

## Plan Type & Strategy

Answer: Targeted Improvement Plan (TIP) / Intensive Curriculum & Instruction Improvements

## School System Information

List (select) campuses to which this strategy will apply

Answer: Escondido E.S.

Name of the staff member employed by the school system completing this plan submission

Answer: Esmeralda Garza, Principal

Email

Answer: egarza190@judsonisd.org

What role applies to the person completing this submission?

Answer: Principal

## Principal Assurances—Needs Assessment and Stakeholder Engagement

> > > In this section, you are assuring you either went through an Effective Schools Framework Diagnostic Visit or conducted a Local Needs Assessment with your Campus Improvement Team—usually your ILT and SBDMC. You are also assuring that you had stakeholder meetings and posted the times and locations. All of these must be true before fully submitting to the TEA.< < <

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.)

Answer: YES

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.

Answer: YES

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.

Answer: YES

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.

Answer: YES

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.

Answer: YES

Board approved and date

Answer: Answer: YES **pending** November 20, 2025

## Student Outcome Goals

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.

Answer: YES

### TEA Student Outcome Goals Qualtrics Survey Submitted:

Metric	2026 Goal
ELA/Reading Meets Grade Level or Above	37
Math Meets Grade Level or Above	24
Academic Achievement Component Points	62.5
Growth Status Component Points	62.5
ELP Status Component Points	50
Student Success Status Component Points	62.5

## School Improvement Strategy

Which strategy is this campus using?

Answer: Intensive Curriculum & Instruction Improvements

Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.

Answer: Intensive Curriculum & Instruction Improvements

Which, if any, grants has your school system been awarded to support this strategy?

Answer: None

Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?

Answer: **None**

Please name any organizations you are currently working with to build capacity and support strategy implementation.

Answer: **Great Minds for Bluebonnet Implementation and Solution Tree for PLC Protocol Implementation**

How many district staff members will you be reporting capacity building information for?

Answer: **2**

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?

Answer: **Dr. Mary Duhart-Toppen and Dr. Kristin Saunders**

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).

Answer: **Both Dr. Mary Duhart-Toppen and Dr. Kristin Saunders have experience with turning around a campus from a failing status to a meets standards status.**

## **Curriculum and Instruction**

Please select the adopted curriculum

Answer: **K-5 Math – Bluebonnet Math, K-5 District Created RLA**

Is this the curriculum that will be implemented for the duration of the plan?

Answer: **Yes**

What new curriculum will be adopted?

Answer: **None**

When will the district adopt the new curriculum?

Answer: **N/A**

How many instructional minutes per week are required/recommended for implementation of this curriculum?

**Answer:** **Recommended # 450 of Math minutes / Recommended # 600 of RLA minutes**

How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

**Answer:** **Scheduled # of Math minutes 450 / Scheduled # of RLA minutes 600**

How many instructional days are included in the 2025-2026 calendar?

Answer: **170**

If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?

Answer: N/A

Please describe the assessment plan for the impacted campus(es)

Answer: The campus will use NWEA MAP for RLA, Math, and Science for BOY, MOY, and EOY. It will take the STAAR Interims at the beginning of the spring semester.

Will the campus(es) implement a PLC structure?

Answer: Yes

How will PLCs be organized (by grade level, content area, etc.)?

Answer: By grade level

How frequently will PLCs occur?

Answer: Weekly

Who will facilitate PLCs?

Answer: Academic Trainers and assigned administrator

Who is required to attend PLCs?

Answer: All core content teachers

Please describe the PLC protocol to be used

Answer: DuFour's Professional Learning Community (PLC) protocol

## Capacity Building

Please describe your planned training/PD sessions (and who delivers and attends) for: -Principal manager, -Principal, - Other campus admin (assistant principals, instructional coaches), -Teachers

Answer:

- Principal manager—  
ESC-20, School Improvement Training, Effective School Framework Diagnostic Visit training—Great Minds, Bluebonnet Math training—Solution Tree, PLC training—NWEA MAP, data analysis training
- Principal—  
C&I Department, monthly data meetings—Accountability Department, quarterly data and accountability overviews—ESC-20, School Improvement Training, Effective School Framework Diagnostic Visit training—Great Minds, Bluebonnet Math training—Solution Tree, PLC training—NWEA MAP, data analysis training
- Other campus admin (assistant principals, instructional coaches)—  
C&I Department, monthly Academic Leaders and Assistant Principals meetings—Accountability Department, PLC visits to review accountability framework and Eduphoria tools—Great Minds, Bluebonnet Math training—Solution Tree, PLC training
- Teachers—  
Campus administrators, Campus Academic Trainers, various needs throughout the year—C&I Department, as requested by content—Accountability Department, Eduphoria tools for data tracking

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Answer: **District's New Teacher Academy that begins with a summer institute and monthly professional learning opportunities throughout the year. New and ineffective teachers also receive a mentor as well as additional visits from the academic trainer.**

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?

Answer: **Bluebonnet Observation Walkthrough Tool for Math and District Walkthrough for RLA**

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Answer: **Weekly**

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Answer: **Teachers will receive assistance from special population campus leads to learn how to support their students and district special program departments will provide professional learning opportunities throughout the year. Administrators receive BOY training from the different departments in order to support their special program students on their campus. Plus, programs like Progress Learning and Summit K-12 are available for use with their students with the goal of closing any learning gaps.**

## **Milestones**

**> > > >** 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.** **< < < <**

Answer:

### **June – July 2025**

This period initiates professional development by Solution Tree on PLC Foundations for campus principals and academic trainers.

### **July-August 2025**

This period initiates professional development for campus principals and academic trainers by Solution Tree on Data Analysis and Protocols by the district.

### **August–September 2025**

This period initiates foundational professional development for Escondido Elementary within Judson ISD, including curriculum internalization workshops for all teachers. The focus will be on adopted Math High-Quality Instructional Materials (HQIM) and reading instruction. Teachers will receive training on lesson internalization, research-based instructional strategies (RBIS), and district-provided curriculum resources. Campus teams will review beginning-of-year (BOY) student data to identify trends and categorize teachers for targeted support aligned with district expectations.

### **September–October 2025**

This period initiates targeted professional development and coaching for teachers through Great Minds, District Reading Specialist, District Math Specialist, District Science Specialist, Curriculum and Instruction District Staff, principal

managers, administrators, and academic trainers via walkthroughs. Weekly checks on action plans will ensure progress and accountability.

Staff accountability will be emphasized to strengthen instructional practices and improve student outcomes.

#### **October–November 2025**

The focus includes reducing discipline referrals through effective implementation of training and fostering collaborative PLCs where agendas and notes are provided by teachers. Behavior De-escalation training was provided to teachers on campus. This period includes professional development on Strengthening Collaborate Practices by Solution Tree for campus principals and academic trainers.

#### **November- December 2025**

HQIM fidelity training and offering targeted sessions on lesson modeling, co-teaching, and feedback cycles by Great Minds and Academic Trainers. Campus principals will analyze instructional data to identify teachers to monitor progress on action steps, and adjust support as needed. Immediate instructional interventions will be launched where necessary. Campus principals will receive training and support from Solution Tree.

Staff accountability will be emphasized to strengthen instructional practices and improve student outcomes. Campus data will be reviewed with staff and shared with the principal managers highlighting Interim data trends, professional development implementation, identified focus areas, and required commitments and supports.

#### **December–January 2026**

The focus shifts to data-driven Professional Learning Community (PLC) implementation. PLCs will utilize structured protocols to analyze student work, identify learning gaps, and develop instructional action plans. Mid-year (MOY) student data will be reviewed to inform staffing decisions and refine intervention plans. Teachers prepare Data Dashboards. Tutoring opportunities will be expanded to address emerging needs.

Staff accountability will be emphasized to strengthen instructional practices and improve student outcomes.

