## Things to Consider Prior to Starting Workbook

This workbook is meant to support both TIP and TAP development. Differences between the two will be notated within each sheet/tab. The workbook serves as planning tool to assist you when filling out the form link for the TAP/TIP turn in. Modify the cells as needed - the workbook attempts to follow the form logic as closely as possible. During the submision, you will complete one submission per strategy and then complete additional submissions as needed until all TIPs, and TAPs are complete.

Please note that student outcome goals, for all indivdual campuses, and closure/reassignment, for all indivdual campuses, will be on different forms.

## Directions

1. Fill out the workbook PRIOR to the official link (or choose your own draft too

2. If there is criteria for success, it will be posted at the top.
3. Note that not all tabs need to be filled out - this depends on the strategy selected.
4. Items highlighted yellow indicate they only apply to certain strategies so read carefully.
5. Read each tab/sheet carefully.

   * UPDATES THAT CAUSED CHANGES ARE OUTLINED IN RED

| Question/Prompt | Please select the type of plan you are submitting |
|---|---|
| Additional Instructions | Targeted Improvement Plan (TIP) or Turn Around Plan (TAP) |
| Answer | Targeted Improvement Plan (TIP) |

**Did the LEA meet statutory requirements for stakeholder engagement, and has the board approved the plan?**

-The district assures that the Campus Intervention Team (CIT) conducted a public meeting at each campus identified for school improvement with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the targeted improvement plan.
-The district assures that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.
-The board conducted a hearing regarding the plans for each campus identified for school improvement.
-The board posted the plan on the district website prior to the hearing.
-The plan is approved by the board.
-Written comments from stakeholders, if any, are attached.

**ASSURANCES ARE THE SAME FOR BOTH TIP/TAP**

| Question | List or copy and paste all SI - identified campuses below | I assure that all campuses named in this plan have conducted an on-site needs assessment that meets the requirements in Section 39A.053 of the Texas Education Code. (For example: Texas Strategic Leadership Landscape Analysis, Effective Schools Framework Diagnostic, or a local needs assessment.) | I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request. | I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan. | I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting. | I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each targeted improvement plan, and the board posted the plan(s) on the district website prior to the hearing. | Board approval date with optional upload of public comments |
|---|---|---|---|---|---|---|---|
| **Additional Instructions** | List all SI campuses in the district | Choose one of the following: ESF Diagnostic and Local Classroom Review, Locally Conducted Needs Assessment, Texas Strategic Leadership Landscape Analysis | For locally conducted assessments only | Yes or No | Yes or No | Yes or No | Record the board approval date for each campus |
| | Crosby Middle School | You will give this assurance at the time of... | You will give this assurance at the... | You will give this assurance at the time of... | You will give this assurance at the time of... | You will give this assurance at the time of... | November 17, 2025 |
| | Stewart Elementary | | | | | | November 17, 2025 |
| | Hitchcock Primary | | | | | | November 17, 2025 |
| | Kids First Head Start | | | | | | November 17, 2025 |

| Question/Prompt | List (select) campuses to which this strategy will apply | Name of the staff member employed by the school system completing this plan submission | Email | What role applies to the person completing this submission? |
|---|---|---|---|---|
| Additional Instructions | May be asked to provide CDCN if not listed | | | Please select/type one of the following: Superintendent, District Coordinator of School Improvement (DCSI), Other (if other, please specify) |
| Answer | Crosby Middle School 084908042 | Keri Launius | klaunius@hitchcockisd.org | DCSI |
| | Stewart Elementary 084908103 | Keri Launius | klaunius@hitchcockisd.org | DCSI |
| | Hitchcock Primary 084908106 | Keri Launius | klaunius@hitchcockisd.org | DCSI |
| | Kids First Head Start 084908104 | Keri Launius | klaunius@hitchcockisd.org | DCSI |

**Is the proposed strategy likely to move the campus to a C or better OR CSI exit in two years or less?**

-The school improvement strategy selected would reasonably improve student outcomes quickly enough that the campus would not be escalated to a sanction under Texas Education Code (TEC), Section 39A.111.

