Judson Independent School District

Kirby STEM Academy

2026-2027 Turnaround Plan

Needs Assessment and Stakeholder Engagement

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TAP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Turnaround Plan, in accordance with Texas Education Code (TEC) §39A.104, with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Turnaround Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.104, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.103 and §39A.104, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 19, 2026

As part of the Turnaround Plan (TAP) submission, in accordance with Texas Education Code (TEC) §39A.104, the LEA must upload documentation of stakeholder feedback or the stakeholder engagement process. 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:

TAP Invite and Presentation.docx

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

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.

Region 20, 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 cost $40,835 for Year 1 and was funded through the LIFT grant. The HQIM, Bluebonnet Math, was purchased through district 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?

Kirby STEM Academy has strategically redistributed talent, staffing, leadership capacity, and instructional resources to address identified areas of need and support the campus turnaround effort. The district assigned a principal with turnaround experience to lead the implementation of the school improvement strategy and drive systemic change. In addition, the campus has an entirely new administrative team and new Academic Trainers, providing refreshed leadership capacity, increased instructional support, and a focused commitment to improving student outcomes.

To accelerate academic achievement, the campus operates on a modified master schedule that differs from other district middle schools. Students receive a double-blocked mathematics program consisting of a grade-level mathematics course and a mathematics workshop, providing approximately 90 minutes of mathematics instruction daily. This additional instructional time allows for targeted intervention, reteaching, enrichment, and acceleration based on student needs.

Additionally, approximately 75 students per grade level are enrolled in a reading workshop that provides targeted literacy intervention and support. These students receive additional instructional time focused on reading comprehension, vocabulary development, fluency, and academic literacy skills to address learning gaps and improve achievement outcomes.

The district has also prioritized resources to support implementation of Bluebonnet Learning Secondary Mathematics, Carnegie Learning, MATHia, instructional coaching, professional learning, and ongoing leadership support. Campus and district leaders will regularly monitor student performance data and implementation progress to ensure staffing, interventions, and resources remain aligned to identified student needs and turnaround goals.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

Bluebonnet Learning Math Grades 6-8/ Aprendizaje Bluebonnet Matemáticas de Secundaria

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

District Created

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

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	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	MAP- 6th -8th grade	District	BOY/MOY/ EOY	The results will be used to inform instructional decision-making and continuously improve student outcomes. Campus teachers and leaders will analyze assessment data to make Tier I instructional adjustments, identify areas requiring additional support, and ensure alignment to grade-level standards. Results will also be used to develop and refine Tier II and Tier III intervention groups based on individual student needs. Additionally, the data will support student goal setting, progress monitoring, and targeted academic planning in mathematics, reading, and science to accelerate achievement and close learning gaps.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Monthly	Math unit tests are district-created assessments administered at the conclusion of each instructional module. Assessment results will be used to determine the extent to which students have mastered grade-level content within each module, identify learning gaps, and inform instructional decision-making. Teachers will use the data to plan targeted reteach opportunities, spiral review of previously taught standards, and differentiated instruction. Results will also support Tier II and Tier III intervention groupings, monitor student progress, and guide data-driven goal setting to ensure students achieve mastery in mathematics.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Interim		District	Semester	Interim STAAR assessment data will be used to evaluate student progress and determine the percentage of students projected to perform at the Approaches, Meets, and Masters performance levels compared to previous assessment administrations. The results will help the campus monitor projected growth, identify trends in student achievement, and evaluate the effectiveness of instruction and interventions. Teachers and campus leaders will analyze performance by reporting category and specific TEKS to identify areas where students have not yet demonstrated mastery. This information will be used to plan targeted Tier I instructional adjustments, develop intentional Tier II and Tier III interventions, create small-group support plans, and provide focused reteach opportunities. Additionally, the data will support student goal setting, progress monitoring, and academic planning to accelerate achievement and increase the number of students performing at the Meets and Masters levels on STAAR.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	Campus-created RLA assessments	Campus	Monthly	RLA unit tests are campus-created assessments administered at the conclusion of each instructional unit. Assessment results will be used to determine the extent to which students have mastered grade-level content within each module, identify learning gaps, and inform instructional decision-making. Teachers will use the data to plan targeted reteach opportunities, spiral review of previously taught standards, and differentiated instruction. Results will also support Tier II and Tier III intervention groupings, monitor student progress, and guide data-driven goal setting to ensure students achieve mastery in reading.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	District-created Science and Social Studies assessments	District	Monthly	Science unit tests are district-created assessments administered at the conclusion of each instructional unit. Assessment results will be used to determine the extent to which students have mastered grade-level content within each module, identify learning gaps, and inform instructional decision-making. Teachers will use the data to plan targeted reteach opportunities, spiral review of previously taught standards, and differentiated instruction. Results will also support Tier II and Tier III intervention groupings, monitor student progress, and guide data-driven goal setting to ensure students achieve mastery in science and social studies.

