

2025-2026

Targeted Improvement Plan

Huntsville ES

Scott Johnson ES

Estella Stewart ES

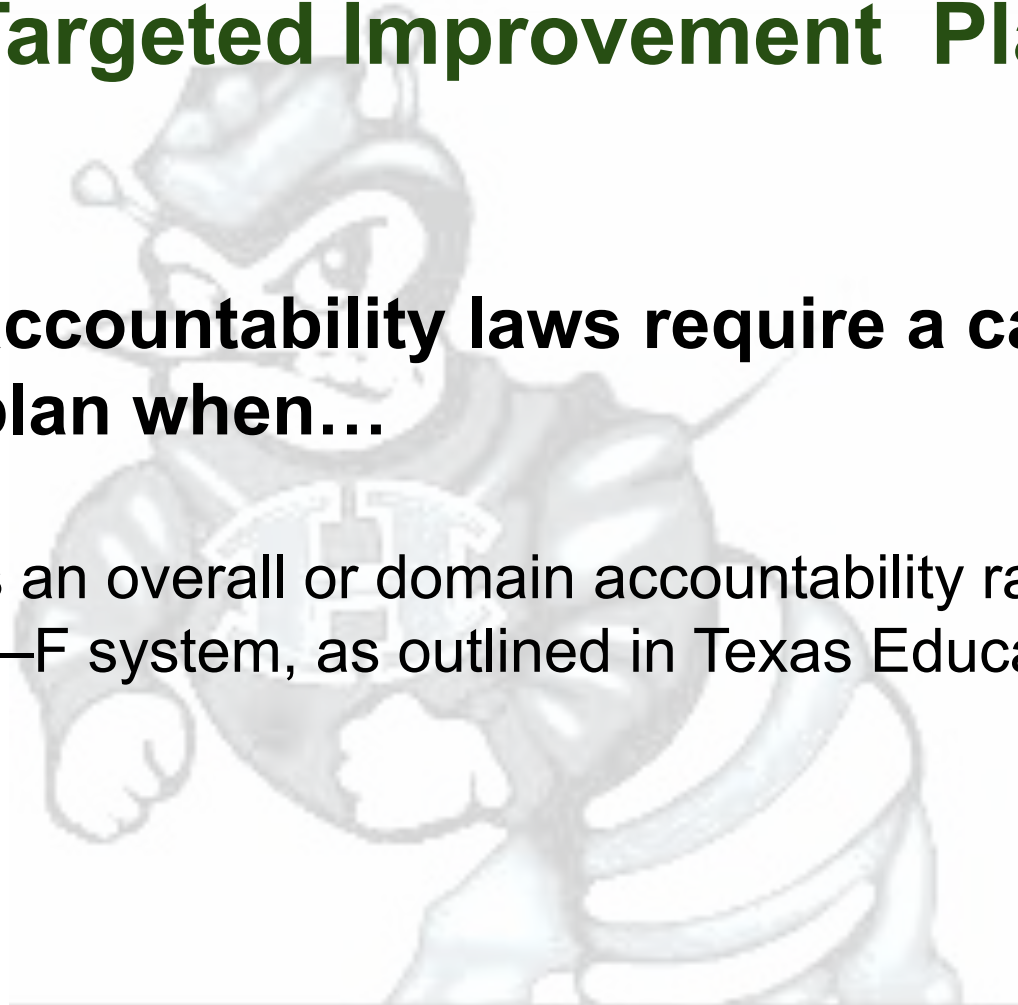
November 20, 2025

“Building Champions! Every ONE! Every DAY!”

Circumstances Necessitating a Targeted Improvement Plan

Texas school accountability laws require a campus targeted improvement plan when...

