Judson Independent School District

Salinas 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)

—

SI Strategy

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

Intensive Curriculum & Instruction Improvements

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

LIFT, LIFT PLC Support

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

—

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

Carnegie Learning

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

4

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

LIFT 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 will provide additional support through the Principal Manager, DCSI, district instructional staff, LIFT coaching via Carnegie Learning, and campus academic trainer. Campus schedules and staff assignments will protect PLCs, intervention, coaching, and data-review time.

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	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	NWEA MAP 1st-5th grade Math and Reading; 5th grade Science	District	BOY/MOY/ EOY	The universal screeners from NWEA MAP and Circle's PK and Kinder assessments act as our first early warning system. Paired with the formative unit checkpoints we can determine where targeted instruction is needed, identify necessary professional learning, and conduct progress monitoring to improve student outcomes.
Interim		District	Semester	The STAAR Interim data will help track progress towards end-of-year learning goals, give high-level view of student progress (e.g., growth, predictions) and determine if students are accessing the right level of rigor in the classroom.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		Campus	Monthly	RLA Unit Checkpoints will be collected and disaggregated by grade and subgroup to identify specific instructional needs. Specifically, we will use to identify trends and gaps, inform instructional adjustments, and develop PLC action plans.
Other	Circle for PK and Kinder	District	BOY/MOY/ EOY	These universal screeners from NWEA MAP and Circle's PK & Kinder assessments act as our first early warning system. Paired with the formative unit checkpoints we can determine where targeted instruction is needed, identify necessary professional learning, and conduct progress monitoring to improve student outcomes.
Curriculum Based Assessment		District	Monthly	Bluebonnet Math Unit Checkpoints will be collected and disaggregated by grade and subgroup to identify specific instructional needs. Specifically, we will use to identify trends and gaps, inform instructional adjustments, and develop PLC action plans.

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

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

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, HB 1416 morning tutoring, extended-day tutoring from February through April 2027, writing camp, and targeted small-group instruction. Progress will be reviewed regularly, 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.)?

PLCs will be organized by grade-level teams, with special education, bilingual/ESL, intervention, and other support staff participating based on the students and content they support.

How frequently will PLCs occur?

45-minute weekly rotation - PLC and planning

Who will facilitate PLCs?

Administration

Who is required to attend PLCs?

All teachers, support staff, specials teachers, RTI.

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

PLCs will include review of norms and prior action items, lesson and unit internalization, student-work and assessment-data analysis, identification of misconceptions, intervention planning, lesson rehearsal as appropriate, and documentation of next steps.

Upload PLC agenda (optional):

—

Capacity Building

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

Role	Training/PD Description	Delivered By	Attended By
Principal	* RBIS--RLA (by ESC-20) and Math (by Carnegie our LIFT providers), * LIFT and LIFT PLC Add-On overviews and calibrations (by our LIFT coach and the Carnegie PD team when whole district settings); * ESL Strategies (by our Judson ISD BE/ESL Department); * District First Teach (by A.T. Green, consultant); * ECR Training by Teach Big; * Calibration of observation & feedback walkthrough (by our LIFT coach and C&I Dept); * Calibration of PLCs (by our LIFT coach and C&I Dept). All professional learning has one main, end goal--build capacity in the instructional leaders so they may lead teachers. The goal is to increase student outcomes pushing the campus higher and build the academic foundation that leads to a B-rating.	Region 20, District Personnel, Teachers, Administrators	Principal

Role	Training/PD Description	Delivered By	Attended By
Teacher	* RBIS--RLA (by ESC-20) and Math (by Carnegie our LIFT providers), * LIFT and LIFT PLC Add-On overviews (by the administrative team) * ESL Strategies (by our Judson ISD BE/ESL Department); * District First Teach (by Assistant Principal/ Academic Trainer); * ECR Training (by Teach Big); * Observation & feedback walkthrough (by our LIFT coach and campus admin); * PLC training (by our LIFT coach and campus admin). All professional learning has one main, end goal--build capacity in the teachers so they have the knowledge to not only intervene and close gaps, but so they can build a foundation that students to continue to rise from throughout their academic journey. The goal is to increase student outcomes pushing the campus higher towards a B-rating.	Region 20, District Personnel, Teachers, Administrators	Teachers

