Question/Prompt	List (select) campuses to which this strategy	Name of the staff member employed by	Email	What role applies to the person completing
Answer				District Coordinator of School
	Enge Washington Intermediate	Cynthia Ensminger	c.ensminger@groesbeckisd.net	Improvement

			Criteria	a for Success		
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?
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 Improvmeent PLC (LASO 3), Instructional Leadership (LASO 3), ESF- focus Support Grant 24-26, School Action Fund Planning (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Reassign), School Action Fund Implementation (Redesign), School Action Fund Implementation (Redesign), School Action Fund Implementation (Tereat 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 (Redessign), School Action Fund Implementation (Redesign), School Action Fund Implementation (Redesign), School Action Fund Implementation (Create New), Effective Schools Framework Focsued 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.
Answer(s)	Enge Washington Intermediate	Intensive Curriculum & Instruction	Strong Foundations Implementation (LASO 3), Strong Foundations Implementation School Improvmeent PLC (LASO 3), Instructional Leadership (LASO 3)	LASO Grant 2025-2026	ESC Region 12,	Holley Rynolds and Kevin McClune, both retired educators, have been contracted to work two days a week. Their role will focus on providing targeted academic support to students to address learning gaps. (OG Program)

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Question	List or copy and paste all SI - identified campuses below	I assure that all campuses included in this plan have set campus-wide goals for ELA/Reading and Math STAAR performance rates and scaled score goals for Domain III components (Academic Achievement, Growth Status, ELP Status, and Student Success Status) for the 2025–2026 school year.								
Additional Instructions Answer(s)	List all SI campuses in the district Enge Washington Intermediate	Yes or No You will give this assurance at the time of submission through the Qualtries Survey.								
Question	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 full name.	Please enter your email.	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.	Enter the campus- wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.
	Enge Washington Intermediate		Cynthia Ensminger	c_ensminger@groesbeckisd.net	Campus Wide: 34	Campus Wide: 23	Every group (All, Lowest Race 1, Lowest Race 2, High Focus Group) will show minimal	75 Every group (All, Lowest Race 1, Lowest Race 2, High Focus Group) will meet the 2025-26 target in Reading, Math and Science.	60% of more of the students taking the TELPAS assessment will achieve composite growth.	Every group (All, Lowest Race 1, Lowest Race 2, High Focus Group) will show minimal growth in their student success score.
Answer(s)					4th Masters: 14 5th Meets: 39	4th Masters- 14 5th Meets- 22	The percentage of students in each group getting meets or above on the Math STAAR will increase by at least one point. The percentage of students in each group getting meets or above on the Reading STAAR will increase by at least one point.			Every group student success score will increase by at least one point.
					5th Masters: 22 6th Meets: 67 6th Masters: 31	5th Masters- 15 6th Meets- 39 6th Masters- 16	The percentage of students in each group getting meets or above on the Science STAAR will increase by at least one point.			

Does the plan increase the quality of instructional materials to be used at the campus and provide adequate time and support for teachers to internalize materials and reflect on student performance?

-The campus will increase the quality of the instructional materials to be used at the campus (if not already implementing SBOE-approved HQIM or OER).

-The district has allocated sufficient instructional time for delivery of HQIM and has a calendar with a minimum of 165 instructional days.

-The campus will have weekly (at a minimum) high-quality PLCs to support instructional delivery and respond to student outcomes

-The PLC protocol includes time for lesson internalization and student work analysis.

