

AGENDA ITEM

**BOARD OF TRUSTEES
AGENDA**

Workshop

Regular

Special

(A) **Report Only**

Recognition

Presenter(s):

Briefly describe the subject of the report or recognition presentation.

(B) **Action Items**

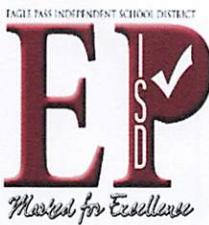
Presenters(s): Ms. Elizabeth Torres, School Improvement, Curriculum, Accountability and Gifted & Talented Director

Briefly describe the action required.

Consider and take appropriate action on the Targeted Improvement Plan for Henry B. Gonzalez Elementary as per TEC 39.A.055.

(C) **Funding source: Identify the source of funds if any are required.**

(D) **Clarification: Explain any question or issues that might be raised regarding this item.**



Eagle Pass Independent School District
School Improvement Office
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Eagle Pass, Texas 78852
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MEMORANDUM

To: Mr. Samuel Mijares, Superintendent of Schools
From: Elizabeth Torres ET School Improvement, Curriculum, Accountability and Gifted & Talented Director

Date: November 21, 2025

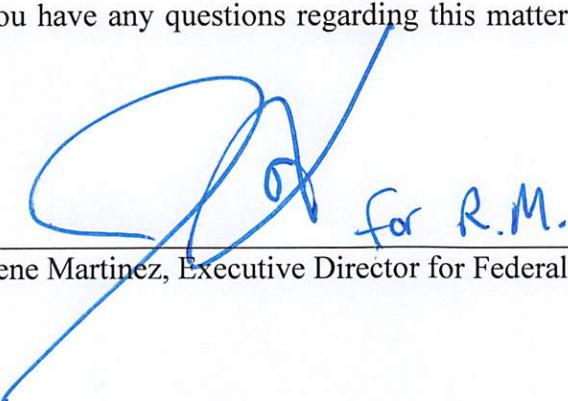
SUBJECT: Targeted Improvement Plan for Henry B. Gonzalez Elementary

I am submitting the following item for the December 9, 2025 school board meeting:

As per TEC 39.A.055, Targeted Improvement Plan for Henry B. Gonzalez Elementary to be approved by the board.

Should you have any questions regarding this matter, please contact me at your earliest convenience.

APPROVED:

 for R.M.
Rene Martinez, Executive Director for Federal & Student Programs

Date

**Targeted Improvement Plan:
Student Outcome Goal Form for School Year 25-26**

Please select the campus you are reporting Student Outcome Goals for.	Region: 20 District: Eagle Pass ISD Campus: Henry B. Gonzalez Elementary
If the campus you are reporting Student Outcome Goals for is not available in the list above, please enter the campus(es) CDCN number in the field below. Please, ensure the CDCN number is complete with leading zeros when applicable.	CDCN: 159901118
Please enter your full name.	Elizabeth Torres
Please enter your email.	etorres2@eaglepassisd.net
Student Outcome Goals	
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. (Please enter a percentage, for example if the goal is 85%, please enter 85).	50
Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year. (Please enter a percentage, for example if the goal is 85%, please enter 85).	35
Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	65
Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	78
Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III	55
Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.	53

Targeted Improvement Plan (TIP): School Year 2025-26

Intensive Curriculum & Instruction Improvement

0.0. Will you be completing a Targeted Improvement Plan (TIP) or a Turnaround Plan (TAP) submission?	<input checked="" type="checkbox"/> Targeted Improvement Plan (TIP)
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School System Information

Before you continue, please ensure that all statutory requirements for on-site needs assessment, stakeholder engagement, and board approval are complete for the campus included in this plan.

1.1 TAP. Please select the campus for this submission:	Region: 20 District: Eagle Pass ISD Campus: Henry B. Gonzalez Elementary
1.1aTAP. If the campus you are completing this submission for is not available in the list above, please enter the campus(es) CDCN number in the field below. Please, ensure the CDCN number is complete with leading zeros when applicable.	CDCN: 159901118
1.2. Please enter your first and last name.	Elizabeth Torres
1.3. Please enter your email.	etorres2@eaglepassisd.net
1.4. Please select your role:	District Coordinator of School Improvement:

Needs Assessment and Stakeholder Engagement

NOTICE:

To proceed with this submission, all Needs Assessment and Stakeholder Engagement assurances (items 2.1–2.6) must be marked "Yes."

If any of these items are marked "No," you will be redirected to the end of the survey and must restart the submission once assurances 2.1–2.6 can be confirmed as "Yes."

2.1. I assure that all campuses named in this plan have conducted an on-site needs assessment that meets the requirements in <u>Section 39A.053</u> of the Texas Education Code. (For example: Texas Strategic Leadership Landscape Analysis, Effective Schools Framework Diagnostic, or a local needs assessment.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.2. I assure that all locally conducted needs assessments met the requirements in <u>Section 39A.053</u> of the Texas Education Code, and the results of the local needs assessment are available upon request.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.3. I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan/Turnaround 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

to review the campus performance rating and solicit input for the development of the plan.	
2.4. 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.5. 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 plan, and the board posted the plan(s) on the district website prior to the hearing.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Pending board approval)
2.6. Has the board approved this plan(s)?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Pending board approval)
2.7. Please select the date of board approval:	Month: Pending Day: Year:
2.8. As part of the TAP submission, all campuses must upload stakeholder comments. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted. Please upload a copy of public comments or additional documents explaining the lack of public comments:	Upload files here: N/A

Student Outcome Goals

NOTICE:

To proceed with this submission, the Student Outcome Goals the 'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26' must be completed first, so assurance 3.1 can be marked 'Yes'.

If you have not completed the 'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26', please do so before returning to complete the 'Targeted Improvement Plan and Turnaround Plan Form: School Year 25-26'.

If 'No' is marked for item 3.1 you will be redirected to the end of the survey and must restart the submission once assurance item 3.1 can be confirmed as "Yes."