Role	Training/PD Description	Delivered By	Attended By
Other Campus Admin (Assistant Principals, Instructional Coaches)	* RBIS--RLA (by ESC-20) and Math (by Carnegie our LIFT providers), * LIFT and LIFT PLC Add-On overviews (by the administrative team) * ESL Strategies (by our Judson ISD BE/ESL Department); * District First Teach (by Assistant Principal/ Academic Trainer); * ECR Training (by Teach Big); * Observation & feedback walkthrough (by our LIFT coach and campus admin); * PLC training (by our LIFT coach and campus admin). All professional learning has one main, end goal--build capacity in the instructional leaders so they may lead teachers. The goal is to increase student outcomes pushing the campus higher and build the academic foundation that leads to a B-rating.	Region 20, District Personnel, Teachers, Administrators	Instructional Leadership Team (Assistant Principals and Academic Coaches)
Principal Manager	Performance Management and Instructional Framework Development	LIFT District Coach	LIFT District Leadership Team (Principal Manager, DCSI, Directors)

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

Observation data, student outcomes, experience, certification status, and implementation needs will be used to assign support. Inexperienced or ineffective teachers and leaders will receive more frequent coaching, targeted training, 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 TEA Classroom Observation Tools and their Companion Guides. The classroom observation tools have been put into a Google Form to ensure we can monitor counts and look for trends. When the TEA Instructional Insights App is offered to the district, we will move to that. 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?

As data from formative and interim assessments are reviewed alongside classroom observation data, training and coaching will be tied to campus needs. Some areas that may need to be addressed include language-development practices, assigning and routinely implementing accommodations to show effectiveness, what specialized designed instruction looks like, and how to make curriculum accessible to our most diverse learners. As stated before, we will rely on our classroom walkthroughs and assessment data to inform these professional learning opportunities. Possible presenters include campus leaders, academic trainers, district department leaders, and our LIFT coaches.

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?

Milestone 1: Instructional Readiness and Resource Plan Finalized
Campus and district leadership will conduct an instructional readiness review to align staffing, scheduling, resources, funding, and supports to Targeted Improvement Plan priorities. Professional learning will include Solution Tree PLC Foundations, Effective First Teach, RBIS, and Carnegie Learning to build leadership and teacher capacity. Teachers will participate in PLCs, curriculum internalization, ESL strategies, vertical alignment, and collaborative planning focused on HQIM and Tier I instruction. Campus teams will analyze BOY and ongoing student data to identify trends and target support. Administrators, district specialists, academic trainers, and Carnegie Learning consultants will provide coaching, walkthroughs, feedback, and job-embedded professional learning. Weekly reviews will monitor implementation fidelity, accountability, and continuous improvement in 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

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?

Milestone 2: PLC Structures and Instructional Planning Routines Fully Implemented
The campus will implement a consistent, protected, biweekly PLC structure that includes lesson/unit internalization, student work analysis, assessment review, intervention planning, and lesson rehearsal as appropriate. Teachers serving special populations will be included in PLC structures aligned to the students they support.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal(s)

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?

Milestone 3: Differentiated Teacher Support and Coaching System Established
Campus leadership will establish differentiated levels of instructional support for teachers based on classroom observation data, student outcomes, experience, certification status, and demonstrated implementation needs. Coaching and professional learning will be assigned according to identified need.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal(s), 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?