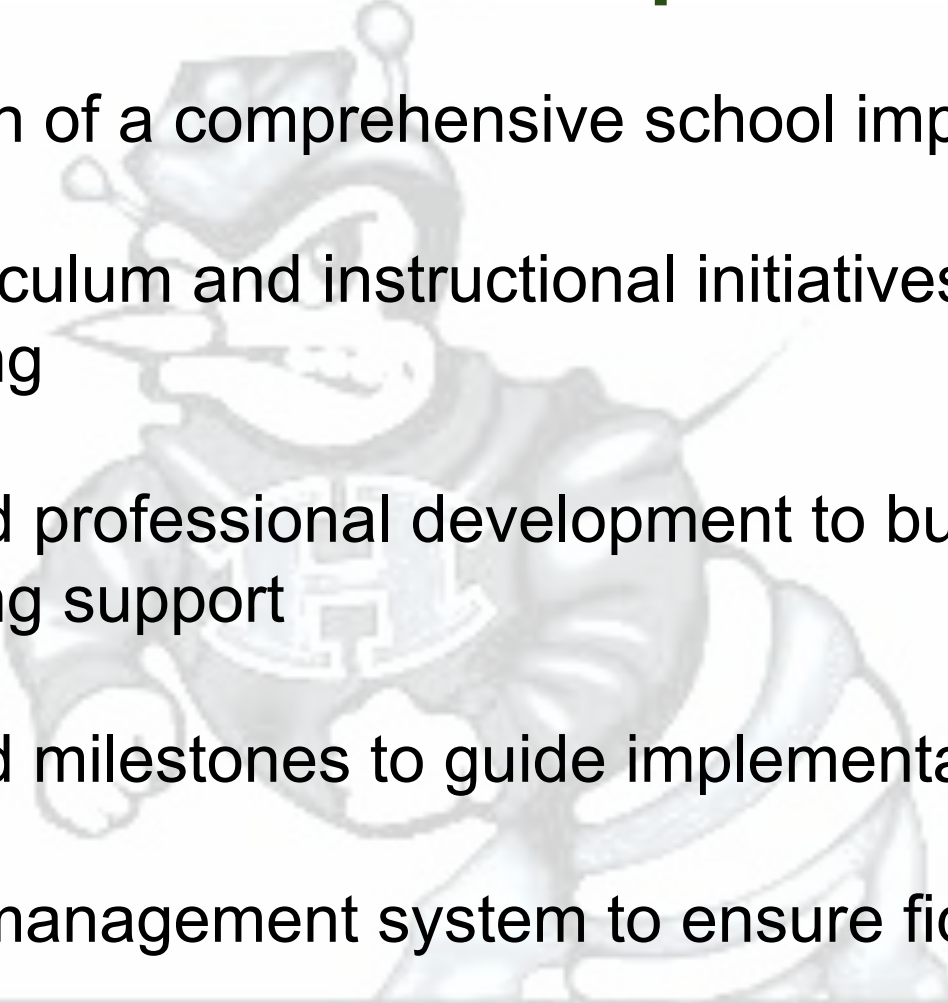
- a campus receives an overall or domain accountability rating of “D” or “F” under the state’s A–F system, as outlined in Texas Education Code §39.106.



Purpose of a Targeted Improvement Plan

- to ensure that campuses engage in a focused and systematic process to identify the root causes of low performance and implement targeted strategies to improve student outcomes.
- promotes continuous improvement through regular goal setting, action planning, and progress monitoring.
- provides access to state and district support, helps coordinate resources for improvement, and promotes transparency with parents and the broader school community about how the campus plans to achieve better academic results.

Required Components of a Campus Turnaround Plan

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1. Implementation of a comprehensive school improvement strategy
 2. Improved curriculum and instructional initiatives designed to enhance student learning
 3. Job-embedded professional development to build staff capacity and provide ongoing support
 4. Clearly defined milestones to guide implementation
 5. Performance management system to ensure fidelity of execution
 6. Allocation of necessary resources to sustain implementation efforts

Stakeholder Engagement & Campus Needs Assessment

- **Section 39A.053 of the TEC requires a Campus Needs Assessment**
 - Huntsville ES (HES) - 2025 Effective Schools Framework Diagnostic
 - Scott Johnson ES (SJE) - 2025-2026 Local Needs Assessment
 - Estella Stewart ES (ESE) - 2025 Effective Schools Framework Diagnostic
- **Stakeholder engagement was solicited through:**
 - September 29th - Public Meeting at HES/SJE/ESE
 - November 10th - Public Meeting at HES/SJE
 - November 13th - Public Meeting at ESE
 - November 20th - HES/SJE/ESE TIP Public Hearing at Hawkins Administration Building