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

Kirby STEM Academy will establish a systematic process for monitoring individual student achievement and growth throughout the turnaround period.
Teachers and instructional leaders will use multiple measures of student performance to identify students performing below grade level, monitor progress toward academic expectations, and determine the effectiveness of instructional interventions.
Student data will be organized by grade level, content area, teacher, student group, and individual student need.
The campus will use a structured data review process:
Weekly: Teachers and PLCs review formative assessment results, student work, and intervention progress.
Monthly: Campus instructional leaders review assessment trends, intervention implementation, and student performance indicators.
At Each Assessment Window: Leadership teams analyze growth, identify students requiring additional support, and revise instructional action plans.
At Beginning-, Middle-, and End-of-Year Checkpoints: NWEA MAP Growth results are reviewed to evaluate academic growth and intervention effectiveness.
Data reviews will prioritize students receiving special education services, emergent bilingual students, economically disadvantaged students, and other students identified as academically at risk.
Each data review will result in documented instructional actions, assigned responsibilities, and follow-up dates.

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

Kirby STEM Academy will implement a comprehensive Multi-Tiered System of Support to provide timely and differentiated academic assistance.
Tier I: High-Quality Core Instruction
All students receive rigorous, TEKS-aligned instruction supported by high-quality instructional materials, formative assessment, differentiation, and effective classroom practices.
Tier II: Targeted Intervention
Students identified through assessment data receive supplemental small-group instruction focused on specific academic needs.
Interventions will be delivered through designated intervention periods, tutoring, and other approved instructional supports.
Tier III: Intensive Intervention
Students demonstrating significant or persistent academic needs receive more intensive, individualized support based on documented student performance and response to prior intervention.
Progress monitoring will be used to determine whether interventions should continue, intensify, or change.
Support for Special Populations
Teachers and administrators will collaborate with special education, emergent bilingual, Section 504, and other student support personnel to ensure that instruction and interventions address individual student needs.
Support will include:
• Implementation of IEPs and Section 504 plans.
• Appropriate instructional accommodations and designated supports.
• Language development strategies for emergent bilingual students.
• Collaboration between general education and specialized support personnel.
• Progress monitoring aligned with student learning needs.
• Family communication regarding academic progress and intervention plans.
Student services will be provided in accordance with applicable state and federal requirements.

Will the campus implement a PLC structure?

Yes

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

Organization: Grade-level and content-area teams, with interdisciplinary collaboration as needed.

How frequently will PLCs occur?

Grade-level and content-area teams will participate in protected PLCs at least weekly for a minimum of 45 minutes. Additional collaborative planning structures may occur throughout the week. The master schedule will document protected PLC access for each team. Math and RLA are provided daily protected PLC structures.

Who will facilitate PLCs?

Facilitators: Designated PLC facilitators are our Academic Trainers, department leaders, and campus instructional administrators.

Who is required to attend PLCs?

Required participants include assigned content-area teachers, special education teachers, emergent bilingual support staff, intervention personnel, Academic Trainers, and designated campus instructional leaders aligned to the students and content they support.

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

PLC Instructional Protocol
Kirby STEM Academy will implement a consistent, evidence-based PLC protocol focused on student learning and instructional improvement.
Step 1: Identify Essential Learning
Teams identify priority TEKS, learning objectives, expected student outcomes, and instructional success criteria.
Step 2: Internalize Instruction
Teachers collaboratively analyze upcoming lessons, instructional materials, anticipated misconceptions, and opportunities for differentiation.
Step 3: Examine Student Learning
Teams review common formative assessments, student work, and other evidence to determine student mastery.
Step 4: Plan Instructional Response
Teachers identify students requiring reteaching, intervention, acceleration, or enrichment and determine the instructional response.
Step 5: Assign Actions and Monitor Follow-Through
Teams document instructional commitments, responsible personnel, timelines, and evidence to be reviewed at the next PLC meeting.
Step 6: Evaluate Impact
Teams determine whether instructional adjustments improved student learning and identify additional actions where progress remains insufficient.
PLC agendas, attendance, assessment analyses, student work samples, and instructional action plans will serve as evidence of implementation.
Campus instructional leaders will monitor PLC quality through a common rubric and provide feedback to strengthen team effectiveness.

