2026-2027 Tafolla Middle School CIP

(1) ELAR Performance Objective & Strategies

Performance Objective Component	Campus Response
ELAR Performance Objective:	*In the 2026-2027 school year, students will grow at 1.7 times the average U.S. growth in ELAR, as measured by the NWEA MAP assessment, using the mean RIT score for grades 6-8.
	*ELAR teachers will receive a proficient or higher score on the LSAE learning rubric assessed in December 2026 and May 2027.
	*55% of the students will be above the 50th percentile in reading as measured by the NWEA MAP assessments.
	*65% of ELAR teachers will be proficient or higher in delivering high-quality instruction, as measured by that section of the teacher evaluation rubric, in December 2026; that percentage will increase to 75% in May 2027.
Person(s) Responsible:	TFS/Campus Admin and Instructional staff
ELAR Strategy 1:	Third Future Schools (TFS) will provide TEKS-aligned ELAR Curriculum Maps and daily lessons that include learning objectives aligned with the Texas Essential Knowledge and Skills (TEKS), LSAE student instructional materials with differentiation, multiple-response strategies (MRS), and demonstration-of-learning (DOL) assessments. Multiple response strategies are embedded throughout the lessons, requiring students to listen, read, write, and discuss at approximately 4-minute intervals.
Fund Source:	
Amount:	
Brief Description:	
Milestone 1.1:	TFS ELAR TEKS-aligned Curriculum MAPs, daily lessons, and LSAE materials will be on campus ready for classroom use before school begins in August.

Milestone 1.2:	ELAR instructional staff will receive up-front professional development from campus leaders and/or the TFS administration.
Milestone 1.3:	ELAR teachers will implement the Curriculum MAPs, lessons, and LSAE materials daily.
ELAR Strategy 2:	ELAR teachers will implement the TFS-Ready Characteristics daily. These characteristics ensure that high-leverage practices are utilized while delivering instruction.
Fund Source:	
Amount:	
Brief Description:	
Milestone 2.1:	The implementation expectations of the TFS-Ready Characteristics will be clearly documented and on campus before school begins in August.
Milestone 2.2:	ELAR instructional staff will receive up-front professional development from campus leaders and/or the TFS administration.
Milestone 2.3:	ELAR teachers will implement the TFS-Ready Characteristics daily.

ELAR Strategy 3:	ELAR teachers will implement the TFS LSAE Model daily. The model has two instructional periods per subject each day. The teacher provides the initial instruction and administers a short Demonstration of Learning (DOL) assessment. How the student performs on the DOL determines which differentiated assignment they receive during the 2nd instructional period. The students identified as "L" or "S1" learners remain with the teacher for a more targeted reteach lesson/assignment. The "S2" and "A" students move to a team room to complete an assignment designed to deepen their understanding of the content learned. Learning coaches are assigned to the team room to provide support to the "S2" and "A" students. The LSAE Model, along with the differentiated assignments, supports All student populations and students not on grade level.
Fund Source:	Title 1
Amount:	228,139
Brief Description:	Learning Coach Salaries and Benefits
Milestone 3.1:	A master schedule will be created to allow a 90-minute block of ELAR instruction, and the implementation expectations of the TFS LSAE Model will be clearly documented and on campus before the beginning of school in August.
Milestone 3.2:	ELAR instructional staff will receive up-front professional development from campus leaders and/or the TFS administration.
Milestone 3.3:	ELAR teachers will implement the TFS LSAE Model daily.
ELAR Strategy 4:	Campus leaders will increase the capacity for ELAR instructional delivery by providing weekly on-the-spot observations, coaching, and feedback. The Spot Observation Form, created by TFS, will document the identified next steps, and the Spot Observation Tool will collect data over time.
Fund Source:	

Amount:	
Brief Description:	
Milestone 4.1:	The Spot Observation Form and the Data Collection Tool will be on campus, ready for implementation before school begins in August.
Milestone 4.2:	ELAR instructional staff will receive up-front professional development from campus leaders and/or the TFS administration.
Milestone 4.3:	Campus instructional leaders will provide weekly on-the-spot observations, coaching, and feedback. The Spot Observation Form will be used for documentation, and the Collection Tool will be utilized to collect data over time.
ELAR Strategy 5:	Campus Leaders will provide ELAR teachers with up-front PD and ongoing monthly PD/coaching in the following areas: TFS-Ready Characteristics, LSAE Model, TFS Spot Observation Expectations, and the effective use of Multiple Response Strategies. This will ensure that classroom instruction incorporates high-leverage practices that maximize learning for ALL students across content areas. The training and coaching will occur during summer orientation and monthly PD days throughout the school year.
Fund Source:	
Amount:	
Brief Description:	
Milestone 5.1:	Upfront training will be provided in July, and monthly PD dates will be scheduled on the 2026-2027 school calendar.
Milestone 5.2:	An analysis of the data retrieved from the Spot Observation Tool will reveal patterns that will guide what is emphasized during weekly coaching.