#### **January -February**

Continue data-driven PLC's implementation and focused strategic and aggressive monitoring of data. Review of data with principal managers. Campus data will be shared with the superintendent and district leadership, highlighting MOY data trends, including subgroups such as special education and emergent bilingual students, student attendance, discipline, and efforts to build teacher and administrator capacity. Review of Data Dashboards and aggressive monitoring of data. This period includes professional development on Continuous Improvement by Solution Tree for campus principals and academic trainers.

#### **February–March 2026**

Continue data-driven PLC's implementation and focused strategic and aggressive monitoring of data. Review of data with principal managers. Continue with implementation of tutoring and aggressive monitoring of data. Campus data will be shared with principal managers highlighting trends and projections.

### **March-April 2026**

Continue with implementation of tutoring and aggressive monitoring of data. Implementation of STAAR Math Nigh and Science Boot Camp. Campus data will be shared with principal managers highlighting trends and projections. Campus will review TTESS evaluations to determine teacher placements for the following school year.

### **April-May 2026**

This period emphasizes adherence to instructional-focused PLC protocols. PLCs will model lessons, internalize strategies, and align assessments with TEKS rigor. Assessment data and math end-of-module results will be analyzed to guide targeted interventions in reading and math. EOY and summer school planning.

### **May-June 2026**

This period emphasizes review of data and planning professional development for August 2026. Escondido Elementary will emphasize instructional refinement, data analysis, and planning for summer learning and the upcoming school year. Professional Learning Communities (PLCs) will continue to follow instructional-focused protocols, including lesson modeling, strategy internalization, and alignment of assessments with TEKS rigor. Teachers and instructional leaders will analyze assessment data and math end-of-module results to guide targeted interventions in reading and math. End-of-year (EOY) data will be reviewed. This data will inform summer school planning, including student selection and instructional focus. Additionally, campus teams will begin preliminary planning for staffing and professional development needs for the 2026–2027 school year, based on teacher performance, TTESS evaluations, and student outcomes. The month will also include celebrations of student growth and staff contributions to foster a positive close to the academic year.

### **June-July 2026**

In July 2026, Escondido Elementary will focus on strategic planning and capacity building to prepare for the upcoming school year. Teachers will participate in Curriculum Updates and Internalization sessions to ensure familiarity with any revised High-Quality Instructional Materials (HQIM) in Math, Reading, and Science through Summer Professional Development opportunities. These sessions will emphasize vertical alignment and the rigor of the Texas Essential Knowledge and Skills (TEKS), ensuring instructional coherence across grade levels.

A comprehensive New Teacher Onboarding program will be implemented to support incoming staff. This onboarding will include training on district instructional expectations, Professional Learning Community (PLC) protocols, and behavior management systems. Additionally, our campus will finalize the professional development calendar for the 2026–2027 school year. This planning will incorporate feedback from staff surveys and align with ongoing district initiatives such as Solution Tree and Great Minds to ensure targeted and impactful professional learning.

### **July-August 2026**

The month will begin with our Leadership Summit where campus leadership teams—including principals, assistant principals, and instructional coaches—will engage in professional development and strategic planning aligned with district goals. During this retreat, leaders will review end-of-year (EOY) data and refine campus improvement plans to address identified needs and priorities.

### **August 2026**

In August 2026, Escondido Elementary will focus on launching the school year with a strong foundation through targeted professional development and strategic planning. During Back-to-School PD Week, all staff will engage in sessions centered on HQIM lesson internalization and modeling, research-based instructional strategies (RBIS) for core content areas, behavior management refreshers, social-emotional learning (SEL) integration, and data-driven instruction aligned with PLC protocols. Campus teams will analyze end-of-year (EOY) data—including screener results, STAAR scores, and summer school performance—to identify instructional priorities and student groupings. Grade levels will hold vertical alignment meetings. Instructional walkthrough calibration will be conducted among campus leaders and academic trainers to ensure consistency in monitoring and feedback.

practices. Family engagement will be prioritized through events such as Meet the Teacher Night and Open House/Title I Meeting, fostering strong school-home partnerships. Finally, the campus will begin implementing tiered academic and behavioral support systems based on BOY data and teacher input to address student needs.

## Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

Answer: Campus principal will meet with several district personnel each month to ensure plan is being implemented with fidelity to progress monitoring guarantee the plan is being strengthened or amended as necessary. The principal and the campus instructional team will meet with the principal manager for calibration walkthroughs, the Curriculum and Instruction Department for professional learning trainings, and the Accountability Department to review data from assessment plan.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Answer: Principal through bi-weekly meetings with the principal manager and DCSI

How frequently will progress toward milestones be reviewed?

Answer: Bi-weekly

How will milestone progress data be collected?

Answer: Milestone progress data will be collected on the original TIP submission in the format of a running agenda

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Answer: The principal manager will share with the Cabinet at least bi-weekly, and the Superintendent will prepare monthly updates to the Board through the Board Newsletter.

## Resources

Please share the required costs to implement plan and source of funds

Answer: Title and local 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?

Answer: N/A

## Additional Info

(Optional) Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents.

Answer: N/A



## Plan Type & Strategy

Answer: Targeted Improvement Plan (TIP) / Intensive Curriculum & Instruction Improvements

## School System Information

List (select) campuses to which this strategy will apply

Answer: Converse E.S.

Name of the staff member employed by the school system completing this plan submission

Answer: Miriam Huerta, Principal

Email

Answer: mhuerta@judsonisd.org

What role applies to the person completing this submission?

Answer: Principal

## Principal Assurances—Needs Assessment and Stakeholder Engagement

> > > In this section, you are assuring you either went through an Effective Schools Framework Diagnostic Visit or conducted a Local Needs Assessment with your Campus Improvement Team—usually your ILT and SBDMC. You are also assuring that you had stakeholder meetings and posted the times and locations. All of these must be true before fully submitting to the TEA.< < <

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.)

Answer: YES

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.

Answer: YES

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.

Answer: YES

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.

Answer: YES

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.

Answer: YES

Board approved and date

Answer: Answer: YES **pending** November 20, 2025

## Student Outcome Goals

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.

Answer: YES

### TEA Student Outcome Goals Qualtrics Survey Submitted:

Metric	2026 Goal
ELA/Reading Meets Grade Level or Above	45
Math Meets Grade Level or Above	40
Academic Achievement Component Points	37.5
Growth Status Component Points	25
ELP Status Component Points	50
Student Success Status Component Points	37.5

## School Improvement Strategy

Which strategy is this campus using?

Answer: Intensive Curriculum & Instruction Improvements

Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.

Answer: Intensive Curriculum & Instruction Improvements

Which, if any, grants has your school system been awarded to support this strategy?

Answer: None

Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?

Answer: **None**

Please name any organizations you are currently working with to build capacity and support strategy implementation.

Answer: **Great Minds for Bluebonnet Implementation and Solution Tree for PLC Protocol Implementation**

How many district staff members will you be reporting capacity building information for?

Answer: **2**

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?

Answer: **Dr. Mary Duhart-Toppen and Dr. Kristin Saunders**

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).

Answer: **Both Dr. Mary Duhart-Toppen and Dr. Kristin Saunders have experience with turning around a campus from a failing status to a meets standards status.**

## **Curriculum and Instruction**

Please select the adopted curriculum

Answer: **K-5 Math – Bluebonnet Math, K-5 District Created RLA**

Is this the curriculum that will be implemented for the duration of the plan?

Answer: **Yes**

What new curriculum will be adopted?

Answer: **None**

When will the district adopt the new curriculum?

Answer: **N/A**

How many instructional minutes per week are required/recommended for implementation of this curriculum?

Answer: **Recommended 450 of Math minutes / Recommended 600 of RLA minutes**

How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

Answer: **Scheduled 450 of Math minutes / Scheduled 600 of RLA minutes**

How many instructional days are included in the 2025-2026 calendar?

Answer: **170**

If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?

Answer: N/A

Please describe the assessment plan for the impacted campus(es)

Answer: The campus will use NWEA MAP for RLA, Math, and Science for BOY, MOY, and EOY. It will take the STAAR Interims at the beginning of the spring semester.

