐ Continue implementing and performance managing/monitoring TIP and TAP plans.
- ☐ Verify TELPAS/STAAR Alt logistics.
- ☐ Calibrate district commitments (protected PLCs, coaching coverage, TIP/TAP milestones, FLIPS artifacts and progress).
- ☐ Engage in TEA and ESC School Improvement site visits and/or touchpoints. (Window runs from September to June)
- ☐ Newly identified schools (campus principals) to SI will engage in Foundational Leadership and Instructional Practices and Systems (FLIPS), which is a combination of training and coaching provided by ESCs (Window: 09/01/2026-06/30/2027).
- ☐ LIFT: Continue observation/feedback cycles; monitor PLC execution during test prep and/or CBAs + review adult coaching protocols (system follow through).
 - ☐ LIFT Performance Management Routine: Work with LIFT Approved Provider (AP) to schedule middle of year (EOY) routine that combines data submission, coaching, and site visits to support superintendents and DSCI in monitoring strategy implementation progress, culminating in a data stepback reflection to analyze results and inform next steps. (Window: 08/2026 - 06/2027).
 - ☐ LIFT Engaged Campuses will engage in monthly PM routines.
 - ☐ LIFT Engaged Campuses will engage in monthly PM routines.

— SCHOOL IMPROVEMENT INTERVENTION —

April 2027 Checklist

- ☐ Non-LIFT Engaged Campuses: Schedule Performance Management Data Stepback (EOY). (Window: May 2027-June 2027)
 - ☐ Schedule time with ESC SI Case Manager to reflect on data to prepare for the MOY Stepback.
 - ☐ Review the TIPs and/or TAPs to determine which milestones are on track and what needs to be adjusted.
- ☐ Execute STAAR windows & short-cycle reteach between windows.
- ☐ Continue implementing and performance managing/monitoring TIP and TAP plans.
- ☐ If LASO award(s) issued, onboard provider & align NOGA(s) and budgets to TIP/TAP.
- ☐ If applicable, conduct a review of FLIPS progress and fidelity of implementation with ESC using artifacts.
- ☐ Engage in TEA and ESC School Improvement site visits and/or touchpoints. (Window: 09/14/2026-06/30/2027).
- ☐ Newly identified schools (campus principals) to SI will engage in Foundational Leadership and Instructional Practices and Systems (FLIPS), which is a combination of training and coaching provided by ESCs (Window: 09/01/2026-06/30/2027).
- ☐ Districts must submit pairing preferences in the TEA Login (TEAL) Accountability system by the end of April if they have a specific request.
- ☐ Part I of College, Career, and Military Readiness (CCMR) Verifications are made available to school districts through the TEA Login (TEAL) Accountability application at the beginning of April.
- ☐ LIFT: Use LIFT dashboards to guide reteach; ensure alignment to HQIM scope/sequence. Continue LIFT routines focused on lesson internalization and responsive reteach between test windows.
 - ☐ LIFT Performance Management Routine: Work with LIFT Approved Provider (AP) to schedule middle of year (EOY) routine that combines data submission, coaching, and site visits to support superintendents and DSCI in monitoring strategy implementation progress, culminating in a data stepback reflection to analyze results and inform next steps. (Window: 08/2026 - 06/2027).
 - ☐ LIFT Engaged Campuses will engage in monthly PM routines.

— SCHOOL IMPROVEMENT INTERVENTION —

May 2027 Checklist

- ☐ Non-LIFT Engaged Campuses: Schedule and hold Performance Management Data Stepback (EOY). (Window: May 2027-June 2027)
 - ☐ Schedule time with ESC SI Case Manager to reflect on data to prepare for the MOY Stepback.
 - ☐ Review the TIPs and/or TAPs to determine which milestones are on track and what needs to be adjusted.
 - ☐ During May, this time with the ESC also supports TIP and TAP reflections due to TEA in June. LEA should consider scheduling time with the ESC (can include TEA CSS) after guidance for June TIP and TAP reflections is released.
- ☐ Continue implementing and performance managing/monitoring TIP and TAP plans.
- ☐ Complete EOY assessments.
- ☐ Compile TIP/TAP evidence through artifacts and data trackers.
- ☐ Hold Performance Management stepback (if not completed).
- ☐ Finalize summer acceleration plans (ADSY/tutoring).
- ☐ Engage in TEA and ESC School Improvement site visits and/or touchpoints. (Window: 09/14/2026-06/30/2027).
- ☐ Schedule time with ESC and TEA CSS to review June preliminary data which impacts summer planning and next steps.
- ☐ The final lists of paired campuses are then posted to the public web in May.
- ☐ Part II of College, Career, and Military Readiness (CCMR) Verifications are made available to school districts through the TEA Login (TEAL) Accountability application in the summer.
- ☐ LIFT: Conduct end-of-year review of HQIM implementation & PLC strength.
 - ☐ LIFT Performance Management Routine: Work with LIFT Approved Provider (AP) to schedule middle of year (EOY) routine that combines data submission, coaching, and site visits to support superintendents and DSCI in monitoring strategy implementation progress, culminating in a data stepback reflection to analyze results and inform next steps. (Window: 08/2026 - 06/2027).
 - ☐ LIFT Engaged Campuses will engage in monthly PM routines.

