Judson Independent School District

Masters 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 PLC Support

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

LIFT, LIFT PLC Support

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

Great Minds PBC, 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 and LIFT PLC Add-On provider support cost $100,435 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?

The district provided a New Principal Coach, John Hinds, to mentor Campus Principal on building effective campus systems.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

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

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

Yes

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

450

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

Yes

Please select the adopted curriculum for: K-5 RLA

District Created

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

Yes

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

600

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

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

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

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

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

174

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

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Benchmark	Campus	BOY/MOY/ EOY	Data analysis and strategically planning for closing academic gaps.

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

Teachers will update student trackers and small-group records after each assessment cycle. Teachers and campus leaders will review growth data during weekly PLCs and campus data meetings to adjust instruction, intervention groups, and student supports. STAAR Release Data, BOY/MOY/EOY NWEA, Interim Assessments, STAAR Student Data tracking, Small Group binder by teachers, Teacher Data Dashboard, Principal Student Monitoring Tool

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

Assessment, classroom, and progress-monitoring data will be used to identify students for Tier 2 and Tier 3 support, including students receiving special education, emergent bilingual, and other specialized services. Students will receive RTI, special education morning tutoring, extended-day tutoring from February through April 2027, and support from the Special Populations tutor. Progress will be reviewed during data meetings, and groups will be adjusted based on student response.

Will the campus implement a PLC structure?

Yes

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

45-minute PLCs are held weekly by grade-level.

How frequently will PLCs occur?

Weekly

Who will facilitate PLCs?

Academic Trainer with an Administrator present

Who is required to attend PLCs?

Grade-level teachers, special education teachers, bilingual/ESL staff, intervention staff, and other instructional 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.

PLC protocol; meet weekly, internalization notes provided prior to PLC, agenda review, review norms, action items, share effective practices, plan action or next steps.

Upload PLC agenda (optional):

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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	RBIS, LIFT, LIFT PLC; ESL Strategies (Maria Richison); Campus PD (Effective First Teach); Great Minds Math Support for Special Education; ECR Training by Banks and Chapman. Teachers receive rounds of observation and feedback from an instructional leader or coach.	LIFT, Great Minds, District Personnel, Teachers, Administrators	Teachers, Administrators

Role	Training/PD Description	Delivered By	Attended By
Teacher	Effective First Teach, lesson internalization, PLC data protocols, ESL strategies, Great Minds math support for special education, and ECR training	LIFT, Great Minds, district staff, and designated campus trainers, as applicable	Classroom teachers, special education teachers, bilingual/ESL staff, and intervention staff aligned to the training
Other Campus Admin (Assistant Principals, Instructional Coaches)	Observation and feedback, PLC monitoring, curriculum implementation, data analysis, coaching, and supports for special populations	District leadership, LIFT, Great Minds, and district instructional staff, as applicable	Assistant Principal, Academic Trainer, and other campus instructional leaders
Teacher	RBIS for Bluebonnet Math - various sessions throughout the school year to build capacity in K-5th grade teachers	LIFT District Coach & Carnegie PD team	All applicable teachers--self-contained and departmentalized
Principal	Principal Cohort Meetings -- The principals will meet monthly either in whole group or by cohorts to review data, discuss observation & feedback processes, calibrate using the TEA-designed tools, increase capacity to supplement & enhance LIFT initiatives	Principal Manager and C&I Team	Principal

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

Experience, observation data, student results, certification status, and implementation needs will be used to assign support. Inexperienced or ineffective teachers and leaders will receive targeted Frolly training, more frequent coaching, modeling, and follow-up based on identified needs.

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?

The campus will use the Google Form the Curriculum & Instruction team created based off the three different TEA Classroom Observation Tools (Math, RLA, and Content Agnotic). The campus will utilize the Companion Guides while in the classroom during observations. When it becomes available to the district, the campus will transition to the TEA Instructional Insights App. Look-fors will include use of the adopted curriculum, lesson internalization, grade-level rigor, clear modeling, checks for understanding, student engagement, appropriate supports, and implementation of coaching and PLC action steps.

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 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

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 weekly PLC structure that includes lesson and unit internalization, student work analysis, assessment review, data analysis, intervention planning, and lesson rehearsal, as appropriate. Teachers serving special populations will be included in PLC structures aligned to the students they support. Master's campus LIFT Coach will participate in instructional walks and selected PLCs to build teacher capacity, strengthen instructional planning, support data-driven decision-making, and ensure the effective implementation of high-quality instructional practices across all classrooms.