List or copy and paste all SI - identified campuses below	Please select the adopted curriculum	Is this the curriculum that will be	What new curriculum will be	When will the district adopt	How many instructional minutes per week are	How many instructional minutes per week are in	How many instructional	If there are fewer than 165 instructional days	Please describe the assessment plan for the impacted campus	Will the campus(es)	How will PLCs be organized (by grade	How frequent
		implemented for the duration of the plan?l	adopted?	the new curriculum?	required/recommended for implementation of this curriculum?	master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?	days are included in the 2025-2026 calendar?	in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026- 2027?	(es)	implement a PLC structure?	level, content area, etc.)?	will PL
Enge Washington Intermediate	4-5 Math- Bluebonnet Math	Yes	n/a	n/a	4-5 Bluebonnet RLA- 450 weekly 4-5 Eureka Math - 450 weekly 6-Amplify- RLA- 450 weekly 6-Manuvering the Middle 200 weekly	4-5 Bluebonnet RLA 450 per week 4-5 Eureka Math 450 per week 6-Amplify- RLA 550 per week 6-Manuvering in the Middle Math 275 per week	166	n/a	All students will participate in Mathematics and Reading/Language Arts (RLA) assessments through in READY at the beginning, middle, and end of the academic year. Data from these assessments will be systematically analyzed to establish individualized student goals and to identify specific learning gaps requiring targeted intervention. End-of-unit assessments will be administered across all content areas, and the resulting data will be reviewed within one week of administration. Identified misconceptions will be addressed promptly, and low-performing TEKS will be strategically spiraled into subsequent lessons and reassessed through exit tickets. Interim and benchmark assessments will be utilized in a similar capacity, providing students with multiple opportunities to demonstrate growth and gain familiarity with the format and rigor of the State Assessment.	YES	Content Area and Grade Level	Weekly
	Resource System, Manuvering the Middle				compliance through multiple aligned systems. Campus will be required to follow the 2025-26 Master Schedule Guidelines when designing their schedule. To support implementation, the district provided professional development during summer 2025 on expectations for							
		6- Math TEKS Resource System, Manuvering the Middle 4-5- RLA Bluebonnet RLA	6- Math TEKS Resource System, Manuvering the Middle	6- Math TEKS Resource System, Manuvering the Middle	6- Math TEKS Resource System, Manuvering the Middle 4-5- RLA	6- Math TEKS Resource System, Manuvering the Middle 6- Math TEKS Resource Middle Manuvering the Middle	4-5 Eireka Math 450 per week 6-Amplify RLA 450 weekly 6-Manuvering the Middle 200 weekly 6-Manuvering in the Middle 200 weekly 6-Manuvering in the Middle Math 275 per week 6-Manuvering in the Middle Math 275 per week 6-Manuvering in the Middle Math 275 per week 6-Manuvering the Middle Math 275 per week 6-Manuvering the Middle 6-Manuvering t	4-5 Eureka Math -450 weekly G-Manuvering the Middle 200 G-Manuvering the Middle Math 276 per week week G-Manuvering the Middle Math 276 per week week G-Manuvering the Middle Math 276 per week Manuvering the Middle Season of the Math 276 per week Middle Season of the Math 276 per weekl Math 176 per	4-5 Eurek Math -450 weekly 6-Amphi P.R.4- 50 weekly 6-Manuvering the Middle 200 weekly 6-Manuvering the Middle 200 weekly 6-Manuvering the Middle 200 weekly 6-Manuvering the Middle 201 Middle Math 275 per week 6-Manuvering the Middle Math 275 per week Middle Math 275 per week Middle Math 275 per week Middle Good of the Middle Math 275 per week Middle Good of the Middle Math 275 per week Middle Good of the Middle Good of the Middle Math 275 per week Middle Good of the Middle Good of t	4-5 Eureka Math -450 weekly 6-Amplily - R.4-50 weekly 6-Amplily - R.4-50 weekly 6-Amplily - R.4-50 peer weekl - R.7-50 peer weekl	4-6 Eurich Math - 450 week)	4-5 Eurotes Main - 450 years), PLA. 450 per per weight (PLA), 250

	6 RLA- Amplify						

Who will	Who is	Please describe the PLC protocol to be used
facilitate PLCs?	requried to attend PLCs?	
Campus Principal	Content Teachers and Resource Teachers	There are three distinct types of Professional Learning Communities (PLCs), each designed to strengthen instruction and student outcomes. The first is the Rehearsal and Internalization PLC, where teachers collaboratively practice key portions of upcoming lessons without students present. This process allows educator to refine delivery, anticipate challenges, and receive peer feedback through a structured cycle of preparation, rehearsal, and debriefing. The goal is to sharpen instructional moves so that classroom teaching is more effective and engaging. The second type is the Formative Assessment Analysis PLC, which centers on the examination of ongoing student work and assessment data. Teachers use strategies such as sorting responses into high, average, and low (HALO) to identify patterns of understanding and misconceptions. The team then works together to determine whether gaps are due to content, student needs, or instructional approaches, making adjustments to instruction as necessary. Plexible intervention groups are created based on student needs, and progressmonitoring plans are developed to ensure the effectiveness of these supports. The third type is the Summative Assessment Analysis PLC, where teachers analyze results from unit or summative assessments. This structure emphasizes identifying mastery of priority TEKS, categorizing performance levels, and noting trends across student groups. Based on these findings, the PLC designs tiered supports such as enrichment for students who have mastered content, small-group reteaching for those partially meeting expectations, and targeted interventions for students with significant gaps. Plans are then developed for reteaching, reassessment, and adjustments to
		Monday/Tuesday- 7:25- 4-6 RLA Wednesday- Planning Time. 4-6 Grade Level PLC Wednesday- 7:25- 4-6 Math PLC Thursday 7:25- SPED PLC Friday 7:25- Science PLC

Criteria for Success

Does the plan ensure that administrators and trachers 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.