Will the campus(es) implement a PLC structure?

Answer: Yes

How will PLCs be organized (by grade level, content area, etc.)?

Answer: By grade level

How frequently will PLCs occur?

Answer: Weekly

Who will facilitate PLCs?

Answer: Academic Trainers and assigned administrator

Who is required to attend PLCs?

Answer: All core content teachers

Please describe the PLC protocol to be used

Answer: DuFour's Professional Learning Community (PLC) protocol

## Capacity Building

Please describe your planned training/PD sessions (and who delivers and attends) for: -Principal manager, -Principal, - Other campus admin (assistant principals, instructional coaches), -Teachers

Answer:

- **Principal manager—**  
ESC-20, School Improvement Training, Effective School Framework Diagnostic Visit training—Great Minds, Bluebonnet Math training—Solution Tree, PLC training—NWEA MAP, data analysis training
- **Principal—**  
C&I Department, monthly data meetings—Accountability Department, quarterly data and accountability overviews—ESC-20, School Improvement Training, Effective School Framework Diagnostic Visit training—Great Minds, Bluebonnet Math training—Solution Tree, PLC training—NWEA MAP, data analysis training
- **Other campus admin (assistant principals, instructional coaches)—**  
C&I Department, monthly Academic Leaders and Assistant Principals meetings—Accountability Department, PLC visits to review accountability framework and Eduphoria tools—Great Minds, Bluebonnet Math training—Solution Tree, PLC training
- **Teachers—**  
Campus administrators, Campus Academic Trainers, various needs throughout the year—C&I Department, as requested by content—Accountability Department, Eduphoria tools for data tracking

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Answer: **District's New Teacher Academy that begins with a summer institute and monthly professional learning opportunities throughout the year. New and ineffective teachers also receive a mentor as well as additional visits from the academic trainer.**

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?

Answer: **Bluebonnet Observation Walkthrough Tool for Math and District Walkthrough for RLA**

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Answer: **Weekly**

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Answer: **Teachers will receive assistance from special population campus leads to learn how to support their students and district special program departments will provide professional learning opportunities throughout the year. Administrators receive BOY training from the different departments in order to support their special program students on their campus. Plus, programs like Progress Learning and Summit K-12 are available for use with their students with the goal of closing any learning gaps.**

## **Milestones**

**> > > >** 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.** **< < < <**

Answer:

### **June 2025**

PLC Foundations training by Solutions Tree PD for campus leadership

### **August - September 2025**

This timeframe initiates foundational professional development (PD). It includes:

- PD from Solution Tree for Data Analysis & Protocols
- PD for staff on restorative practices (RP) and how to build community & relationships.
- PD for staff on data reports and how to use them.
- PD on district adopted high-quality instructional materials (HQIM)
- Refresher on Professional Learning Community (PLC) implementation - structured protocols, identify learning gaps, and develop action plans.
- Refresher on lesson internalization, collaborative planning, & research-based instructional practices (RBIS).

Campus teams will review beginning-of-year (BOY) student data to identify trends and categorize teachers and/or grade levels for targeted support.

### **October - November 2025**

This period shifts to HQIM fidelity training. Targeted PD will be given to:

- Strengthening Collaborative Practices (Solution Tree)
- Lesson internalization
- Use of RBIS
- Aggressive Monitoring
- QSSSA

Feedback from the coaching cycle will be used to identify teachers in need of support. An emphasis in the use of RP strategies will be monitored. The leadership team will start holding data meetings with classroom teachers.

On-Going Development/Monitoring :

- RP
- Collaborative Planning
- PLC

Progress Measure: Campus data will be shared with campus leadership team & district leadership, highlighting BOY trends, PD implementation, and required support. Campus leadership will review the data from weekly classroom walk throughs and identify teachers in need of assistance. Data from discipline and attendance will be reviewed to identify trends.

### **December - January 2026**

The focus shifts to data-driven PLCs and meetings, utilizing MOY student data to identify learning gaps and refine intervention plans. Data will also be used to develop instructional action plans. Targeted PLC PD from Solution Tree on Continuous Improvement.

On-Going Development/Monitoring:

- RP
- Collaborative Planning
- Aggressive Monitoring
- QSSSA
- Instructional Coaching

Progress Measure: Campus data will be shared with campus leadership team & district leadership, highlighting MOY trends, PD implementation, and required support. Campus leadership will review the data from weekly classroom walk throughs and identify teachers in need of assistance. Data from discipline and attendance will be reviewed to identify trends.

### **February - March 2026**

This period emphasizes adherence to instructional-focused PLC protocols. PLCs will model lessons and internalize strategies. Assessment data will be analyzed to guide targeted intervention in reading and math.

#### On-Going Development/Monitoring:

- RP
- Collaborative Planning
- Aggressive Monitoring
- QSSSA
- Instructional Coaching

Progress Measure: Campus data will be shared with campus leadership team & district leadership, highlighting assessment trends, PD implementation, and required support. Campus leadership will review the data from weekly classroom walk throughs and identify teachers in need of assistance. Data from discipline and attendance will be reviewed to identify trends.

#### **April - May 2026**

This phase emphasizes adherence to instructional-focused protocols and continued monitoring of RP, aggressive monitoring, and QSSSR.

#### **June-July 2026: Summer Preparation and Capacity Building**

In July 2026, Escondido Elementary will focus on strategic planning and capacity building to prepare for the upcoming school year. The month will begin with a **Summer Leadership Retreat**, where campus leadership teams—including principals, assistant principals, and instructional coaches—will engage in strategic planning aligned with district goals. During this retreat, leaders will review end-of-year (EOY) data and refine campus improvement plans to address identified needs and priorities.

Teachers will participate in **Curriculum Updates and Internalization** sessions to ensure familiarity with any revised High-Quality Instructional Materials (HQIM) in Math, Reading, and Science. These sessions will emphasize vertical alignment and the rigor of the Texas Essential Knowledge and Skills (TEKS), ensuring instructional coherence across grade levels.

A comprehensive **New Teacher Onboarding** program will be implemented to support incoming staff. This onboarding will include training on district instructional expectations, Professional Learning Community (PLC) protocols, behavior management systems, and the use of data dashboards to monitor student progress and inform instruction.

Additionally, campus and district leaders will **finalize the professional development calendar** for the 2026–2027 school year. This planning will incorporate feedback from staff surveys and align with ongoing district initiatives such as Solution Tree and Great Minds to ensure targeted and impactful professional learning.

## August 2026: Launch and Implementation Readiness

In August 2026, Escondido Elementary will focus on launching the school year with a strong foundation through targeted professional development and strategic planning. During Back-to-School PD Week, all staff will engage in sessions centered on HQIM lesson internalization and modeling, research-based instructional strategies (RBIS) for core content areas, behavior management refreshers, social-emotional learning (SEL) integration, and data-driven instruction aligned with PLC protocols. Campus teams will analyze beginning-of-year (BOY) data—including screener results, STAAR scores, and summer school performance—to identify instructional priorities and student groupings. Instructional walkthrough calibration will be conducted among campus leaders and academic trainers to ensure consistency in monitoring and feedback practices. Family engagement will be prioritized through events such as Meet the Teacher Night and Open House/Title I Meeting, fostering strong school-home partnerships. Finally, the campus will begin implementing tiered academic and behavioral support systems based on BOY data and teacher input to address student needs from the start.

## Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

Answer: Campus principal will meet with several district personnel each month to ensure plan is being implemented with fidelity to progress monitoring guarantee the plan is being strengthened or amended as necessary. The principal and the campus instructional team will meet with the principal manager for calibration walkthroughs, the Curriculum and Instruction Department for professional learning trainings, and the Accountability Department to review data from assessment plan.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Answer: Principal through bi-weekly meetings with the principal manager and DCSI

How frequently will progress toward milestones be reviewed?

Answer: Bi-weekly

How will milestone progress data be collected?

