Judson Independent School District

Paschall Elementary School

2026-2027 Targeted Improvement Plan

SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT, LIFT PLC Support

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

—

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

Carnegie Learning

How many district staff members will be responsible for capacity building with this campus?

4

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

LIFT provider support was funded through the LIFT grant. Bluebonnet Math textbooks were purchased through district funds. Additional Carnegie Learning $1,500,000 for the district paid for by the LIFT grant and Great Minds coaching is projected to cost $308,00 for the district paid for by Title I funds.

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

If LIFT funding is unavailable, the district will continue implementation through the Principal Manager, DCSI, district curriculum staff, campus Academic Trainers, and existing district instructional resources.

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

High performing principal from B-rated campus assigned, Instructional trainer assigned to campus, Social Worker assigned.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

District Created

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

600

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

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

174

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment	District	Monthly	Inform student mastery, guide differentiation and small groups implementation
Benchmark	District	BOY/MOY/ EOY	Inform student mastery, guide differentiation and small groups implementation
Interim	District	Semester	Inform student mastery, guide differentiation and small groups implementation

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

Campus will use unit assessments, MAP progress monitoring, Eduphoria reports, and student-level data trackers to monitor growth. Instructional leaders and teachers will review the data during weekly PLCs to identify strengths, learning gaps, and student needs and adjust instruction, small groups, and interventions accordingly

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

Campus will use assessment, classroom, and progress-monitoring data to identify students requiring Tier 2 or Tier 3 support, including students receiving special education, dyslexia, bilingual/ESL, and other specialized services. Students will receive targeted support during enrichment, morning tutoring, and designated small-group instructional time without missing Tier 1 instruction. Progress-monitoring data will be reviewed regularly to evaluate intervention effectiveness and regroup students as needed.

Will the campus implement a PLC structure?

Yes

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

Organized by grade level and subject, sped and bilingual will also be a part of the planning and participate in the meetings for students they support.

How frequently will PLCs occur?

weekly, 45min for each grade level with a focus on Math and Reading instruction

Who will facilitate PLCs?

Plcs will be facilitated by campus admin and instructional coaches. Facilitators will guide lesson internalization, student work analysis, data review, and instructional planning to ensure strong alignment between curriculum, instruction, and assessment.

Who is required to attend PLCs?

All classroom teachers attend weekly PLC meetings, including sped, and bilingual. Led by Admin and instructional trainer. This collaborative approach ensures all staff responsible for student learning are engaged in monitoring progress and student outcomes.

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

The campus will implement a structured weekly PLC protocol based on TEA attributes of effective LIFT Plcs guide and tools. Utilizing these documents ensures the campus stays focused on improving instructional planning, strengthening Tier 1 instruction and increasing student achievement. During PLCs teachers will focus on one or more of following: lesson and unit internalization, lesson rehearsal, student work analysis, assessment and data review, and intervention planning to ensure instruction aligned to grade level standards.

Upload PLC agenda (optional):

—

Capacity Building

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

Role	Training/PD Description	Delivered By	Attended By
Principal	Besides the principal role other instructional leaders on campus receive Aspects of the Life process: Lesson and unit internalizations, lesson rehearsal, student work analysis, walkthrough information	Lift coaches	Principal, and other instructional leaders
Teacher	Lesson and unit internalizations, lesson rehearsal, student work analysis, assessment review intervention planning	Campus instructional leaders and Lift Coach	All Teachers

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

Teachers in first two years will receive additional coaching, modeling, and observation and feedback. Targeted PD focused on instructional delivery, lesson internalization, and data driven instruction.

Teachers not demonstrating consistent growth will receive intensified support through individual coaching plans and more frequent observation and feedback.

Teachers requiring intensive instructional support will receive observation and feedback at least weekly. Teachers demonstrating stronger implementation will receive observation and feedback at least biweekly.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Campus will utilize TEAs classroom observation tools for math, RLA, and content agnostic. Campus will prioritize teachers who need additional assistance especially during LIFT campus visits. Campus walkthrough tools, coaching observation forms, and leadership monitoring tools to evaluate the implementation and impact of professional learning. Campus admin and instructional coaches will conduct regular observations and coaching cycles to monitor the transfer of training into classroom practice.

Look fors will include:
1. Alignment to district-adopted instructional materials and grade-level standards.
2. Evidence of lesson internalization and effective lesson delivery.
3. Student engagement in learning tasks.
4. Checks for understanding and ongoing formative assessment.
5. Use of data-informed instructional practices.
6. Implementation of intervention and differentiation strategies.
7. Effective classroom management and learning environment practices.
8. Completion of coaching action steps and feedback implementation.

Observation data will be reviewed regularly to identify strengths, determine additional support needs, and measure the effectiveness of capacity-building efforts on teacher practice and student outcomes. Teachers requiring intensive instructional support will receive observation and feedback at least weekly. Teachers demonstrating stronger implementation will receive observation and feedback at least biweekly.