Upload PLC agenda (optional):

Kirby_STEM_Academy_2026-27_PLC_Agenda.docx

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
Teacher	This session will focus on Effective First Teach: Building Background, emphasizing the importance of high-quality Tier I instruction that enables 80% or more of students to master grade-level content during their initial exposure to learning. Participants will explore strategies for building background knowledge, providing clear teacher modeling, making student thinking visible, actively monitoring learning, and making timely instructional adjustments. Through reflection, discussion, and examples of effective classroom practices, teachers will learn how strengthening first teach can increase student engagement, reduce learning gaps, and improve academic outcomes for all learners. Purpose/Expected Outcome: Teachers will strengthen their understanding and implementation of effective Tier I instructional practices to increase student mastery of grade-level standards, improve classroom engagement, and reduce the need for remediation through intentional and high-quality first instruction.	Rise Hayes, Academic Trainer Dr. Paula Johnson, Academic Trainer	All Kirby STEM Academy Teachers

Role	Training/PD Description	Delivered By	Attended By
Other Campus Admin (Assistant Principals, Instructional Coaches)	Effective First Teach: Building Background and Increasing Student Engagement This professional learning session focuses on the components of effective first instruction. Participants will examine strategies for building background knowledge, establishing clear learning targets, modeling thinking, monitoring student understanding, and making instructional adjustments during lessons. Emphasis will be placed on increasing student engagement, improving access to grade-level content, and strengthening the effectiveness of Tier I instruction. Campus leaders will use the learning to support classroom observations, coaching conversations, and instructional planning aligned to campus improvement goals. Campus instructional leaders will strengthen their ability to identify, support, and monitor high-quality Tier I instruction. Learning from this session will be used to improve coaching, feedback, instructional monitoring, student engagement, and academic outcomes across content areas.	AT Green, Independent Consultant	Principal, Assistant Principals, and Academic Trainers

Role	Training/PD Description	Delivered By	Attended By
Other Campus Admin (Assistant Principals, Instructional Coaches)	This professional learning session focuses on implementing and monitoring Research-Based Instructional Strategies (RBIS) to improve instruction and student achievement. Participants will examine evidence-based practices that support engagement, academic discourse, rigor, formative assessment, and differentiated instruction. The training will build leadership capacity to identify effective practices during classroom observations, provide actionable feedback, and support continuous instructional improvement. Emphasis will be placed on consistent implementation of high-quality Tier I instruction aligned to campus turnaround goals. Campus leaders will strengthen their ability to recognize, monitor, and support effective instructional practices through observations, coaching, and feedback cycles. Learning from this session will be used to improve instructional consistency, increase student engagement, strengthen teacher effectiveness, and accelerate student achievement.	Penny McCool, Region 20	Principal, Assistant Principals, and Academic Trainers

Role	Training/PD Description	Delivered By	Attended By
Teacher	RBIS (Research-Based Instructional Strategies) for Mathematics This professional learning session focuses on implementing Research-Based Instructional Strategies (RBIS) in mathematics to improve student engagement, conceptual understanding, and achievement. Participants will explore practices that promote mathematical discourse, problem-solving, formative assessment, and differentiation. The training will support teachers in implementing curriculum resources, analyzing student thinking, and addressing learning gaps. Emphasis will be placed on strengthening Tier I instruction and access to rigorous grade-level mathematics content. Math teachers, Special Education teachers, and the Academic Trainer will strengthen their implementation of effective mathematics instructional practices. Learning from this session will be used to improve lesson delivery, increase student engagement, enhance intervention planning, and accelerate mathematics achievement for all student groups.	Carnegie Learning	Mathematics Teachers, Special Education Teachers, and Academic Trainer (Mathematics)

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

Kirby STEM Academy will provide differentiated professional learning and coaching based on staff experience, instructional performance, and demonstrated needs.

Teachers With Fewer Than Two Years of Experience

Beginning teachers will receive structured onboarding, mentoring, curriculum implementation support, instructional planning assistance, classroom management support, and more frequent observation and feedback.

Teachers Requiring Intensive Instructional Support

Teachers identified through observation evidence, student learning results, or documented professional growth needs will receive targeted coaching focused on specific instructional practices.

Support may include:

- Weekly coaching meetings
- Lesson planning and internalization support
- Classroom modeling
- Co-planning and co-teaching
- Peer observations
- Follow-up observations
- Student work analysis
- Written instructional action steps

Teachers Demonstrating Effective Instruction

Effective teachers will receive ongoing coaching and opportunities to participate in instructional leadership, mentoring, peer observation, and collaborative planning.

Inexperienced or Developing Campus Leaders

Administrators requiring additional support will receive differentiated leadership coaching, calibration opportunities, observation practice, feedback training, and support with performance monitoring.

Coaching intensity will be adjusted based on demonstrated progress and implementation evidence.

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?