Answer: Milestone progress data will be collected on the original TIP submission in the format of a running agenda

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Answer: The principal manager will share with the Cabinet at least bi-weekly, and the Superintendent will prepare monthly updates to the Board through the Board Newsletter.

## Resources

Please share the required costs to implement plan and source of funds



Answer: **Title and local 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?

Answer: **N/A**

### **Additional Info**

(Optional) Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents.

Answer: **N/A**

## Plan Type & Strategy

Answer: Targeted Improvement Plan (TIP) – Intensive Curriculum & Instruction Improvements

## School System Information

List (select) campuses to which this strategy will apply

Answer: Judson High School

Name of the staff member employed by the school system completing this plan submission

Answer: Eric Pawkett

Email

Answer: epawkett@judsonisd.org

What role applies to the person completing this submission?

Answer: Principal

## Needs Assessment and Stakeholder Engagement

> > > In this section, you are assuring you either went through an Effective Schools Framework Diagnostic Visit or conducted a Local Needs Assessment with your Campus Improvement Team—usually your ILT and SBDMC. You are also assuring that you had stakeholder meetings and posted the times and locations. All of these must be true before fully submitting to the TEA.< < <

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.)

Answer: YES

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.

Answer: YES

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.

Answer: YES

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.

Answer: **YES**

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.

Answer: **YES**

Board approved and date

Answer: Answer: **YES – October 16, 2025**

## Student Outcome Goals

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.

Answer: **YES**

### **TEA Student Outcome Goals Qualtrics Survey Submitted:**

Metric	2026 Goal
ELA/Reading Meets Grade Level or Above	40
Math Meets Grade Level or Above	18
Academic Achievement Component Points	34.3
Growth Status Component Points	50
ELP Status Component Points	75
Student Success Status Component Points	75

## School Improvement Strategy

Which strategy is this campus using?

Answer: **Intensive Curriculum & Instruction Improvements**

Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.

Answer: **Intensive Curriculum & Instruction Improvements**

Which, if any, grants has your school system been awarded to support this strategy?

Answer: **N/A**

Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?

Answer: **None**

Please name any organizations you are currently working with to build capacity and support strategy implementation.

Answer: **N/A**

How many district staff members will you be reporting capacity building information for?

Answer: **2**

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?

Answer: **Dr. Mary Duhart-Toppen and Dr. Kristin Saunders**

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).

Answer: **Both Dr. Mary Duhart-Toppen and Dr. Kristin Saunders have experience with turning around a campus from a failing status to a meets standards status.**

## **Curriculum and Instruction**

Algebra 1, Geometry, English I-IV

Please select the adopted curriculum

Answer: **Algebra 1 – Bluebonnet Math, English I-IV HMH Into Literature**

Is this the curriculum that will be implemented for the duration of the plan?

Answer: **Yes**

What new curriculum will be adopted?

Answer: **NONE**

When will the district adopt the new curriculum?

Answer: **N/A**

How many instructional minutes per week are required/recommended for implementation of this curriculum?

Answer: **Weekly recommended Math minutes 425 / Weekly recommended ELA minutes 425**

How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

Answer: **Weekly scheduled Math minutes 435 / Weekly scheduled ELA minutes 435**

How many instructional days are included in the 2025-2026 calendar?

Answer: **170**

If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?

Answer: **N/A**

Please describe the assessment plan for the impacted campus(es)

Answer: **The campus will use NWEA MAP for RLA, Math, and Science for BOY, MOY, and EOY. It will also use released STAAR questions aligned with the taught curriculum for the fall semester exams. And the campus will take the STAAR Interims in the spring semester.**

Will the campus(es) implement a PLC structure?

Answer: **The campus uses a PLC structure that has Math and RLA meetings in PLCs twice per week while science and social studies meet once every other week.**

How will PLCs be organized (by grade level, content area, etc.)?

Answer: **PLCs are organized by grade level and content.**

How frequently will PLCs occur?

Answer: **RLA and Math meet twice a week, and Science and Social Studies meet once a week.**

Who will facilitate PLCs?

Answer: **Academic Trainers and assigned administrator**

Who is required to attend PLCs?

Answer: **All core content teachers**

Please describe the PLC protocol to be used

Answer: **DuFour's Professional Learning Community (PLC) protocol**

## **Capacity Building**

Please describe your planned training/PD sessions (and who delivers and attends) for: -Principal manager, -Principal, - Other campus admin (assistant principals, instructional coaches), -Teachers

Answer:

- **Principal manager—**  
External vendors and organizations (e.g., ESC-20, the TEA, Carnegie Learning, Solution Tree, NWEA MAP, etc...)
- **Principal—**  
C&I Department, Accountability Department, and external vendors (e.g., ESC-20, the TEA, Carnegie Learning, Solution Tree, NWEA MAP, etc...)
- **Other campus admin (assistant principals, instructional coaches)—**  
C&I Department, Accountability Department, and external vendors (e.g., ESC-20, the TEA, Carnegie Learning, Solution Tree, NWEA MAP, etc...)
- **Teachers—**

Campus administrators, Campus Academic Trainers, C&I Department, Accountability Department, and external vendors (e.g., ESC-20, Carnegie Learning, NWEA MAP, etc...)

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Answer: **New teachers participate in the district's New Teacher Academy and new teachers are assigned a teacher mentor to help them throughout the year. On campus, inexperienced teachers will receive appropriate professional development during PLCs or professional development days based on their needs.**

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?

Answer: **Walkthroughs will be utilized to evaluate the implementation of the training alongside coaching cycles. Look-fors will be developed during the training sessions so teachers know the expectations.**

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Answer: **Teachers will receive observations and feedback from a leader at least once every other week.**

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Answer: **The Bilingual/ESL, Special Education, or 504 department will be contacted for training support as needed. There will be in-the-moment coaching and discussion during data meetings on effective strategies for special population groups.**

## Milestones

>>>> 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.** <<<<

Answer:

### Milestones August – September 2025

- The campus will deliver Classroom Management and Campus Procedures professional development for teachers in order to provide explicit school-wide behavioral expectations and culture routines. This will be supported by campus administration and monitored using discipline data. Progress will be reviewed monthly and shared with the campus discipline committee. (Lever 3.1)
- The campus will provide Blended Learning – Station Rotation professional development for teachers in order to implement the instructional model with a focus on small group instruction. This will be supported by campus administration through collaboration with Solution Tree and monitored through walkthroughs, PLC records, and lesson plans. (Lever 5.1)
- The district will deliver lesson internalization training for Algebra 1 and curriculum guide professional development in order to provide engaging and impactful lessons. This will be supported by district curriculum and instruction and monitored by campus staff through PLC documentation and walkthroughs. (Lever 4.1)

- The campus will create a document for the faculty and staff detailing each campus leader's roles and responsibilities in order to ensure all faculty and staff understand who to contact for specific issues. This will be supported by the campus administration team. (Lever 1.1)
- The campus will adjust the Academic Leadership Team Walkthrough Form and begin walkthroughs of campus teachers in order to monitor instruction and build teacher capacity through observation and feedback cycles. This will be supported by the ALT and monitored by campus administration through walkthrough data. (Lever 5.2)
- The campus administration will attend weekly PLC/Collaborative Planning meetings in order to build teacher capacity through observation and feedback cycles and ensure data-driven instruction. This will be monitored by campus administration and monitored using walkthrough data and meeting agenda/minutes. (Lever 5.2)