3.1. 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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SI Strategy

4.1. Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.	<input checked="" type="checkbox"/> Intensive Curriculum & Instruction Improvements
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4.2. Which, if any, grants has your school system been awarded to support this strategy?	<input checked="" type="checkbox"/> Our school system has not been awarded a grant to support this strategy
4.3. Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?	<input checked="" type="checkbox"/> Our school system does not intend to apply for a grant to support this strategy
<p>4.4. Please name any organizations you are currently working with to build capacity and support strategy implementation.</p> <p><u>SAPL List for LASO 3</u> <u>SAPL List for LASO 4</u></p>	<input checked="" type="checkbox"/> District Staff
4.5a. How many district staff members will you be reporting capacity building information for?	You can report up to 15 district staff members. 11 members
4.5. What are the names and roles of district staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?	<p>(Only complete if district staff is named in 4.4.)</p> <p>Name: Marissa C. Garza Role: Principal Percent: 100%</p> <p>Name: Juan Carlos De La Garza Role: Instructional Officer Percent: 100%</p> <p>Name: Rodolfo Musquiz Role: ELAR Curriculum Director Percent: 7%</p> <p>Name: Carlos Rodriguez Role: ELAR Curriculum Director Percent: 7%</p> <p>Name: Rita Carreon Role: Math Director Percent: 16%</p> <p>Name: Francisco Vielma Role: Science Director Percent: 10%</p> <p>Name: Elizabeth Torres Role: DCSI, SI, Curriculum, Accountability, GT Director Percent: 50%</p>

	<p>Name: John Cox Role: Superintendent for Curriculum and Instruction Percent: 2%</p> <p>Name: Jaime Gonzalez Role: Bilingual Program Director Percent: 7%</p> <p>Name: Miriam Garcia Role: Special Education Director Percent: 3%</p> <p>Name: Laura Telles Role: Migrant Program Director Percent: 20%</p>
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<p>4.6. 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).</p>	<p>(Only complete if the organization named in 4.4 is not on the State Approved Provider List (SAPL) in 4.4.)</p> <p>The Eagle Pass ISD District Service Center has provided targeted support in Curriculum and Instruction that has contributed to significant academic improvements across several campuses. Notably, Henry B. Gonzalez Elementary improved its Accountability Rating from an F in 2024 to a B in 2025, Sam Houston Elementary advanced from a D in 2024 to a C in 2025, and Seguin Elementary also improved from a D in 2024 to a C in 2025. As a result, Eagle Pass ISD improved its overall Accountability Rating from a C in 2024 to a B in 2025, earning the second-highest score in the region.</p>
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Curriculum and Instruction	
<p>5.1. Please select the adopted curriculum for: K-5 Math</p>	<p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> Bluebonnet Learning Math Grades K-5/ Aprendizaje Bluebonnet Matemáticas K-5 Edición 1</p> <p><input type="checkbox"/> Eureka Math TEKS Edition</p> <p><input type="checkbox"/> STEMscopes Texas Math</p> <p><input type="checkbox"/> Progressions by Alba Math</p> <p><input type="checkbox"/> Texas i-Ready Classroom Mathematics</p> <p><input type="checkbox"/> IM360 Texas powered by Kiddom</p> <p><input type="checkbox"/> Teacher Created</p> <p><input type="checkbox"/> District Created</p> <p><input checked="" type="checkbox"/> Other: Math 1-5- Texas Go Math Houghton Mifflin Harcourt (1st-5th gr.)</p>
<p>5.2. Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?</p>	<p><input type="checkbox"/> Not applicable</p> <p><input checked="" type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>

<p>5.3. What new curriculum will be adopted for: K-5 Math</p>	<p>(Complete if selected 'No' in 5.2)</p> <p><input checked="" type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> Bluebonnet Learning Math Grades K-5/ Aprendizaje Bluebonnet Matemáticas K-5 Edición 1</p> <p><input type="checkbox"/> Eureka Math TEKS Edition</p> <p><input type="checkbox"/> STEMscopes Texas Math</p> <p><input type="checkbox"/> Progressions by Alba Math</p> <p><input type="checkbox"/> Texas i-Ready Classroom Mathematics</p> <p><input type="checkbox"/> IM360 Texas powered by Kiddom</p> <p><input type="checkbox"/> Teacher created</p> <p><input type="checkbox"/> District created</p> <p><input type="checkbox"/> Other:</p>
<p>5.4. When will the district adopt the new curriculum for: K-5 Math</p>	<p>(Complete if selected 'No' in 5.2.)</p> <p>Month: N/A</p> <p>Day:</p> <p>Year:</p>
<p>5.5. How many instructional minutes per week are required/recommended for implementation of this curriculum?</p>	<p>K-5 Math: 450 min/wk 1st-3rd 4th-5th- 400 min./wk</p>
<p>5.6. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?</p>	<p>K-5 Math: 450 min/wk 1st-3rd 4th-5th- 400 min./wk, it meets the required number of minutes</p>
<p>5.7. Please select the adopted curriculum: K-5 RLA</p>	<p><input type="checkbox"/> Not applicable</p> <p><input type="checkbox"/> Bluebonnet Learning K-5 Reading Language Arts/ Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edición 1</p> <p><input type="checkbox"/> Amplify Texas Elementary Literacy Program in English and Spanish</p> <p><input type="checkbox"/> Texas myView Literacy</p> <p><input type="checkbox"/> 95 Phonics Care Program Classroom Kit</p> <p><input type="checkbox"/> Texas Magnetic Reading Foundations</p> <p><input type="checkbox"/> SPIRE Program</p> <p><input type="checkbox"/> Reading Horizons Discovery</p> <p><input type="checkbox"/> IMSE Comprehensive Orton-Gillingham Plus</p> <p><input type="checkbox"/> Just Right Reader English Decodables</p> <p><input type="checkbox"/> Structured Literacy with E.A.S.E. Second Edition</p> <p><input type="checkbox"/> Bridge to Reading</p> <p><input type="checkbox"/> Pioneer Valley Educational Press (Stepping Together, Phonics Launch, In Tandem)</p> <p><input type="checkbox"/> Ready4Reading</p> <p><input type="checkbox"/> From Phonics to Reading</p> <p><input type="checkbox"/> Wilson Language Training</p> <p><input type="checkbox"/> Teacher Created Curriculum</p> <p><input type="checkbox"/> District created</p> <p><input checked="" type="checkbox"/> Other: 1st - 5th Grade HMH into Reading</p>

