Response Summary:

Targeted Improvement Plan and Turnaround Plan Form 25-26: School Year 2025-26

Before you begin, please ensure:

- You've completed the **Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25–26** for all campuses required to submit a Targeted Improvement Plan or Turnaround Plan.
- You've completed the **Targeted Improvement Plan and Turnaround Plan Form: Closure/ Reassign Form for School Year 25–26** for all campuses that are choosing Closure/Reassign as the school improvement strategy.

Please complete this form by **5 pm on November 21, 2025** . The survey should take approximately **30-90 minutes to complete**. To avoid losing progress, please set aside enough time to complete the submission in one sitting. If you have questions, please contact the School Improvement Division at SIDivision@TEA.Texas.Gov. Thank you for taking the time to engage in this submission and provide the requested information.

Upon submission, you will receive an email containing a PDF of your Targeted Improvement Plan or Turnaround Plan responses for your records. TEA will upload your responses into ISAM on the submissions table for your campus(es).

Reminder:

- Maximize your browser window for the best experience
- Complete the form in one sitting to avoid losing progress.

0.0. Will you be completing a Targeted Improvement Plan (TIP) or a Turnaround Plan (TAP) submission?

- Turnaround Plan (TAP)

Before you continue, please ensure that all statutory requirements for on-site needs assessment, stakeholder engagement, and board approval are complete for the campus included in this plan.

1.1TAP. Please select the campus for this submission:

Region	20
District	20 ~ JUDSON ISD-015916
Campus	20 ~ JUDSON ISD-015916 ~ PARK VILLAGE BLENDED LEARNING ACADEMY-015916105

1.1aTAP. If the campus you are completing this submission for is not available in the list above, please enter the campus(es) CDCN number in the field below.
Please, ensure the CDCN number is complete with leading zeros when applicable.
Example: Campus 235467 should be entered as 00235467
N/A

1.2. Please enter your first and last name.
Kayone Bedford

1.3. Please enter your email.
kbedford@judsonisd.org

1.4. Please select your role:
- Other:
  Principal

NOTICE:

To proceed with this submission, all Needs Assessment and Stakeholder Engagement assurances (items 2.1–2.6) must be marked **"Yes."**
If any of these items are marked **"No,"** you will be redirected to the end of the survey and must restart the submission once assurances 2.1–2.6 can be confirmed as **"Yes."**

2.1. I assure that all campuses named in this plan have conducted an on-site needs assessment that meets the requirements in Section 39A.053 of the Texas Education Code. (For example: Texas Strategic Leadership Landscape Analysis, Effective Schools Framework Diagnostic, or a local needs assessment.)
- Yes

2.2. I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.
- Yes

2.3. I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan/Turnaround Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.
- Yes

2.4. I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.
- Yes

2.5. I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each plan, and the board posted the plan(s) on the district website prior to the hearing.

- Yes

2.6. Has the board approved this plan(s)?

- Yes

2.7#1. Please select the date of board approval: - Month

Please Select:	October

2.7#2. Please select the date of board approval: - Day

Please Select:	16

2.7#3. Please select the date of board approval: - Year

Please Select:	2025

2.8. As part of the TAP submission, all campuses must upload stakeholder comments. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted.

Please upload a copy of public comments or additional documents explaining the lack of public comments: [Click here]

NOTICE:

To proceed with this submission, the Student Outcome Goals the 'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26' must be completed first, so assurance 3.1 can be marked '**Yes**'. If you have not completed the 'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26', please do so before returning to complete the 'Targeted Improvement Plan and Turnaround Plan Form: School Year 25-26'.

If '**No**' is marked for item 3.1 you will be redirected to the end of the survey and must restart the submission once assurance item 3.1 can be confirmed as **"Yes."**

3.1. I assure that all campuses included in this plan have set campus-wide goals for ELA/Reading and Math STAAR performance rates and scaled score goals for Domain III components (Academic Achievement, Growth Status, ELP Status, and Student Success Status) for the 2025–2026 school year.

- Yes

4.1. Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.

- Intensive Curriculum & Instruction Improvements

4.2. Which, if any, grants has your school system been awarded to support this strategy?

- Other (must enter grant into text box):
  None

4.3. Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?

- Other (must enter grant into text box):
  None

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

SAPL List for LASO 3
SAPL List for LASO 4

- Other (must include name):
  Great Minds for Bluebonnet Implementation and Solution Tree for PLC Protocol Implementation

4.6. Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Both Dr. Mary Duhart-Toppen and Dr. Kristin Saunders have experience with turning around a campus from a failing status to a meets standards status.

