# Judson Independent School District

# Converse Elementary School

# 2026-2027 Targeted Improvement Plan

## Needs Assessment, Stakeholder Engagement, and Additional Assurances

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 TIP 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 Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), 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 Targeted Improvement 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.056, 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.055 and §39A.057, 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

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

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## SI Strategy

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

Intensive Curriculum & Instruction Improvements

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

LIFT, LIFT PLC Support

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

—

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

Other, Carnegie Learning

Please specify the other organization:

JLHinds Consulting (additional Principal coaching)

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

4

What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.

The LIFT District Team will spend at least 50% of their time capacity building. The LIFT District Team includes, Kristin Saunders, Principal Manager; Denise Orosco-Jones, DCSI; Chanell Gomez, Curriculum & Instruction Director; Maria Ricishon, Bilingual/ESL/LOTE Director.

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).

The principal manager is a former turnaround principal herself. The other team members are experienced in school improvement or curriculum & instruction.

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

LIFT provider support was funded through the LIFT grant. Bluebonnet Math textbooks were purchased through district funds. Additional Carnegie Learning $1,500,000 for the district paid for by the LIFT grant. The Academic Trainer and district staff supporting implementation are funded through existing district and campus resources.

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?

Campus retained an academic trainer to support academic needs and coach teachers.

## Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

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

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

Yes

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

450

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

Yes

Please select the adopted curriculum for: K-5 RLA

District Created

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

Yes

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

600

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

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

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

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

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

172

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) |
|---|---|---|---|---|
| Curriculum Based Assessment | | District | Monthly | Data on the Curriculum Based Assessments will be used to determine student understanding of each module and plan for intervention. |

| Type of Assessment | Please specify other assessment type: | Campus or District | Frequency | Purpose (how will these results be used) |
|---|---|---|---|---|
| Interim | | District | Semester | Data from Interim Assessments is used to determine students in need of intervention prior to STAAR. |
| Other | MAP Reading Fluency | District | Bi-Monthly | Data from MAP Reading Fluency is used to determine student progress in reading and effectiveness of interventions. |
| Other | MAP/Circle K-PM | District | BOY/MOY/ EOY | Data from MAP and Circle is used to determine students in need of intervention and to track progress throughout the school year. |

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

Data from BOY/MOY/EOY screeners is reviewed by academic leaders and teachers. MAP provides goal targets for students and those are shared with students in their own goal setting. School wide data is visible in the PLC room at every PLC. Teachers maintain a binder with data from small groups and interventions.

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

Students in the bottom 20% on MAP are identified for RTI support at either Tier II or Tier III. Progress monitoring using MAP Reading Fluency and other data sources are used to track student progress towards RTI goals.
Students with IEPs are supported by special education teachers. In 3rd, 4th, and 5th grade a special education teacher coteaches in the classrooms with many of the students in need of instructional support, allowing students to have two teachers in their classroom for core classes.
Students that are classified as EB are supported with additional programs to build language skills.

Will the campus implement a PLC structure?

Yes

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

By grade level and by content area

How frequently will PLCs occur?

Weekly for at least 45 protected minutes.

Who will facilitate PLCs?

Academic Trainer and Principal

Who is required to attend PLCs?

Grade-level teachers, special education teachers, bilingual/ESL staff, intervention staff, and other instructional support staff aligned to the students and content being discussed.

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

There are four types of PLC that are held at Converse ES. Module Internalization, Lesson Internalization, Student Work Analysis, and Rehearsal are all used at various times to support instructional needs of teachers.

Upload PLC agenda (optional):

4 Types of PLC Agenda .pdf

## Capacity Building

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

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Principal | Principal coaching for effective leadership, RBIS, LIFT, LIFT PLC, ESL Strategies | Region 20, Carnegie Learning, John Hinds, District Personnel | Principal |
| Other Campus Admin (Assistant Principals, Instructional Coaches) | LIFT coaching on effective PLC and walkthroughs with feedback | Carnegie Learning | Principal, Academic Trainer, Assistant Principal |
| Teacher | Training on Effective First Teach strategies - Cold Calling, Active Observation, and Gold Standard Modeling | Principal | K-5 Classroom Teachers, Special Education Teachers, RTI Teachers |

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

Classroom observations, student results, experience, and implementation needs will be used to identify teachers and leaders requiring additional support. They will receive more frequent coaching, observation and feedback, targeted training, and follow-up based on the identified need.