HES Student Achievement Goals

Domain Descriptor	Goal
All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2026-2027 school year.	45
All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2026-2027 school year.	35
2026-2027 Component Points campus goal for the Academic Achievement Component of Domain III.	65
2026-2027 Component Points campus goal for the Growth Status Component of Domain III.	62
2026-2027 Component Points campus goal for the ELP Status Component of Domain III.	100
2026-2027 Component Points campus goal for the Student Success Status Component of Domain III.	50

SJE Student Achievement Goals

Domain Descriptor	Goal
All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2026-2027 school year.	45
All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2026-2027 school year.	40
2026-2027 Component Points campus goal for the Academic Achievement Component of Domain III.	56
2026-2027 Component Points campus goal for the Growth Status Component of Domain III.	62
2026-2027 Component Points campus goal for the ELP Status Component of Domain III.	100
2026-2027 Component Points campus goal for the Student Success Status Component of Domain III.	50

ESE Student Achievement Goals

Domain Descriptor	Goal
All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2026-2027 school year.	45
All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2026-2027 school year.	40
2026-2027 Component Points campus goal for the Academic Achievement Component of Domain III.	59
2026-2027 Component Points campus goal for the Growth Status Component of Domain III.	59
2026-2027 Component Points campus goal for the ELP Status Component of Domain III.	75
2026-2027 Component Points campus goal for the Student Success Status Component of Domain III.	50

School Improvement Strategy

Intensive Curriculum & Instruction Improvements

Strategy Description:

Increase the quality of instructional materials to be used at the campus and provide adequate time and support for teachers to internalize materials and reflect on student performance.

Instructional Material:

- Implement current instructional materials with fidelity for 2025-2026 and adopt and implement SBOE approved Open Education Resource High Quality Instructional Material beginning August 2026

Implementation:

- Allocation of appropriate instructional time within the school day and instructional calendar.
- Conduct weekly high-quality PLCs to support instructional delivery and respond to student outcomes. The PLC protocol includes time for lesson internalization and student work analysis.

School Improvement Strategy

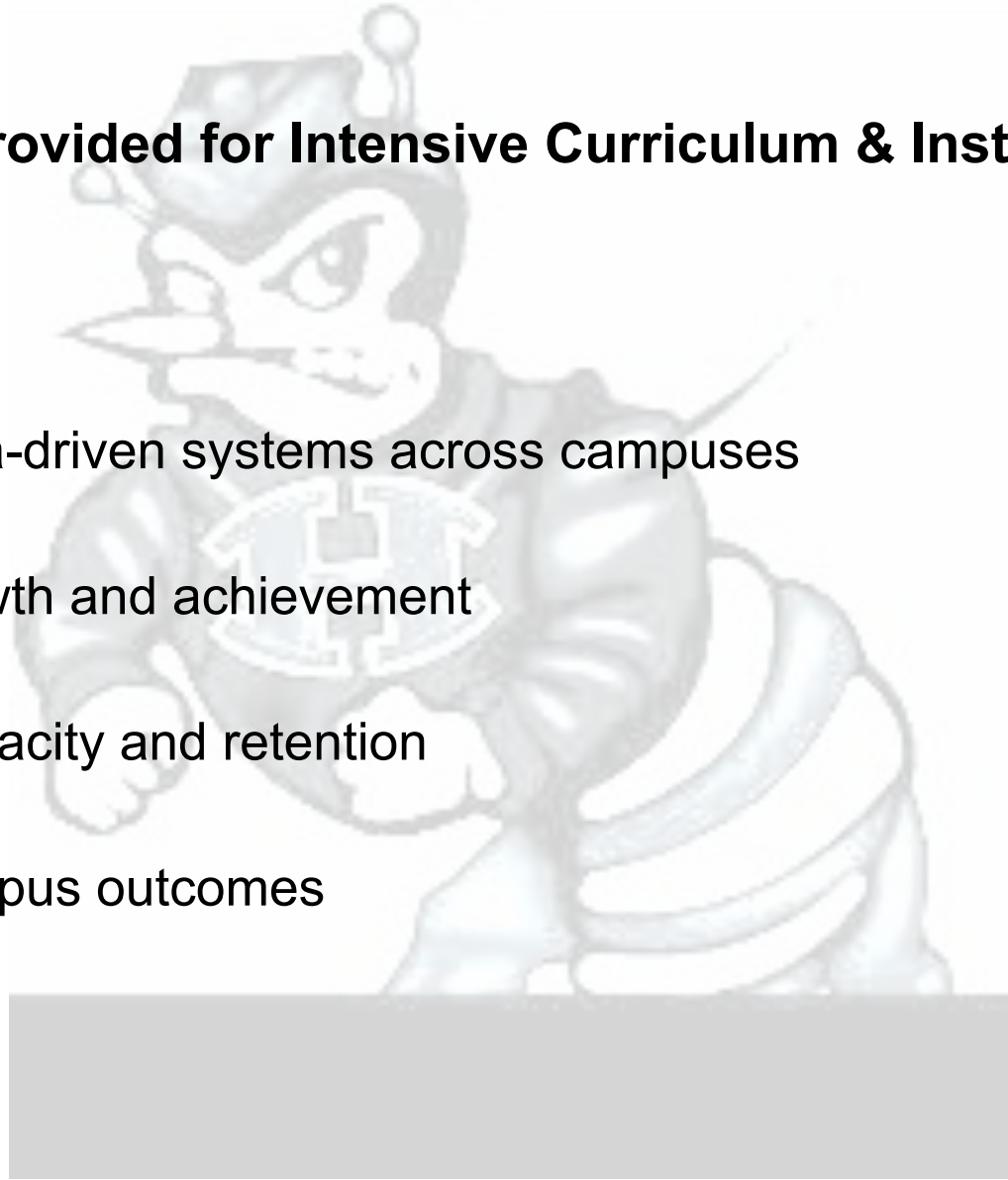
2025-2026 Supports Provided for Intensive Curriculum & Instruction Improvements

