

# Judson Independent School District Turnaround Plan

Park Village Blended Learning Academy

Stakeholder  
Engagement



School  
Improvement  
Strategy



Milestones &  
Performance  
Management



Resources



## TAP STRUCTURE

## STAKEHOLDER ENGAGEMENT

### Park Village ES

**Campus Staff Meeting:** September 9, 2025, 3:20 p.m.

**Community Meeting:** September 25, 2025, 5:00 p.m.

**Campus Site-Based Meeting:** September 17, 2025, 4:30 p.m.

**Coffee with the Counselors/Principal & Parent Teacher Association Meetings:**

- September 9, 2025, 5:30 p.m.
- September 11, 2025, 7:30 p.m.

**Park Village Turnaround Plan Community Letter and Survey:** September 25, 2025

**Collaborative TAP Planning Meeting with Park Village Community:** October 7, 2025, 3:30 p.m.

**Draft Turnaround Plan and feedback form shared electronically and printed at campus:**  
September 16, 2025

**Post Public Hearing in Newspaper:** October 1, 2025

**Public Hearing:** October 16, 2025

SCHOOL IMPROVEMENT STRATEGY

Park Village ES
Upon the release of the 2025 State Accountability Ratings Park Village ES has three consecutive unacceptable campus ratings (Fs). Campuses with three consecutive unacceptable ratings are required to write a turnaround plan.
<b>District Improvement Strategy:</b>  Change in Campus Leadership Implementation of HQIM for Reading & Math

## MILESTONES AND PERFORMANCE MANAGEMENT: MPM (SY 25/26 - 26/27) Weekly Cycle

Milestone	Priority Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Data
Observation/Monitoring calendar for each admin indicating which class will be observed on which day and what will be monitored (ex: Judson ISD instructional model: objective, gradual release model, questioning, accountable talk, HQIM implementation)	5.2	Week of 8/18/2025	Observation Calendar; Feedback Rubric	Admin, Academic Trainers	Observation Calendar Feedback Rubric Completed	Bi-Weekly
Create a calendar of accelerated and small group instruction for elementary campuses within the regular school day for students with low mastery	5.4	Week of 8/18/2025	Master Schedule	Principal, Academic Trainers, Classroom Teachers	Attendance of Students, Unit Assessments, Screener Data	Monthly
Create common campus assessments using Progressing Learning to assess the mastery of spiraled low-performing TEKS	4.1	Week of 9/12/2025	Progress Learning, data trackers, Lead4ward Field Guides and IQ documents	Academic trainers Core teachers	Copies of common assessments w/retested standards and student performance	4 weeks 9 weeks
Facilitate weekly PLC meetings to ensure alignment with content to context to assessment to written and taught curriculum	5.3	Week of 8/18/2025	PLC meetings on the calendar; PLC weekly agendas, PLC coaching/Solution Tree	Campus leadership Academic trainers	PLC agenda and sign-in sheets	Weekly
Create student data tracking protocols and forms for ELA and Math enabling low-performing students tools to track their progress	1.3 5.3 5.4	Week of 8/18/2025	JISD student progress monitoring tool	Elementary RTI	Data tool tracking spreadsheet, NWEA MAP student progress report	4 weeks 9 weeks
Review teacher past STAAR performance and T-TESS evaluations to determine teacher placement; ensure only high-performing teachers are in core STAAR	1.1 1.2 1.3	July 2025	2025 STAAR performance and TPESS evaluations	Campus Leadership	NWEA MAP screeners, unit assessments, Classroom Observations PLC Observations, BOY,	Throughout year

tested areas					MOY, EOY, TPESS	
Milestone	Priority Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Data
Restructured professional development to include a focused approach for improving Tier I instruction and student performance	5.1	Week of 6/2/2025	HQIM lesson structure PLC implementation model	Campus Leadership Academic Trainers	Agenda, PLC observation form, HQIM observation form	Weekly
Partnering with AVID, classroom observations and campus-wide trainings	1.2 1.3 5.1	Week of 9/2/2025	AVID partnership	Campus Leadership ADVID Trainers Academic Trainer	Journals and Walkthroughs and observation forms	Throughout year
Partnering with Great Minds classroom observations and campus-wide trainings	1.2 1.3 5.1	Week of 9/17/2025	Great Minds partnership	Campus Leaders Great Mind Trainers Academic Trainer	Walkthroughs and observations	Throughout the year

### MPM: Talent Strategy - Staffing and Talent

Effective teachers are identified through statistical analysis of student growth data, administrator observations. Both principals and teachers benefit from additional professional development at the beginning of the year and ongoing targeted support.