<p>5.8. Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?</p>	<p><input type="checkbox"/> Not applicable <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>5.9. What new curriculum will be adopted for: K-5 RLA</p>	<p>(Complete if selected 'No' in 5.8.)</p> <p><input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Bluebonnet Learning K-5 Reading Language Arts/ Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edición 1 <input type="checkbox"/> Amplify Texas Elementary Literacy Program in English and Spanish <input type="checkbox"/> Texas myView Literacy <input type="checkbox"/> 95 Phonics Care Program Classroom Kit <input type="checkbox"/> Texas Magnetic Reading Foundations <input type="checkbox"/> SPIRE Program <input type="checkbox"/> Reading Horizons Discovery <input type="checkbox"/> IMSE Comprehensive Orton-Gillingham Plus <input type="checkbox"/> Just Right Reader English Decodables <input type="checkbox"/> Structured Literacy with E.A.S.E. Second Edition <input type="checkbox"/> Bridge to Reading <input type="checkbox"/> Pioneer Valley Educational Press (Stepping Together, Phonics Launch, In Tandem) <input type="checkbox"/> Ready4Reading <input type="checkbox"/> From Phonics to Reading <input type="checkbox"/> Wilson Language Training <input type="checkbox"/> Teacher Created Curriculum <input type="checkbox"/> District created <input type="checkbox"/> Other:</p>
<p>5.10. When will the district adopt the new curriculum for: K-5 RLA</p>	<p>(Complete if selected 'No' in 5.8.)</p> <p>Month: N/A Day: Year:</p>
<p>5.11. How many instructional minutes per week are required/recommended for implementation of this curriculum?</p>	<p>K-5 RLA: 675 min/wk 1st-3rd), 450 min/wk (4th-5th)</p>
<p>5.12. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?</p>	<p>K-5 RLA: 675 min/wk 1st-3rd), 450 min/wk (4th-5th), yes, it meets the required number of minutes</p>
<p>5.13. Please select the adopted curriculum for: 6-8 Math</p>	<p><input type="checkbox"/> Not applicable <input type="checkbox"/> Bluebonnet Learning Math Grades 6-8 <input type="checkbox"/> Carnegie Learning 6-12 Texas Math Solution <input type="checkbox"/> STEMscopes Texas Mat <input type="checkbox"/> Agile Mind (Texas Mathematics) <input type="checkbox"/> Cosenza & Associates, LLC</p>

	<input type="checkbox"/> Texas i-Ready Classroom Mathematics <input type="checkbox"/> IM360 Texas Math powered by Kiddom <input type="checkbox"/> Teacher created <input type="checkbox"/> District created <input checked="" type="checkbox"/> Other: Maneuvering the Middle (6th Grade)
5.14. Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?	<input type="checkbox"/> Not applicable <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.15. What new curriculum will be adopted for: 6-8 Math	(Complete if selected 'No' in 5.14.) <input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Bluebonnet Learning Math Grades 6-8 <input type="checkbox"/> Carnegie Learning 6-12 Texas Math Solution <input type="checkbox"/> STEMscopes Texas Mat <input type="checkbox"/> Agile Mind (Texas Mathematics) <input type="checkbox"/> Cosenza & Associates, LLC <input type="checkbox"/> Texas i-Ready Classroom Mathematics <input type="checkbox"/> IM360 Texas Math powered by Kiddom <input type="checkbox"/> Teacher created <input type="checkbox"/> District created <input type="checkbox"/> Other:
5.16. When will the district adopt the new curriculum for: 6-8 Math	(Complete if selected 'No' in 5.14.) Month: N/A Day: Year:
5.17. How many instructional minutes per week are required/recommended for implementation of this curriculum?	6-8 Math: 6th- 400 min./wk
5.18. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?	6-8 Math: 6th- 400 min./wk, it meets the required number of minutes
5.19. Please select the adopted curriculum for: 6-8 RLA	<input type="checkbox"/> Not applicable <input type="checkbox"/> Amplify Texas Literacy Program, Grades 6-8 <input type="checkbox"/> Odell Education <input type="checkbox"/> Teacher created <input type="checkbox"/> District created <input checked="" type="checkbox"/> Other: RLA 6 HMH into Literature
5.20. Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?	<input type="checkbox"/> Not applicable <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.21. What new curriculum will be adopted for: 6-8 RLA	(Complete if selected 'No' in 5.20.)

	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Amplify Texas Literacy Program, Grades 6-8 <input type="checkbox"/> Odell Education <input type="checkbox"/> Teacher created <input type="checkbox"/> District created <input type="checkbox"/> Other:
5.22. When will the district adopt the new curriculum for: 6-8 RLA	(Complete if selected 'No' in 5.20.) Month: N/A Day: Year:
5.23. How many instructional minutes per week are required/recommended for implementation of this curriculum?	6-8 RLA: 450 min/wk (6th grade)
5.24. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?	6-8 RLA: 450 min/wk (6th Grade) Yes, it meets the required number of minutes
5.25. Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Bluebonnet Learning, Secondary Mathematics Algebra 1 <input type="checkbox"/> Carnegie Learning 6-12 Texas Math Solution <input type="checkbox"/> STEMscopes Math Texas <input type="checkbox"/> Agile Mind (Texas Algebra 1, Texas Algebra 2, Texas Geometry) <input type="checkbox"/> Bedford, Freeman & Worth Publishing Group LLC (Statistics and Probability with Applications (High School) 4E) <input type="checkbox"/> Consenza & Associates, LLC (Algebraic Reasoning) <input type="checkbox"/> Kiddom (Texas Math: Algebra 1, Algebra 2, Algebra Supports, Geometry) <input type="checkbox"/> Rice University OpenStax (Algebra 1) <input type="checkbox"/> Teacher Created <input type="checkbox"/> District Created <input type="checkbox"/> Other:
5.26. Is this the curriculum that will be implemented for the duration of the plan for: 9-12 Math (Algebra 1, Algebra 2, Geometry)?	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Yes <input type="checkbox"/> No
5.27. What new curriculum will be adopted for: 9-12 Math (Algebra 1, Algebra 2, Geometry)	(Complete if selected 'No' in 5.26.) <input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Bluebonnet Learning, Secondary Mathematics Algebra 1 <input type="checkbox"/> Carnegie Learning 6-12 Texas Math Solution <input type="checkbox"/> STEMscopes Math Texas <input type="checkbox"/> Agile Mind (Texas Algebra 1, Texas Algebra 2, Texas Geometry)

