

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	Enge Washington Intermediate	Cynthia Enslinger	c.enslinger@groesbeckisd.net	District Coordinator of School Improvement

Criteria 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 Implementation (Restart), School Action Fund Planning (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 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 Improvements	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)

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	List all SI campuses in the district	Yes or No								
Answer(s)	Enge Washington Intermediate	You will give this assurance at the time of submission through the Qualtrics 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.
Answer(s)	Enge Washington Intermediate		Cynthia Ensminger	c.ensminger@groesbeckisd.net	Campus Wide: 34	Campus Wide: 23	25	75	75	25
					4th Meets: 30	4th Meets: 32	Every group (All, Lowest Race 1, Lowest Race 2, High Focus Group) will show minimal growth in both reading and math.	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.
					4th Masters: 14	4th Masters: 14	The percentage of students in each group getting meets or above on the Math STAAR will increase by at least one point.			Every group student success score will increase by at least one point.
					5th Meets: 39	5th Meets: 22	The percentage of students in each group getting meets or above on the Reading STAAR will increase by at least one point.			
					5th Masters: 22	5th Masters: 15	The percentage of students in each group getting meets or above on the Science STAAR will increase by at least one point.			
					6th Meets: 67	6th Meets: 39				
					6th Masters: 31	6th Masters: 16				

- 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.

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Who will facilitate PLCs?	Who is required to attend PLCs?	Please describe the PLC protocol to be used
Campus Principal	Content Teachers and Resource Teachers	<p>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 educators 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. Flexible intervention groups are created based on student needs, and progress-monitoring 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 future instruction to ensure improved outcomes.</p>
		<p>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</p>

Criteria for Success							
<p><b>Does the plan ensure that administrators and teachers receive appropriate job-embedded training?</b></p> <ul style="list-style-type: none"> <li>-Administrators responsible for the campus (including the principal and principal manager) receive upfront/initial training on key elements of the school improvement strategy.</li> <li>-Teachers receive upfront/initial training on key elements of the school improvement strategy.</li> <li>-Teachers receive an observation and feedback round from an instructional leader or coach at least biweekly.</li> <li>-The observation tool includes research-based instructional strategies (RHS) look fors.</li> <li>-The observation tool includes look fors related to implementation of approved curriculum.</li> <li>-The capacity building/professional development (PD) plan matches the current state of talent at the campus.</li> <li>-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.</li> <li>-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.</li> <li>-There is a plan to differentiate and/or increase support for uncertified teachers.</li> </ul>							
ONLY COMPLETE IF YOU CHOSE INTENSIVE C&I 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	Removed 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 2 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?
	Enge Washington Intermediate		<b>RLA</b> Change Management ESC 12 Principal, Curriculum Director SCR ESC 12 Principal, Curriculum Director Leaders & Coaches Product Academies ESC 12 Principal, Curriculum Director Lead with Impact Series ESC 12 Principal, Curriculum Director Lead with Impact Fall Series Principal, Curriculum Director Teacher Product Academies ESC 12 Teachers Research Based Instructional Strategies ESC 12 Principal, Curriculum Director, Teachers Develop Instructional Framework 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 district-aligned protocols  HQIM 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	<b>Bluebonnet Learning Observation</b>  <b>RLA</b> • Bluebonnet Learning is being used for daily Tier 1 instruction for all students. • Teachers are not substituting or supplementing with other materials not approved for use. • Lessons are within +/- 5 instructional days of the Bluebonnet Learning pacing guide. • All components of Bluebonnet Learning are being implemented effectively, as measured by Bluebonnet Learning observation tools. 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 organized and readily available for the lesson. • Evidence of lesson internalization 1.0: teachers implement lessons in a way that demonstrates understanding of the flow and purpose of 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.	-Frequency: 1 monthly walkthrough per teacher - Progress Monitoring: Walkthrough data will be collected using the Bluebonnet Learning Observation Tool and analyzed during PLCs by grade level - Quarterly review and goal reflection of walkthrough and assessment data during PLC with each grade level.	Teachers and administrators will take part in ongoing training and coaching designed to strengthen how we support students in special populations. These learning opportunities will focus on special education, 504, dyslexia, emergent bilingual, and Rti/MTSS supports, with an emphasis on practical strategies for differentiation, progress monitoring, and inclusive instruction. Administrators will also learn how to use data to guide planning, monitor progress, and give meaningful feedback to teachers. Collaboration will be built into the process through PLCs, co-teaching partnerships, and planning sessions where general education and support staff work together to meet student needs. Ongoing guidance from ESC Region 12 specialists will help ensure consistency across campuses and continued growth in how we serve all learners.
			<b>MATH</b> Change Management ESC 12 Principal, Curriculum Director SCR ESC 12 Principal, Curriculum Director Lead with Impact Series ESC 12 Principal, Curriculum Director Lead with Impact Fall Series Principal, Curriculum Director Aligning an Assessment Strategy ESC 12 Principal, Curriculum Director		• Eureka (4-5) TEKS Resource System (6) is being used for daily Tier 1 instruction for all students. • Teachers are not substituting or supplementing with other materials not approved for use. • Lessons are within +/- 5 instructional days of the pacing guide. 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 organized and readily available for the lesson. • Evidence of lesson internalization 1.0: teachers implement lessons in a way that demonstrates understanding of the flow and purpose of 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.		