-There is appropriate support dedicated to strategy implementation and capacity building:

+There is a team/organization with a track record of success in systems building and rapidly improving student outcomes dedicated to supporting the campus in strategy implementation (an ESC, SAPL vendor, program-vetted vendor, etc.), OR

+If district or campus staff members are named as the capacity builder, there is evidence that these staff members:

-Have a track record of success in school turnaround

-At least 50% of their role is dedicated to the implementation of the strategy on the campus (cannot be current principal or AP, unless role was added specifically to support SI)

| Question | To which campus or campuses does this strategy apply? | Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year. | Which, if any, grants has your school system been awarded to support this strategy? | Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy? | Please name any organizations you are currently working with to build capacity and support strategy implementation. | How many district staff members will you be reporting capacity building information for? | What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy? | 5.5 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). |
|---|---|---|---|---|---|---|---|---|
| Additional Instructions | List all SI campuses in the district | Please write one of the following: Accelerating Campus Excellence (ACE) Model Closure/reassign Improve Graduation Rate Intensive Curriculum & Instruction Improvements School Model Change (excluding ACE) Turnaround Partnership (SB 1882) | Strong Foundations Implementation (LASO 3), Strong Foundations Implementation School Improvement PLC (LASO 3), Instructional Leadership (LASO 3), ESF- focus Support Grant 24-26, School Action Fund Planning (Restart), School Action Fund Implementation (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Reassign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), School Action Fund Implementation (Create New). Our school system does not intend to apply for a grant to support this strategy, Other (must enter grant into text box) | LIFT, LIFT PLC Support, School Improvement Curriculum and Instruction Support Grant, School Action Fund Planning (Restart), School Action Fund Implementation (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Reassign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), School Action Fund Implementation (Create New), Effective Schools Framework Focused Support Grant 24-26, Our school system does not intend to apply for a grant to support this strategy, Other (must enter grant into text box) | SAPL list, ESCs, District Staff, Other (must include name) | You can report up to 15 district staff members. | ONLY COMPLETE IF DISTRICT STAFF NAMED (column F on this page) | ONLY COMPLETE IF THE ORGANIZATION NAMED (column F on this page) IS NOT AN ESC OR ON THE STATE APPROVED PROVIDER LIST (SAPL). |
| | Crosby Middle School | Intensive Curriculum & Instruction Improvements | Our school system did not recieve funds to support this strategy. | | Ken Launius, Megan Stall and Sarah Saenz | | 2 | Ken Launius | |
| | Stewart_Elementary | Intensive Curriculum & Instruction Improvements | Strong Foundations Implementation (Laso 3) | | ESC 4, Ken Launius, Megan Stall, and Sarah Saenz | | Ken Launius | |
| | Hitchcock Primary | Intensive Curriculum & Instruction Improvements | Strong Foundations Implementation (Laso 3) | | ESC 4, Ken Launius, Megan Stall, and Sarah Saenz | | Ken Launius | |
| | Kids First Head Start | Paired Campus | Paired Campus | Paired Campus | Paired Campus | Paired Campus | | |

| Question | List or copy and paste all SI-identified campuses below |
| --- | --- |
| Additional Instructions | List all SI campuses in the district |
| | Crosby Middle School |

Yes or No

**YOU WILL FILL OUT A SEPARATE SURVEY TO INPUT YOUR STUDENT OUTCOME GOALS for each campus required to submit a TIP or TAP. THE QUESTIONS YOU WILL BE ASKED IN THAT SURVEY ARE LISTED BELOW.**

| Question / Additional Instructions | Please select campus you are reporting Student Outcome Goals for. | If the campus you are reporting Student Outcome Goals for is not available in the list above, please enter the campus(es) CDCN number in the field below. | Please enter your email. | Please enter your full name. | Enter the campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year. | (Please enter a percentage, for example if the goal is 85%, please enter 85) | Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year. | (Please enter a percentage, for example if the goal is 85%, please enter 85) | Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III. | (Please enter a percentage, for example if the goal is 85%, please enter 85) | Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III. | (Please enter a percentage, for example if the goal is 85%, please enter 85) | Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III. | (Please enter a percentage, for example if the goal is 85%, please enter 85) | Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III. | (Please enter a percentage, for example if the goal is 85%, please enter 85) |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Additional Instructions: List all SI campuses in the district | | Please, ensure the CDCN number is complete with leading zeros when applicable. Example: Campus 235467 should be entered as 00235467 | | | | | | | | | | | | | | |
| | Crosby Middle School | 084906042 | Keri Launius | klaunius@philiphoosked.org | | | | | | | | | | | | |
| | Stewart Elementary | 084906103 | Keri Launius | klaunius@philiphoosked.org | 56% | 54% | 47% | Paired Campus | 75% | Paired Campus | 70% | Paired Campus | 50% | Paired Campus | | |
| | Highpook Primary | 084906106 | Keri Launius | klaunius@philiphoosked.org | 56% | 49% | 47% | Paired Campus | 75% | Paired Campus | 75% | Paired Campus | 100% | Paired Campus | | |
| | Kids First Head Start | 084906104 | Keri Launius | klaunius@philiphoosked.org | Paired Campus | Paired Campus | Paired Campus | Paired Campus | Paired Campus | Paired Campus | Paired Campus | Paired Campus | Paired Campus | Paired Campus | | |