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

Weekly

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

Teachers and administrators will receive professional learning focused on meeting the needs of special education, emergent bilingual, and other at-risk student populations. Training will include implementation of accommodations and modifications, differentiation strategies, language supports, intervention planning, progress monitoring, and the effective use of student data to inform instruction.

Campus staff will receive coaching and support on delivering grade-level instruction while addressing individual student needs, implementing IEP and language acquisition requirements, and utilizing evidence-based instructional strategies. PLCs, coaching cycles, and classroom observations will be used to reinforce training and monitor implementation to ensure improved outcomes for all student groups.
The campus is also hiring a part-time Special Pops Tutor who will receive capacity building supports to ensure identified students receive the targeted support needed.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

Instructional Readiness and Resource Plan Finalized: Campus and district leadership will complete an instructional readiness review and finalize the staffing, scheduling, instructional resources, funding, and district supports necessary to implement the campus school improvement strategy.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Principal Manager, DCSI

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

Completed instructional readiness review; master schedule; staffing and resource allocation plan; documented district supports; identified funding sources.

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

District Curriculum & Instruction support, Accountability/School Improvement support, LIFT/ approved provider support as applicable, staffing and budget information.

Milestone 2

Description – What specific action or deliverable will be completed?

PLC Structures and Instructional Planning Routines Fully Implemented: The campus will implement a consistent weekly PLC structure that includes lesson/unit internalization, student work analysis, assessment review, intervention planning, and lesson rehearsal as appropriate. Teachers serving special populations will be included in PLC structures aligned to the students they support.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal(s), Academic Trainer/Instructional Coach, PLC Facilitators

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

Master schedule showing protected PLC time; PLC agendas; lesson internalization artifacts; student work samples; PLC observation data; intervention-planning documentation.

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

LIFT PLC tools and protocols, district instructional support, HQIM/curriculum resources, training for PLC facilitators.

Milestone 3

Description – What specific action or deliverable will be completed?

Differentiated Teacher Support and Coaching System Established: Campus leadership will establish differentiated levels of instructional support for teachers based on classroom observation data, student outcomes, experience, certification status, and demonstrated implementation needs. Coaching and professional learning will be assigned according to identified need.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Academic Trainer/Instructional Coach, Teachers, Campus Intervention Staff

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

Teacher support tiers; differentiated coaching schedules; individual coaching plans; completed coaching records; observation and feedback data; professional learning assignments; evidence of follow-up based on identified teacher needs.

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

Coaching protocols and tools, classroom observation data, teacher-support criteria, leadership calibration, observation and feedback training, and LIFT or district instructional coaching support.

Milestone 4

Description – What specific action or deliverable will be completed?

Observation and Feedback Cycles Fully Operational: Campus instructional leaders will implement differentiated observation and feedback cycles. Teachers requiring intensive instructional support will receive observation and feedback at least weekly, while teachers demonstrating stronger implementation will receive observation and feedback at least biweekly. Observation data will be used to assign actionable coaching steps and determine subsequent support.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal(s), Academic Trainer/Instructional Coach

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

Observation schedule; completed classroom observation tools; documented teacher feedback; coaching action steps; evidence of follow-up observations; observation trend reports.

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

TEA/LIFT classroom observation tools, Instructional Insights App or district observation system, leadership calibration, observation and feedback training.

Milestone 5

Description – What specific action or deliverable will be completed?

Assessment, Student Data Tracking, and Progress-Monitoring Systems Implemented: The campus will implement a consistent assessment and data-monitoring system in which teachers and leaders analyze student performance, monitor progress toward campus goals, identify learning gaps and misconceptions, and maintain student-level data trackers to inform instructional decisions.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Academic Trainer/Instructional Coach, Teachers, Campus Intervention Staff

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

Assessment calendar; Eduphoria or other assessment reports; student data trackers; PLC data-analysis documentation; student growth reports; campus progress-monitoring dashboard.

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

Eduphoria, NWEA MAP, curriculum-based assessments, district assessment support, data-analysis protocols and training.

Milestone 6

Description – What specific action or deliverable will be completed?

Targeted Student Intervention System Fully Operational: The campus will implement a systematic process for identifying students requiring additional support, assigning targeted Tier 2/Tier 3 interventions, monitoring intervention effectiveness, and regrouping students based on progress-monitoring data. Intervention planning will explicitly address students receiving special education, emergent bilingual, and other specialized supports.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, RtI/Intervention Staff, Academic Trainer/Instructional Coach, Teachers, Special Education and Bilingual/ESL Staff

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

Intervention schedule; student intervention rosters; progress-monitoring records; student grouping criteria; intervention plans; evidence of regrouping or instructional adjustments based on student response.

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

RtI/MTSS support, intervention resources, progress-monitoring tools, special populations support, assessment data.

Milestone 7

Description – What specific action or deliverable will be completed?