Kirby STEM Academy will evaluate the impact of professional learning through a structured observation, coaching, and implementation monitoring system.
The campus plans to utilize the Texas Exchange Instructional Insights App, subject to district participation confirmation, as its primary instructional observation and feedback platform. The district is not scheduled to receive the Insights App onboarding until January 2027.
Implementation evidence will include classroom walkthroughs, lesson plan reviews, PLC observations, student work analysis, coaching documentation, and assessment results.
Instructional Look-Fors
1. Clear alignment between lesson objectives and grade-level TEKS.
2. Consistent use of adopted instructional materials.
3. Evidence of lesson internalization and purposeful planning.
4. Appropriate instructional rigor and cognitive demand.
5. Active student engagement and academic discourse.
6. Effective formative assessment and checks for understanding.
7. Instructional differentiation and required accommodations.
8. Timely feedback and instructional adjustments.
9. Evidence of student understanding and mastery.
10. Implementation of identified coaching action steps.
Campus leadership will analyze observation trends to determine professional learning needs, evaluate coaching effectiveness, and identify necessary adjustments.

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?

Kirby STEM Academy will provide targeted professional learning to ensure that teachers and administrators effectively support students receiving specialized instructional services.
Professional learning will include:
Special Education: IEP implementation, specially designed instruction, accommodations, inclusive instructional practices, progress monitoring, and collaboration between general education and special education personnel.
Emergent Bilingual Students: Language development strategies, sheltered instruction, academic vocabulary, linguistic accommodations, and use of language proficiency data.
Section 504: Implementation of student accommodation plans, documentation, classroom supports, and appropriate instructional adjustments.
Students Performing Below Grade Level: Evidence-based academic intervention, diagnostic assessment, differentiated instruction, progress monitoring, and instructional acceleration.
Gifted and Advanced Learners: Instructional enrichment, differentiated rigor, advanced academic opportunities, and appropriate acceleration.
Campus and district personnel will monitor the implementation of specialized supports through classroom observations, student performance data, service documentation, and collaborative student support meetings.
The campus proposes the following implementation measures:
• At least 90% of scheduled PLC meetings are conducted.
• At least 90% of sampled PLCs meet the campus's established quality rubric by May 2027.
• At least 90% of required differentiated coaching cycles are completed monthly.
• All teachers receive documented instructional feedback according to their assigned coaching tier.
• All identified students requiring academic intervention have documented intervention plans.
• Campus leaders review instructional implementation evidence at least monthly.
• Professional learning priorities are adjusted based on observation trends and student achievement data.
These implementation measures will be monitored alongside independent student achievement and growth measures to determine whether improvements in adult practices are producing measurable student outcomes.

Milestones

List 16-20 key milestones your campus will complete to implement this strategy (8-10 per year). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May

2027, August 2027, December 2027, May 2028, August 2028.

Milestone 1

Description – What specific action or deliverable will be completed?

Milestone 1 — Establish Turnaround Governance and Accountability
Description: Establish a Campus Intervention Team governance structure, assign implementation responsibilities, develop an evidence repository, and establish a two-year turnaround monitoring calendar. Complete the governance roster and assign an accountable owner to 100% of required TAP sections and implementation priorities.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI, principal, campus leadership team, Campus Intervention Team.

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

CIT roster, meeting agendas, minutes, implementation calendar, responsibility matrix, evidence repository, and documented assignments.

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

District school improvement leadership, administrative planning time, shared documentation system, and TEA guidance.

Milestone 2

Description – What specific action or deliverable will be completed?

Milestone 2 — Reassess and Revalidate the Needs Assessment
Description: Review the completed on-site needs assessment, validate priority root causes using current student performance and instructional evidence, document stakeholder feedback, and establish a direct connection between each validated root cause and the selected turnaround 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, DCSI, CIT, district assessment personnel, instructional leadership team.

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

Evidence of Completion: Completed needs assessment, disaggregated performance analysis, root-cause documentation, stakeholder feedback summary, and CIT review records.

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

Support Needed: Accountability data, assessment support, stakeholder engagement resources, and district improvement guidance.

Milestone 3

Description – What specific action or deliverable will be completed?

Milestone 3 — Verify Curriculum, Scheduling, and Instructional Resources
Description: Verify through a campuswide curriculum and master schedule audit that all required teachers have protected access to at least one 45-minute PLC or common-planning period weekly. verifying grades 6–8 mathematics and RLA instructional materials, scheduled minutes, intervention periods, instructional resources, and access to required technology. Resolve 100% of identified curriculum or scheduling discrepancies.

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 principals, district curriculum leadership, master scheduler, instructional coaches.

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

Evidence of Completion: Curriculum inventory, master schedule audit, instructional minutes verification, technology access records, and corrective action log.

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

Support Needed: District curriculum support, scheduling resources, curriculum materials, and instructional technology assistance.

Milestone 4

Description – What specific action or deliverable will be completed?

Milestone 4 — Implement High-Quality PLC Structures
Description: Implement standardized PLC protocols across mathematics and RLA teams. By December 2026, conduct at least 90% of scheduled PLC meetings and achieve at least 80% satisfactory implementation among sampled PLCs using the campus quality rubric.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Responsible Roles: Principal, assistant principals, academic trainer, PLC facilitators, department leaders.