Milestone 5.3:	An analysis of the data retrieved from the Spot Observation Tool will reveal key trends that will inform what is placed on the monthly PD agendas.
(2) Math Performance Objective & Strategies	
Performance Objective Component	**Campus Response**
Math Performance Objective:	*In the 2026-2027 school year, students will grow at 1.7 times the average U.S. growth in Math, as measured by the NWEA MAP assessment, using the mean RIT score for grades 6-8.
	*Math teachers will receive a proficient or higher score on the LSAE learning rubric assessed in December 2026 and May 2027.
	*55% of the students will be above the 50th percentile in math as measured by the NWEA MAP assessments.
	*65% of Math teachers will be proficient or higher in delivering high-quality instruction, as measured by that section of the teacher evaluation rubric, in December 2026; that percentage will increase to 75% in May 2027.
Person(s) Responsible:	TFS/Campus Admin and Instructional staff
Math Strategy 1:	Third Future Schools (TFS) will provide TEKS-aligned Math Curriculum Maps and daily lessons that include learning objectives aligned with the Texas Essential Knowledge and Skills (TEKS), LSAE student instructional materials with differentiation, multiple-response strategies (MRS), and demonstration-of-learning (DOL) assessments. Multiple response strategies are embedded throughout the lessons, requiring students to listen, read, write, and discuss at approximately 4-minute intervals.
Fund Source:	
Amount:	
Brief Description:	
Milestone 1.1:	TFS Math TEKS-aligned Curriculum MAPs, daily lessons, and LSAE materials will be on campus ready for classroom use before school begins in August.

Milestone 1.2:	Math instructional staff will receive up-front professional development from campus leaders and/or the TFS administration.
Milestone 1.3:	Math teachers will implement the Curriculum MAPs, lessons, and LSAE materials daily.
Math Strategy 2:	Math teachers will implement the TFS-Ready Characteristics daily. These characteristics ensure that high-leverage practices are utilized while delivering instruction.
Fund Source:	
Amount:	
Brief Description:	
Milestone 2.1:	The implementation expectations of the TFS-Ready Characteristics will be clearly documented and on campus before school begins in August.
Milestone 2.2:	Math instructional staff will receive up-front professional development from campus leaders and/or the TFS administration.
Milestone 2.3:	Math teachers will implement the TFS-Ready Characteristics daily.

Math Strategy 3:	Math teachers will implement the TFS LSAE Model daily. The model has two instructional periods per subject each day. The teacher provides the initial instruction and administers a short Demonstration of Learning (DOL) assessment. How the student performs on the DOL determines which differentiated assignment they receive during the 2nd instructional period. The students identified as "L" or "S1" learners remain with the teacher for a more targeted reteach lesson/assignment. The "S2" and "A" students move to a team room to complete an assignment designed to deepen their understanding of the content learned. Learning coaches are assigned to the team room to provide support to the "S2" and "A" students. The LSAE Model, along with the differentiated assignments, supports All student populations and students not on grade level.
Fund Source:	Title 1
Amount:	228,139
Brief Description:	Learning Coach Salaries and Benefits
Milestone 3.1:	A master schedule will be created to allow a 90-minute block of math instruction, and the implementation expectations of the TFS LSAE Model will be clearly documented and on campus before the beginning of school in August.
Milestone 3.2:	Math instructional staff will receive up-front professional development from campus leaders and/or the TFS administration.
Milestone 3.3:	Math teachers will implement the TFS LSAE Model daily.
Math Strategy 4:	Campus leaders will increase the capacity for Math instructional delivery by providing weekly on-the-spot observations, coaching, and feedback. The Spot Observation Form, created by TFS, will document the identified next steps, and the Spot Observation Tool will collect data over time.
Fund Source:	

Amount:	
Brief Description:	
Milestone 4.1:	The Spot Observation Form and the Data Collection Tool will be on campus, ready for implementation before school begins in August.
Milestone 4.2:	Math instructional staff will receive up-front professional development from campus leaders and/or the TFS administration.
Milestone 4.3:	Campus instructional leaders will provide weekly on-the-spot observations, coaching, and feedback. The Spot Observation Form will be used for documentation, and the Collection Tool will be utilized to collect data over time.
Math Strategy 5:	Campus Leaders will provide Math teachers with up-front PD and ongoing monthly PD/coaching in the following areas: TFS-Ready Characteristics, LSAE Model, TFS Spot Observation Expectations, and the effective use of Multiple Response Strategies. This will ensure that classroom instruction incorporates high-leverage practices that maximize learning for ALL students across content areas. The training and coaching will occur during summer orientation and monthly PD days throughout the school year.
Fund Source:	
Amount:	
Brief Description:	
Milestone 5.1:	Upfront training will be provided in July, and monthly PD dates will be scheduled on the 2026-2027 school calendar.
Milestone 5.2:	An analysis of the data retrieved from the Spot Observation Tool will reveal patterns that will guide what is emphasized during weekly coaching.