	<input type="checkbox"/> Bedford, Freeman & Worth Publishing Group LLC (Statistics and Probability with Applications (High School) 4E) <input type="checkbox"/> Consenza & Associates, LLC (Algebraic Reasoning) <input type="checkbox"/> Kiddom (Texas Math: Algebra 1, Algebra 2, Algebra Supports, Geometry) <input type="checkbox"/> Rice University OpenStax (Algebra 1) <input type="checkbox"/> Teacher Created <input type="checkbox"/> District Created <input type="checkbox"/> Other:
5.28. When will the district adopt the new curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)	(Complete if selected 'No' in 5.26.) Month: N/A Day: Year:
5.29. How many instructional minutes per week are required/recommended for implementation of this curriculum?	9-12 Math: N/A
5.30. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?	9-12 Math: N/A
5.31. Please select the adopted curriculum for: 9-12 RLA	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Odell Education <input type="checkbox"/> Teacher created <input type="checkbox"/> District created <input type="checkbox"/> Other:
5.32. Is this the curriculum that will be implemented for the duration of the plan for: 9-12 RLA?	<input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Yes <input type="checkbox"/> No
5.33. What new curriculum will be adopted for: 9-12 RLA	(Complete if selected 'No' in 5.32.) <input checked="" type="checkbox"/> Not applicable <input type="checkbox"/> Odell Education <input type="checkbox"/> Teacher created <input type="checkbox"/> District created <input type="checkbox"/> Other:
5.34. When will the district adopt the new curriculum for: 9-12 RLA	(Complete if selected 'No' in 5.32.) <input type="checkbox"/> Month: N/A <input type="checkbox"/> Day: <input type="checkbox"/> Year:

5.35. How many instructional minutes per week are required/recommended for implementation of this curriculum?	9-12 RLA: N/A
5.36. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?	9-12 RLA: N/A
5.37. How many instructional days are included in the 2025-2026 calendar?	180
5.38. 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?	N/A
5.39. Please describe the assessment plan for the impacted campus(es)	BiWeekly (every 2 weeks) and Learning Checks (4th and 8th week of every 9 week grading cycle) STAAR Interim Assessments (1x/semester)
5.40. Will the campus(es) implement a PLC structure?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.41. How will PLCs be organized (by grade level, content area, etc.)?	By grade level (1st-3rd) and by content area for 4th-6th
5.42. How frequently will PLCs occur?	1x/wk (1st Semester) & Bi-Weekly (2nd Semester)
5.43. Who will facilitate PLCs?	Marissa Garza, Principal & Juan C. De La Garza, Inst. Officer
5.44. Who is required to attend PLCs?	Teachers, Resource Teacher, Physical Education Teacher, Counselor
5.45. Please describe the PLC protocol to be used.	Data Analysis of Student Assessments including STAAR student scores/STAAR Interim scores, bi-weekly tests, Learning Checks and Imagine Math program individual student reports, development of Smart Goal Worksheets to identify areas of student needs based on low TEKS performance, development of Flexible Grouping Mats to address student academic needs in small group instruction, individual student data tracker review, Professional Development delivered by campus administration, review of student attendance data, campus administration discusses RBIS look-fors in daily student instruction based on walkthrough observations, monitoring of grade level meetings to support teacher internalization of lesson planning and analysis of student work
Capacity Building	
11.1. Please describe your planned training/PD sessions (and who delivers and attends) for:	<p>Principal Manager: John Cox, Superintendent for Curriculum & Inst.</p> <p>Principal: Marissa C. Garza, Principal</p> <p>Other Campus Admin (Assistant Principal, Instructional Coaches): Juan De La Garza, Instructional Officer</p> <p>Principal and Instructional Officer (IO/Assistant Principal) trainings: Data Analysis training for Principals/Instructional Officers (C&I Directors), Instructional Coaching (C&I Directors), Accountability training (SI Director), Lesson Planning training for Principals (ESC20), RBIS ELAR/Math training (ESC20), STAAR Item Analysis specific to ELAR (ELAR Director), AMIRA Overview training, (ELAR Director), Item Analysis/ specific action plan for Henry B. Gonzalez Elementary (ELAR Director), Principal's Cluster Training (ELAR Director), Small group</p>

instruction/walkthrough look fors in ELA instruction for Principals (ELA Director), Sharon Wells Review and Updates for Administrators (Math Director), C&I Directors/Principal Walkthrough Calibration feedback/coaching, Classroom Management Training (C&I Directors), English Language Proficiency Standards (Bilingual Director), Ellevation Strategies (Bilingual Director), Building Strong Readers CBLI - Content Based Language Instruction Readers (ESC 20), HB1416 and Supplemental Accelerated Instruction Practices (by Bilingual Director) for IO, New Bilingual Identification Procedures (by Bilingual Director) for IO, Bilingual Transitional Early Exit Reminders (by Bilingual Director) for Principal, Teachers of Concern Principal, Classroom Management IO, ICoach Principal and IO, Campus Walkthroughs Monitoring/Coaching **Deputy for C&I** (Principal Supervisor)- School Improvement Orientation (TEA Learn), RBIS ELAR/Math, TASA Midwinter Conference (TASA) and Summer Leadership Institute (TASB), Principal Meetings on behavior support for special education students and identifying the strengths and needs of the student to target academic growth and closing the gaps (Special Education Director)

Teachers: Teacher Training:

