Question/Prompt	Please select the type of plan you are submitting
Additional Instructions	Targeted Improvement Plan (TIP) or Turn Around Plan (TAP)
Answer	Targeted Improvement Plan (TIP)

Question/Prompt	List (select) campuses to which this strategy will apply	Name of the staff member employed by the school system completing this plan submission	Email	pplies to the person completing this submission?	
Additional Instructions	May be asked to provide CDCN if not listed			Please select/type one of the following: Superintendent, District Coordinator of School Improvement (DCSI), Other (if other, please specify)	
Answer	Resnik Middle School			DCSI	

	Criteria for Success

Did the LEA meet statutory requirements for stakeholder engagement, and has the board approved the plan?
-The district assures that the Campus Intervention Team (CIT) conducted a public meeting at each campus identified for school improvement with the campus principal, the members of the campus-level pla
-The district assures 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 inc
-The board conducted a hearing regarding the plans for each campus identified for school improvement.
-The board posted the plan on the district website prior to the hearing.
-The plan is approved by the board.
-Written comments from stakeholders, if any, are attached.

			TIP SPECIFIC ASSURANCES			
Question	**Please indicate the type of needs assessment conducted for each SI-identified campus in the school system following the release of 2025 preliminary state and federal ratings.**	**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.**	**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.**	**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.**	**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.**	**Board approval date**
Additional Instructions	Choose one of the following: ESF Diagnostic and Local Classroom Review, Locally Conducted Needs Assessment, Texas Strategic Leadership Landscape Analysis	For locally conducted assessments only	Yes or No	List all public meetings and date held Attach any comments	Yes or No	Record the board approval date for each campus
Answer(s)	Locally Conducted Needs Assessment			Campus Needs Assessment Review Meeting: July 31, 2025 Campus Needs Assessment Review Meeting: August 14, 2025		

Question	Enter the campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.
Answer(s)	The overall performance of Reading STAAR will increase 38% to 43% in Meets, and 15% to 16% in Masters.	The overall performance of Math STAAR will increase 24% to 35% in Meets, and 6% to 10% in Masters.	59.3	59.3	100%	50%

Is the proposed strategy likely to move the campus to a C or better OR CSI exit in two years or less?
-The school improvement strategy selected would reasonably improve student outcomes quickly enough that the campus would not be escalated to a sanction under Texas Education Code (TEC), Section 39A
-There is appropriate support dedicated to strategy implementation and capacity building:
 +There is a team/organization with a track record of success in systems building and rapidly improving student outcomes dedicated to supporting the campus in strategy implementation (an ESC, SAPL vend
 +If district or campus staff members are named as the capacity builder, there is evidence that these staff members:
-Have a track record of success in school turnaround
-At least 50% of their role is dedicated to the implementation of the strategy on the campus (cannot be current principal or AP, unless role was added specifically to support SI)

Question	Please select the strategy or strategies you will implement for this campus/these campuses	Which, if any, grants has your school system been awarded to support this strategy?	Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?	Please name any organizations you are currently working with to build capacity and support strategy implementation.	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	5.5 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).
itional Instruct	Please write one of the following: Accelerating Campus Excellence (ACE) Model Closure/reassign Improve Graduation Rate Intensive Curriculum & Instruction Improvements School Model Change (excluding ACE) Turnaround Partnership (SB 1882)	Strong Foundations Implementation, SFI PLC Support, Instructional Leadership Pathways, School Action Fund Planning (Restart),School Action Fund Implementation (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Reassign), School Action Fund Planning (Redesign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), School Action Fund Implementation (Create New), Effective Schools Framework Focsued Support Grant 24-26, Our school system has not been awarded a grant to support this strategy, Other (must enter grant into text box)	LIFT, LIFT PLC Support, School Improvement Curriculum and Instruction Support Grant, School Action Fund Planning (Restart), School Action Fund Implementation (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Reassign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), School Action Fund Implementation (Create New), Effective Schools Framework Focsued Support Grant 24-26, Our school system has not been awarded a grant to support this strategy, Other (must enter grant into text box)	SAPL list, ESCs, District Staff, Campus Staff, Other (must include name)	**ONLY COMPLETE IF DISTRICT OR CAMPUS STAFF NAMED (column F on this page)**	**ONLY COMPLETE IF THE ORGANIZATION NAMED (column F on this page) IS NOT AN ESC OR ON THE STATE APPROVED PROVIDER LIST (SAPL).**
Answer(s)	Intensive Curriculum & Instruction Improvements	Strong Foundations Implementation, SFI PLC Support	LIFT LIFT PLC Support	NIET NIET		

	Criteria for Success

Does the plan increase the quality of instructional materials to be used at the campus and provide adequate time and support for teachers to internalize materials and reflect on student performance?
-The campus will increase the quality of the instructional materials to be used at the campus (if not already implementing SBOE-approved HQIM or OER).
-The district has allocated sufficient instructional time for delivery of HQIM and has a calendar with a minimum of 165 instructional days.
-The campus will have weekly (at a minimum) high-quality PLCs to support instructional delivery and respond to student outcomes
-The PLC protocol includes time for lesson internalization and student work analysis.