Fleachers receive upfront/initial training on key elements of the school improvement strategy.

Fleachers receive an observation and fleedback 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 for sealteds 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 do not have a demonstrated track record of success.

*There is a plan to differentiate and/or increase support for uncertified teachers.

ONLY COMPLETI	IF YOU CHOSE INTEN	SIVE C&I SU	PPORTS AS A SCHOOL IMPROVEMENT STRATEGY	OR NAMED DISTRICT STAFF AS BUILDING CAPA	CITY OR SUPPORTING STRATEGY IMPLEMENT	NTATION ON THE SI STRATEGY TAB	
Question	List or copy and paste all SI - identified campuses below	Removed several columns	Please describe your planned training PD sessions (and who delivers and attends) for: - Principal - Other campus admin (assistant principals, instructional coaches) - Teachers	How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/lenders ?	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?
	Enge Washington		RLA	New Teacher Academy (extended induction, mid-	Bluebonnet Learning Observation	-Frequency: 1 monthly walkthrough per	Teachers and administrators will take part
	Enge Washington Intermediate		RIA Change Management ESC 12 Principal Curriculum Director Fincipal Curriculum Director Leaders & Coaches Product Academies ESC 12 Principal Curriculum Director Lead with Impact Series ESC 12 Principal Curriculum Director Principal Curriculum Director Teacher Product Academies ESC 12 Principal Curriculum Director Teacher Product Academies ESC 12 Teachers Research Based instructional Strategies ESC 12 Principal Curriculum Director Teacher Producticulum Director Aligning an Assessment Strategy ESC 12 Principal Curriculum Director Aligning an Assessment Strategy ESC 12 Principal Curriculum Director	New Teacher Academy (extended induction, mid- year refresher sessions) Weekly coaching cycles with instructional coaches or campus leaders Classroom management training using distric- aligned protocols HOIM internalization support with model lessons and co-planning Small-group instruction training using campus data and intervention structures Reduced initiative load to prevent overwhelm and ensure deeper mastery Frequent formative feedback using walkthrough tools aligned to T-TESS or TIA calibration indicators	RLA - Blaebonnet Learning is being used for dally Ter I - Blaebonnet Learning is being used for dally Ter I - Blaebonnet Learning is being used for dally Ter I - Blaebonnet Learning pacing or supplementing with other materials not approved for use. - Lessons are within +/- 5 instructional days of the Bluebonnet Learning pacing guide. - Blaebonnet Learning pacing guide. - Planning Look Fors - Blaebonnet unit internalization protocols regularly before a new unit begins. - Lesson internalization: teachers annotate leasons in a - Lesson internalization protocols and supports their internalization protocols and supports their internalization for the leason. - Student work analysis: teachers analyze student work to inform core instructional decisions. - Student work analysis: teachers analyze student work to inform core instructional decisions. - Evidence of leason preparation: All materials are organized and readily available for the lesson. - Evidence of lesson infernalization 1.0: teachers internalization of the life wand purpose of the lesson. - Evidence of internalization 2.0: teachers implement usesons as intended without 'reading from a lessons as intended without' reading from a lessons as intended without 'reading from a lessons as intended without' reading fro	Frequency: 1 monthly walkthrough per teacher — Progress Montoning: Walkthrough data will be collected using Walkthrough data will be collected using a continuous service of the collected using a continuous service of the collected using a collected of the colle	Teachers and administrators will take part in ongoing training and coaching designed to strengthen how we support students in opportunities will focus on special education, 504, dyslexia, emergent bilingual, and RIMITSS supports, with an emphasis on practical strategies for differentiation, progress monitoring, and independent of the coaching of the coaching and the coaching of the coaching and
			MATH Change Management ESC 12 Principal, Curriculum Director SCR ESC 12 Principal, Curriculum Director Lead with Impact Series ESC 12 Principal, Curriculum Director Principal, Curriculum Director Principal, Curriculum Director Aligning an Assessment Strategy ESC 12 Principal, Curriculum Director		IATH 6. Eureka 6. STEKS Resource System (6) is being used for daily Tier 1 instruction for all students. 7. Teachers are not substituting or 8. Supplementing with 1. Lessons are within +- 5 instructional days of 9. Lessons are within +- 5 instructional days of 9. Line storms are within +- 5 instructional days of 9. Unit internalization: teachers implement unit 1. Internalization protocols regularly before a new 1. Lessons in a 1. Lessons of student work analysis: teachers independent in a 1. Lessons of student work analysis: teachers international or student work analysis: teachers internationa		