TTESS New Teacher Training, GT New Teacher Training (ESC20) Teacher Training: BOY Staff Development, 1st Grade – Decoding for Emergent Readers (Laren Ebeling), 2nd Grade – Building Fluency & Comprehension (ESC20), 3rd Grade – Creative Writing (ESC20), 4th Grade ELAR – Differentiated Instruction Best Practices for Struggling Readers (ELAR Director), 4th & 5th Grade Science – Elevating Science Instruction (ESC20), 4th & 5th Grade Math – Increasing Writing in the Math Classroom with Journals and Foldables (ESC20), 5th & 6th Grade – Differentiated Reading Instruction & Response Writing (ESC20) Sharon Wells & Pearlized Math (Math Director), District Assessment Writing (ELAR Director), New Teacher Staff Development: ELAR HMH Digital Platform, Scope & Sequence, YAGs, AMIRA (Instructional Officer), Spanish RLA (ELAR Director), Amira Teacher Training (Instructional Officer), Sharon Wells Training 2nd–5th Grade (Math Director), Pearlized Math (Math Director), Science EduSmart Training (Science Director), EduSmart Training K–2 (Science Director), EduSmart Training 3rd–4th Grade (Science Director), EduSmart Training 5th–6th Grade (Science Director) – Special Education Meeting #1 addressing the following topics: documentation of IEP progress and instructional strategies used in the classroom, review of special education eligibility and compensatory services (Special Education Director), English Language Proficiency Standards (Principal), TTESS/GT New Teacher Training (GT Director, Reading Learning Checks (3rd & 4th Grade Teachers), Ellevation English Learner Program Instructional Strategies (Instructional Officer), Building Strong Readers CBLI – Content-Based Language Instruction Readers (ESC20), Pearlized Math – 1st Grade Teachers – Math Director, BTLPT Certification (Bilingual Director & ESC20) – initial session (follow-ups TBD), Sharon Wells (2nd–5th Grade Teachers) (Math Director), Ellevation Strategies Teacher Training

(Principal) Best Practices in Reading (ELAR Director), Best Practices and Research-Based Instructional Strategies for ELAR, Building Strong Readers CBLI (ESC20), RBIS for ELAR Training K–12 (ESC20) RLA RBIS:1 Teacher Training (Principals) Special Education Meeting #2 addressing the following topics: documentation of IEP progress and instructional strategies used in the classroom, review of special education eligibility and compensatory services (Special Education Director) Grade-Level Cluster Trainings for Teachers of Concern (ELAR Director), 5th Grade Science Teacher of Concern (Science Director), Sharon Wells - 2nd & 3rd Grade (Math Director), Sharon Wells 4th & 5th Grade - (Math Director) Pearlized Math (1st Grade) (Math Director), PLC Meetings for ELAR (ELAR Director), RBIS for Math Training K–12 (ESC20) District Assessment Writing (ELAR Director) District Assessment Writing (4th Grade Teacher) (ELAR Director), District Assessment Writing (6th Grade Teacher) (ELAR Director), Special Education Meeting #3 addressing the following topics: documentation of IEP progress and instructional strategies used in the classroom, review of special education eligibility and compensatory services (Special Education Director), Special Education Meeting #4 addressing the following topics: documentation of IEP progress and instructional strategies used in the classroom, review of special education eligibility and compensatory services (Special Education Director), PLC Meetings for ELAR (ELAR Director), Grade-Level Cluster Trainings for Teachers of Concern (ELAR Director) 3rd Grade Teachers of Concern & follow-up, 4th Grade Teachers of Concern & follow-up (ELAR Director), Pearlized Math (1st Grade) (Math Director), Sharon Wells (2nd & 3rd Grade) (Math Director), Sharon Wells (4th & 5th Grade) (Math Director), Special Education Meeting #5 addressing the following topics: documentation of IEP progress and instructional strategies used in the classroom, review of special education eligibility and compensatory services (Special Education Director), PLC Meetings for ELAR (ELAR Director), Grade-Level Cluster Trainings for Teachers of Concern (ELAR Director), Sharon Wells (2nd & 3rd Grade) (Math Director), PLC Meetings for ELAR (ELAR Director), Sharon Wells (4th & 5th Grade) (Math Director), Special Education Meeting #6 addressing the following topics: documentation of IEP progress and instructional strategies used in the classroom, review of special education eligibility and compensatory services (Special Education Director), Grade-Level Cluster Trainings for Teachers of Concern (ELAR Director), Pearlized Math (1st Grade) (Math Director) Special Education Meeting #7 addressing the following topics: documentation of IEP progress and instructional strategies used in the classroom, review of special education eligibility and compensatory services (Special Education Director), Special Education Meeting #8 addressing the following topics: documentation of IEP progress and instructional strategies used in the classroom, review of special education eligibility and compensatory services (Special Education Director), HMH & Writable (Reading/Language Arts Director), Lead4ward (Principal), STAAR 2025–2026 Data Analysis (ELAR Director)

11.2. How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?	Henry B. Gonzalez currently does not have any teachers who have less than two years of experience. To differentiate training for inexperienced or ineffective teachers and leaders, I begin by identifying specific areas of need through classroom observations, data analysis, and feedback conversations. Individual meetings are held for Teachers of Concern who had a low performance in the previous year. Instructional coaching sessions are also provided for teachers based on walkthrough observations. C & I Directors also provide additional walkthrough feedback cycles as well as teacher staff development for teachers of concern. New teachers to grade level have been assigned by the principal to observe high performing teachers within the campus and cross campus with the neighboring campus (Ray H. Darr Elementary) on Reading and Math content areas.
11.3. 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?	A classroom Walkthrough Form is used to conduct weekly walkthroughs, at a minimum 8/week/campus administrator. The Walkthrough Form includes areas such as On-Grade Level Instruction, Classroom Management, Student Instructional Setting, Lesson Engagement, Type of Questioning, Level of Questioning, Cognitive Level Observed, Instructional Presentation (Application of District-Wide Initiative/Training), Research-Based Instructional Strategies, Use of Technology, Weekly and RBIS implementation in the classroom. The Instructional Coaching Log tool is utilized by campus administrators to track teacher coaching sessions that include individual teacher goals and outcomes. PLCs' sign-in sheets track designated Administrator trainings that are expected to be delivered by campus administration in the form of staff development for teachers.
11.4. How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	<input checked="" type="checkbox"/> Weekly <input type="checkbox"/> Bi-Weekly <input type="checkbox"/> Monthly <input checked="" type="checkbox"/> Other (please explain): Follow-up instructional coaching is provided within 3 days of the walkthrough.
11.5. What capacity building supports related to supporting students in special populations will teachers and administrators receive?	Observed weekly with targeted feedback aligned to individualized growth plans. Follow-up observations are conducted to monitor progress and provide additional modeling or co-teaching support as needed. The resource teacher is integrated into PLCs as needed per grade level. The Bilingual Director provided training to campus administration on supporting Emergent Bilingual students including: English Language Proficiency Standard and Ellevation English Learner Program Strategies. Campus administrators then turned around and provided the ELPS and Ellevation strategies training to campus teachers. The Bilingual Director also offered in small teacher groups at H.B. Gonzalez Elementary: Building Strong Readers CBLI - Content Based Language Instruction Readers (ESC 20). Increased Resource support is provided 2x/week from an added Resource teacher from a neighbor elementary campus to provide additional support to Special Education students.