	Please select the adopted curriculum	Is this the curriculum that will be implemented for the duration of the plan?I	What new curriculum will be adopted?	When will the district adopt the new curriculum?	How many instructional minutes per week are required/recommended for implementation of this curriculum?	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?	How many instructional days are included in the 2025-2026 calendar?	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?	Please describe the assessment plan for the impacted campus(es)	Will the campus(es) implement a PLC structure?	How will PLCs be organized (by grade level, content area, etc.)?	How frequently will PLCs occur?	Who will facilitate PLCs?	Who is required to attend PLCs?	Please describe the PLC protocol to be used
Question															
Additional Instructions		Yes or No Select yes, go to column G Select no, go to column E													
Answer(s)	Bluebonnet	Yes				255	173		Module/ Topic Assessments	Yes, daily PLC	Vertically aligned by content	Daily	Content Lead	Teachers, Content Lead, Principal, VP	5 Steps of a PLC Protocol

Criteria for Success
Does the plan ensure that administrators and teachers receive appropriate job-embedded training?
-Administrators responsible for the campus (including the principal and principal manager) receive upfront/initial training on key elements of the school improvement strategy.
-Teachers receive upfront/initial training on key elements of the school improvement strategy.
-Teachers receive an observation and feedback round from an instructional leader or coach at least biweekly.
-The observation tool includes research-based instructional strategies (RBIS) look fors.
-The observation tool includes look fors related to implementation of approved curriculum.
-The capacity building/professional development (PD) plan matches the current state of talent at the campus.
+There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that are new (in their first two years) to their role.
+There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that do not have a demonstrated track record of success.
+There is a plan to differentiate and/or increase support for uncertified teachers.

Question	Campus Principal Name	Years of experience as a campus principal	Campus principal turnaround experience	Principal Manager name (Principal Supervisor)	Years of experience as a Principal manager	Principal manager turn around experience	% of teachers on the campus who: -have more than 2 years experience -are certified -are TIA designated teachers	Please describe your planned training/PD sessions (and who delivers and attends) for: -Principal manager -Principal -Other campus admin (assistant principals, instructional coaches) -Teachers	How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?	What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?	How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	What capacity building supports related to supporting students in special populations will teachers and administrators receive?
Answer(s)	Maricela Passmore	6	0	Anitra Crisp	4 years	0	87% more than 2 years expierence 87% certified 0% TIA designated	Principal- Data Drivin Instruction Professional Learning for admin and teachers, reviewing State Accountability and student data. Setting goals and reviewing growth charts to progress monitor. QSSSA was professional learning to build instructional systems to provide students with opportunities to have structured academic conversations. MTSS systems and instructional and assessment accomodations that can be provided based on data and criteria for qualitifcation. During PLC we have consistent PL on alingment and instructional resources with a focus on rigor and educational opportunity. We have a grant with TXCEE MS Class that also provides professional learning around writing strateiges for our EB population. We have the Stronger Connections Grant where professional learning centered around building capacity within our teachers to meet the pre-academic needs of of our students.	Foundational training for all new, intensive for those needing growth plans, scheduled PLC/Planning for all core STAAR content teachers. We have Purple Wagon which meets monthly for our teachers who are new to teachers and new to the district. This group meets to discuss instructional systems and the Jet way. Through TXCEE MS Class Grant we have experienced teachers mentoring new teachers. We have the Scaffolded Solutions Framework and a district mentorship program for our inexperienced teachers.	T-TESS, comprehensive walkthroughs and coaching feedback cycles that are T-TESS driven, NIET product tool, Lesson Internatlization protocol, NIET Observation Tool, NIET FOI Learning Walk Tool: Classroom Instruction	Administration conducts walksthrough weekly. In addition to this the instructional leaership team conducts monthyl walks focusing on specific teachers and the entire departments. A schedule is created and feedback is given to teachers the same day during their conference through content lead.	We have a review of programs to our teachers through our C&I department where programs will present regarding protocols and processes. During PLC and MTSS we provide our special eduacation inclusion teachers opportunities to collaborate with the general education teachers to make sure that programs and accomodations are being implemented.