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?

Until the Insights App is available, the campus will use a Google Form that was built from the TEA Classroom Observation Tools (Math/RLA/Content Agnostic) to evaluate implementation. Look-fors will include use of the adopted curriculum as well as the key areas on the tools--Learning Environment/Instructional Delivery/Monitoring & Responding.

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

Weekly

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

Teachers and administrators will receive training and coaching on implementing IEP accommodations, specially designed instruction, language-development strategies, ESL supports, progress monitoring, and access to grade-level instruction. District special education and bilingual/ESL staff will provide follow-up support based on classroom and student data.

## Milestones

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

### Milestone 1

Description – What specific action or deliverable will be completed?

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

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal,  Campus Leadership Team, Principal Manager, DCSI

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

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

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

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

### Milestone 2

Description – What specific action or deliverable will be completed?

The campus will implement a consistent PLC structure that provides each required teacher with at least 45 minutes of protected PLC or common-planning time weekly to ensure they are completing one of the following tasks (depending on implementation level) lesson/unit internalization, student work analysis, assessment review, intervention planning, and lesson rehearsal as appropriate. Teachers serving special populations will be included in PLC structures aligned to the students they support.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Academic Trainer/Instructional Coach, PLC Facilitators

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

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

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

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

### Milestone 3

Description – What specific action or deliverable will be completed?

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

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Academic Trainer/Instructional Coach, District Instructional Support Staff

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

Teacher-support tiers or differentiated support roster; coaching schedules; individualized support plans when applicable; professional learning assignments; documentation of coaching cycles.

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

Observation data, student performance data, coaching tools, district/LIFT instructional coaching support, professional learning resources.

**Milestone 4**

Description – What specific action or deliverable will be completed?

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

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Academic Trainer/Instructional Coach

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

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

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

TEA/LIFT classroom observation tools, Instructional Insights App (when available) or district observation system via Google Forms, leadership calibration, observation and feedback training.

### Milestone 5

Description – What specific action or deliverable will be completed?

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

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

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

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

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

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

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

### Milestone 6

Description – What specific action or deliverable will be completed?

Campus and district leadership will conduct a formal midyear review of strategy implementation and student outcomes using assessment data, classroom observation trends, PLC implementation evidence, intervention data, and progress toward campus student outcome goals. Leadership will identify barriers and document necessary adjustments.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Principal Manager, and DCSI.

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

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

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

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

**Milestone 7**

Description – What specific action or deliverable will be completed?

Following the midyear review, campus leadership will implement documented adjustments to instructional support, teacher coaching, PLC priorities, student interventions, staffing, and/or professional learning based on identified implementation gaps and student performance trends.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal,  Academic Trainer/Instructional Coach, Campus Leadership Team

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

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

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

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

**Milestone 8**

Description – What specific action or deliverable will be completed?

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

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal,  Campus Leadership Team, District Curriculum & Instruction Leadership

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

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

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

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

## Performance Management

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

Review of appropriate milestones

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

Principal, Principal Manager and DCSI

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress data will be collected through assessment results, PLC agendas and products, classroom observation and feedback records, coaching documentation, student data trackers, intervention records, schedules, and milestone evidence artifacts. Campus leaders will compile the evidence for monthly review.

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

The principal will share milestone status, evidence, barriers, and corrective actions with the Principal Manager and DCSI during monthly review meetings and quarterly with the Superintendent. Progress updates appropriate for families, and the community will be shared through newsletters and parent-engagement meetings.

## 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 | 83 |
| Meets Grade Level | 54 |
| Masters Grade Level | 20 |

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

—

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

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 70 |
| Meets Grade Level | 42 |
| Masters Grade Level | 14 |

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

—

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

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 75 |
| Meets Grade Level | 46 |
| Masters Grade Level | 16 |

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

—

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

18

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

—

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

2

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

—

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

No

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

20

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

10

## Additional Info

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

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Upload additional documents (optional):

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