

Marble Falls ISD- Highland Lakes Elementary
25-26 Targeted Improvement Plan (TIP)



In Texas, schools are required to create a Targeted Improvement Plan (TIP) when they receive an overall or domain accountability rating of “D” or “F” under the state’s A–F system, as outlined in Texas Education Code §39.106 or when a campus is identified for support under the Federal Accountability System (ESSA).

The purpose of the TIP is to ensure that campuses engage in a focused and systematic process to identify the root causes of low performance and implement targeted strategies to improve student outcomes. The plan promotes continuous improvement through regular goal setting, action planning, and progress monitoring. Additionally, the TIP process provides access to state and district support, helps coordinate resources for improvement, and promotes transparency with parents and the broader school community about how the campus plans to achieve better academic results. The key components of the plan outlined below include a comprehensive school improvement strategy; curriculum and instructional initiatives designed to enhance student learning; job-embedded professional development to build staff capacity and provide ongoing support; clearly defined milestones to guide implementation; a performance management system to ensure fidelity of execution; and the allocation of necessary resources to sustain implementation efforts.

Student Achievement Goals:

Domain Descriptor	2026 Goal	2025 Score
All Grades Reading Meets Grade Level or Above STAAR	41%	31%
All Grades Math Meets Grade Level or Above STAAR	34%	24%
Component Points Campus Goal for Academic Achievement (Domain III)	16	0
Component Points Campus Goal for Growth (Domain III)	17	17
Component Point Campus Goal for ELP Status (Domain III)	4	3
Component Point Campus Goal for Student Success (Domain III)	8	0



School Improvement Strategy:

Intensive Curriculum and Instruction Improvements

Strategy Implementation Plan:

MFISD has been awarded the Instructional Leadership (LASO 3) Grant to support this Strategy.

MFISD is partnering with E3 Alliance and Region 13 to support this strategy.

Capacity Building of Leadership and Staff:

- E3 Alliance will provide a comprehensive, two-year professional learning sequence through Instructional Leadership Pathway 3, designed to build the capacity of district and campus leaders to strengthen schoolwide culture, effective instruction, and data-driven practices. The training intentionally aligns to the Effective Schools Framework (ESF) focus areas 3.1: Schoolwide Culture Routines, 5.2: Observation and Feedback Cycles, and 5.3: Data-Driven Instruction Practices.
- The E3 model combines leadership coaching, collaborative professional learning, and embedded implementation support to create coherence between district systems and campus instructional practice. Each component is designed to reinforce strong leadership routines, effective teacher development systems, and continuous improvement structures that ensure equitable outcomes for students.
- Through this two-year professional learning pathway, E3 Alliance will help district and campus leaders establish aligned systems that strengthen instructional leadership, improve teaching quality, and build sustainable, data-driven cultures of learning that advance student outcomes across all campuses.

Implementation Milestones:

Spring–Summer 2025: Capacity Building & Planning

- Conduct baseline data analysis and needs assessment using the E3 Campus Implementation Plan.
- Facilitate Year 1 Full-Day Workshop (May–July) to establish leadership routines, de-implementation priorities, and focus areas for schoolwide culture and feedback systems.
- Deploy initial E3 tools and resources, including classroom walkthrough forms, coaching



reflection tools, and data review templates.

- Align district and campus systems to support implementation of observation/feedback cycles (EA 5.2).

Fall 2025–Spring 2026: Implementation & Coaching

- Provide four on-site implementation support visits, each including Mini-PD sessions, classroom walkthroughs, and collaborative data analysis.
- Conduct Snapshot Visits in fall and spring for leadership calibration and refinement of feedback practices.
- Deliver sixteen principal coaching sessions and four principal manager coaching sessions to support leadership growth and systems implementation.
- Review midyear and end-of-year progress through E3 coaching logs and walkthrough data.
- Integrate student assessment data cycles into leadership meetings to monitor the impact of instructional practices.

Summer 2026: Reflection & Sustainability Planning

- Facilitate Year 2 Full-Day Workshop to analyze Year 1 implementation data and set refined goals for effective instruction and data-driven systems (EA 5.3).
- Identify sustainability priorities and capacity-building needs for continued progress into the next year.

Fall 2026–Spring 2027: Deepening Practice & System Refinement

- Continue quarterly implementation support visits with focus on advanced data-driven instruction and alignment across content areas.
- Conduct Snapshot Visits twice per year to monitor fidelity of implementation and student outcome trends.
- Maintain ongoing coaching cycles for principals (16 sessions) and principal managers (8 sessions), emphasizing sustainability and internal coaching capacity.
- Support district and campus leaders in embedding E3 tools—Campus Implementation Plan, walkthrough forms, coaching trackers—into regular practices.
- Guide campuses in integrating student performance data and teacher feedback trends into continuous improvement cycles.

