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Campus Information

District Name	Judson ISD	**Campus Name**	Escondido Elementary	**Superintendent**	Dr. Milton R. Fields	**Principal**	Esmeralda Garza
District Number	015916	**Campus Number** (replace XXX)	015916123	**District Coordinator of School Improvement (DCSI)**	Denise Orosco Jones	**ESC Support** (for identified campuses)	Penny McCool

Assurances / Entering your name and a date acts as signature

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**Denise Orosco Jones, Accountability Director & DCSI**
Principal Supervisor *(Only necessary if the DCSI is NOT the Principal supervisor)*	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	**Kristin Suanders, Assistant Superintendent for Curriculum & Instruction**
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	**Esmeralda Garza, Principal**
Board Approval Date	<Add date once approved>	

Needs Assessment

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	By the end of the of 2025-2026 school year, there will bean increase in overall achievemnt increasing from a 57 to an 85% or above. Our goal is to improve Student Achievement from a 57% to an 85% or above, to incrase our School Progress from a 57% to an 85% or above, and to increase or Closing the Gaps from 56% to 85% or above.
	What changes in student group and subject performance are included in these goals?	Our Hispanic and African American student group / accountability indicators need to be addressed and an improvement in student outcomes is needed.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	<high schools only>

Self-Assessment Results
(To be completed if the campus IS NOT scheduled for an ESF Diagnostic)

Use the completed Self-Assessment Tool to complete this section

Foundational Essential Actions	Implementation Level (**1** Not Yet Started - **5** Fully Implemented)
1.1 develop campus instructional leaders with clear roles and responsibilities	5 - Fully Implemented
2.1 Recruit, select, assign, and retain a full staff of highly qualified educators	3 - Significant Progress
3.1 Explicit school-wide behavioral expectations and culture routines	3 - Significant Progress
4.1 Daily use of high-quality instructional materials	3 - Significant Progress
5.1 Professional development for effective classroom instruction	3 - Significant Progress
5.3 Data-driven instruction.	3 - Significant Progress

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1 Daily use of high-quality instructional materials	3.1 Explicit school-wide behavioral expectations and culture routines	5.3 Data-driven instruction.
Rationale	There appears to be a need for using high-quality instructional materials with fidelity.	There appears to be a need for setting high expectations, implementing explicit school-wide behavioral expectations, and improving the school culture.	<<<There appears to be a need for small group instruction and data driven instruction.
Desired Annual Outcome	By the end of the 2025-2026 school year, student outcomes will improve to at least 80% by using high-quality instructional materials with fidelity. By the end of the 2025-2026 school year, the campus will implement monthly professional development sessions that are strategically designed based on classroom observations and student performance data, to improve instructional practices and meet the 2026 STAAR Meets Performance Level goalsof 85% for RLA, 85% for Math, and 75% for Science.	By the end of the of 2025-2026 school year, there will be a decreased amount of discipline referrals and improved school culture.	By the end of the 2025-2026 school year, there will be an increase in all student outcomes including STAAR Grades 3, 4, and 5.
Barriers to Address During the Year	New or DOI teachers.	Follow through.	High mobility school.
District Commitment Theory of Action:	The district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of the instructional leadership systems. And the district policies, practices, and provided resources support effective instruction in schools.		

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		% of Students at Meets And Above on STAAR or Other Assessment		% of Students at Campus Determined Proficiency Level										% of Students at Meets And Above on STAAR or Other Assessment		
Grade level	Subject tested	Previous Year's Summative Scores		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
03	RLA	STAAR	41.82%	Other	50	51	<choose one>	75		<choose one>	85		<choose one>	95	
04	RLA	STAAR	44.17%	Other	55	65	<choose one>	75		<choose one>	85		<choose one>	95	
05	RLA	STAAR	50%	Other	60	55	<choose one>	75		<choose one>	85		<choose one>	95	
03	Math	STAAR	41.82%	Other	51	68	<choose one>	75		<choose one>	85		<choose one>	95	
04	Math	STAAR	31.67%	Other	50	63	<choose one>	75		<choose one>	85		<choose one>	95	
05	Math	STAAR	24.72%	Other	50	65	<choose one>	75		<choose one>	85		<choose one>	95	
05	Science	STAAR	13.48%	Other	50	71	<choose one>	75		<choose one>	85		<choose one>	95	