- Teachers are redistributed by placing our highest performing teachers in our lowest performing campuses. Teachers identified as effective based on a statistical analysis of student assessment growth STAAR Performance data along with administrator observations.
- To minimize the negative impact on campuses contributing their teachers to this initiative, no more than 2 teachers per campus will be allowed to move to a turnaround campus.

### MPM: Administrator Development (Experience)

The chart below outlines professional learning sessions designed to support campus administrators. These sessions include topics such as the Foundational Leadership Instructional Practices and Systems (FLIPS) and the encompassing milestones: establishing a Campus Leadership Team, strong systems for planning, establishment of CLT calendar and systems, establishing a Professional Learning Community, alignment of rigor, assessment calendar, and goal, and long-term planning. Our C&I Department will support follow-up implementation.

Upfront Training for School Year 2025-2026		
Date	Content	Audience
June 2 – 5, 2025 JISD C&I Summer Institute	Upfront and targeted professional learning plan and support for all campuses on understanding the state and federal accountability systems, Campus Needs Assessment, middle school initiative, Campus Improvement Plan, Principal Data Dashboard, strategic staffing, Bluebonnet Learning Math implementation (HQIM), Professional Learning Communities, and Tier 1 instructional monitoring tools.	Campus administration Academic trainers
July 21 – 23, 2025 JISD Leadership Summit	Three days of intense focus on accountability, legislative updates, Texas Teacher Evaluation and Support System (T-TESS), documentation protocols, special education, progress monitoring, and instructional practices tied to high leverage indicators, and discipline management.	Campus Administration Academic trainers
August 2025 Professional Learning	In-depth training on Multi-Tiered Student Support, data	Campus Administration Academic trainers

Communities: Year 1	protocols, protected, and powerful team conversations to increase teacher efficacy and student academic achievement.	
<b>Upfront Training for School Year 2026-2027</b>		
<b>Date</b>	<b>Content</b>	<b>Audience</b>
June 1 - 4, 2026 JISD C&I Summer Institute	Upfront and targeted professional learning plan and support for all campuses on understanding the state and federal accountability systems, Campus Needs Assessment, middle school initiative, Campus Improvement Plan, Principal Data Dashboard, strategic staffing, Bluebonnet Learning Math, Professional Learning Communities, and Tier 1 instructional monitoring tools.	Campus administration Academic trainers
July 20 - 22, 2026 JISD Leadership Summit	Three days of intense focus on accountability, legislative updates, Texas Teacher Evaluation and Support System (T-TESS), documentation protocols, special education, progress monitoring, and instructional practices tied to high leverage indicators, and discipline management.	Campus Administration Academic trainers
August 4, 2026 Professional Learning Communities: Year 2	In-depth training on Multi-Tiered Student Support, data protocols, protected, and powerful team conversations to increase teacher efficacy and student academic achievement.	Campus Administration Academic trainers
<b>Ongoing Professional Learning Cohorts for School Year 2025-2026</b>		
<b>Date</b>	<b>Content</b>	<b>Audience</b>
Professional Learning Communities (PLC) Year 1	Introduction to the PLC protocols, systems, and	Campus teachers Academic trainers

	outcomes (DuFour) to improve teacher efficacy and student performance	
<b>Ongoing Professional Learning Cohorts for School Year 2026 – 2027</b>		
<b>Date</b>	<b>Content</b>	<b>Audience</b>
Professional Learning Communities (PLC) Year 2	Year 2 of the PLC implementation protocols, systems, and outcomes (DuFour)	Campus teachers Academic trainers
<b>Curriculum &amp; Instruction Learning Supports for School Year 2025-2026</b>		
<b>Date</b>	<b>Content</b>	<b>Audience</b>
2025 – 2026 Weekly review of campus data	Analyze academic data, campus discipline data, and attendance data.  Discuss challenges and brainstorm solutions.  Calibrate and debrief walkthroughs on test areas with campus and district leadership. Determine areas of strength and areas of need.	Campus Leadership Team Assistant Principal, Academic Leaders
2025 – 2026 Ongoing monthly Data to Action (DTA) meetings with campus leaders	Provide training to strengthen data analysis and their effective application at the campus level.  Deep dive into campus level assessment data to set goals and plan for improvement.  Collaborate with peers on high yield instructional strategies that positively impact instruction.	Principals, Assistant Principal Academic Trainers
2025-2026 AVID Supporting Instructional Strategies	This partnership lends itself to our campus's instructional model and mirrors what we have in place-the strategies provided will also enhance experiences to increase engagement.	Academic Leaders  Academic Trainer Classroom Teachers