Does the plan ensure that administrators and teachers receive appropriate job-embedded training?
- Administrators responsible for the campus (including the principal and principal manager) receive upfront/initial training on key elements of the school improvement strategy
- Teachers receive upfront/initial training on key elements of the school improvement strategy
- Teachers receive an observation and feedback round from an instructional leader or coach at least biweekly
- The observation tool includes research-based instructional strategies (RBIS) look fors
- The observation tool includes look fors related to implementation of approved curriculum
- The capacity building/professional development (PD) plan matches the current state of talent at the campus
  • There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that are new (in their first two years) to their role
  • There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that do not have a demonstrated track record of success
  • There is a plan to differentiate and/or increase support for uncertified teachers

**ONLY COMPLETE IF YOU CHOSE INTENSIVE CM SUPPORTS AS A SCHOOL IMPROVEMENT STRATEGY OR NAMED DISTRICT STAFF AS BUILDING CAPACITY OR SUPPORTING STRATEGY IMPLEMENTATION ON THE SI STRATEGY TAB**

| Question | List or copy and paste all SI-identified campuses below | Reviewed several columns | Please describe your planned training/PD sessions (and who delivers and attends for: -Principal manager -Principal -Other campus admin (assistant principals, instructional coaches) -Teachers | | How will you differentiate training for (inexperienced) (less than 3 years in role) and/or ineffective teachers/leaders? | 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? | How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback? | What capacity building supports related to supporting students in special populations will teachers and administrators receive? |
|---|---|---|---|---|---|---|---|---|
| Additional Instructions | List all SI campuses in the district including Texas Partnership, ACE, or Graduation Rate | | | | | | | |
| | Omaha Middle School | | District Leadership (Principals) receive professional development monthly in the form of a District Leadership meetings and a Principal PLC meetings. These meetings are structured in such a way that they are then turned around to the Campus AP's. Also during district PD days training is offered by district personnel to develop  district leadership. | | Training for inexperienced or ineffective teachers and leaders will focus on strengthening Tier 1 instructional skills through targeted coaching, modeling, and guided practice in lesson design, classroom management and formative assessment. Differentiation will include small group support and ongoing feedback. | The classroom walkthrough tool will be used to evaluate implementation of the training, focusing on Tier 1 instructional practices. Look fors will include clear learning objectives, alignment to TEKS, evidence of student engagement, checks for understanding, differentiated instruction, and effective classroom management strategies. | Teachers will receive a monthly observation and feedback from an instructional leader or coach. | GGCC on-going trainings. |
| | Stewart  El | | District Leadership (Principals) receive professional development monthly in the form of a District Leadership meetings and a Principal PLC meetings. These meetings are structured in such a way that they are then turned around to the Campus AP's. Also during district PD days training is offered by the district personnel to develop the district leaders. | | Training for inexperienced or ineffective teachers and leaders will focus on strengthening Tier 1 instructional skills through targeted coaching, modeling, and guided practice in lesson design, classroom management and formative assessment. Differentiation will include small group support and ongoing feedback. | The classroom walkthrough tool will be used to evaluate implementation of the training, focusing on Tier 1 instructional practices. Look fors will include clear learning objectives, alignment to TEKS, evidence of student engagement, checks for understanding, differentiated instruction, and effective classroom management strategies. | Teachers will receive a monthly observation and feedback from an instructional leader or coach | GGCC On-going trainings.  K-12 Summit |
| | McKinnel Primary Kirk Eled Head Start | | Parent Campus | Parent Campus | Parent Campus | Parent Campus | Parent Campus | Parent Campus |

**How will the strategy be implemented?**
-Milestones include all activities needed to fully implement the program or strategy, covering planning and implementation stages.
-Milestones include all upfront capacity building, implementation action steps, and ongoing support and coaching touchpoints, and student assessment cycles.
-Milestones cover, at a minimum, the two school years that the campus is required to implement the plan.