5.1. Please select the adopted curriculum for: K-5 Math

- Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matemáticas K-5, Edición 1

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

- Yes

5.5. How many instructional minutes per week are required/recommended for implementation of this curriculum?

450

5.6. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

450

5.7. Please select the adopted curriculum: K-5 RLA

- Amplify Texas Elementary Literacy Program in English and Spanish

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

- Yes

5.11. How many instructional minutes per week are required/recommended for implementation of this curriculum?

600

5.12. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

600

5.13. Please select the adopted curriculum for: 6-8 Math

- Not applicable

5.19. Please select the adopted curriculum for: 6-8 RLA

- Not applicable

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

- Not applicable

5.31. Please select the adopted curriculum for: 9-12 RLA

- Not applicable

5.37. How many instructional days are included in the 2025-2026 calendar?

170

5.38. If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?

N/A

5.39. Please describe the assessment plan for the impacted campus(es).

The campus will use NWEA MAP for RLA, Math, and Science for BOY, MOY, and EOY. It will take the STAAR Interims at the beginning of the spring semester

5.40. Will the campus(es) implement a PLC structure?

- Yes

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

By grade Level

5.42. How frequently will PLCs occur?

Weekly

5.43. Who will facilitate PLCs?

Academic Trainers and assigned administrator

5.44. Who is required to attend PLCs?

All core content teachers

5.45. Please describe the PLC protocol to be used.

DuFour's Professional Learning Community (PLC) protocol

11.1. Please describe your planned training/PD sessions (and who delivers and attends) for:

Principal Manager	ESC-20, School Improvement Training, Effective School Framework Diagnostic Visit training—Great Minds, Bluebonnet Math training—Solution Tree, PLC training—NWEA MAP, data analysis training
Principal	C&I Department, monthly data meetings—Accountability Department, quarterly data and accountability overviews—ESC-20, School Improvement Training, Effective School Framework Diagnostic Visit training—Great Minds, Bluebonnet Math training—Solution Tree, PLC training—NWEA MAP, data analysis training
Other Campus Admin (assistant principal, instructional coaches)	C&I Department, monthly Academic Leaders and Assistant Principals meetings—Accountability Department, PLC visits to review accountability framework and Eduphoria tools—Great Minds, Bluebonnet Math training—Solution Tree, PLC training
Teachers	Campus administrators, Campus Academic Trainers, various needs throughout the year—C&I Department, as requested by content—Accountability Department, Eduphoria tools for data tracking

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

District's New Teacher Academy that begins with a summer institute and monthly professional learning opportunities throughout the year. New and ineffective teachers also receive a mentor as well as additional visits from the academic trainer.

11.3. 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?

Bluebonnet Observation Walkthrough Tool for Math and District Walkthrough for RLA

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

- Weekly

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

Teachers will receive assistance from special population campus leads to learn how to support their students and district special program departments will provide professional leanrning opportunities throughout the year. Administrators receive BOY training from the different departments in order to support their special program students on their campus. Plus, programs like Progress Learning and Summit K-12 are available for use with their students with the goal of closing any learning gaps.

12.1. Please share the key milestones for this strategy from August 2025 to August 2026 for TIP, key milestones from August 2026 to August 2028 for TAP Development, and key milestones from August 2025 to August 2027 for TAP Development AND Implementation. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.