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

Evidence of Completion: PLC calendars, agendas, attendance, lesson internalization records, student work analysis, PLC quality rubric results, and action plans.

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

Support Needed: Protected planning time, PLC training, facilitation support, common assessment tools, and leadership monitoring.

Milestone 5

Description – What specific action or deliverable will be completed?

Milestone 5 — Establish Differentiated Instructional Coaching
Description: Assign 100% of teachers to an instructional coaching support tier based on available evidence. Implement tiered observation and feedback cycles and achieve at least 90% monthly completion of required coaching cycles. Coaching tiers will establish the required observation, feedback, and coaching frequency for each teacher based on 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?

Responsible Roles: Principal, assistant principals, instructional coaches, academic trainer, district instructional leadership, LIFT coach

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

Evidence of Completion: Teacher coaching assignments, observation records, feedback documentation, coaching action steps, and monthly completion reports.

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

Support Needed: Training from District and LIFT coaches for Observation and feedback tool until the Insight App platform is onboarded by the TEA, coaching training, instructional leadership support, and scheduled coaching time.

Milestone 6

Description – What specific action or deliverable will be completed?

Milestone 6 — Establish MTSS and Intervention Monitoring
Description: Implement a consistent student identification, intervention assignment, and progress-monitoring process. By December 2026, document intervention plans for 100% of students identified through the approved campus MTSS criteria as requiring supplemental academic intervention.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Responsible Roles: Principal, MTSS coordinator or designee, counselors, intervention personnel, special education personnel, instructional coaches.

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

Evidence of Completion: MTSS rosters, intervention schedules, student plans, progress-monitoring records, and intervention meeting documentation.

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

Support Needed: Assessment data, intervention materials, scheduled intervention time, and district student support personnel.

Milestone 7

Description – What specific action or deliverable will be completed?

Milestone 7 — Evaluate First Mid-Year Instructional Implementation
Description: Complete the BOY-to-MOY review of curriculum implementation, PLC quality, coaching completion, MTSS effectiveness, and student growth. Document corrective actions for areas not on track to meet the May 2027 goals. (Mid-year evaluation should show campus is on track for EOY goal of > By May 2027, achieve at least 90% satisfactory PLC quality among sampled meetings and at least 90% completion of required coaching cycles.)

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Responsible Roles: Principal, DCSI, district curriculum leadership, campus instructional leadership team.

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

Evidence of Completion: Instructional implementation reports, classroom observation summaries, PLC rubrics, coaching logs, MAP Growth results, and corrective action plans.

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

Support Needed: District assessment support, data analysis tools, instructional coaching, and leadership review time.

Milestone 8

Description – What specific action or deliverable will be completed?

Milestone 8 — Complete Year-One Outcome and Root-Cause Review
Description: Analyze 2027 STAAR results, student growth measures, and implementation evidence to determine progress toward adopted turnaround goals. Identify instructional priorities and necessary corrective actions for Year 2.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Responsible Roles: Principal, DCSI, district accountability leadership, CIT, instructional leadership team.

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

Evidence of Completion: 2027 accountability and STAAR analysis, subgroup performance review, implementation evaluation, revised action plan, and CIT documentation.

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

Support Needed: State assessment data, accountability modeling, district improvement support, and data analysis resources.

Milestone 9

Description – What specific action or deliverable will be completed?

Milestone 9 — Finalize Year-Two Sustainability and Staffing Plan
Description: Complete the MOY-to-EOY implementation review and prepare the Year 2 staffing and sustainability plan. Review instructional implementation, staffing, resources, funding, professional learning needs, and leadership capacity. Assign an owner and funding source to each essential Year 2 instructional system.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Responsible Roles: Principal, DCSI, district finance leadership, human resources, curriculum leadership, CIT.

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

Evidence of Completion: Revised staffing plan, professional learning calendar, curriculum resource inventory, approved funding plan, and Year-Two implementation schedule.

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

Support Needed: District budget review, staffing analysis, instructional resource planning, and school improvement leadership.

Milestone 10

Description – What specific action or deliverable will be completed?

Milestone 10 — Launch Refined Year-Two Instructional Systems
Description: Implement revised instructional priorities based on Year-One outcomes. Confirm that 100% of mathematics and RLA teachers have access to adopted curriculum resources, aligned instructional schedules, PLC structures, and required professional learning.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Responsible Roles: Principal, district curriculum leadership, assistant principals, instructional coaches.

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

Evidence of Completion: Curriculum access verification, master schedule, professional learning records, PLC documentation, and instructional implementation audit.

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

Support Needed: Curriculum resources, technology support, staffing allocations, and professional learning.

Milestone 11

Description – What specific action or deliverable will be completed?