Criteria for Success	
How will the strategy be implemented? -Milestones include all activities needed to fully implement the program or strategy, covering planning and implementation stages. -Milestones include all upfront capacity building, implementation action steps, and ongoing support and coaching touchpoints, and student assessment cycles. -Milestones cover, at a minimum, the two school years that the campus is required to implement the plan.	
Question	**Please share the key milestones for this strategy**
Additional Instructions	Timeframe is, at minimum, through end of SY 26-27 for TIP and through end of SY 27-28 for TAP.

		Audience
	June 5th- Initial Meeting: Getting Started Action B: Develop a Purpose Statement Action C: Current State Analysis and Cluster Training for principals	MS and HS principals, AP/VP, deans
	June 16th-18th Math RBIS Training	Teachers
	June 25th- Introduction to HQIM Implementation Deep Dive 1/Deep Dive 2	Teachers
	July 14th-Leading Unit and Lesson Internalization	Teachers
	July 15th-16th -Cluster Training MS and HS Coaches	Teachers
	August 5th-Module and Lesson Internalization	Teachers
	August 21st-Leading Internalization and PLCs Observation and Feedback	MS and HS principals, AP/VP, deans
	August 22nd-Makeup: Goals and Measurement Plan (Coaches)	Coaches/Math Leads
	August 25th- Leading Internalization and PLCs, Observation and Feedback (HQIM implementation plan), Observation and feedback (product observations)	Coaches/Math Leads
	August 18th- Campus Support	Principal/Mead Lead
	September 9- Learning Walks	District Support/ Principal/MathLead
	September 12th- PLC Co-Planning	Math Lead
	September 15th-Product Observation Walks and PLC Support	District Support/ Principal/MathLead
	September 25th-Math Bluebonnet Learning (Deep Dive 1 and 2) PLC Overview and Resources	Secondary APs
	September 29th- Elevating Coaching Conversations	Coaches/Math Leads
	October 2nd-Product Observation Walks and PLC Support	District Support/ Principal/MathLead
	October 13th-Lesson Internalization	Teachers
	October 21st- Product Observation Walks	Principal/Math Lead
	October 22nd- Observation Feedback/Planning PLC	Principal/Math Lead
	October 23rd-PLC Support	Coaches/Math Leads
	October 28th-Learning Walks	District Support/ Principal/MathLead
	November 11th-Product Observation Walks and PLC Support	Principal/Math Lead
	November 12th-Observation Feedback/Implement PLC	Principal/Math Lead
	December 3rd-PLC Support	Coaches/Math Leads
	December 4th-PLC Support	Coaches/Math Leads
	December 8th-Elementary and Secondary Student Work Analysis Protocol	Coaches/Math Leads
Answer(s)	January 20th- Learning Walks	District Support/ Principal/MathLead

	Criteria for Success				
Has the district outlined a performance management plan that ensures the strategy will be implemented with fidelity? -There is a plan for plan performance management, including superintendent and other key leadership review of metrics and progress at a semesterly cadence. -The response describes: +Who will review progress towards milestones, +How frequently progress is reviewed, +How progress data will be collected, and +How it is shared with district leadership and other relevant stakeholders					
Question	Please describe how district and campus leaders will monitor the successful implementation of this plan.	Who will be responsible for reviewing progress towards the milestones described in the previous section?	How frequently will progress toward milestones be reviewed?	How will milestone progress data be collected?	How will milestone progress data be shared with district leadership and other relevant stakeholders?
Answer(s)	Principal Manager will review with the principal the plan and implementation	Principal Manager and Principal	Weekly	Domain 1 Chart, Data Walls, Eduphoria	Principal Manager will share data with leadership and other relevant stakeholders.

	Criteria for Success	
	Has the district identified all resources needed to implement the SI strategy? **-The description lists all additional costs associated with implementing the school improvement strategy (e.g., stipends, instructional materials, training/professional development costs, costs for additional staff positions created to implement the strategy, etc.)** **-Each cost described includes the source of funds.**	
Question	**Please share the 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?**
	$148, 500.00	NIET Implementation Support
	$215,555.00	NIET PLC Support
	$24,582.00	Teacher Professional Development Supplemental Pay
	$3,500	Carnegie Online Platform Training
	$15,000.00	Math Lead Stipend
	$10,000.00	Teacher Lead Internalization/Assessment Alignment
Answer(s)		

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