— SCHOOL IMPROVEMENT INTERVENTION —

June 2027 Checklist

- ☐ Non-LIFT Engaged Campuses: Schedule and hold Performance Management Data Stepback (EOY). (Window: May 2027-June 2027)
 - ☐ Schedule time with ESC SI Case Manager to reflect on data to prepare for the MOY Stepback.
 - ☐ Review the TIPs and/or TAPs to determine which milestones are on track and what needs to be adjusted.
- ☐ Schedule time with ESC and TEA CSS to review June preliminary data which impacts summer planning and next steps.
- ☐ Optional TIP board approval (6/18/2026) - post plan before hearing (if shifting strategy/strategies) (Due 6/18 to TEA platform)
- ☐ Finalize TEA & ESC touchpoints, PM routine, FLIPS supports (if applicable) and debriefs. (Ends June 30)
- ☐ Reflect on TIP/TAP milestones; measure progress; determine next steps. TIP and TAP reflections due to TEA platform in June.
- ☐ Engage in TEA and ESC School Improvement site visits and/or touchpoints. (Window: 09/14/2026-06/30/2027).
- ☐ Part II of College, Career, and Military Readiness (CCMR) Verifications are made available to school districts through the TEA Login (TEAL) Accountability application in the summer.
- ☐ LIFT: Summative implementation review; plan adjustments before next cycle. Hold year-end STAAR stepback / deep dive; set 2027–28 priorities.
 - ☐ LIFT Performance Management Routine: Work with LIFT Approved Provider (AP) to schedule middle of year (EOY) routine that combines data submission, coaching, and site visits to support superintendents and DSCI in monitoring strategy implementation progress, culminating in a data stepback reflection to analyze results and inform next steps. (Window: 08/2026 - 06/2027).
 - ☐ LIFT Engaged Campuses will engage in monthly PM routines.

LIFT Implementation Addendum

This addendum provides a clean LIFT-only view for stakeholders wanting to focus on the LIFT milestones.

What LIFT components affect SI timelines?

- Needs Assessment (Spring)
- Up-front summer training
- Coaching & Observation cycles (ongoing)
- PLC support cycles (8+ sessions across the year)
- Progress monitoring dashboards & AP report cards
- HQIM adoption support
- Three-year continuous improvement cycles

1. Needs Assessment

- ☐ Conducted at the beginning of a district's LIFT participation.
- ☐ Occurs during spring (testing season).
- ☐ Required for release of LIFT funds.

2. Up-Front Summer Training

- ☐ HQIM onboarding & alignment.
- ☐ Leadership & PLC routines training.
- ☐ Prepares systems for BOY implementation.

3. Coaching & Observation Cycles

- ☐ Monthly cycles; APs may visit a minimum of 3 times per month.
- ☐ Focus on Tier 1 instruction & leadership development.

4. PLC Support Cycles

- ☐ Structured PLC facilitation aligned to HQIM.
- ☐ LASO 4 requires 8 PLC support sessions per grade/content.

5. Progress Monitoring, Dashboards, & Performance Management Routines

- ☐ Ongoing use of LIFT dashboards & AP report cards.
- ☐ Supports alignment to TIP/TAP and ESF monitoring routines.
- ☐ BOY/MOY/EOY PM routines

6. HQIM Adoption Support

- ☐ Support for SBOE-approved Bluebonnet Learning materials.
- ☐ Ensures alignment of curriculum & instruction.

7. Multi-Year Continuous Improvement

- ☐ LIFT spans 3 years of support.
- ☐ Aligned to sustaining strong instructional systems.