- New cabinet-level positions were created to strengthen and sustain improvement efforts.
- Additional Collaborative Team Meeting (CTM) time
- Monthly principal coaching sessions led by the District Coordinator of School Improvement
- Monthly Collaborative Principal PLC sessions
- “School Improvement for ALL” sessions to strengthen campus systems and ensure effective implementation

School Improvement Strategy

2025-2026 Supports Provided for Intensive Curriculum & Instruction Improvements

- These initiatives aim to:
 - Build consistent, data-driven systems across campuses
 - Improve student growth and achievement
 - Increase teacher capacity and retention
 - Enhance overall campus outcomes



School Improvement Strategy

2025-2026 Supports Provided for Intensive Curriculum & Instruction Improvements

- Additional targeted supports include:
 - Region 6 instructional and student achievement support
 - Texas State Accountability executive coaching
 - Reassignment of elementary instructional coaches by grade level
 - Expanded teacher development and retention programs
 - Strategic placement of experienced School Improvement Liaisons on low-performing campuses

Capacity Building of Leadership and Staff

Role Specific Training and Coaching:

District Leadership

Principal Manager

Principal and Campus Administrators

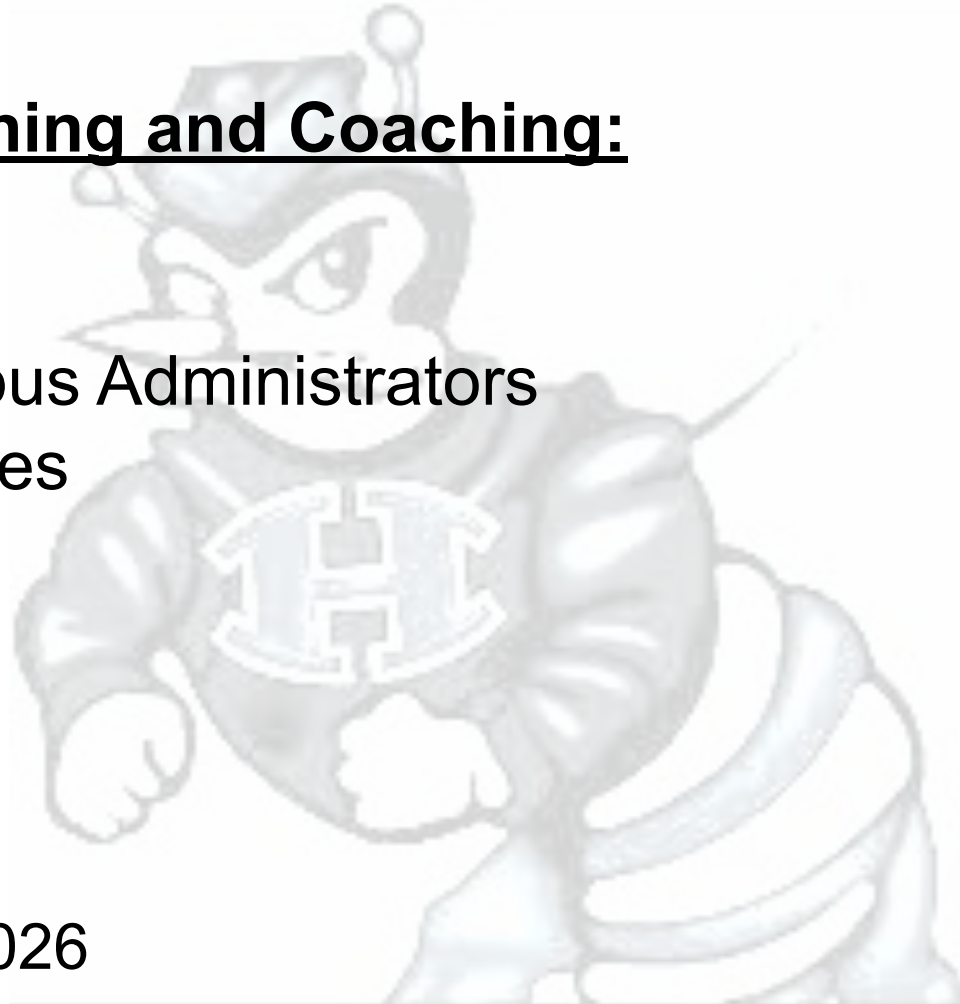
Instructional Coaches

Teachers

Support Staff

Timeline:

July 2025 - August 2026



Capacity Building of Leadership and Staff

Principal Managers / Principals / Assistant Principals - Deliverers: ESC 6, HISD

Fall 2025

- Job-embedded coaching through PLC/CTM (district, campus, IC oversight)
- Monthly Principal Leadership Sessions with DCSI
- Quarterly School Improvement Progress Monitoring Visits