| Question | List or copy and paste all SI - identified campuses below | Please share the key milestones for this strategy through August 2026 for TIP, and keymilestones through August 2027 for TAP. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles. |
|---|---|---|
| Additional Instructions | List all SI campuses in the district | Timeframe is, at minimum, through end of SY 26-27 for TIP and through end of SY 27-28 for TAP. |
| | Crosby Middle School | By mid-fall semester: all teachers are within 5 days of the BL pacing guide, and teachers are not reading from a script/ instruction is consistently aligned to the RBIS.<br>BOY Screener (6-8 MATH/RLA/Science NWEA, Social Studies Exploros) - 9/3/25, 9/4/25 and 9/9/25<br>BOY Screener data reviewed at principal PLC (principal, principal supervisor, DCSI) - 9/23/25<br>Principal PLC to review data up to this point (CUA, Blue Bonnet Modules, etc.) with principal, principal superviosr, DCSI<br>6-8 RLA Benchmark, 6-8 Math, 8 Science, & 8 Social Studies - 12/9/25, 12/10/25, 12/16/25, 12/17/25<br>Benchmark data reviewed at principal PLC (principal, principal supervisor, DCSI) - 12/16/25<br>MOY Screener (6-12 MATH/RLA/Science NWEA) - 1/21/26, 1/22/26, 1/27/26<br>MOY Screener data reviewed at principal PLC (principal, principal supervisor, DCSI) - 1/27/26<br>6-8 RLA Benchmark (STAAR Released), 6-8 Math (STAAR Released), Science (STAAR Released) - 2/25/26, 3/18/26, 3/16/26, 3/24/26<br>Benchmark data reviewed at principal PLC (principal, principal supervisor, DCSI) - 3/24/26<br>EOY Screener (K-12 MATH/RLA/Science NWEA, Social Studies Exploros) - 5/5/26, 5/6/26, 5/12/26, 5/13/26<br>EOY Screener data reviewed at principal PLC (principal, principal supervisor, DCSI) - 5/19/26 |
| | Stewart Elementary | By mid-fall semester: all teachers are within 5 days of the BL pacing guide and teachers are not reading from a script/instruction is consistently aligned to the RBIS<br>BOY Screener (3-5 RLA NWEA, 3-5 Math NWEA, 5th Science NWEA) - 3/3/25, 3/4/25, 3/9/25<br>BOY Screener data reviewed at principal PLC (principal, DCSI) - 9/23/25<br>Principal PLC to review data up to this point (CUA, Blue Bonnet Modules, etc.) with principal, DCSI<br>3-5 RLA Benchmark, 3-5 Math, 5 Science - 12/9/25, 12/10/25, 12/16/25<br>Benchmark data reviewed at principal PLC (principal,DCSI) - 12/16/25<br>MOY Screener (3-5 RLA NWEA, 3-5 Math NWEA, 5th Science NWEA) - 1/21/26, 1/22/26, 1/27/26<br>MOY Screener data reviewed at principal PLC (principal, DCSI) - 1/27/26<br>3-5 RLA Benchmark (STAAR Released), 3-5 Math (STAAR Released), 5 Science (STAAR Released) - 2/25/26, 3/18/26, 3/24/26<br>Benchmark data reviewed at principal PLC (principal, DCSI) - 3/24/26<br>EOY Screener (3-5 RLA NWEA, 3-5 Math NWEA, 5th Science NWEA) - 5/5/26, 5/6/26, 5/12/26<br>EOY Screener data reviewed at principal PLC (principal, DCSI) - 5/19/26 |
| | Hitchcock Primary | By mid-fall semester: all teachers are within 5 days of the BL pacing guide and teachers are not reading from a script/ instruction is consistently aligned to the RBIS<br>BOY Screener (K-2 NWEA Reading Fluency, K-2 RLA NWEA, K-2 Math NWEA, Circle Kinder Progress Monitoring, Teaching Strategies) - 8/2625-8/28/25, 9/3/25, 9/4/25<br>BOY Screener data reviewed at principal PLC (principal, DCSI) 9/23/25<br>Principal PLC to review data up to this point (CUA, Blue Bonnet Modules, etc.) with principal, DCSI<br>MOY Screener (K-2 NWEA Reading Fluency, K-2 RLA NWEA, K-2 Math NWEA, Teaching Strategies) - 1-13/26-1/15/26, 1/21/26, 1/22/26<br>MOY Screener data reviewed at principal PLC (principal, DCSI) - 1/27/26<br>EOY Screener (K-2 NWEA Reading Fluency, K-2 RLA NWEA K-2 Math NWEA, Circle Kinder Progress Monitoring, Teaching Strategies) - 4/28/26-4/30/26, 5/5/26, 5/6/26<br>EOY Screener data reviewed at principal PLC (principal, DCSI) - 5/19/26 |
| | Kids First Head Start | Paired Campus |