[June 2025]
The district/campus will team up with Solution Tree for PLC foundations for the leadership team and staff. This will be supported by Principal leaders and monitored using PLC implementation data. Progress will be reviewed by Principal leaders.
[August 2025]
The district/campus will team up with Solution Tree for Data Analysis and Protocols for leadership team and staff. This will be supported by Principal leadership and monitored using data review protocols. Progress will be reviewed by Principal leadership.
[August - September 2025]
The district/campus will Review teacher past STAAR performance and T-TESS evaluations to determine teacher placement; ensure only high-performing teachers are in core STAAR tested areas. in order to achieve the intended outcomes. This will be supported by campus leadership and monitored using MAP screeners, assessments, and observation data. Progress will be reviewed throughout the year and shared with district leadership and campus administration.
[August - December 2025]
The district/campus will Restructured professional development to include a focused approach for improving Tier I instruction and student performance. in order to achieve the intended outcomes. This will be supported by campus leadership and academic trainers and monitored using PLC and HQIM observation forms. Progress will be reviewed weekly and shared with instructional teams and leadership.
[September - November 2025]
The district/campus will Create student data tracking protocols and forms for ELA and Math enabling low-performing students' tools to track their progress. in order to achieve the intended outcomes. This will be supported by the elementary RTI team and monitored using tracking spreadsheets and MAP progress reports. Progress will be reviewed every 4 and 9 weeks and shared with teachers and intervention teams.
[September – December 2025]
The district/campus will Observation/Monitoring calendar for each admin indicating which class will be observed on which day and what will be monitored (ex: Judson ISD instructional model: objective, gradual release model, questioning, accountable talk, HQIM implementation). in order to achieve the intended outcomes. This will be supported by
administrators and academic trainers and monitored using feedback rubrics and observation calendars. Progress will be reviewed bi-weekly and shared with campus leadership.
[September - December 2025]
The district/campus will Create a calendar of accelerated and small group instruction for elementary campuses within the regular school day for students with low mastery. in order to achieve the intended outcomes. This will be supported by principal, academic trainers, and classroom teachers and monitored using attendance records, unit assessments, and screener data. Progress will be reviewed monthly and shared with campus leadership and instructional teams.
[September - December 2025]
The district/campus will Create common campus assessments using Progressing Learning to assess the mastery of spiraled low-performing TEKS. in order to achieve the intended outcomes. This will be supported by academic trainers and core teachers and monitored using student performance data and assessment copies. Progress will be reviewed every 4 and 9 weeks and shared with instructional teams and leadership.
[September – April 2026]
The district/campus will be Partnering with AVID, classroom observations and campus-wide trainings. in order to achieve the intended outcomes. This will be supported by AVID trainers, campus leadership, and academic trainers and monitored using journals and observation forms. Progress will be reviewed throughout the year and shared with campus leadership and AVID coordinators.
[September – April 2026]
The district/campus will Partnering with Great Minds classroom observations and campus-wide trainings. in order to achieve the intended outcomes. This will be supported by Great Minds trainers, campus leaders, and academic trainers and monitored using walkthroughs and observation data. Progress will be reviewed throughout the year and shared with instructional teams and leadership.
[September – April 2026]
The district/campus will Facilitate weekly PLC meetings to ensure alignment with content to context to assessment to written and taught curriculum. in order to achieve the intended outcomes. This will be supported by campus leadership and academic trainers and monitored using PLC agendas and sign-in sheets. Progress will be reviewed weekly and shared with campus leadership and instructional staff.
[November 2025]
The district/campus will team up with Solution Tree to strengthen collaborative practices for the leadership team. This will be supported by Principal leadership and monitored using collaboration rubrics. Progress will be reviewed

by Principal leadership.
[November – December 2025]
The campus will implement Saturday School sessions for students in grades 3–5 to reinforce Math and Reading TEKS, supporting academic growth and success. Teachers selected for Saturday School were chosen from throughout the district as some of the highest-performing teachers based on their STAAR test scores. These teachers will align Saturday School instruction with priority TEKS in Math and Reading. Instructional staff will prepare engaging, skill-focused lessons and materials tailored to student needs. Saturday sessions will begin with strategies for student engagement and ongoing progress monitoring. Instructional Coaches and Teachers will lead instruction and provide academic support during sessions. The Leadership Team will monitor student progress and instructional effectiveness throughout the program. Progress will be reviewed by the leadership team using student performance data and teacher feedback.
[November - April 2026]
The district/campus will implement Papaya Tutoring to support our students to engage and master TEKS to be successful for the STAAR testing. This will be supported by Papaya Tutors, Leadership Team, Academic team and monitored using observation and tutoring data. Progress will be reviewed bi-weekly and shared with campus leadership.
[January 2026]
The district/campus will team up with Solution Tree for continuous improvement for the leadership team. This will be supported by Principal leadership and monitored using improvement plans. Progress will be reviewed by Principal leadership.
[January – February 2026]
The district/campus will Observation/Monitoring calendar for each admin indicating which class will be observed on which day and what will be monitored: Judson ISD instructional model: questioning, accountable talk. in order to achieve the intended outcomes. This will be supported by administrators and academic trainers and monitored using feedback rubrics and observation calendars. Progress will be reviewed bi-weekly and shared with campus leadership.
[January – February 2026]
The district/campus will Create a calendar of accelerated and small group instruction for elementary campuses within the regular school day for students with low mastery. in order to achieve the intended outcomes. This will be supported by principal, academic trainers, and classroom teachers and monitored using attendance records, unit assessments, and screener data. Progress will be reviewed monthly and shared with campus leadership and instructional teams.
[January - March 2026]
The district/campus will Restructured professional development to include a focused approach for improving Tier I instruction and student performance. in order to achieve the intended outcomes. This will be supported by campus leadership and academic trainers and monitored using PLC and HQIM observation forms. Progress will be reviewed weekly and shared with instructional teams and leadership.
[January - March 2026]
The district/campus will Observation/Monitoring calendar for each admin indicating which class will be observed on which day and what will be monitored (ex: Judson ISD instructional model: objective, gradual release model, questioning, accountable talk, HQIM implementation). in order to achieve the intended outcomes. This will be supported by
administrators and academic trainers and monitored using feedback rubrics and observation calendars. Progress will be reviewed bi-weekly and shared with campus leadership.
[January - April 2026]
The district/campus will Create common campus assessments using Progressing Learning to assess the mastery of spiraled low-performing TEKS. in order to achieve the intended outcomes. This will be supported by academic trainers and core teachers and monitored using student performance data and assessment copies. Progress will be reviewed every 4 and 9 weeks and shared with instructional teams and leadership.
[February - March 2026]
The district/campus will Create a calendar of accelerated and small group instruction for elementary campuses within the regular school day for students with low mastery. in order to achieve the intended outcomes. This will be supported by principal, academic trainers, and classroom teachers and monitored using attendance records, unit assessments, and screener data. Progress will be reviewed monthly and shared with campus leadership and instructional teams.
[March - May 2026]
The district/campus will review TTESS evaluations with teachers to determine placement for core subjects next school year. This will be supported by the leadership team and monitored using evaluation data. Progress will be reviewed by the leadership team.
Need Items for June 2026 thru August 2027 (TAPs are 2-year plans)