- Monthly Data Analysis & Targeted Achievement Coaching (ESC 6)
- Monthly Executive Coaching on School Accountability
- RBIS PD @ ESC (Leadership)
- Observation Feedback Cycle Training – Day 1

Spring 2026/Summer 2026

- Observation Feedback Cycle Training – Day 2
- RBIS PD @ ESC (K–2 flip)
- Bluebonnet Leadership Coaching Protocols
- Systems Analysis for Assessment, Schedule, Supports & Monitoring
- Lesson Internalization & PLC Support via Leadership Snapshots
- Ongoing Instructional Material Review
- Bluebonnet Instructional Planning & Implementation

Capacity Building of Leadership and Staff

Instructional Coaches - Deliverers: ESC 6, HISD

Fall 2025

- August 2025 - Job-embedded Coaching through PLC/Collaborative Team Time for all Elementary Campuses
- August 2025 - Weekly Instructional Leadership Sessions with IC's and DCSI
- September 2025 - Instructional Support System Analysis through Quarterly SIFA Campus Progress Monitoring Visits with DCSI
- September 2025 - Monthly Targeted Student Achievement Data Review and Coaching Sessions with ESC Region 6 Support
- September 2025 - November 2025 - Monthly School Accountability Executive Coaching for Campus and District Leadership
- Nov - Dec 2025 - RBIS PD @ ESC
- Dec 2025 - Observation Feedback Cycle Training

Spring/Summer 2026

- Jan 2026 - RBIS Training (Teachers)
- Mar 2026 - RBIS PD @ ESC (K-2 flip)
- May 2026 - Bluebonnet (Leadership) Lesson Internalization (Leadership) Coaching Protocols (Leadership)
- Implementation Systems Analysis for Assessment Calendar, Master Schedule, Instructional Supports and Progress Monitoring
- Internalization, Lesson Rehearsal, PLC Support through Leadership Snapshots
- Ongoing Bluebonnet Instructional Material Review