**Has the district outlined a performance management plan that ensures the strategy will be implemented with fidelity?**
-There is a plan for plan performance management, including superintendent and other key leadership review of metrics and progress at a semesterly cadence.
-The response describes:
+Who will review progress towards milestones,
+How frequently progress is reviewed,
+How progress data will be collected, and
+How it is shared with district leadership and other relevant stakeholders

| Question | List or copy and paste all SI - identified campuses below | Please describe how district and campus leaders will monitor the successful implementation of this plan. | Who will be responsible for reviewing progress towards the milestones described in the previous section? | How frequently will progress toward milestones be reviewed? | How will milestone progress data be collected? | How will milestone progress data be shared with district leadership and other relevant stakeholders? |
|---|---|---|---|---|---|---|
| Additional Instructions | List all SI campuses in the district | | | | | |
| | Crosby Middle School | District and campus leaders will ensure the successful implementation of this plan through systematic monitoring and accountability structures. Monitoring will occur through scheduled data analysis meetings, formal walkthroughs, and progress checks aligned to district and state performance indicators.<br><br>Campus leaders will be responsible for collecting and analyzing evidence of implementation, including instructional practices, professional development participation, and student outcome data. Findings will be documented and reported regularly to district leadership.<br><br>District leaders will review campus reports, conduct joint monitoring visits, and facilitate leadership meetings to ensure fidelity to the plan. Adjustments will be made based on evidence from formative assessments, performance trends, and stakeholder feedback.<br><br>This multi-level monitoring system will provide consistent oversight, promote alignment across campuses, and ensure that both district and campus leaders are accountable for achieving the identified goals. | Campus Principal, DCSI | Monthly | Data will be collected through multiple sources to ensure accuracy and alignment with the plan's objectives.          Student Achievement Data: Collected from state assessments, district benchmarks, progress monitoring tools, and classroom-based assessments entered into the district's data management system.<br>Instructional Practice Evidence: Gathered through scheduled classroom walkthroughs, formal observations, and implementation checklists completed by campus administrators.<br>Professional Development Participation: Tracked through sign-in sheets<br>Progress Monitoring Reports: Compiled by campus leaders using attendance records, intervention logs, and curriculum pacing guides.<br>Stakeholder Feedback: Collected through staff surveys, parent/community input forms, and focus groups when applicable.<br>All data will be centralized in the district's reporting system, reviewed during scheduled leadership meetings, and used to guide continuous improvement efforts. | Milestone progress data will be shared with district leadership and relevant stakeholders through structured and transparent communication processes. Campus principals will submit scheduled progress reports aligned to established milestones, which will be reviewed during district-led leadership meetings to analyze data trends, address challenges, and plan next steps. Within the campus, progress will be communicated to staff during faculty meetings and professional learning communities (PLCs) to ensure teachers receive timely updates and can make necessary instructional adjustments. At the district and community level, summarized updates will be presented in board reports, newsletters, and campus communications to promote accountability and transparency. Parents and families will also be informed of milestone progress through parent-teacher conferences, school websites, and family engagement events. This comprehensive approach ensures that all stakeholders remain informed and engaged in supporting the successful implementation of the plan.  The campus principal, DCSI, will review the data once a month during the Principal PLC to ensure that the campus is on track to meet their goals set. |
| | Stewart El | District and campus leaders will ensure the successful implementation of this plan through systematic monitoring and accountability structures. Monitoring will occur through scheduled data analysis meetings, formal walkthroughs, and progress checks aligned to district and state performance indicators.<br><br>Campus leaders will be responsible for collecting and analyzing evidence of implementation, including instructional practices, professional development participation, and student outcome data. Findings will be documented and reported regularly to district leadership.<br><br>District leaders will review campus reports, conduct joint monitoring visits, and facilitate leadership meetings to ensure fidelity to the plan. Adjustments will be made based on evidence from formative assessments, performance trends, and stakeholder feedback.<br><br>This multi-level monitoring system will provide consistent oversight, promote alignment across campuses, and ensure that both district and campus leaders are accountable for achieving the identified goals. | Campus Principal, DCSI | Monthly | Data will be collected through multiple sources to ensure accuracy and alignment with the plan's objectives.          Student Achievement Data: Collected from state assessments, district benchmarks, progress monitoring tools, and classroom-based assessments entered into the district's data management system.<br>Instructional Practice Evidence: Gathered through scheduled classroom walkthroughs, formal observations, and implementation checklists completed by campus administrators.<br>Professional Development Participation: Tracked through sign-in sheets<br>Progress Monitoring Reports: Compiled by campus leaders using attendance records, intervention logs, and curriculum pacing guides.<br>Stakeholder Feedback: Collected through staff surveys, parent/community input forms, and focus groups when applicable.<br>All data will be centralized in the district's reporting system, reviewed during scheduled leadership meetings, and used to guide continuous improvement efforts. | Milestone progress data will be shared with district leadership and relevant stakeholders through structured and transparent communication processes. Campus principals will submit scheduled progress reports aligned to established milestones, which will be reviewed during district-led leadership meetings to analyze data trends, address challenges, and plan next steps. Within the campus, progress will be communicated to staff during faculty meetings and professional learning communities (PLCs) to ensure teachers receive timely updates and can make necessary instructional adjustments. At the district and community level, summarized updates will be presented in board reports, newsletters, and campus communications to promote accountability and transparency. Parents and families will also be informed of milestone progress through parent-teacher conferences, school websites, and family engagement events. This comprehensive approach ensures that all stakeholders remain informed and engaged in supporting the successful implementation of the plan.The campus principal, and the DCSI will review the data once a month during the Principal PLC to ensure that the campus is on track to meet their goals set. |
| | Hitchcock Primary<br>Kids First Head Start | Paired Campus | Paired Campus | Paired Campus | Paired Campus | Paired Campus |