			SCIENCE Change Management ESC 12 Principal, Curriculum Director	SCIENCE • HMH (4-6) TEKS Resource System (6) is being	
			SCR ESC 12	used for daily Tier 1 instruction for all	
			Principal, Curriculum Director Lead with Impact Series ESC 12	students. Teachers are not substituting or	
Answer(s)			Principal, Curriculum Director	supplementing with other materials not approved for use.	
Zuanci (a)			Lead with Impact Fall Series Principal, Curriculum Director	other materials not approved for use. • Lessons are within +/- 5 instructional days	
			Aligning an Assessment Strategy ESC 12	of the pacing guide.	
			Principal, Curriculum Director	Planning Look Fors	
				Unit internalization: teachers implement unit	
				internalization protocols regularly before a	
				new unit begins.	
				Lesson internalization: teachers annotate	
				lessons in a way that demonstrates alignment to lesson	
				internalization protocols and supports their	
				internalization of the lesson. • Student work analysis: teachers analyze	
				student work to inform core instructional decisions.	
				Instructional Look Fors	
				Evidence of lesson preparation: All materials are	
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				lesson. • Evidence of lesson internalization 1.0:	
				teachers	
				implement lessons in a way that demonstrates	
	1	1		understanding of the flow and purpose of	
	1	1		the lesson.	
				Evidence of internalization 2.0: teachers implement	
				lessons as intended without "reading from a	
				script." • Evidence of student work analysis:	
				teachers intentionally	
				use embedded supports."	
			Social Studies Change Management ESC 12	SOCIAL STUDIES	
			Principal, Curriculum Director	(4-6) TEKS Resource System is being	
			SCR ESC 12	used for daily Tier 1 instruction for all	
			Principal, Curriculum Director Lead with Impact Series ESC 12	students.	
			Lead with Impact Series ESC 12 Principal, Curriculum Director	students. Teachers are not substituting or supplementing with	
			Lead with Impact Series ESC 12 Principal, Curriculum Director Lead with Impact Fall Series	students. • Teachers are not substituting or supplementing with other materials not approved for use.	
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	Criteria for Success								
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.							
	Enge Washington Intermediate								

RLA

July 2025

4-5 RLA Leader and Coach Product(s) Academy, Bluebonnet Learning Bound: A Curriculum Shift Half Day, Bluebonnet Learning Bound: A Curriculum Shift Half Day, Lead for Impact Series, Monthly Meeting: Action Step 1 - Goals and Progress Monitoring, Monthly Meeting: Action Step 1, 2, & 3 - Internalization and PLCs,

August 2025

BOY Bluebonnet Survey to Stakeholders, Monthly Meeting: Implementation Plan Check In, Instructional Coach shadows Product Advisor, Amplify Product Advisor Training, Walkthroughs, iReady BOY

September 2025

Walkthroughs, Monthly Meeting: Action Step 5 - Aligning Assessment Strategy, Instructional Coach shadows Product Advisor, 4th grade Unit 1 test (9/10), 5th grade Unit 1 (9/10),6th grade Unit 1 (9/11)

October 2025

Walkthroughs, Lead with Impact Series, Teacher Grade Level Bluebonnet Collaborative, Instructional Coach shadows Product Advisor, 4th grade Unit 2 test (10/1), 4th grade Unit 3 test (10/22), ,5th grade Unit 3 (10/29), 6th grade Unit 2 (10/30), data dig meeting scheduled 1 week after assessments

November 2025

Walkthroughs, Instructional Coach shadows Product Advisor 4th grade Unit 4 test (11/13), Interim (11/12). December 2025

Walkthroughs, Lead with Impact Series, iReady MOY (12/8), 4th grade Unit 5 test (12-15),5th grade Unit 4 (12/4),6th grade Unit 3 (12/11),data dig meeting scheduled 1 week after assessments

January 2026

Walkthroughs, MOY Bluebonnet Survey to Stakeholders, Monthly Meeting with IA @ ESC, Teacher Grade Level Bluebonnet Collaborative, Flexible Support with Product Advisor, iREADY MOY, 4th grade Unit 6 test (1-29), 5th grade Unit 5 (1/15),data dig meeting scheduled 1 week after assessments

February 2026

Walkthroughs, Lead with Impact Series, Benchmark, 4th grade Unit 7 test (2-20), 6th grade Unit 4(2/5),data dig meeting scheduled 1 week after assessments March 2026