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

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

Master schedule showing protected PLC time; Principal weekly 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 needs. Teachers will be tiered to establish the frequency of monitoring, needs assessments, instructional coaching, and feedback cycles. This differentiated support system will ensure that all teachers receive targeted assistance designed to strengthen instructional practices, increase student achievement, and promote continuous professional growth. Leadership teams will regularly review teacher progress and adjust support levels as needed to ensure timely intervention and sustained improvement.

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, 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; peer observations, 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?

The Masters leadership team will implement a differentiated instructional coaching model that includes observation and feedback cycles tailored to teacher performance and instructional needs. Each teacher will receive observation and feedback weekly. Teachers requiring intensive support will receive additional coaching, modeling, and follow-up based on identified needs. Leaders will analyze observation data to develop specific action steps, monitor implementation, and adjust support accordingly. Coordinated instructional monitoring schedules will ensure consistent follow-up, accountability for previous feedback, and the timely identification of additional coaching needs to improve instructional effectiveness and student outcomes.

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

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 (through the Google Form observation system), leadership calibration, observation and feedback training.

Milestone 5

Description – What specific action or deliverable will be completed?

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

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Academic Trainer, Campus Intervention Staff, Special Education Teachers, Teachers

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

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

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

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

Milestone 6

Description – What specific action or deliverable will be completed?

The campus will implement a systematic process for identifying students who require additional academic support, assigning targeted Tier 2 and Tier 3 interventions, monitoring intervention effectiveness, and regrouping students based on progress-monitoring data. Intervention planning will intentionally address the needs of students receiving special education services, emergent bilingual students, and other student groups requiring specialized support. Masters Elementary utilizes Summit K12 to strengthen language acquisition and academic vocabulary development for emergent bilingual students in grades 3-5. Additionally, the campus employs a dedicated Special Populations tutor who provides targeted reading interventions for K-2 students to accelerate literacy growth and close achievement gaps. Student progress will be regularly reviewed through data meetings to ensure interventions are responsive, effective, and aligned to individual student needs.

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, Teachers, Special Education, ESL Staff, and Special Pops Tutor

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

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

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

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

Milestone 7

Description – What specific action or deliverable will be completed?

The campus, along with district leadership, will conduct a midyear review of strategy implementation and student outcomes using multiple data sources, including assessment results, classroom observation trends, PLC implementation evidence, intervention effectiveness data, and progress toward campus student outcome goals. During the review process, leadership teams will identify barriers to implementation, evaluate the impact of current practices, and document necessary adjustments to improve outcomes. Masters Elementary will use these data findings to determine professional learning priorities and provide targeted, job-embedded professional development that strengthens instructional practices, addresses identified areas of need and supports increased student achievement. Ongoing monitoring and follow-up will ensure that professional development efforts are aligned to campus goals and result in measurable improvements in teaching and learning.

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, Principal Manager, 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 8

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?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Academic Trainer

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

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

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

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

Milestone 9

Description – What specific action or deliverable will be completed?

Additional assessment & accountability training throughout the spring semester to ensure teachers and administrative leadership team understand the framework being used to score the students. Teachers will learn how to identify students in the various A-F domains and strategically group them for targeted interventions to build their academic capacity so they can perform better on the STAAR administrations.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Testing Coordinator (Asst. Principal), DCSI

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

Sign-In sheets, data trackers, progress measurement goals, and agenda items during PLCs and faculty meetings addressing data reviews

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

Accountability training, time with DCSI, intentional & protected time to review data

Milestone 10

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.

Campus leaders will monitor
-- TIP milestone evidence,
-- PLC implementation with and without LIFT coaching support,
-- classroom observation and feedback records, calibrating several time throughout the year,
-- teacher coaching,
-- student results, and
-- assigned student intervention data.

The Principal, Principal Manager, and DCSI will review progress monthly. The team will review progress with the Superintendent quarterly. If any corrective actions are identified, the campus will name the person responsible and establish follow-up dates.

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

Principal and Leadership team will engage in a continuous improvement cycle while the Principal Manager and DCSI will review monthly. The Superintendent will review progress quarterly.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress data will be collected through assessment reports, student data trackers, PLC agendas and products, observation and feedback records, coaching documentation, intervention records, schedules, and milestone evidence artifacts.

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

The Principal will share milestone status, supporting evidence, barriers, and corrective actions with the Principal Manager and DCSI during monthly reviews. Progress updates appropriate for families and the community will be shared through newsletters, parent-engagement events, and academic nights.

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	75
Meets Grade Level	55
Masters Grade Level	21

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	73
Meets Grade Level	43
Masters Grade Level	15

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	75
Meets Grade Level	43
Masters Grade Level	16

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?

24

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?

3

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

No

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

No

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

22

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

11

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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