| | Criteria for Success | | | | |
|---|---|---|---|---|---|
| **Has the district identified all resources needed to implement the SI strategy?**<br>-The description lists all additional costs associated with implementing the school improvement strategy (e.g., stipends, instructional materials, training/professional development costs, costs for additional staff positions created to implement the strategy, etc.)<br>-Each cost described includes the source of funds. | | | | | |
| **Question** | **List or copy and paste all SI-identified campuses below** | **Please share the required costs to implement plan and source of 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?** |
| **Additional Instructions** | List all SI campuses in the district | | | | |
| | Crosby Middle School | Local Funds | Supplemental Curriculum: IXL | Hitchcock ISD utilizes IXL as a supplemental, data-driven curriculum tool to reinforce foundational reading and math skills, provide personalized practice aligned to TEKS, and support continuous progress monitoring as part of the district's overall school improvement efforts. | Locally Funded |
| | Stewart Elementary | LASO 3 | Use of Product Advisors from Region IV to assist with Planning and Implementation of Bluebonnet Curriculum along with PLC support | Partnering with Region IV for TIL to provide training to Campus ILT and Principal supervisors in high yield instructional strategies to increase student outcomes and teacher efficiency. | Strong Foundations Grant |
| | Hitchcock Primary<br>Kids First Head Start | Paired Campus | | | |

| Question | List or copy and paste all SI - identified campuses below | (Optional) Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. | | |
|---|---|---|---|---|
| Additional Instructions | List all SI campuses in the district | | | |
| | Crosby Middle School | Artifacts to collect: Leadership team agendas and minutes, observation and feedback schedules with follow-up actions, PLC agendas and completed data analysis protocols. Also classroom walkthrough checklist and student progress tracking artifacts. | | |
| | Stewart Elementary<br>Hitchcock Primary<br>Kids First Head Start | Strengthening Professional Development (5.1) by implementing targeted PD aligned with content-specific instructional best practices. | Enhancing Observation and Feedback Cycles (5.2) by establishing systematic observation schedules for instructional leaders and implementing structured debrief protocols to provide actionable feedback to teachers. | Artifacts to collect: Leadership team agendas and minutes, observation and feedback schedules with follow-up actions, PLC agendas and completed data analysis protocols. Also classroom walkthrough checklist and student progress tracking artifacts. Data Protocol |