### **Milestones October – December 2025**

- The campus will ensure the Academic Leadership Team is providing feedback and coaching for campus teachers in order to monitor instruction and build teacher capacity. This will be supported by campus administration and monitored using walkthrough data. (Lever 5.2)
- The campus will ensure the administrative team is providing feedback and coaching for campus teachers in order to monitor instruction and build teacher capacity. This will be supported by campus administration and monitored using walkthrough data. (Lever 5.2)
- The campus will provide Blended Learning – Station Rotation professional development and coaching for teachers in order to implement the instructional model with a focus on small group instruction. This will be supported by campus administration through collaboration with Solution Tree and monitored through walkthroughs, PLC records, and lesson plans. (Lever 5.1)
- The campus will provide protected internalization and planning time in order for teachers to utilize high-quality instructional materials aligned to research-based instructional strategies. This will be supported by campus administration and academic leaders. (Lever 4.1)
- The campus will implement data analysis and protocols through professional learning communities/collaborative planning in order to inform instructional responses in the classroom. This will be supported by campus administration and academic leaders using meeting agenda/minutes and lesson plans. (Lever 5.3)

### **Milestones January – February 2026**

- The campus will continue to implement data analysis and protocols through professional learning communities/collaborative planning in order to inform instructional responses in the classroom. This will be supported by campus administration and academic leaders using meeting agenda/minutes and lesson plans. (Lever 5.3)
- The campus will coordinate and implement extended day instruction through after school tutoring and Saturday School events to address significant learning gaps with timely interventions. This will be supported by campus administration and academic leadership using tutoring logs and planning documents. (Lever 5.4)
- The campus will develop coaching action plans for teachers in need of assistance in order to focus on the implementation of high leverage goals and action steps. This will be supported by the academic leadership team and monitored using coaching logs. (Lever 5.2)

- The campus will revisit and modify the implementation of clear school-wide behavioral expectations and routines, train staff for consistent classroom application, and use data on attendance and discipline in order to re-focus on established procedures. This will be supported by campus administration using attendance and discipline data. (Lever 3.1)
- The campus will provide professional development on how to communicate with parents by phone in order to clarify procedures and expectations. This will be supported by campus administration and monitored using parent contact logs. (Lever 3.1)
- The campus will provide STAAR tested subject teachers a half-day of planning during this time to fully internalize high quality instructional materials in order to create and execute lessons with rigor and fidelity. This will be supported by campus administration and monitored using meeting agendas and minutes. (Lever 4.1)

### **Milestones March – May 2026**

- The campus will continue the implementation of extended day instruction through after school tutoring and Saturday School events to address significant learning gaps with timely interventions. This will be supported by campus administration and academic leadership using tutoring logs and planning documents. (Lever 5.4)
- Lever 5.3 – The campus will review disaggregated data to monitor progress and target specific students for extended day instruction. This will be supported by the academic leadership team using data from NWEA/MAP, STAAR Interim, and Unit Assessments and monitored by tutoring logs and extended day sign-in sheets. (Lever 5.3)
- Lever 4.1 – The campus will create short, formative assessments to assess TEKS mastery from lesson delivered using the high-quality instructional materials in order to create and review real-time data. This will be supported by the academic leadership team and monitored through the formative assessments and associated data. (Lever 4.1)
- The campus will create action steps and coaching for teachers utilizing data from informal and formal observations. This will be supported by campus administration and academic leaders and monitored through coaching documentation. (Lever 5.2)
- Lever 3.1 – The campus will review current campus procedures and expectations in order to improve for the upcoming 2026-2027 school year. This will be supported by campus administration and other campus leaders and monitored using discipline data. (Lever 3.1)

### **Performance Management**

Please describe how district and campus leaders will monitor the successful implementation of this plan.

Answer: **Campus principal will meet with several district personnel each month to ensure plan is being implemented with fidelity to progress monitoring and guarantee the plan is being strengthened or amended as necessary. The principal and the campus instructional team will meet with the principal manager for calibration walkthroughs, the Curriculum and Instruction Department for professional learning trainings, and the Accountability Department to review data from assessment plan.**

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Answer: **Principal through bi-weekly meetings with the principal manager and DCSI**

How frequently will progress toward milestones be reviewed?



Answer: **Bi-weekly**

How will milestone progress data be collected?

Answer: **Milestone progress data will be collected on the original TIP submission in the format of a running agenda**

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Answer: **The principal manager will share with the Cabinet at least bi-weekly, and the Superintendent will prepare monthly updates to the Board through the Board Newsletter.**

## **Resources**

Please share the required costs to implement plan and source of funds

Answer: **Title and local 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?

Answer: **Judson High School does not have a grant**

## **Additional Info**

(Optional) Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents.

Answer: **N/A**

## Plan Type & Strategy

Answer: Targeted Improvement Plan (TIP) / Intensive Curriculum & Instruction Improvements

## School System Information

List (select) campuses to which this strategy will apply

Answer: William Paschall E.S.

Name of the staff member employed by the school system completing this plan submission

Answer: Tricia Davila, Principal

Email

Answer: tdavila@judsonisd.org

What role applies to the person completing this submission?

Answer: Principal

## Principal Assurances—Needs Assessment and Stakeholder Engagement

>>>> In this section, you are assuring you either went through an Effective Schools Framework Diagnostic Visit or conducted a Local Needs Assessment with your Campus Improvement Team—usually your ILT and SBDMC. You are also assuring that you had stakeholder meetings and posted the times and locations. All of these must be true before fully submitting to the TEA. <<<<

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.)

Answer: YES

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.

Answer: YES

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.

Answer: YES

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.

Answer: YES

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.

Answer: YES

Board approved and date

Answer: Answer: YES pending November 20, 2025

## Student Outcome Goals

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.

Answer: YES

### TEA Student Outcome Goals Qualtrics Survey Submitted:

Metric	2026 Goal
ELA/Reading Meets Grade Level or Above	43
Math Meets Grade Level or Above	40
Academic Achievement Component Points	18.8
Growth Status Component Points	25
ELP Status Component Points	75
Student Success Status Component Points	25

## School Improvement Strategy

Which strategy is this campus using?

Answer: Intensive Curriculum & Instruction Improvements

Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.

Answer: Intensive Curriculum & Instruction Improvements

Which, if any, grants has your school system been awarded to support this strategy?

Answer: None

Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?

Answer: **None**

Please name any organizations you are currently working with to build capacity and support strategy implementation.

Answer: **Great Minds for Bluebonnet Implementation and Solution Tree for PLC Protocol Implementation**

How many district staff members will you be reporting capacity building information for?

Answer: **2**

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?

Answer: **Dr. Mary Duhart-Toppen and Dr. Kristin Saunders**

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).

Answer: **Both Dr. Mary Duhart-Toppen and Dr. Kristin Saunders have experience with turning around a campus from a failing status to a meets standards status.**

## **Curriculum and Instruction**

Please select the adopted curriculum

Answer: **K-5 Math – Bluebonnet Math, K-5 District Created RLA**

Is this the curriculum that will be implemented for the duration of the plan?

Answer: **Yes**

What new curriculum will be adopted?

Answer: **None**

When will the district adopt the new curriculum?

Answer: **N/A**

How many instructional minutes per week are required/recommended for implementation of this curriculum?

Answer: **450 Math minutes / 600 RLA minutes**

How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

Answer: **450 Math minutes / 600 RLA minutes**

How many instructional days are included in the 2025-2026 calendar?

Answer: **170**

If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?

Answer: N/A

Please describe the assessment plan for the impacted campus(es)

Answer: The campus will use NWEA MAP for RLA, Math, and Science for BOY, MOY, and EOY. It will take the STAAR Interims at the beginning of the spring semester.

Will the campus(es) implement a PLC structure?

Answer: Yes

How will PLCs be organized (by grade level, content area, etc.)?

Answer: By grade level

How frequently will PLCs occur?

Answer: Weekly

Who will facilitate PLCs?

Answer: Academic Trainers and assigned administrator

Who is required to attend PLCs?