Curriculum & Instruction Learning Supports for School Year 2026 - 2027		
Date	Content	Audience
2026 – 2027 Weekly review of campus data	<p>Review and refine Campus Improvement Plans based on 2025-2026 outcomes.</p> <p>Discuss and adjust school-wide instructional initiatives and their impact.</p> <p>Analyze progress towards established goals and identify necessary adjustments</p> <p>Review previous 2025-2026 staffing model and adjust to benefit student academic achievement.</p>	Principals, Assistant Principals, Academic Trainers
<p>2026 - 2027</p> <p>Ongoing monthly Data to Action (DTA) meetings</p>	<p>Provide training to strengthen data analysis and their effective application at the campus level.</p> <p>Deep dive into campus level assessment data to set goals and plan for improvement.</p> <p>Determine the high yield instructional strategies that positively impact instruction.</p>	

#### **MPM: Teacher Development (Experience)**

The chart below outlines professional learning opportunities for Judson ISD elementary school staff. The content of the sessions revolves around teacher efficacy with district-adopted High Quality Instructional Materials (HQIM), lesson planning, including the use of research, high impact instructional strategies, and differentiation to support all learners.

Upfront Training for School Year 2025-2026		
Date	Content	Audience
August 5 – 7, 2025	Introduction to Judson ISD HQIM, Bluebonnet Learning in Math, with a focus on research-based and high impact instructional	K - 5 teachers



	strategies tailored to each grade level.	
September 29, 2025	AVID training to provide strategies for the campus instructional model  Professional learning focused on data analysis, collaborative planning, high impact instructional practices, differentiated instruction, and data analysis	Park Village Blended Learning Academy teachers
October 31, 2025	Parent Engagement Event: parent conferences regarding student performance data in Reading and Math based on BOY data as well as first nine weeks report card	Judson ISD core content teachers
November 4, 2025	Professional learning focused on data analysis, collaborative planning, high impact instructional practices, differentiated instruction, and data analysis	Judson ISD core content teachers
February 27, 2026	Professional learning focused on data analysis, collaborative planning, high impact instructional practices, differentiated instruction, and data analysis	Judson ISD core content teachers
<b>Upfront Training for School Year 2026 - 2027</b>		
<b>Date</b>	<b>Content</b>	<b>Audience</b>
July 2026 New Teacher Academy	Phase II of Bluebonnet Learning in Math, Phase I Introduction to HQIM in Reading with a focus on lesson plan internalization and effective team planning.  New Teacher Academy: induction into Judson ISD systems, supports, process, and HQIM	Judson ISD teachers
August 2026 JISD Staff Development Day	Phase II of Bluebonnet Learning in Math, Phase I Introduction to HQIM in Reading with a focus on research-based and high impact instructional strategies tailored to each grade level and content level	Judson ISD teachers

	Judson ISD Staff Development Day	
November 2026 JISD Staff Development Day	Phase II HQIM in Reading with a focus on research-based and high impact instructional strategies tailored to each grade level and content level	Judson ISD teachers
<b>Job-Embedded Coaching for School Year 2025 - 2026</b>		
<b>Date</b>	<b>Content</b>	<b>Audience</b>
September – October 2025	Monthly classroom observation, coaching, and PLC support from C&I Department for HQIM planning, implementation, and fidelity	Judson ISD core teachers
November 2025 – May 2026	Monthly classroom observation, coaching, and PLC support from C&I Department for HQIM planning, implementation, and fidelity	Judson ISD core teachers
<b>Job-Embedded Coaching for School Year 2026 - 2027</b>		
<b>Date</b>	<b>Content</b>	<b>Audience</b>
September – October 2026	Monthly classroom observation, coaching, and PLC support from the Curriculum and Instruction for HQIM planning and JISD curriculum guides, implementation, and fidelity	Core teachers
November 2026 – May 2027	Monthly classroom observation, coaching, and PLC support from the Curriculum and Instruction for HQIM planning and JISD curriculum guides, implementation, and fidelity	Core teachers
<b>Ongoing Professional Learning Cohorts for School Year 2025 - 2026</b>		
<b>Date</b>	<b>Content</b>	<b>Audience</b>
Ongoing 2025 – 2026 Professional Development (quarterly)	Strategic launches into upcoming curriculum and research-based instructional strategies	Core teachers

## Ongoing Professional Learning Cohorts for School Year 2026 - 2027

Ongoing 2026 - 2027 Professional Development (quarterly)	Strategic launches into upcoming curriculum and research-based instructional strategies	Judson ISD core teachers
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### MPM

The chart below outlines that will be taken by the Department of Teaching and Learning to support school turnaround. These actions align with the Texas Effective School Framework. Our goal is to provide support and training to campus leaders, teachers, and instructional support staff, empowering them to implement changes in their beliefs and behaviors.