Summer 2027: Sustainability & Capacity Transfer

- Facilitate End-of-Year Workshop and Sustainability Coaching, focusing on transfer of systems to campus leadership teams and integration of practices into district frameworks.
- Evaluate progress using E3 implementation rubrics and leadership self-assessments.
- Document successful systems and practices to inform replication and scale across additional campuses.



Key Outcomes by August 2026

- Established leadership routines and feedback systems aligned to ESF 3.1 and 5.2.
- Regular, data-informed feedback cycles embedded in campus practice.
- Initial evidence of improved instructional quality and leadership efficacy.

Key Outcomes by August 2027

- Full implementation of data-driven instructional systems (EA 5.3).
- Sustained leadership capacity for observation, feedback, and data analysis.
- Improved student performance trends and continued district support and sustainability of systems.

Progress Monitoring:

- District and campus leaders will monitor implementation through regular data reviews led by the DCSI in partnership with E3 Alliance. Campus leaders will use the E3 Campus Implementation Plan, walkthrough tools, and coaching reflections to track progress on ESF 3.1, 5.2, and 5.3. The DCSI will review campus data monthly and meet quarterly with E3 to analyze trends and identify supports. The superintendent and executive leadership team will review districtwide progress each semester, using data from coaching logs, observation feedback, and student outcomes to ensure fidelity, guide adjustments, and sustain continuous improvement.
- Progress toward milestones will be reviewed collaboratively by the District Coordinator of School Improvement (DCSI), E3 Alliance and campus principals under the oversight of the superintendent and executive leadership team. The DCSI will lead monthly and quarterly reviews of implementation data and artifacts with E3 Alliance to monitor fidelity and identify areas for additional support. The superintendent and executive team will conduct semesterly reviews of progress toward milestones, using summary data from coaching logs, walkthrough tools, and assessment results to ensure alignment, accountability, and continuous improvement across all participating campuses.
- Progress toward milestones will be reviewed on a monthly, quarterly, and semesterly cadence to ensure continuous improvement and accountability.



Monthly: The DCSI and E3 Alliance will review implementation data, coaching logs, and student performance trends to monitor fidelity and identify needed supports.

Quarterly: District and campus leadership teams will analyze implementation evidence and student assessment data during on-site support visits to evaluate the impact of instructional leadership practices and adjust action steps.

Semesterly: The superintendent and executive leadership team will review districtwide progress and student outcome data to assess overall effectiveness, ensure alignment to ESF goals, and guide future decisions for sustaining and scaling successful practices.

Milestone progress data will be collected through a combination of E3 Alliance tools, district data systems, and leadership artifacts to ensure accuracy and alignment with ESF focus areas. Evidence will be gathered from:

- The E3 Campus Implementation Plan, which tracks milestone completion and implementation fidelity.
- Coaching logs and reflection tools documenting leadership growth and progress toward targeted actions.
- Classroom walkthrough and feedback data collected during implementation and snapshot visits.
- Student assessment data (BOY, MOY, EOY) and progress monitoring results used to measure instructional impact.
- Leadership meeting agendas, notes, and artifacts demonstrating continuous review and adjustment.

All data will be compiled and reviewed monthly by the DCSI and E3 Alliance facilitators, then summarized quarterly and semesterly for district leadership review.

Milestone progress data will be shared through ongoing collaboration between the District Coordinator of School Improvement (DCSI), E3 Alliance and district leadership. Data collected from the E3 Campus Implementation Plan, coaching logs, walkthroughs, and student assessments will be reviewed monthly with E3 and shared during regular meetings with principal supervisors to monitor campus progress and identify needed supports.



Allocation of Resources:

Marble Falls ISD has identified all resources needed to implement the School Improvement strategy in partnership with E3 Alliance through the LASO Instructional Leadership Pathway 3. The district has budgeted \$69,000 (funded through the TEA LASO Cycle 3 Instructional Leadership Grant) for professional development, coaching, implementation support, and materials provided by E3 Alliance from July 2025–September 2026.

District and campus staff time for participation will be supported through local funds and built-in professional learning days. Facilities, supplies, and logistical supports will also be covered with local funds. A Data Sharing Agreement (DSA) and existing district systems will support monitoring of student data and implementation fidelity, ensuring all resources and funding are aligned to execute the strategy with fidelity and sustainability.