<p>12.1. Please share the key milestones for this strategy from August 2025 to August 2026 for TIP, key milestones from August 2026 to August 2028 for TAP Development, and key milestones from August 2025 to August 2027 for TAP Development AND Implementation. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.</p>	<p>Principal, Instructional Officer (IO/Assistant Principal) and Deputy for C&I (Principal Supervisor) trainings: July 2025 07-16-25: Principal's Meeting (C&I/Program Directors) 07-24-25: Data Analysis training for Principals (C&I Directors) 07-25-25: Data Analysis training for Instructional Officers (C&I Directors) 07-30-25: HB1416 and Supplemental Accelerated Instruction Practices for Instructional Officers (Bilingual Director) 07-30-25 HBG Principal Meeting (Dept. for C&I) August 2025 08-13-25: Principal's Meeting- STAAR Results/Accountability Results (Dept. for C&I/SI/Accountability Director) 08-18-25: STAAR Item Analysis specific to ELAR (ELAR Director) 08-20-25: AMIRA Overview training (ELAR Director) 08-27-25: New Bilingual Identification Procedures for Instructional Officers (Bilingual Director) 08-28-25: Item Analysis/specific action plan for Henry B. Gonzalez Elementary (ELAR Director) 08-28-25: Bilingual Transitional Early Exit Reminders for Principals (Bilingual Director) 08/29/2025: School Improvement ID Data/CNA/CIP Review-HB Gonzalez (DCSI/SI Director) September 2025 09-02-25: Instructional Coaching (C&I Directors) 09-03-25: Sharon Wells Review and Updates for Administrators (Math Director) 09-11-25: Principal's Meeting (Dept. for C&I/Directors) 09-11-25: Principal Meetings on behavior support for special education students and identifying the strengths and needs of the student to target academic growth and closing the gaps (Special Education Director) 09/15/2025: School Improvement for HB Gonzalez/DCSI (ESC Region 20) 09-16-25: Campus Collaboration Meeting HB Gonzalez and San Luis Elementary Principals (Dept. for C&I, SI/Accountability Director) 09-09-16-25: School Improvement Orientation (TEA Learn) Deputy for C&I (Principal Supervisor), SI Director, Principal 09-22-25: Teachers of Concern Principal (C&I Directors) 09-25-25: Accountability training (SI Director) 09/25/2025: School Improvement CIP Review-HB Gonzalez (SI Director) 09-25-25: Principal's Meeting (Dept. for C&I) October 2025 10/6/2025: Bilingual Instruction Plan HBG (Bilingual Director/SI Director) 10-08-25: Small group instruction/walkthrough look fors in ELA instruction for Principals (ELA Director) 10-14-25: HBGonzalez Principal BOY T-PESS Goals (Dept. for C&I) 10-14-25: Classroom Management Training (C&I Directors) 10-14-25: English Language Proficiency Standards (Bilingual Director) 10-15-25: Lesson Planning training for Principals (ESC20) 10-17-25: Principal's Cluster Training (ELAR Director) 10-17-25: Ellevation Strategies (Bilingual Director) 10/24/2025: TIP Training/Support Meeting-HBG (ESC 20) 10/28/2025: TIP-HB Gonzalez Principal (SI Director) 10-29-25: Building Strong Readers CBLI - Content Based Language Instruction Readers (ESC 20) November 2025 11/04/2025: TIP HB Gonzalez Principal (SI Director)</p>
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	<p>11-05-25: RBIS training ELAR K-12 Grade (ESC20) for Principals and Dept. for C&I (Principal Supervisor)</p> <p>11/06/25: RBIS ELA Follow Up/Google Meet (SI Director/Dept. For C&I)</p> <p>11/7/2025: HBG Targeted Improvement Plan-Principal and Directors (SI Director)</p> <p>11/12/2025: TIP-HB Gonzalez Principal (SI Director)</p> <p>11-13-25: Principal Meetings on ELAR/AMIRA Reporting/Math/Science/Instructional Coaching/Learning Checks/RBIS/RDA/Bilingual Ellevation Dashboard (Dept. for C&I/Directors)</p> <p>11-17-25: Principal Meetings on ELAR/Math/Science/Instructional Coaching//RBIS/RDA, behavior support for special education students and identifying the strengths and needs of the student to target academic growth and closing the gaps (Special Education Director)</p> <p>December 2025</p> <p>12-02-25: Classroom Management Instructional Officers (C&I Directors)</p> <p>12-04-25: iCoach Principal and Instructional Officers (C&I Directors)</p> <p>12-10-25: RBIS for Math Training K-12 Grade (ESC20) for Principals and Dept. for C&I (Principal Supervisor)</p> <p>12/08/2025 - 05/13/2026: Campus Walkthroughs Monitoring/Coaching (Ongoing)</p> <p>January 2026</p> <p>01-25-26 to 01-28-26: TASA Midwinter Conference (TASA) for Deputy for C&I (Principal Supervisor)</p> <p>February 2026</p> <p>02-03-26 Principal Meetings on behavior support for special education students and identifying the strengths and needs of the student to target academic growth and closing the gaps (Special Education Director)</p> <p>April 2026</p> <p>04-07-26 Principal Meetings on behavior support for special education students and identifying the strengths and needs of the student to target academic growth and closing the gaps (Special Education Director)</p> <p>June 2026</p> <p>06-10-26 to 06-13-26: Summer Leadership Institute (TASB) for Deputy for C&I (Principal Supervisor)</p> <p>Ongoing</p> <p>C&I Directors/Principal Walkthrough calibration/monitoring/feedback/coaching (Ongoing throughout the month)</p> <p>Capacity Building Staff Development ongoing as campus needs arise (Ongoing)</p> <p>Deputy for C&I, SI Director and Curriculum Directors weekly Instructional Leadership meetings to discuss progress and strategies to support the campus (Ongoing)</p> <p>Deputy for C&I/SI Director will meet 2x/month or more as needed with campus Principal to discuss campus strategies and plan how we can assist campus leadership and staff (Ongoing)</p> <p>Teacher Training: July 2025</p> <ul style="list-style-type: none"> • July 29–30, 2025 – TTESS New Teacher Training, GT New Teacher Training <p>August 2025</p> <ul style="list-style-type: none"> • August 1, 2025 – TTESS New Teacher Training, GT New Teacher Training (continued) • August 6, 2025 – Teacher Training: BOY Staff Development o 1st Grade – Decoding for Emergent Readers (Laren Ebeling)
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- o 2nd Grade – Building Fluency & Comprehension (ESC20)
- o 3rd Grade – Creative Writing (ESC20)
- o 4th Grade ELAR – Differentiated Instruction Best Practices for Struggling Readers (ELAR Director)
- o 4th & 5th Grade Science – Elevating Science Instruction (ESC20)
- o 4th & 5th Grade Math – Increasing Writing in the Math Classroom with Journals and Foldables (ESC20)
- o 5th & 6th Grade – Differentiated Reading Instruction & Response Writing (ESC20)
 - August 25–28, 2025 – Sharon Wells & Pearlized Math (Math Director)
 - August 28, 2025 – District Assessment Writing (ELAR Director)
- September 2025
 - September 2, 2025 – New Teacher Staff Development: ELAR HMH Digital Platform, Scope & Sequence, YAGs, AMIRA (Instructional Officer)
 - September 3, 2025 – Spanish RLA (ELAR Director)
 - September 9, 2025 – Amira Teacher Training (Instructional Officer)
 - September 16–17, 2025 – Sharon Wells Training 2nd–5th Grade (Math Director)
 - September 19, 2025 – Pearlized Math (Math Director)
 - September 22–23, 2025 – Science EduSmart Training (Science Director)
 - September 22, 2025 – EduSmart Training K–2 (Science Director)
 - September 23, 2025 – EduSmart Training 3rd–4th Grade (Science Director)
 - September 24, 2025 – EduSmart Training 5th–6th Grade (Science Director)
- October 2025
 - October 3, 2025 – Special Education Meeting #1 addressing the following topics: documentation of IEP progress and instructional strategies used in the classroom, review of special education eligibility and compensatory services (Special Education Director)
 - October 8, 2025 – English Language Proficiency Standards (Principal)
 - October 15–16, 2025 – TTESS/GT New Teacher Training (GT Director)
 - October 15–16, 2025 – Reading Learning Checks (3rd & 4th Grade Teachers)
 - o Ellevation English Learner Program Instructional Strategies (Instructional Officer)
 - o Building Strong Readers CBLI – Content-Based Language Instruction Readers (ESC20)
 - o Pearlized Math – 1st Grade Teachers – Math Director
 - o BTLPT Certification (Bilingual Director & ESC20) – initial session (follow-ups TBD)
 - October 21–23, 2025 – Sharon Wells (2nd–5th Grade Teachers) (Math Director)
 - October 28, 2025 – Ellevation Strategies Teacher Training (Principal)
 - October 29, 2025 –
 - o Best Practices in Reading (ELAR Director)
 - o Best Practices and Research-Based Instructional Strategies for ELAR
 - o Building Strong Readers CBLI (ESC20)
 - o RBIS for ELAR Training K–12 (ESC20)
- November 2025
 - November 6, 2025 – RLA RBIS:1 Teacher Training (Principals)
 - November 7, 2025 Special Education Meeting #2 addressing the following topics: documentation of IEP progress and instructional