Category	Items
<p><b>High Quality Professional Learning Communities that focus on results</b></p> <p>Aligns with:</p> <p>ESF Lever 3:</p> <p style="padding-left: 40px;">3.1</p> <p style="padding-left: 40px;">3.2</p> <p style="padding-left: 40px;">3.3</p> <p>ESF Lever 4:</p> <p style="padding-left: 40px;">4.1</p> <p>ESF 5:</p> <p style="padding-left: 40px;">5.1</p> <p style="padding-left: 40px;">5.2</p> <p style="padding-left: 40px;">5.3</p> <p style="padding-left: 40px;">5.4</p>	<p><b>Year 1: 2025 – 2026</b></p> <ul style="list-style-type: none"> <li>• Designate PLC lead by department/grade level at campus level, create training, and deliver training</li> <li>• Campus leaders, academic trainers, Curriculum and Instruction coordinators will attend the PLC Coaching and Implementation Academy during the SY 25 – 26. Along with district leaders, campus administrators will: <ul style="list-style-type: none"> <li>▪ Define expectations for the focus of PLC (Questions 1 – 4) and how to plan for high quality Tier 1 instruction in classrooms</li> <li>▪ Action plans for <ul style="list-style-type: none"> <li>- June (introduction and defining systems)</li> <li>- August (implementation)</li> <li>- October (implementation)</li> <li>- November (data analysis protocols and reflection)</li> <li>- January – April (full implementation with continuous improvement)</li> </ul> </li> </ul> </li> <li>• Progress Monitoring Planning <ul style="list-style-type: none"> <li>- DuFour 4 Questions</li> <li>- Interventions and Enrichment</li> </ul> </li> <li>• Create and administer PLC Survey every nine weeks to ascertain time spent on instruction and student support</li> </ul>

	<ul style="list-style-type: none"> <li>• Create master schedule that allows for small group support on daily/weekly basis</li> <li>• Weekly campus leadership meeting to track student progress</li> </ul> <p><b>Year 2: 2026 – 2027</b></p> <ul style="list-style-type: none"> <li>• Summer 2026: Year 2 PLC Implementation</li> <li>• Analyze PLC surveys for patterns and trends—successes and challenges</li> <li>• Continue PLC Lead training</li> <li>• Improve upon systems from Year 1</li> </ul>
<p><b>Implementation of Written Curriculum and Adopted HQIM and Instructional Model Framework</b></p> <p>ESF 4: 4.1</p> <p>ESF 5: 5.1 5.2 5.3</p>	<ul style="list-style-type: none"> <li>• Provide ongoing learning experiences for teachers on: <ul style="list-style-type: none"> <li>- Unpacking TEKS and utilizing vertical alignment documents</li> <li>- Internalizing unit guides, unit modules, and lesson modules</li> <li>- Identify misconceptions and scaffolds during planning using Lead4Ward field guides</li> <li>- Incorporating JISD Instructional Model and aligned high-impact instructional strategies</li> <li>- Train and support campus leaders and academic trainers on curriculum study protocols into weekly PLC meetings</li> <li>- Examine student work and formative assessment data to adjust instruction</li> </ul> </li> <li>• Conduct regular Tier 1 observations focused on fidelity of curriculum and HQIM implementation</li> <li>• Align walkthrough tools with HQIM instructional routines and TEKS alignment</li> <li>• Provide targeted coaching to campuses based on observational data</li> <li>• Provide monthly reports on implementation successes and next steps.</li> </ul>
<p><b>Cycle for Reviewing Assessment Data</b></p> <p>ESF 4.1</p> <p>ESF 5</p>	<p>Summer 2025</p> <p>Create an assessment calendar by school level and content level that includes all required assessments</p> <ul style="list-style-type: none"> <li>• Implement PLC data review protocol</li> </ul>