Milestone 4: Observation and Feedback Cycles Fully Operational
Campus instructional leaders will implement differentiated observation and feedback cycles. Teachers requiring intensive instructional support will receive observation and feedback at least weekly, Teachers requiring intensive support will receive additional coaching, modeling, and follow-up based on identified needs. 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

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 it becomes available), district observation
system via Google Forms until then, leadership calibration, observation and feedback training.

Milestone 5

Description – What specific action or deliverable will be completed?

Milestone 5: Assessment, Student Data Tracking, and Progress-Monitoring Systems Implemented

The campus has implemented a structured assessment and data-monitoring system aligned to improvement goals. Teachers and leaders routinely analyze assessment results, maintain student-level data trackers, identify learning gaps and misconceptions, and use data to adjust instruction and interventions. Data dashboards are reviewed regularly with teachers to support progress monitoring and aggressive tracking of student outcomes. Campus leadership uses established data-review protocols to monitor implementation, evaluate effectiveness, and provide targeted support. An extended-day tutoring plan has been developed and will be reviewed using student performance data prior to implementation in January 2027 to ensure services are aligned to identified student needs and campus performance goals

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Teachers, Campus Intervention Staff

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

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

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

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

Milestone 6

Description – What specific action or deliverable will be completed?

Milestone 6: Targeted Student Intervention System Fully Operational
Description – 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, Campus Leadership Team

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

Student intervention rosters; Tier 2 and Tier 3 plans; intervention schedules; progress-monitoring records; documentation of student regrouping; records of supports provided to students in special populations.

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

Intervention protocols, progress-monitoring tools, scheduled intervention time, district special-program support, training on Tier 2 and Tier 3 implementation, and data-review support.

Milestone 7

Description – What specific action or deliverable will be completed?

Milestone 7: Midyear Review and Instructional Adjustments Completed
Description – Campus and district leaders will review MOY student data, implementation evidence, observation and PLC trends, and intervention effectiveness. Leaders will document needed adjustments to instructional support, coaching, PLC priorities, student interventions, staffing, and professional learning.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team

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?

Milestone 8: End-of-Year Improvement Review and 2027–2028 Sustainability Plan
Campus and district leadership will evaluate implementation fidelity, student outcomes, and progress toward Targeted Improvement Plan goals to determine the effectiveness of improvement efforts and readiness for exit criteria. Teachers and instructional leaders will analyze EOY assessment and student achievement data to identify successful practices, address learning gaps, and prioritize instructional needs. PLCs will support ongoing data analysis, lesson internalization, assessment alignment, and instructional refinement. Data findings will guide summer learning opportunities, targeted interventions, and resource allocation. Leadership teams will develop a sustainability plan that includes staffing, professional learning, coaching, and progress-monitoring systems for 2027-2028. Effective practices will be maintained and strengthened to support continuous improvement and improved student outcomes.

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 and district leaders will monitor implementation of TIP milestones and progress toward student outcome goals. Reviews will include plan implementation, curriculum use, observation and feedback cycles, teacher support, student assessment results, and intervention effectiveness. Leaders will identify barriers, determine needed adjustments, and document each action, responsible person, and completion date.

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

The principal and campus leadership team will monitor campus implementation. The Principal Manager and DCSI will review progress monthly with the principal. The Superintendent will review implementation and student outcome progress at least quarterly and address districtlvel barriers involving staffing, funding, scheduling, or instructional support.

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. Campus leaders will compile the evidence weekly for monthly review with the Principal Manager and DCSI. The Superintendent will review quarterly.

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

The principal will share the TIP tracker and student progress monthly with the Principal Manager and DCSI and quarterly with the superintendent. Reviews will document progress, barriers, adjustments, and follow-up responsibilities. Staff and the CIT will receive updates; families will receive summaries through newsletters and academic events. Public updates will protect student and staff confidentiality.

Student Outcome Goals

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

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	55
Masters Grade Level	25

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

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	43
Masters Grade Level	17

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	45
Masters Grade Level	20

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?

18

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

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)

—

Upload additional documents (optional):

—