Walkthroughs, 4th grade Unit 8 test (3/20),5th grade Unit 7 (3/17),data dig meeting scheduled 1 week after assessments

Walkthroughs, EOY Bluebonnet Survey to Stakeholders, 4th grade Unit 9 test (4-8). STAAR (4-13), 5th grade Unit 8 (4/15), data dig meeting scheduled 1 week after assessments

May 2026 Walkthroughs, iREADY EOY (5-4), 5th grade Unit 10 (9/14), end of year survey,data dig meeting scheduled 1 week

after assessments

Begin reviewing STAAR 2025–2026 results to look for trends, gaps, and areas of success across grade levels and subjects. Use the data to celebrate growth and to spot where extra support might be needed for both teachers and students. Identify teacher strengths and areas for improvement, then start planning the right coaching and professional development to support them. Look closely at individual student results to create plans for accelerated instruction, making sure each student gets what they need to succeed. Summer school will begin.

Summer school continues. Teachers participate in targeted professional development based on their individual needs and areas of growth focusing on improving instruction, supporting special populations, and preparing for the upcoming school year.

August Ž026

Teacher academy and product training fo rnew teachers.

MATH -

July 2025 Data Dig August 2025 Walkthroughs, iReady BOY

September 2025

Walkthroughs, Unit 1 tests, data dig meeting scheduled 1 week after assessments October 2025

Walkthroughs, Unit 2 tests, data dig meeting scheduled 1 week after assessments

November 2025 Walkthroughs, Unit 3 test, Interim

December 2025

Walkthroughs, iReady MOY, Unit 4 test (12-15), data dig meeting scheduled 1 week after assessments January 2026

Walkthroughs, iREADY MOY, Unit 5 test (1-29),data dig meeting scheduled 1 week after assessments February 2026

Walkthroughs, Benchmark, Unit 6, data dig meeting scheduled 1 week after assessments March 2026

Walkthroughs, 4th grade Unit 7 test (3/20), data dig meeting scheduled 1 week after assessments

Walkthroughs, Unit 8 test (4-8). STAAR, data dig meeting scheduled 1 week after assessments May 2026

Walkthroughs, iREADY EOY (5-4), data dig meeting scheduled 1 week after assessments

June 2026

Begin reviewing STAAR 2025–2026 results to look for trends, gaps, and areas of success across grade levels and subjects. Use the data to celebrate growth and to spot where extra support might be needed for both teachers and students. Identify teacher strengths and areas for improvement, then start planning the right coaching and professional development to support them. Look closely at individual student results to create plans for accelerated instruction, making sure each student gets what they need to succeed. Summer school

July 2026

Summer school continues. Teachers participate in targeted professional development based on their individual needs and areas of growth focusing on improving instruction, supporting special populations, and preparing for the upcoming school year. August 2026

Teacher academy and product training for new teachers.

Answer(s)

	In August, students take the iReady tests in math and reading. September features Curriculum-Based Assessments (CBA) for all subjects and grades. October students in 4-6 Math and Reading were admistered the STAAR Math and Reading Interim test. In December, students take BOY iReady tests for Reading and Math. January and February are focused on STAAR Benchmark Assessments for Math, Reading and Science. Unit tests will be given throughout the year in alignment with curriculum pacing: Math: Grade 4-6 (Sept, Oct, Nov, Dec, Jan, Feb, Mar)	_
]

Criteria for Success

- 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	List all SI campuses in the					
Answer(s)	Enge Washington Intermediate	District and campus leaders will check progress through classroom walkthroughs, data meetings, and regular check-ins with teachers. They will review assessment results, PLC notes, and intervention records to see what is working and what needs to improve. Leadership teams will meet often to look at progress, make changes as needed, and plan next steps. Input from teachers, coaches, and ESC Region 12 will help keep the plan on track.	Cindy Ensminger- Director of Instructional Services Lora Sims - Principal		Milestone progress data will be collected through classroom assessments, i-Ready reports, STAAR results, and common unit tests. Teachers will enter data into campus and district tracking tools after each assessment period. PLC and leadership teams will review this information to look for growth, identify gaps, and plan next steps for instruction and intervention. Notes from walkthroughs, coaching sessions, and student progress meetings will also be used to track how well strategies are being put into practice.	Milestone data will be shared during PLC meetings, leadership meetings, and staff work sessions. Teachers and administrators will review progress together to celebrate growth and plan next steps for students who need extra support. Summaries of campus progress will be shared with district leaders, and key highlights will be communicated to parents and the school community through newsletters or campus updates.