Milestone 11 — Strengthen Mathematics Curriculum Implementation
Description: Conduct monthly mathematics implementation reviews addressing Bluebonnet Learning curriculum fidelity, MATHia integration, lesson internalization, student work, and academic intervention. Document instructional adjustments following each review.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Responsible Roles: Principal, mathematics department leaders, district mathematics specialists, instructional coaches.

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

Evidence of Completion: Curriculum implementation rubrics, mathematics PLC records, MATHia performance reports, assessment analysis, and instructional action logs.

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

Support Needed: Mathematics coaching, curriculum resources, MATHia access, assessment tools, and planning time.

Milestone 12

Description – What specific action or deliverable will be completed?

Milestone 12 — Sustain High-Quality PLC Implementation
Description: Maintain at least 90% completion of scheduled PLC meetings and at least 90% satisfactory implementation among sampled PLCs. Ensure PLC documentation consistently connects assessment findings to instructional actions and follow-up evidence.

MOY checkpoint: December 2027
EOY checkpoint: May 2028

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Responsible Roles: Principal, assistant principals, PLC facilitators, academic trainer, department leaders.

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

Evidence of Completion: PLC monitoring reports, quality rubrics, agendas, student work analyses, and documented instructional responses.

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

Support Needed: Protected planning time, PLC facilitation support, assessment resources, and leadership monitoring.

Milestone 13

Description – What specific action or deliverable will be completed?

Milestone 13 — Sustain Differentiated Coaching and Feedback
Description: Maintain the tiered instructional coaching system with at least 90% completion of required coaching cycles each month. Document implementation and follow-up of at least 90% of assigned instructional action steps.

MOY checkpoint: December 2027
EOY checkpoint: May 2028

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Responsible Roles: Principal, assistant principals, instructional coaches, academic trainer, district instructional leaders.

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

Evidence of Completion: Coaching logs, observation records, action-step tracking reports, follow-up documentation, and teacher growth summaries.

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

Support Needed: Observation platform, coaching calibration, professional learning, and instructional leadership support.

Milestone 14

Description – What specific action or deliverable will be completed?

Milestone 14 — Strengthen Intervention Responsiveness
Description: Conduct a formal midyear review by December 2027 and a spring progress review by May 2028. Develop corrective action plans at each checkpoint for major areas identified as off track. Review academic intervention effectiveness at least every four to six instructional weeks. Ensure 100% of students identified for intervention have current plans and documented progress reviews, with instructional adjustments made when students demonstrate insufficient response.

MOY checkpoint: December 2027
EOY checkpoint: May 2028

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Responsible Roles: MTSS coordinator or designee, instructional coaches, teachers, special education personnel, campus administrators.

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

Evidence of Completion: Intervention rosters, student progress records, MTSS meeting minutes, updated intervention plans, and student growth reports.

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

Support Needed: Intervention materials, progress-monitoring tools, student support personnel, and assessment data.

Milestone 15

Description – What specific action or deliverable will be completed?

Milestone 15 — Complete Year-Two Midyear and Spring Reviews
Description: Conduct formal implementation and student progress reviews to determine whether instructional practices and academic performance are improving at the pace necessary to meet adopted 2028 goals. Develop corrective action plans for all major areas identified as off track.

MOY checkpoint: December 2027
EOY checkpoint: May 2028

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Responsible Roles: Principal, DCSI, district accountability personnel, campus instructional leadership team.

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

Evidence of Completion: Performance review reports, milestone dashboards, student growth analysis, instructional implementation summaries, and corrective action records.

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

Support Needed: District performance management support, assessment analysis, coaching resources, and leadership review time.

Milestone 16

Description – What specific action or deliverable will be completed?

Milestone 16 — Evaluate Special Population Academic Progress
Description: Complete a comprehensive review of academic achievement, growth, intervention participation, and instructional supports for identified student groups. Document instructional adjustments for student groups not demonstrating adequate progress.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Responsible Roles: Principal, special education leadership, multilingual learner support personnel, district accountability personnel, instructional leadership team.

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

Evidence of Completion: Disaggregated student performance reports, intervention reviews, instructional support records, and documented improvement actions.

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

Support Needed: Student group performance data, specialized instructional support, assessment expertise, and collaborative planning time.

Milestone 17

Description – What specific action or deliverable will be completed?

Milestone 17 — Evaluate Two-Year Student Outcomes
Description: Analyze 2028 STAAR results, accountability indicators, student growth measures, and implementation evidence to determine progress toward the adopted two-year turnaround goals and applicable state and federal exit requirements.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Responsible Roles: Principal, DCSI, district accountability leadership, CIT, district executive leadership.

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

Evidence of Completion: 2028 accountability analysis, STAAR performance report, student growth analysis, goal attainment report, and two-year implementation evaluation.