Answer: All core content teachers

Please describe the PLC protocol to be used

Answer: DuFour's Professional Learning Community (PLC) protocol

## Capacity Building

Please describe your planned training/PD sessions (and who delivers and attends) for: -Principal manager, -Principal, -Other campus admin (assistant principals, instructional coaches), -Teachers

Answer:

- Principal manager—  
ESC-20, School Improvement Training, Effective School Framework Diagnostic Visit training—Great Minds, Bluebonnet Math training—Solution Tree, PLC training—NWEA MAP, data analysis training
- Principal—  
C&I Department, monthly data meetings—Accountability Department, quarterly data and accountability overviews—ESC-20, School Improvement Training, Effective School Framework Diagnostic Visit training—Great Minds, Bluebonnet Math training—Solution Tree, PLC training—NWEA MAP, data analysis training
- Other campus admin (assistant principals, instructional coaches)—  
C&I Department, monthly Academic Leaders and Assistant Principals meetings—Accountability Department, PLC visits to review accountability framework and Eduphoria tools—Great Minds, Bluebonnet Math training—Solution Tree, PLC training
- Teachers—  
Campus administrators, Campus Academic Trainers, various needs throughout the year—C&I Department, as requested by content—Accountability Department, Eduphoria tools for data tracking

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Answer: **District's New Teacher Academy that begins with a summer institute and monthly professional learning opportunities throughout the year. New and ineffective teachers also receive a mentor as well as additional visits from the academic trainer.**

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?

Answer: **Bluebonnet Observation Walkthrough Tool for Math and District Walkthrough for RLA**

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Answer: **Weekly**

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Answer: **Teachers will receive assistance from special population campus leads to learn how to support their students and district special program departments will provide professional learning opportunities throughout the year. Administrators receive BOY training from the different departments in order to support their special program students on their campus. Plus, programs like Progress Learning and Summit K-12 are available for use with their students with the goal of closing any learning gaps.**

## **Milestones**

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.**

Answer:

### **June 2025—Capacity Building**

- PLC Foundations training by Solutions Tree PD for campus leadership
- Administration reviewed 2025 EOY teacher data to identify those in need of targeted support.

### **August – September 2025—Capacity Building**

This timeframe initiates foundational campus professional development with the focus being on SPED, Classroom Management and RBIS. Grade level teams reviewed EOY (2025) data for their students to identify those in need of targeted support. Administration reviewed EOY teacher data to identify those in need of targeted support.

Teachers received training in the following areas:

- PD for staff on discipline – proactive behavior strategies, positive reinforcement and implementing campus-wide behavior matrix and routines. Begin book study – *Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management*
- PD for staff on Implementing IEP's
- PD for staff on research based instructional strategies (RBIS) - respectful, student-centered communication, working with centers and JISD Non-Negotiables
- Grade level teams reviewed 2025 EOY Data, using the district's data analysis protocol, to identify students in need of targeted support.
- Implementing RBIS – learning objectives and strategies

### **October – November 2025—Implementation Checkpoint and Capacity Building**

This timeframe transitions to HQIM fidelity training. Campus will also work with DCSI and ESC-20 to prepare for ESF diagnostic visit and collection of artifacts. Teacher PD/PLC sessions will include:

- Great Minds coaching
- Lesson modeling, co-teaching, feedback cycles
- Lesson internalization
- Implementing RBIS – Cold Call and Turn and Talk
- DOK review and expectations
- Strengthening Collaborative Practices (Solution Tree)
- Discipline - CHAMPS
- Discipline - *Better Than Carrots or Sticks* - Inviting students to learn; building trust; procedures and routines

Progress Measure: Campus data will be shared with grade level teams in PLC's, all faculty in faculty meetings and campus Site Based Decision Making (SBDM) Committee meetings, highlighting BOY trends, PD implementation, and required support. The campus leadership team will review weekly walkthrough data to identify teachers in need of assistance as well as model teachers. Feedback from the coaching cycle will be used to identify teachers in need of support. The coaching cycle will focus on teacher action steps, clear models, and/or opportunities to practice delivering instruction. Data from discipline and attendance will be reviewed to identify trends.

### **December 2025 – January 2026 —Capacity Building and Assessment Cycle**

This timeframe will focus on MOY data and review this data in PLC's, faculty meetings and SBDM Committee meetings, to identify learning gaps, refine small group instruction and deepen teacher lesson internalization. Teacher professional development will include:

- PLC PD from Solution Tree on Continuous Improvement.
- Great Minds Coaching
- Discipline - *Better Than Carrots or Sticks* – building restorative targeted practice into classroom routines; review of CHAMPS in classroom and common areas
- Implementing RBIS – providing meaningful feedback and review of a strong classroom culture

Progress Measure: Campus data will be reviewed with grade level teams, faculty and SBDM Committee highlighting MOY trends, identifying needs for Professional Development and necessary teacher/student supports. The campus leadership team will review the data from weekly classroom walk throughs and identify teachers in need of assistance. Data from discipline and attendance will be reviewed to identify trends and identify student attendance incentives.

### **February March—Assessment Cycle**

This timeframe will focus on analyzing data through PLCs to identify students needing Tier 2 and Tier 3 instruction, adjust instructional plans based on progress monitoring and plan for reteaching and enrichment based on student needs.

Teacher professional development will include:

- PD – RBIS – Call and response
- Continued refinement of lesson internalization

Progress Measure: Campus data will be reviewed with grade level teams, faculty and SBDM Committee highlighting assessment trends, PD implementation, and required teacher/student support. The campus leadership team will review the data from weekly classroom walk throughs and identify teachers in need of assistance and model teachers. Data from discipline and attendance will be reviewed to identify trends and identify student attendance incentives.

### **April - May 2026—Assessment Cycle**

This timeframe will focus on JISD non-negotiables; continued implementation of restorative practices and RBIS. EOY data will be used to guide summer school invitations and create class lists for the 2026-2027 school year.

- Celebrate successes and document lessons learned.
- Conduct staff surveys and/or reflection sessions and use feedback to inform professional development and campus culture initiatives for the 2026-2027 school year.

### **June- July 2026—Capacity Building**

This timeframe will focus on review of campus-wide academic performance, attendance, discipline, and intervention data to identify needs of improvement, celebrate successes and document lessons learned. Strategic planning will include:

- Begin drafting the Campus Improvement Plan (CIP) and identify campus needs/goals
- Set goals aligned with district priorities and student needs
- Plan for instructional leadership review/adjustments – (set goals for instructional coaching, strengthen PLC structures)
- Finalize staffing decisions and fill vacancies
- Leadership team will attend district summer leadership conferences

### **August 2026—Capacity Building**

This timeframe will focus on welcoming back faculty and staff, professional development, instructional readiness, operational systems, student/family engagement, and alignment of our leadership team. Activities will include:

- Welcome new staff and ensure they feel supported.
- Revisit campus mission, vision, and core values.
- Set expectations for collaboration, professionalism, and student-centered practices.
- Lead high-impact PD aligned with campus goals and instructional priorities
- Finalize lesson internalization expectations and PLC structures
- Set goals for walkthroughs
- Confirm master schedule, duty assignments, and arrival/dismissal procedures.
- Ensure that technology, materials, and facilities are ready.
- Review emergency procedures and conduct drills.
- Host back-to-school events (meet the teacher, orientations).
- Communicate clearly with families about expectations, schedules, and support.
- Build relationships with families, especially those new to the campus.
- Set clear roles and responsibilities for APs, coaches, counselors, and specialists.
- Establish weekly leadership team meeting routines.
- Alignment of goals, data tracking systems, and support plans for teachers.

## **Performance Management**

Please describe how district and campus leaders will monitor the successful implementation of this plan.

Answer: **Campus principal will meet with several district personnel each month to ensure plan is being implemented with fidelity to progress monitoring guarantee the plan is being strengthened or amended as necessary. The principal and the campus instructional team will meet with the principal manager for calibration walkthroughs, the Curriculum and Instruction Department for professional learning trainings, and the Accountability Department to review data from assessment plan.**

Who will be responsible for reviewing progress towards the milestones described in the previous section?



Answer: **Principal through bi-weekly meetings with the principal manager and DCSI**

How frequently will progress toward milestones be reviewed?

Answer: **Bi-weekly**

How will milestone progress data be collected?