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Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1 Daily use of high-quality instructional materials	3.1 Explicit school-wide behavioral expectations and culture routines	5.3 Data-driven instruction.
Desired Annual Outcome	By the end of the 2025-2026 school year, student outcomes will improve to at least 80% by using high-quality instructional materials with fidelity.	By the end of the of 2025-2026 school year, there will be a decreased amount of discipline referrals and improved school culture.	By the end of the 2025-2026 school year, there will be an increase in all student outcomes including STAAR Grades 3, 4, and 5.
Desired 90-day Outcome	By the end of the 2025-2026 school year, the campus will implement By the end of the 2025-2026 schooly year, teachers will confidently implement lessons based on feedback from coaches and administrators to help them improve on the daily use of high quality instructional materials.	Decrease in discipline referrals. Proactive approaches. Teacher training on classroom behavior management.	We will hold weekly PLC meetings and train teachers on a 10-5-3 data driven dfashboard to guide instruction and close gaps.
Barriers to Address During this Cycle	New or DOI teachers.	Follow through.	High mobility school.
District Actions for this Cycle	The district provides data systems to track pertinent school culture data and the district policies support the effective use of HQIM and assessments.		
District Commitments Theory of Action	The district ensures that campus instructional leaders receive initial training and ongoing coaching to support the implementation of the instructional leadership systems. And the district policies, practices, and provided resources support effective instruction in schools.		

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
<Milestones = Action Steps -- in order to reach your 90-day goal, what steps need to happen? Training? Building rubrics? Calendaring monitoring dates?>	<choose FA>	<These should be SMART goals, not everything should be Sept-Nov, some might only be one day, e.g., a training. Some end dates may be outside of this cycle window--that's okay!>	<People, Dates, Materials, Forms, Budget, Software Platforms, Memberhips, etc...>	<Principal, specific leader, who will be responsible to monitoring and reporting out>	<Observations? Artifacts? Performance Data? These can be qualitative or quantitative.>	<When are you collecting it--window, specific date?>	<choose>	<do we need to carryover to next cycle? Does success on this step create a new milestone to ensure the annual desired outcome is reached by the end of the year?>
Training and coaching will be provided to teachers via Great Minds, District Reading Specialist, District Math Specialist, Curriculum and Instruction District Staff, Administrators, and Academic trainer through	4.1	Oct-25	Admin, ATs, Leadership Agenda & Notes, Walkthrough Tracking Sheets	Esmeralda Garza	Observations, performance data, classroom artifacts	27-Oct-25	<choose>	
Decreased Discipline referrals after implentation of training.	3.1	Oct-25	Skyward Discipline Records	Esmeralda Garza	Skyward Records decreased percentage of discipline referrals	27-Oct-25	<choose>	
Holding staff accountable and hold PLC's that are collaborative; agendas and notes provided by teachers	5.3	Oct-25	PLC agenda and note template; calendar	Esmeralda Garza	Lesson plan internalization	27-Oct-25	<choose>	
	<choose FA>						<choose>	
	<choose FA>						<choose>	
	<choose FA>						<choose>	
	<choose FA>						<choose>	
	<choose FA>						<choose>	
	<choose FA>						<choose>	

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?	<at end of cycle reflect on progress--make sure to answer "Why" or "Why not". This is YOUR plan, it is okay if you do not meet it--what would we need to do next cycle to ensure success in the implementation?>
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	<see note above>

	Carryover Milestones	New Milestones
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	<some items will need to carryover because they were not met or because they need more work before moving to the next step>	<a "Met" milestone may create a 'Next Step' in your campus' journey>