Mid-year Implementation and Student Outcome Review Completed: Campus and district leadership will conduct a formal midyear review of strategy implementation and student outcomes using assessment data, classroom observation trends, PLC implementation evidence, intervention data, and progress toward campus student outcome goals. Leadership will identify barriers and document necessary adjustments. (STAAR Interim is administered in November 2026 so data will be available)

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

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

MOY data analysis; implementation review; observation and PLC trend reports; intervention-effectiveness data; written adjustments to campus supports, staffing, professional learning, or intervention structures.

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

District Accountability/Assessment support, A–F Estimator, assessment reports, LIFT/ approved provider coaching, performance-management protocols.

Milestone 8

Description – What specific action or deliverable will be completed?

Instructional and Intervention Supports Adjusted Based on Mid-year Evidence: Following the midyear review, campus leadership will implement documented adjustments to instructional support, teacher coaching, PLC priorities, student interventions, staffing, and/or professional learning based on identified implementation gaps and student performance trends.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Academic Trainer/Instructional Coach, Campus Leadership Team

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

Revised coaching schedules; adjusted intervention groups; revised PLC priorities; professional learning plans; updated teacher support tiers; progress-monitoring documentation demonstrating follow-through on identified adjustments.

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

District instructional specialists, Accountability/Assessment support, LIFT/approved provider coaching, campus performance-management data.

Milestone 9

Description – What specific action or deliverable will be completed?

End-of-Year Improvement Review and 2027–2028 Sustainability Plan: Campus and district leadership will evaluate implementation of the school improvement strategy and student outcomes, determine progress toward accountability and exit goals, identify practices demonstrating evidence of effectiveness, and develop a continuation or intensification plan for the 2027–2028 school year.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, District Curriculum & Instruction Leadership

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

EOY implementation review; STAAR and other student outcome analyses; A–F Estimator results; observation and PLC trend data; intervention-effectiveness analysis; documented 2027–2028 priorities, supports, staffing, and professional learning needs.

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

STAAR and accountability data, A–F Estimator, district Accountability/Assessment support, Curriculum & Instruction support, LIFT/approved provider implementation data as applicable.

Performance Management

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

District and campus leaders will monitor implementation through regular review of performance milestones, student outcome data, PLC documentation, classroom observations, and intervention effectiveness.

Campus leadership will review progress during weekly leadership
and PLC meetings to ensure improvement strategies are implemented with fidelity and are producing the intended results. The principal, instructional leaders, district support staff, and LIFT Principal Coach will conduct routine walkthroughs, data reviews, and progress-monitoring meetings to assess
implementation of action steps, alignment to district-adopted instructional materials, and progress toward student achievement goals. Performance data will be reviewed each grading period to evaluate growth, identify barriers, and determine needed adjustments in instructional supports, staffing, interventions, and professional learning.

The district and campus leadership teams will use this ongoing monitoring process to ensure accountability, celebrate progress toward milestones, and make timely decisions that accelerate student outcomes and support successful turnaround efforts.

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

The principal, principal manager, and DCSI will be responsible for reviewing progress toward plan milestones. Progress will be monitored during weekly leadership meetings, PLC reviews, and periodic data reviews to evaluate implementation, student outcomes, and the effectiveness of improvement strategies. Adjustments will be made as needed to ensure the campus remains on track to meet turnaround goals.

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Milestone progress data will be collected through student assessment results, Eduphoria reports, PLC documentation, classroom observation data, and LIFT Coaching visits notes. Campus leadership will review data regularly to measure progress toward milestones and student outcome goals and monthy with district staff--either principal manager or DCSI and quarterly with the superintendent.

Progress updates to campus stakeholders will be shared through regularly leadership meetings (including those focusing on data reviews, PLC notes, and progress-monitoring reports.) This process will ensure timely identification of successes, barriers, and needed adjustments to support continuous improvement and achievement of turnaround goals.

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

Milestone progress data will be shared with district leadership and other relevant stakeholders through regular leadership meetings (whole group or cohort), data review meetings (in-person or virtual), progress-monitoring reports created in collaboration with the Accountability & Assessment Department, and PLC updates with the LIFT District-Level Team.

The principal will provide ongoing updates to district leadership regarding implementation progress, student achievement data, and progress toward turnaround goals. Data will be used to identify successes, address areas of concern, and determine needed supports to ensure continuous improvement and successful implementation of the plan.

Student Outcome Goals

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

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	50
Masters Grade Level	25

Not applicable: RLA STAAR goals (SY 26-27)

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	50
Masters Grade Level	25

Not applicable: Math STAAR goals (SY 26-27)

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	50
Masters Grade Level	25

Not applicable: overall STAAR goals (SY 26-27)

No

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

46.9

Not applicable: Academic Achievement goal (SY 26-27)

No

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

75

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

No

Did your school have a graduation class for the 2025-2026 school year?

No

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

62.5

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

62.5

Additional Info

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

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Upload additional documents (optional):

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