5.1 5.3 5.4	SY 2025 – 2026 <ul style="list-style-type: none"> <li>• Implement assessment plan</li> <li>• Utilize Eduphoria to monitor student performance</li> <li>• Create intervention groups and/or MTSS periods</li> <li>• Monitor student performance, attendance, and needs throughout year</li> <li>• September – December: Meet to discuss student performance on 3 weeks</li> <li>• January – April: weekly meetings by campus leadership</li> <li>• Review PLC survey data</li> </ul> SY 2026 – 2027 <ul style="list-style-type: none"> <li>• Summer – Adjust plan/calendar based on feedback from Year 1</li> <li>• Implement Phase II of the plan with identified adjustments</li> </ul>
<b>Professional Learning for Multi-Tiered Student Support (MTSS) and Response to Intervention (Rtl)</b>  ESF 4 4.1  ESF 5 5.3 5.4	<ul style="list-style-type: none"> <li>• Implement clear protocols and structures for providing academic interventions to students identified as in need</li> <li>• Track effectiveness of intervention strategies and make needed adjustments.</li> </ul>
<b>Professional Learning for Content and Pedagogy</b>  ESF 5 5.1 5.2 5.3 5.4	<ul style="list-style-type: none"> <li>• <b>Judson University:</b> ongoing unit launches for upcoming curriculum including HQIM and research-based instructional strategies (August 2025 – May 2026)</li> <li>• <b>New Teacher Cohort:</b> monthly training for teachers new to teaching on content and pedagogy</li> </ul>
<b>Academic Coaching Support</b>  ESF 1 1.3  ESF 5 5.1 5.2 5.3	<ul style="list-style-type: none"> <li>• Academic trainers will support campus teachers within the Professional Learning Communities</li> <li>• Academic trainers will conduct daily classroom visits to monitor implementation of the curriculum and provide timely support to teachers</li> </ul>

	SY 2024 - 2025	SY 2025 - 2026
Schedules	Elementary: <ul style="list-style-type: none"> <li>120-minute block for Reading</li> <li>90- minutes for Math</li> </ul>	Elementary <ul style="list-style-type: none"> <li>120 -minute block for Reading</li> <li>90-minutes for Math</li> </ul>
Content	Reading Language Arts & Math daily	Reading Language Arts & Math daily
Support for Students	Embedded remediation and support for student Special Population Tutor Response To Intervention Teachers	Embedded remediation and support for student Special Population Tutor Response To Intervention Teachers
Support for Teachers	Support from C & I Coordinators Support from academic trainer AVID trainer PLC: support and structure with additional planning	Assigned support from C & I Coordinators for Tier 3 campuses HQIM Training beginning May 2025 MTSS Training and Support PLC: support and structure (additional planning time) Campus assessments built in Progress Learning Revision of curriculum guides

## MPM: Educator Course Correct

### Ensuring Teacher Effectiveness

- Classroom Observations:
- Performance Data:
- Data-Driven Instruction

### Course Corrections

- Professional Development provided through high quality external partners
- Teachers will be expected to implement new strategies in their Tier 1 instruction with support from academic trainer.
- Lesson plans, student work samples, and grading practices will be reviewed to ensure alignment to TEKS standards and level of rigor.
- Weekly visits from C & I director, C & I coordinator, and academic trainers to provide monitoring, coaching, planning, and instructional modeling.
- Development of individual support plans will be implemented if teacher practice does not change.

## MPM: Assessments

The campus leadership team will be responsible for the ongoing review of assessment data, including:

- Frequency: Data** will be reviewed at least three times a year following the administration of the Fall MAP

(BOY), Winter MAP (MOY), and STAAR Assessments. TEA Interim assessment data will also be reviewed upon availability.

- **Data Collection:** Student performance data from MAP assessments and STAAR will be collected and analyzed using the Judson ISD Accountability Data Tracker. This tracker will also be utilized to create student intervention lists aligned with Domain 2A cut point and the Domain 3 growth targets for all students, the high-focus group, and the two lowest-performing racial groups.
- **Review Process:** The campus leadership team will analyze the data to identify student growth trends, impact of implemented interventions, and campus progress towards goals for Domain 2A and Domain 3.
- **Reporting and Communication:** Progress data and analysis will be shared with:
  - **Campus Leadership: Monthly** analysis to inform instructional practices and resource allocation.
  - **Superintendent and Key District Leadership: During** the course of a semester, leadership will provide an overview of progress towards targets and performance goals. This will include the review of MAP BOY and MOY data along with interim and summative STAAR results.

### Assessment Strategy

- District-created unit assessments for grades 3 – 5 and 6 – 8 Math and ELA, 8<sup>th</sup> grade science and 8<sup>th</sup> grade social studies.
- Unit assessments will cover unit targeted TEKS and include 10 – 20 items.
- Assessment items will be released STAAR questions and test bank items that include:
  - ELA: revising and editing, short constructed response, extended constructed response, reading passages with MC items, and technology enhanced items
  - Math: multiple choice and technology
  - Science: multiple choice, technology enhanced items, and short constructed response items
  - Social Studies: multiple choice, technology enhanced items, and short constructed response items
- Unit assessments for targeted grades will be accessible in Eduphoria.
- Each unit assessment will evaluate content covered in the current instructional unit guide and include spiraled, high-leverage TEKS to reinforce ongoing learning and mastery.