	<p>strategies used in the classroom, review of special education eligibility and compensatory services (Special Education Director)</p> <ul style="list-style-type: none"> • November 13, 2025 – Grade-Level Cluster Trainings for Teachers of Concern (ELAR Director) • November 18, 2025 – 5th Grade Science Teacher of Concern (Science Director) <p>December 2025</p> <ul style="list-style-type: none"> • December 2, 2025 – Sharon Wells (2nd & 3rd Grade) (Math Director) • December 4, 2025 – Sharon Wells (4th & 5th Grade) (Math Director) • December 5, 2025 – Pearlized Math (1st Grade) (Math Director) • December 8, 2025 – PLC Meetings for ELAR (ELAR Director) • December 10, 2025 – <ul style="list-style-type: none"> ◦ RBIS for Math Training K-12 (ESC20) ◦ District Assessment Writing (ELAR Director) • December 11, 2025 – District Assessment Writing (4th Grade Teacher) (ELAR Director) • December 12, 2025 – District Assessment Writing (6th Grade Teacher) (ELAR Director) • December 12, 2025 Special Education Meeting #3 addressing the following topics: documentation of IEP progress and instructional strategies used in the classroom, review of special education eligibility and compensatory services (Special Education Director) <p>January 2026</p> <ul style="list-style-type: none"> • January 9, 2026 Special Education Meeting #4 addressing the following topics: documentation of IEP progress and instructional strategies used in the classroom, review of special education eligibility and compensatory services (Special Education Director) • January 13, 2026 – PLC Meetings for ELAR (ELAR Director) • January 14, 2026 – <ul style="list-style-type: none"> ◦ Grade-Level Cluster Trainings for Teachers of Concern (ELAR Director) ◦ 3rd Grade Teachers of Concern & follow-up • January 15, 2026 – 4th Grade Teachers of Concern & follow-up (ELAR Director) • January 29, 2026 – Pearlized Math (1st Grade) (Math Director) <p>February 2026</p> <ul style="list-style-type: none"> • February 3, 2026 – Sharon Wells (2nd & 3rd Grade) (Math Director) • February 5, 2026 – Sharon Wells (4th & 5th Grade) (Math Director) • February 6, 2026 Special Education Meeting #5 addressing the following topics: documentation of IEP progress and instructional strategies used in the classroom, review of special education eligibility and compensatory services (Special Education Director) • February 9, 2026 – PLC Meetings for ELAR (ELAR Director) • February 12, 2026 – Grade-Level Cluster Trainings for Teachers of Concern (ELAR Director) <p>March 2026</p> <ul style="list-style-type: none"> • March 3, 2026 – <ul style="list-style-type: none"> ◦ Sharon Wells (2nd & 3rd Grade) (Math Director) ◦ PLC Meetings for ELAR (ELAR Director) • March 5, 2026 – Sharon Wells (4th & 5th Grade) (Math Director) • February 6, 2026 Special Education Meeting #6 addressing the following topics: documentation of IEP progress and instructional strategies used in the classroom, review of special education eligibility and compensatory services (Special Education Director) • March 26, 2026 – Grade-Level Cluster Trainings for Teachers of Concern (ELAR Director)
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	<p>April 2026</p> <ul style="list-style-type: none"> • April 1, 2026 – Pearlized Math (1st Grade) (Math Director) • April 1, 2026 Special Education Meeting #7 addressing the following topics: documentation of IEP progress and instructional strategies used in the classroom, review of special education eligibility and compensatory services (Special Education Director) <p>May 2026</p> <ul style="list-style-type: none"> • May 1, 2026 Special Education Meeting #8 addressing the following topics: documentation of IEP progress and instructional strategies used in the classroom, review of special education eligibility and compensatory services (Special Education Director) <p>July 2026</p> <ul style="list-style-type: none"> • July 21, 2026 – HMH & Writable (Reading/Language Arts Director), Lead4ward (Principal), STAAR 2025–2026 Data Analysis (ELAR Director) <p>Ongoing</p> <ul style="list-style-type: none"> • Capacity Building & Staff Development Ongoing professional development provided as campus needs arise. • Professional Learning Communities (PLCs) • Weekly PLCs every Wednesday during the 1st semester • PLCs held every other week during the 2nd semester • Resource Deployment • Elevation English Learner Program: Instructional Strategies for EB students — 10/30/25 • Additional Resource Teacher support (2x/week) — Beginning 08/11/25 • Departmentalized teacher content planning with neighboring campus (Grades 4–6, every other week) — Beginning 09/04/25 • Quill Grammar Program for 6th Grade — 08/25/25 • Summit K–12 for 5th Grade Science — 08/11/25 • STAAR Master for Grades 3–6 (ELA/Math) — 08/11/25 • STAAR Countdown for Grades 3–6 (ELA) — 09/15/25 • Instructional Aides provide small-group student interventions in ELA, Math, and Science under teacher supervision — Beginning 08/18/25 • Student Tutorials — Beginning 11/10/25 • Coaching & Instructional Support Coaching provided based on teacher needs; feedback delivered within three days following walkthrough observations (ongoing). • Assessment Cycles • Bi-weekly student assessments • Learning Checks during the 4th and 8th weeks of each 9-week grading cycle • STAAR Interim Assessments
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Performance Management