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

Support Needed: Official state accountability data, district accountability expertise, performance analysis resources, and leadership review.

Milestone 18

Description – What specific action or deliverable will be completed?

Milestone 18 — Complete Sustainability and Continuous Improvement Plan
Description: Develop a long-term sustainability plan identifying the instructional systems, personnel, funding sources, professional learning structures, and monitoring practices required to maintain improvement beyond August 2028.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Responsible Roles: Principal, DCSI, district executive leadership, curriculum leadership, finance personnel, CIT.

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

Evidence of Completion: Approved sustainability plan, resource commitments, instructional monitoring calendar, staffing assignments, and continuing improvement priorities.

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

Support Needed: District leadership support, budget planning, staffing analysis, instructional resource planning, and school improvement guidance.

Performance Management

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

How Will District and Campus Leaders Monitor Successful Implementation?
Judson Independent School District and Kirby STEM Academy will implement a structured performance management system designed to monitor implementation fidelity, evaluate student achievement, identify barriers, and ensure timely corrective action.
The performance management system will connect five essential components:
1. Turnaround implementation milestones.
2. Curriculum and instructional quality.
3. Teacher and leadership capacity building.
4. Student achievement and academic growth.
5. Resource allocation and sustainability.
Campus leadership will maintain a centralized turnaround implementation dashboard documenting milestone status, responsible personnel, completion deadlines, evidence of implementation, student performance indicators, and corrective actions.
Implementation monitoring will include classroom observations, PLC reviews, instructional coaching records, curriculum implementation checks, student assessment analysis, MTSS documentation, and professional learning records.
District and campus leaders will use these data sources to determine whether the selected strategy is being implemented as intended and whether implementation is producing measurable improvements in student outcomes.
When implementation or student performance is below expectations, leadership will identify the root cause, assign corrective action, establish a completion deadline, and review evidence of improvement.

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

Principal
The principal will serve as the campus implementation leader and will be responsible for coordinating turnaround activities, monitoring instructional systems, reviewing implementation evidence, and ensuring that campus improvement priorities remain aligned with student achievement goals.
District Coordinator of School Improvement

The DCSI or designated district school improvement leader will provide implementation oversight, monitor milestone completion, facilitate district support, and review campus progress toward state improvement expectations.

Campus Assistant Principals
Assistant principals will support instructional observations, coaching, PLC monitoring, intervention implementation, teacher support, and documentation of campus improvement activities.

District Curriculum and Instruction Leadership
District instructional leaders will support curriculum implementation, instructional coaching, assessment analysis, professional learning, and corrective action planning.

Campus Academic Trainers
Instructional support personnel will facilitate PLCs, support lesson internalization, provide coaching, analyze student learning evidence, and monitor implementation of instructional action steps.

Campus Intervention Team
The CIT will review progress toward implementation milestones, student outcomes, and stakeholder commitments, and will provide recommendations for improvement.

District Executive Leadership
District executive leadership will review overall progress, identify systemic barriers, evaluate resource needs, and ensure district support for the turnaround strategy.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

How Will Milestone Progress Data Be Collected?
Milestone progress data will be collected through a centralized documentation and reporting system.
Evidence will include:
• Campus and district leadership meeting agendas and minutes
• PLC calendars, attendance, and quality rubrics
• Classroom walkthrough and observation records
• Teacher coaching logs and action-step documentation
• Curriculum implementation monitoring tools
• Student assessment and growth reports
• MATHia performance information
• MTSS intervention plans and progress-monitoring records
• Professional learning attendance and implementation evidence
• Staffing and resource allocation records
• Stakeholder engagement documentation
• Student attendance, behavior, and engagement data
• Milestone completion artifacts
Each milestone will be assigned an implementation status:
Completed: Required deliverable is finished and supporting evidence has been verified.
On Track: Implementation is progressing according to the approved timeline.
At Risk: Implementation barriers or performance concerns may prevent timely completion.
Off Track: Required activities or outcomes are not meeting established expectations.
Each milestone identified as at risk or off track will require a documented corrective action plan specifying the concern, responsible individual, action steps, completion deadline, and evidence required to demonstrate improvement.