Answer: **Milestone progress data will be collected on the original TIP submission in the format of a running agenda**

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Answer: **The principal manager will share with the Cabinet at least bi-weekly, and the Superintendent will prepare monthly updates to the Board through the Board Newsletter.**

## **Resources**

Please share the required costs to implement plan and source of funds

Answer: **Title and local 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?

Answer: **N/A**

## **Additional Info**

(Optional) Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents.

Answer: **N/A**

## Plan Type & Strategy

Answer: Targeted Improvement Plan (TIP) School Model Change

## School System Information

List (select) campuses to which this strategy will apply

Answer: Kirby STEM Academy

Name of the staff member employed by the school system completing this plan submission

Answer: Nicole Rosas Saunders

Email

Answer: nrosassaund@judsonisd.org

What role applies to the person completing this submission?

Answer: Principal

## Needs Assessment and Stakeholder Engagement

>>>> In this section, you are assuring you either went through an Effective Schools Framework Diagnostic Visit or conducted a Local Needs Assessment with your Campus Improvement Team—usually your ILT and SBDMC. You are also assuring that you had stakeholder meetings and posted the times and locations. All of these must be true before fully submitting to the TEA.<<<<

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.)

Answer: YES

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.

Answer: YES

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.

Answer: YES

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.

Answer: YES

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.

Answer: YES

Board approved and date

Answer: Answer: YES **pending** November 20, 2025

## Student Outcome Goals

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.

Answer: YES

### TEA Student Outcome Goals Qualtrics Survey Submitted:

Metric	2026 Goal
ELA/Reading Meets Grade Level or Above	34%
Math Meets Grade Level or Above	18%
Academic Achievement Component Points	31
Growth Status Component Points	34
ELP Status Component Points	50
Student Success Status Component Points	25

## School Improvement Strategy

Statement describing the School Model Change (2-3 sentences)

Answer: Kirby STEM Academy student learning will be focused not only on building academic skills and knowledge for high school and beyond, but also on ensuring that students are engaged in meaningful tasks that allow them to work together, push themselves, and make connections. Students will develop core STEM fluency skills through daily class instruction and projects. We believe that students learn best when they are challenged, engaged, and provided opportunities to collaborate.

Which strategy is this campus using?

Answer: School Model Change – Kirby STEM Academy

Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.

Answer: **School Model Change – Kirby STEM Academy**

Which, if any, grants has your school system been awarded to support this strategy?

Answer: **LASO—Create A New School (District Managed) School Action Fund**

Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?

Answer: **None**

Please name any organizations you are currently working with to build capacity and support strategy implementation.

Answer: **School Empowerment Network (TEA-assigned Technical Assistance Provider)**

How many district staff members will you be reporting capacity building information for?

Answer: **2**

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?

Answer: **Dr. Mary Duhart-Toppen and Dr. Kristin Saunders**

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).

Answer: **Both Dr. Mary Duhart-Toppen and Dr. Kristin Saunders have experience with turning around a campus from a failing status to a meets standards status.**

## **Curriculum and Instruction**

6-8 Math, 6-8 RLA, Algebra 1

Please select the adopted curriculum

Answer: **6-8 Math and Algebra 1 – Bluebonnet Math, 6-8 RLA HMH Into Literature**

Is this the curriculum that will be implemented for the duration of the plan?

Answer: **Yes**

What new curriculum will be adopted?

Answer: **NONE**

When will the district adopt the new curriculum?

Answer: **N/A**

How many instructional minutes per week are required/recommended for implementation of this curriculum?

Answer: **Both sets of curriculum 225 minutes**

How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

Answer: **The scheduled 47-minute classes, a total of 235 minutes per week, meets the recommended amount of time**

How many instructional days are included in the 2025-2026 calendar?

Answer: **170**

If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?

Answer: **N/A**

Please describe the assessment plan for the impacted campus(es)

Answer: **The campus will use NWEA MAP for RLA, Math, and Science for BOY, MOY, and EOY. It will also use released STAAR questions aligned with the taught curriculum for the fall semester exams. And the campus will take the STAAR Interims in the spring semester.**

Will the campus(es) implement a PLC structure?

Answer: **Yes**

How will PLCs be organized (by grade level, content area, etc.)?

Answer: **By grade level/content**

How frequently will PLCs occur?

Answer: **RLA and Math meet twice a week, and Science and Social Studies meet once a week**

Who will facilitate PLCs?

Answer: **Academic Trainers and assigned administrator**

Who is required to attend PLCs?

Answer: **All core content teachers**

Please describe the PLC protocol to be used

Answer: **DuFour's Professional Learning Community (PLC) protocol**

## **Capacity Building**

Please describe your planned training/PD sessions (and who delivers and attends) for: -Principal manager, -Principal, -Other campus admin (assistant principals, instructional coaches), -Teachers

Answer:

- **Principal manager—ESC-20, School Improvement Training, Effective School Framework Diagnostic Visit training—Carnegie Learning, Bluebonnet Math training—Solution Tree, PLC training—NWEA MAP, data analysis training**

- -Principal—C&I Department, monthly data meetings—Accountability Department, quarterly data and accountability overviews—ESC-20, School Improvement Training, Effective School Framework Diagnostic Visit training—Carnegie Learning, Bluebonnet Math training—Solution Tree, PLC training—NWEA MAP, data analysis training
- -Other campus admin (assistant principals, instructional coaches)—C&I Department, monthly Academic Leaders and Assistant Principals meetings—Accountability Department, PLC visits to review accountability framework and Eduphoria tools—School Empowerment Network, Raise the Ratio training over adopted instructional strategies—Carnegie Learning, Bluebonnet Math training—Solution Tree, PLC training—NWEA MAP, QPS training
- -Teachers—Campus administrators, Campus Academic Trainers, various needs throughout the year—C&I Department, as requested by content—Accountability Department, Eduphoria tools for data tracking—School Empowerment Network, Raise the Ratio training over adopted instructional strategies—

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?

Answer: Inexperienced teachers attend the district-led New Teacher Academy. Both inexperienced & ineffective teachers are paired with a mentor teacher and provided extra support from the academic trainers.

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?

Answer: Classroom observation/feedback; plus we are beginning a new process of recording lessons to provide targeted feedback sessions. Also, Academic Trainers will model teach to help provide exemplars.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Answer: Weekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Answer: We have a two-fold process—for those who have issues with both completing paperwork and classroom support. We utilize the district departments for specific, special programs training. And we make sure that special program teachers attend the internalization and PLC training along with core content teachers

## Milestones

>>>> 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.** <<<<

Answer:

- **June 2025 –**

The Campus Instructional Leadership Team (CILT) will attend training with Solution Tree to receive PLC Foundations training. This will be led by the vendor and supported by the Curriculum & Instruction (C&I) Department. Training over the adopted PLC protocol will build capacity in the implementation of consistent PLCs using reliable tools.

–Progress will be reviewed bi-weekly by the C&I Department to ensure the protocol is implemented with fidelity and that the CILT is using the data to inform professional learning needs as well as schedule classroom walkthroughs. Progress will be shared with stakeholders bi-weekly at the Cabinet meetings.

- **June-August 2025 –**

The campus will develop a schedule that incorporates MTSS class periods following each RLA and Math class to address both remediation and extension needs for all students. This will be led by principal and supported by the CILT and monitored campus and district assessment data.

–Progress will be reviewed weekly by the principal with the CILT, bi-weekly with the principal manager and shared with stakeholders through quarterly updates.

- **June-August 2025 –**

The campus will extend its STEM offerings to the majority of students by adding a semester course for all 7<sup>th</sup> graders to complement its mandatory STEM-lab class for all incoming 6<sup>th</sup> graders. This will be led by principal and supported by the CILT and monitored campus and district assessment data.

–Progress will be reviewed bi-weekly by the principal and monthly with the Innovation Director and principal manager; data will be shared with stakeholders through quarterly updates.

- **August 2025 –**

The Campus Instructional Leadership Team (CILT) will attend training with Solution Tree to receive Data Analysis & Protocols training. This will be led by the vendor and supported by the Curriculum & Instruction (C&I) Department. Training over the adopted data analysis protocol will build capacity in the implementation of consistent PLCs using reliable tools.