August 2026

- Instructional Planning and Implementation of Bluebonnet

Capacity Building of Leadership and Staff

Teachers - Deliverers: ESC 6, HISD	
<p>Fall 2025</p> <ul style="list-style-type: none">• August 2025 - Job-embedded Coaching through PLC/Collaborative Team Time for all Elementary Campuses with District, Campus and IC oversight• August 2025 - Instructional Strategies that• September 2025 - Instructional Support System Analysis through Quarterly School Improvement for ALL Campus Progress Monitoring Visits with DCSI• September 2025 - Data Analysis Training via Monthly Targeted Student Achievement Data Review and Coaching Sessions with Principal• September 2025 - November 2025 - Accountability System Training with Campus and District Leadership• Nov - Dec 2025 - Observation Feedback Cycle Training	<p>Spring/Summer 2026</p> <ul style="list-style-type: none">• Jan 2026 - RBIS Training (Teachers)• Mar 2026 - RBIS PD @ ESC (K-2 flip)• May 2026 - Bluebonnet Lesson Internalization Coaching Protocols• Implementation Systems Analysis for Assessment Calendar, Master Schedule, Instructional Supports and Progress Monitoring• Internalization, Lesson Rehearsal, PLC Support through Leadership Snapshots• Ongoing Bluebonnet Instructional Material Review <p>August 2026</p> <ul style="list-style-type: none">• Instructional Planning and Implementation of Bluebonnet

Implementation Milestones

Fall 2025:

- Launch increased **PLC/Collaborative Team Time** with district, campus, and IC oversight.
- Begin **Monthly Principal Leadership Sessions** and **Quarterly School Improvement Visits** with DCSI.
- Implement **Monthly Student Achievement Data Reviews** and **Accountability Coaching** with ESC 6.
- Realign **Elementary Instructional Coach grade levels** and finalize **TIP Board approval**.
- Conduct **RBIS Leadership PD** and **ESC 6 Observation Feedback Cycle (Day 1)**.

Implementation Milestones

Spring 2026:

- Continue **Observation Feedback Cycle (Day 2)** and **RBIS Teacher Training**.
- Launch **LASO Notice of Award** process and begin **Tiered Teacher Support**.
- Host **RBIS PD (K–2 flip)** and **Leadership Coaching on Lesson Internalization**.

Summer 2026:

- Deliver **Bluebonnet PD** (orientation and lesson internalization) for teachers.
- Complete **Systems Analysis** for assessment calendar, master schedule, and instructional supports.

Progress Monitoring

District Level Monitoring

- The DCSI and Principal Manager - quarterly Implementation Fidelity Walks with the Principal (five per quarter, fifteen total) to evaluate implementation and impact.
- Monthly leadership meetings to review classroom and PLC observation data, student performance, and staff feedback to determine next action steps.
- Weekly DCSI/Principal check-ins will address trends and immediate needs.
- The DCSI will provide monthly digital implementation updates and quarterly in-person progress reports to the Superintendent and Board of Trustees.

Progress Monitoring

Campus Level Monitoring

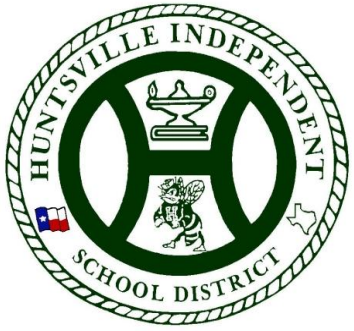
- Principal and IC's - weekly classroom observations using the RBIS Walkthrough Form
- Weekly Principal PLC Observations to monitor implementation, celebrate successes, and support team needs.

Progress Review and Reporting

- **Responsible Party:** District Coordinator for School Improvement (DCSI)
- **Frequency:** Monthly and Quarterly
- **Data Sources:** RBIS Walkthrough Tools, Observation/Feedback Action Step Tools, Implementation Rubrics, Staff Surveys, PLC Observation Tools, and Systems Analysis for key instructional structures.
- **Data Sharing:** Monthly digital leadership updates and quarterly implementation reports will be provided to district leadership and the Board of Trustees.

Allocation of Resources

Required costs to implement plan and source of funds	If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?
HQIM RLA K-5 (including Spanish): \$66,545	IMTA funds
HQIM Math K-5 (including Spanish): \$43,358	IMTA funds
RBIS PD: \$2,400	LASO 4 funds, Title V funds
Observation/Feedback Cycle: \$2,000	LASO 4 funds, Title V funds
HQIM Implementation Support: \$4,650	LASO 4 funds, Title V funds



QUESTIONS?

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