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 key milestones 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	

<p>Answer(s)</p>		<p><b>RLA</b>  <b>July 2025</b>  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, &amp; 3 - Internalization and PLCs,  <b>August 2025</b>  BOY Bluebonnet Survey to Stakeholders, Monthly Meeting: Implementation Plan Check In, Instructional Coach shadows Product Advisor, Amplify Product Advisor Training, Walkthroughs, iReady BOY  <b>September 2025</b>  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)  <b>October 2025</b>  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  <b>November 2025</b>  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  <b>January 2026</b>  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  <b>February 2026</b>  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  <b>March 2026</b>  Walkthroughs, 4th grade Unit 8 test (3/20), 5th grade Unit 7 (3/17), data dig meeting scheduled 1 week after assessments  <b>April 2026</b>  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  <b>May 2026</b>  Walkthroughs, iREADY EOY (5-4), 5th grade Unit 10 (9/14), end of year survey, data dig meeting scheduled 1 week after assessments  <b>June 2026</b>  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.  <b>July 2026</b>  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.  <b>August 2026</b>  Teacher academy and product training for new teachers.</p> <p><b>MATH -</b>  <b>July 2025</b>  Data Dig  <b>August 2025</b> Walkthroughs, iReady BOY  <b>September 2025</b>  Walkthroughs, Unit 1 tests, data dig meeting scheduled 1 week after assessments  <b>October 2025</b>  Walkthroughs, Unit 2 tests, data dig meeting scheduled 1 week after assessments  <b>November 2025</b>  Walkthroughs, Unit 3 test, Interim  <b>December 2025</b>  Walkthroughs, iReady MOY, Unit 4 test (12-15), data dig meeting scheduled 1 week after assessments  <b>January 2026</b>  Walkthroughs, iREADY MOY, Unit 5 test (1-29), data dig meeting scheduled 1 week after assessments  <b>February 2026</b>  Walkthroughs, Benchmark, Unit 6, data dig meeting scheduled 1 week after assessments  <b>March 2026</b>  Walkthroughs, 4th grade Unit 7 test (3/20), data dig meeting scheduled 1 week after assessments  <b>April 2026</b>  Walkthroughs, Unit 8 test (4-8). STAAR, data dig meeting scheduled 1 week after assessments  <b>May 2026</b>  Walkthroughs, iREADY EOY (5-4), data dig meeting scheduled 1 week after assessments  <b>June 2026</b>  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.  <b>July 2026</b>  Summer school continues. 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