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

How Will Progress Be Shared With District Leadership and Stakeholders?
Kirby STEM Academy will use a structured communication process to ensure that district leaders, campus personnel, and relevant stakeholders remain informed about turnaround implementation.
District Leadership
The principal and DCSI will provide monthly progress reports summarizing milestone completion, instructional implementation, student performance trends, barriers, corrective actions, and resource needs.
District Executive Leadership
Quarterly summaries will communicate overall progress, major risks, district support requirements, and the status of adopted student outcome goals.
Campus Intervention Team
The CIT will receive scheduled implementation updates, assessment analyses, milestone reports, and opportunities to review recommended adjustments.
Campus Staff
Staff will receive regular communication regarding instructional priorities, implementation expectations, professional learning, and student achievement progress through faculty meetings, PLCs, and campus communications.
Families and Community
The campus will provide appropriate progress updates through stakeholder meetings, school communications, and other district-approved communication channels.
Public reporting will protect confidential student and personnel information.
Continuous Improvement and Corrective Action
The campus will use a continuous improvement cycle consisting of:
Plan: Establish instructional priorities, measurable expectations, implementation responsibilities, and required resources.
Implement: Carry out approved curriculum, coaching, PLC, intervention, and leadership improvement activities.
Monitor: Collect and analyze implementation evidence and student performance data.
Evaluate: Determine whether implementation is occurring with fidelity and whether student outcomes are improving.
Adjust: Revise instructional practices, professional learning, intervention plans, coaching support, or resource allocations when progress is insufficient.
The campus will document corrective actions and evaluate their effectiveness during subsequent monitoring meetings.
The purpose of performance management is not solely to document compliance, but to ensure that implementation produces measurable and sustainable improvements in student achievement.

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	65
Meets Grade Level	45
Masters Grade Level	18

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	62
Meets Grade Level	37
Masters Grade Level	12

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	64
Meets Grade Level	41
Masters Grade Level	15

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?

12

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?

4

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

No

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	50
Masters Grade Level	22

Not applicable: RLA STAAR goals (SY 27-28)

No

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	68
Meets Grade Level	40
Masters Grade Level	18

Not applicable: Math STAAR goals (SY 27-28)

No

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	69
Meets Grade Level	45
Masters Grade Level	20

Not applicable: overall STAAR goals (SY 27-28)

No

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 27-28?

15

Not applicable: Academic Achievement goal (SY 27-28)

No

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 27-28?

4

Not applicable: ELP Component goal (SY 27-28)

No

Will this campus 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?

8

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

6

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 27-28?

10

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 27-28?

8

Additional Info

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

Commitment to Sustainable School Improvement

Kirby STEM Academy is committed to implementing a sustainable turnaround strategy that addresses the root causes of low academic performance and establishes systems for long-term success. Improvement efforts focus on aligning curriculum, instruction, assessment, professional learning, intervention, leadership accountability, and district support.

Through the Intensive Curriculum and Instruction Improvements strategy, the campus will strengthen teacher effectiveness, improve instructional consistency, and accelerate student achievement.

Instructional Excellence and STEM Identity

As a STEM academy, Kirby STEM Academy will continue providing rigorous learning experiences that foster critical thinking, collaboration, creativity, and problem-solving. STEM instruction will support grade-level standards and measurable outcomes while reinforcing strong literacy, mathematics, and Tier I instruction.

Mathematics Acceleration

Improving mathematics achievement remains a campus priority. Kirby STEM Academy will implement Bluebonnet Learning Secondary Mathematics and utilize MATHia to support personalized learning. The double-block mathematics model will provide additional time for grade-level instruction, intervention, and acceleration. Assessment data will guide instructional decisions and progress monitoring.

Teacher and Leadership Development

The campus will build teacher and leadership capacity through professional learning, instructional coaching, collaborative planning, and ongoing feedback. Leaders will monitor implementation, support instructional growth, and evaluate the impact on student outcomes.

Student Support and Campus Culture

Kirby STEM Academy recognizes the connection between student achievement, attendance, engagement, behavior, and academic support. The campus will strengthen systems for supervision, attendance monitoring, behavior supports, and intervention while maintaining a safe, supportive, and academically focused environment.

Family and Community Engagement

The campus will strengthen partnerships with families and community stakeholders through ongoing communication and opportunities for feedback. Families will receive information regarding academic progress, tutoring opportunities, campus expectations, and school improvement priorities throughout the turnaround process.

District Commitment and Oversight

Judson ISD will provide oversight, resources, professional learning, and implementation support to ensure successful execution of the turnaround strategy. District and campus leaders will monitor progress, address barriers, and align resources to identified needs.

Two-Year Improvement Plan

During 2026-2027, Kirby STEM Academy will focus on strengthening instructional systems, building staff capacity, and improving student outcomes. During 2027-2028, the campus will refine and sustain effective practices, address performance gaps, and demonstrate measurable academic growth. Progress will be monitored through implementation reviews, assessment data, and accountability results.

Final Campus Commitment

Kirby STEM Academy is committed to providing every student access to rigorous instruction, effective intervention, and a safe learning environment. Through strong leadership, high-quality curriculum implementation, professional learning, and data-driven decision-making, the campus will pursue sustainable academic improvement and acceptable accountability performance.

Our commitment is clear: Every Falcon. Every Classroom. Every Day. Academic Excellence Through Intentional Instruction.

Upload additional documents (optional):

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