[June 2026]
The district/campus will review TTESS evaluations with teachers to determine placement for core subjects next school year. This will be supported by the leadership team and monitored using evaluation data. Progress will be reviewed by the leadership team.
[July 2026]
The leadership team will finalize team roles (Master and Mentor Teachers) and prepare professional development materials. This will be supported by district instructional staff and monitored through planning documentation. Progress will be reviewed during leadership planning meetings.
[August 2026]
The campus will launch orientation for all staff, introducing the rubric, cluster cycle, and evaluation process. This will be supported by the leadership team and monitored through attendance and feedback forms. Progress will be reviewed after the first cluster meeting.
[September 2026]
The leadership team will begin baseline observations and initiate cluster meetings focused on instructional priorities. This will be supported by Master and Mentor Teachers and monitored using observation data. Progress will be reviewed in monthly leadership meetings.
[October 2026]
The campus will use student data to refine cluster focus and instructional strategies. This will be supported by the leadership team and monitored through cluster documentation and student work samples. Progress will be reviewed during data meetings.
[November 2026]
The leadership team will conduct mid-semester evaluations and provide feedback to teachers. This will be supported by Master Teachers and monitored using evaluation rubrics. Progress will be reviewed in leadership calibration sessions.
[December 2026]
The campus will reflect on semester progress and adjust cluster goals for spring. This will be supported by the leadership team and monitored through teacher feedback and student data. Progress will be reviewed in end-of-semester TAP review.
[January 2027]
The Leadership team will relaunch clusters with updated goals based on fall data. This will be supported by Master Teachers and monitored through cluster plans and walkthroughs. Progress will be reviewed in leadership team meetings.
[February 2027]
The campus will focus on deepening instructional rigor aligned to TAP rubric indicators. This will be supported by the leadership team and monitored through classroom observations. Progress will be reviewed in instructional rounds.
[March 2027]
The Leadership team will conduct spring evaluations and provide coaching feedback. This will be supported by Master and Mentor Teachers and monitored using evaluation data. Progress will be reviewed in calibration meetings.
[April 2027]
The campus will identify potential future teacher leaders for leadership roles. This will be supported by the leadership team and monitored through leadership interest forms and performance data. Progress will be reviewed in succession planning meetings.
[May 2027]
The Leadership team will analyze student growth and instructional impact. This will be supported by the leadership team and monitored through assessment data. Progress will be reviewed in end-of-year TAP impact report.
[June 2027]
The district/campus will review TTESS evaluations with teachers to determine placement for core subjects next school year. This will be supported by the leadership team and monitored using evaluation data. Progress will be reviewed by the leadership team.
[July 2027]
The leadership team will revise TAP implementation plans based on year-end feedback. This will be supported by district staff and monitored through updated planning documents. Progress will be reviewed in summer leadership retreat.
[August 2027]
The campus will launch year two of TAP with refined cluster cycles and leadership roles. This will be supported by the leadership team and monitored through kickoff training and teacher feedback. Progress will be reviewed after initial cluster meetings.

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

Campus principal will meet with several district personnel each month to ensure plan is being implemented with fidelity to progress monitoring guarantee the plan is being strengthened or amended as necessary. The principal and the campus instructional team will meet with the principal manager for calibration walkthroughs, the Curriculum and Instruction Department for professional learning trainings, and the Accountability Department to review data from assessment plan.

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

Principal through bi-weekly meetings with the principal manager and DCSI

13.3. How frequently will progress toward milestones be reviewed?

- Bi-Weekly (Meets Expectation)

13.4. How will milestone progress data be collected?

Milestone progress data will be collected on the original TIP submission in the format of a running agenda

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

The principal manager will share with the Cabinet at least bi-weekly, and the Superintendent will prepare monthly updates to the Board through the Board Newsletter.

14.1. Please share the required costs to implement plan and source of funds:

$174,000.00 Title and local funds

14.2. 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?

N/A

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

N/A

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

N/A

Embedded Data:

BlockName	Additional Information