Milestone 5.3:	An analysis of the data retrieved from the Spot Observation Tool will reveal key trends that will inform what is placed on the monthly PD agendas.
(3) Engagement Performance Objective & Strategies	
Performance Objective Component	**Campus Response**
Engagement Performance Objective:	*By the end of the 2026-2027 school year, the campus will maintain an average student attendance rate of at least 90%, as measured by PEIMS attendance data, through the implementation of targeted attendance initiatives, parent engagement strategies, and consistent monitoring.
	* By June of 2027, most parents will agree that TFS provides exceptional opportunities for students to engage in non-instructional programs.
Person(s) Responsible:	TFS/Campus Admin
Engagement Strategy 1:	Develop and implement a campus-wide protocol to address student and family attendance and engagement needs, including clear identification of targeted students and families.
Fund Source:	
Amount:	
Brief Description:	
Milestone 1.1:	The campus will create a campus-wide protocol that includes a universal data tool to identify students and families based on attendance tiers, attendance and/or engagement needs (including academic and/or social-emotional wellness), goals, milestones, and ongoing progress monitoring.
Milestone 1.2:	All instructional staff, including staff identified in the campus attendance and/or engagement plan, will be provided with professional development, ongoing training, coaching & feedback, resources, and materials related to increasing student attendance and family engagement in the school community.

Milestone 1.3:	Parent Involvement will be encouraged through the following campus activities: Grandparents' Day Breakfast, Literacy Night, Family STEM, Awards/Celebration Nights, Carline/dismissal duties, parent-teacher conferences, volunteering for non-instructional Days, and beginning-of-year meet the teacher.
Engagement Strategy 2:	The campus will engage with community members and groups to provide student experiences through the Dyad model. Dyad classes, which students attend twice a week, facilitate learning through a variety of engaging activities, such as Fitness, Cosmetology, STEM, Gardening, Art, and Dance.
Fund Source:	
Amount:	
Brief Description:	
Milestone 2.1:	Dyad staff will be hired and ready to begin the 2026-2027 school year.
Milestone 2.2:	A master schedule will be created to allow students to attend Dyad classes twice a week.
Milestone 2.3:	Dyad staff will receive professional development from campus leaders and/or the TFS administration.
Engagement Strategy 3:	Students will attend Art of Thinking (AOT) classes daily, focusing on "how to think" and the competencies needed to succeed in the 2035 workplace and society. TFS will continue to adapt the AOT curriculum in response to evolving workforce demands, community interests, and societal changes.
Fund Source:	
Amount:	
Brief Description:	
Milestone 3.1:	All AOT staff will be hired and ready to begin the 2026-2027 school year.
Milestone 3.2:	A master schedule will be created that will give students the opportunity to attend AOT classes.

Milestone 3.3:	All AOT staff will receive up-front professional development from campus leaders and/or the TFS administration.
Optional Performance Objective & Strategies	
Performance Objective Component	**Campus Response**
Optional Performance Objective:	Recruit, develop, and retain 100% of the qualified/exceptional staff who are committed to providing an excellent education for students.
Person(s) Responsible:	TFS/Campus Admin
Optional Strategy 1:	TFS will offer high salaries to attract effective teachers and implement the Distinguished Teacher Evaluation process to retain them.
Fund Source:	
Amount:	
Brief Description:	
Milestone 1.1:	TFS will deploy marketing materials on the website that present the school as an attractive workplace and define the characteristics of a high-quality teacher candidate.
Milestone 1.2:	TFS will establish and communicate a clearly defined Distinguished Teacher Evaluation process to ensure all teachers understand the criteria, expectations, and timeline before school begins.
Milestone 1.3:	Teachers who meet the qualifications established through the Distinguished Teacher Evaluation process will be awarded an incentive payment calculated by multiplying their effectiveness rating percentage by their current-year teacher base salary.
Optional Strategy 2:	The campus will hire teacher apprentices who will develop their instructional practice through a structured, on-the-job training model that blends classroom responsibility with ongoing coaching and professional development.
Fund Source:	Title 1
Amount:	37,722

Brief Description:	Teacher Apprentice Salaries and Benefits
Milestone 2.1:	Teacher apprentices will be hired and ready to begin the 2026-2027 school year.
Milestone 2.2:	Teacher apprentices will receive professional development from campus leaders and/or the TFS administration.
Milestone 2.3:	Throughout the school year, teacher apprentices will work under the guidance of experienced educators and gradually take on more instructional duties, including supporting lesson delivery, working with small groups of students, assisting with classroom management, and learning how to use student performance data to inform instruction within a mastery-based learning environment.