–Progress will be reviewed bi-weekly by the C&I Department to ensure the protocol is implemented with fidelity and that the CILT is using the data to inform professional learning needs as well as schedule classroom walkthroughs based on data gathered from lesson internalization and rehearsal sessions. Progress will be shared with stakeholders bi-weekly at the Cabinet meetings.

- **August 2025-June 2026 –**

The campus will work with School Empowerment Network to implement Year 2 of its Create New School implementation plan to successfully transition from Kirby M.S. to Kirby STEM Academy. This will be supported by principal and CILT and monitored using quarterly TEA submissions.

–Progress will be reviewed weekly by the principal with SEN principal coach and the CILT, bi-weekly with the Innovation Director and principal manager and shared with stakeholders through quarterly updates.

- **September 2025-May 2026 –**

The campus will receive onsite Bluebonnet Math coaching from Carnegie Learning with support from the C&I Department.

–Progress will be monitored in various ways—implementation notes by the consultant, assessment data by the Accountability Department, and classroom observations by the C&I Department.

- **September-October 2025 –**

The campus will administer its NWEA MAP BOY assessments through coordination with the C&I Department. Data will be used to identify misconceptions and trends that need to be addressed in the fall to ensure a strong start to the year and proper placement into the MTSS periods.

–Progress will be evaluated at the BOY data meeting and shared with stakeholders through the Superintendent’s report.

- **October 2025 –**

The CILT will attend SEN Fall Convening to build capacity in its three focused instructional strategies for the year to turn around to campus teachers—Cold Calling, Turn and Talk, and Everybody Writes and monitored through classroom observations. This will be led by the CILT and supported by the C&I and Innovation Departments. to lead the campus throughout the Year 2 implementation.

–Progress will be collected through internal classroom data trackers to monitor the instructional strategies correct implementation and shared with stakeholders through in-person meetings and data review meetings.

- **October 2025-April 2026 –**

The campus will contract intensive teacher coaching to improve daily Tier 1 instruction in critical courses aimed at increasing use of the HQIM and effective teaching practices. This will be led by the principal and supported by the academic trainers and monitored through weekly feedback sessions with the teacher coach.

–Progress will be collected through local assessment data throughout and shared with stakeholders through in-person meetings and data review meetings.

- **October 2025 –**

The Kirby STEM Principal will be relieved of duty at phase-out campus to fully focus on the Year 2 implementation and supported by the C&I Department.

– Progress will be monitored by the principal manager and shared with the Superintendent through weekly meetings.

- **November 2025 –**

The Campus Instructional Leadership Team (CILT) will attend training with Solution Tree to receive Strengthening Collaborative Practice training. This will be led by the vendor and supported by the Curriculum & Instruction (C&I) Department. Training over the adopted PLC protocol will build capacity in the implementation of consistent PLCs using reliable tools.

–Progress will be reviewed bi-weekly by the C&I Department to ensure the collaborative planning practices are implemented with fidelity and that the CILT is using the data from the PLCs to inform future campus decisions and decide upon future professional learning needs. Progress will be shared with stakeholders bi-weekly at the Cabinet meetings.

- **December 2025-May 2026 –**

The campus will partner with the National Math + Science Initiative (NMSI) to provide STEM training to all science teachers 6<sup>th</sup>-8<sup>th</sup> grade that supports strengthening its curriculum implementation. This partnership will be led by the principal but conducted by NMSI and supported by the academic trainers.

–Progress will be collected initially through feedback sessions with NMSI and then through local campus assessment data which will be shared with stakeholders through data presentations.



- **January 2026 –**

The CILT will attend the SEN Winter Convening to build capacity in its three focused instructional strategies for the year for turn around to campus teachers—Cold Calling, Turn and Talk, and Everybody Writes and monitored through classroom observations. This will be led by the CILT and supported by the C&I and Innovation Departments. to lead the campus throughout the Year 2 implementation.

–Progress will be collected through internal classroom data trackers to monitor the instructional strategies correct implementation and shared with stakeholders through in-person meetings and data review meetings.
- **January 2026 –**

The Campus Instructional Leadership Team (CILT) will attend training with Solution Tree to receive Continuous Improvement training. This will be led by the vendor and supported by the Curriculum & Instruction (C&I) Department. Training over the adopted continuous improvement protocol will build capacity for the campus as they enter the spring semester and get ready to conduct their Spring CNA using reliable tools and practices.

–Progress will be reviewed bi-weekly by the C&I Department to ensure the protocol is implemented with fidelity in campus committee meetings and PLCs and that the CILT is using the data to inform professional learning needs. Progress will be shared with stakeholders bi-weekly at the Cabinet meetings.
- **January-February 2026 –**

The campus will administer its NWEA MAP MOY assessments through coordination with the C&I Department. Data will be used to identify misconceptions and trends that need to be addressed before the Spring STAAR administration. Data will also be used to inform groupings for STAAR Blitz sessions in preparation for the Spring STAAR.

–Progress will be evaluated at the MOY data meeting and shared with stakeholders through the Superintendent’s report.
- **April 2026 –**

The campus will conduct a Comprehensive Needs Assessment (CAN) through its Site Based Leadership Team led by the principal and supported by the Federal Programs & Grants Department (FPG)

–Progress will be monitored principal and shared with stakeholders for feedback.
- **May-June 2026 –**

The campus will administer its NWEA MAP EOY assessments

–Progress will be evaluated at the EOY data meeting and shared with stakeholders through the Superintendent’s report.
- **June 2026 –**

The CILT will attend the SEN Summer Convening to evaluate lessons learned from its school-wide instructional strategy plan and begin planning for the 2026-2027 school year as it prepares to add its final class—8<sup>th</sup> grade. This will be led by the principal and supported by the instructional leadership team as it prepares to open fully post-grant.

–Progress will be qualitative collected through internal classroom data trackers to monitor the instructional strategies correct implementation and shared with stakeholders through in-person meetings and data review meetings.
- **June 2026 –**

The campus will attend the C&I Summer Institute Leadership to begin revising 2026-2027 campus leadership roles and responsibilities, collaborative planning tools, walkthrough data trackers/forms, etc. The campus will also complete draft of Campus Improvement Plan using spring CNA data and data from the year.

–Progress will be monitored by the C&I Department through meetings with the CILT throughout the week of the institute and shared with stakeholders following its close.

- **June-July 2026 –**

The campus will work with the Accountability Department to review its Spring 2026 STAAR results and understand 2026 A-F projections.

–Progress will be monitored by the Accountability Department and shared with the Superintendent who will share with Board members through newsletter updates.

- **August 2026 –**

The campus will conduct training based on its Playbook options which are developed through analyzing academic, discipline, SEL, and teacher needs. The training will be led by the principal and supported by the CILT as well as district leaders.

–Progress will be monitored through the rubrics finalized by the CILT and SBDM committee members.

## Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

Answer: **Campus principal will meet with several district personnel each month to ensure plan is being implemented with fidelity to progress monitoring guarantee the plan is being strengthened or amended as necessary. The principal and the campus instructional team will meet with the principal manager for calibration walkthroughs, the Curriculum and Instruction Department for professional learning trainings, and the Accountability Department to review data from assessment plan.**

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Answer: **Principal through bi-weekly meetings with the principal manager and DCSI**

How frequently will progress toward milestones be reviewed?

Answer: **Bi-weekly**

How will milestone progress data be collected?

Answer: **Milestone progress data will be collected on the original TIP submission in the format of a running agenda**

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Answer: **The principal manager will share with the Cabinet at least bi-weekly, and the Superintendent will prepare monthly updates to the Board through the Board Newsletter.**

## Resources

Please share the required costs to implement plan and source of funds

Answer: **LASO grant 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?

Answer: **Local district funds**

### **Additional Info**

(Optional) Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents.

Answer: **N/A**