<p>13.1. Please describe how district and campus leaders will monitor the successful implementation of this plan.</p>	<p>District and campus leaders will monitor the successful implementation of this plan through a systematic and data-driven approach focused on accountability for implementation, feedback cycles for teachers, student assessment data reviews, development of data driven instructional plans, individual student progress monitoring forms with a focus on continuous improvement. Deputy for C&I, SI Director and Curriculum Directors plan to meet weekly for Instructional Leadership meetings to discuss progress and strategies to support the campus. Deputy for C&I/SI Director will meet 2x/month or more as needed with campus Principal to discuss campus strategies and plan how we can assist campus leadership and staff.</p>
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13.2. Who will be responsible for reviewing progress towards the milestones described in the previous section?	Principal and Instructional Officer (Assistant Principal) will review progress towards milestones through teacher feedback cycles, PLCs for student assessment data reviews, instructional plans. Progress will be monitored through scheduled data meetings, walkthrough observations, PLC discussions, and review of formative and summative assessment results. Administration will analyze student performance data and instructional implementation to determine if milestones are being met and adjust action steps as needed.
13.3. How frequently will progress toward milestones be reviewed?	<input checked="" type="checkbox"/> Weekly <input checked="" type="checkbox"/> Bi-Weekly (Meets Expectation) <input type="checkbox"/> Monthly (Does not Meet Expectation) <input type="checkbox"/> Other (Please Explain):
13.4. How will milestone progress data be collected?	Milestone progress data will be collected through multiple sources of evidence, including classroom walkthroughs, lesson plan reviews, student work samples, formative and summative assessments, and PLC meeting notes. Additionally, data from progress monitoring tools, interim assessments, and district common assessments will be analyzed to measure student growth and instructional impact. Teachers will input assessment results into the individual student data tracker, which will be reviewed weekly by teachers and biweekly by the Campus Leadership Team to monitor progress toward established milestones.
13.5. How will milestone progress data be shared with district leadership and other relevant stakeholders?	Milestone progress data will be shared with district leadership (Curriculum Directors, SI Director, Deputy for C&I and Superintendent (semester)) and relevant stakeholders through monthly data progress reports, Instructional Campus Leadership Team meeting weekly documentation. Communicating with teachers during weekly PLC's, parents through Title I Family Engaging Meetings every month, and the Site-Based Decision-Making (SBDM) Committee every 9 weeks to ensure transparency and collective accountability for student achievement.
Resources	
14.1. Please share the required costs to implement plan and source of funds:	Staff Development- Title I, Part A, 211/289, Supplemental Instructional Materials (Summit K-12, STAAR Count Down) Title I, Part A, 211, Title I, Part A, 211, CBLI Staff Development/Elevation Strategies Bilingual Allotment (166)
14.2. 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?	The SI strategy is not contingent on a grant funding source to support and execute this strategy.
Additional Information	
15.1. Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)	None
15.2. Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)	N/A