

ROBSTOWN INDEPENDENT SCHOOL DISTRICT
AGENDA ACTION SHEET

Date: Nov 17, 2025

Subject: Discuss and consider approval of the Turnaround Plans for Lotspeich Leadership Academy, Robert Driscoll Jr. STEM Academy and Seale Jr. High for the 2025-2026 and 2026-2027 school years and the Targeted Improvement Plan for San Pedro Fine Arts Academy for the 2025-2026 and 2026-2027 school years.

Administrator Responsible: Joshua Garcia, Jacqueline Padilla, Gianna Morales, Anisa Chavera & Jaime Velasco

Position: Director of Teaching & Learning; Principal - Lotspeich Leadership Academy; Principal - Robert Driscoll Jr. STEM Academy; Principal - Seale Junior High School; Principal - San Pedro Fine Arts Academy

A. Purpose of Agenda Item:

☐ Information Only:

☒ Action Needed:

B. Authority for this Action:

☐ Local Policy:

☒ Law or Rule: Texas Administrative Code, Title 19, Part 2, Chapter 97, Subchapter EE,
Rule §97.1061

C. Strategic Objective, Goal, or Need Addressed: The turn around plans and targeted improvement plans align with the goals and objectives for the campus and the district.

D. Summary: Schools identified as Comprehensive Support under the Texas Education Agency (TEA) accountability system are required to develop and submit a Turnaround Plan or Targeted Improvement Plan outlining specific strategies to address areas of low performance. Additionally, stakeholder engagement meetings were held on October 29 & 30th to gather feedback from stakeholders on the development and implementation of the campus TAP & TIP.

E. Alternatives Considered:

F. Comments Received:

G. Administrative Recommendation: To approve the Turnaround Plans for Lotspeich Leadership Academy, Robert Driscoll Jr. STEM Academy, and Seale Junior High as presented. To approve the Targeted Improvement Plan for San Pedro Fine Arts Academy as presented.

H. Fiscal Impact and Cost: The Turn Around Plan and Targeted Improvement Plans are required to access LASO 3 funding earmarked for school improvement.

I. Monitoring and Reporting: 2025-2027



Turnaround Plan (TAP)/Targeted Improvement Plan (TIP)

Overview

School Improvement Strategy

Intensive Curriculum & Instruction Improvements

Our campus identified that inconsistent Tier I instruction and limited lesson internalization contributed to below-grade-level performance in Reading and Math. To address this, we are implementing High-Quality Instructional Materials (HQIM)—Amplify K–5 for Reading Language Arts and Bluebonnet Math K–5 for Mathematics—to strengthen daily instruction and ensure alignment to the TEKS.

With coaching and partnership support from Great Minds, ESC Region 2, and NIET, we are refining teacher planning, delivery, and feedback systems to ensure instructional coherence across grade levels.

Goal: Exit School Improvement by August 2027, demonstrating measurable student growth by spring 2026.

Curriculum & Instruction Focus

- Implement HQIM with fidelity through structured lesson internalization protocols and collaborative planning.
- Strengthen Professional Learning Communities (PLCs) focused on instructional planning, student work analysis, and responsive teaching.
- Provide targeted coaching and observation cycles aligned to lesson delivery and student outcomes.
- Ensure alignment and consistency across classrooms to improve Tier I instruction.

Assessment & Progress Monitoring

Year 1 (2025–2026):

- Establish consistent, data-driven assessment practices aligned to HQIM.
- Administer common assessments tied to Amplify and Bluebonnet unit objectives.
- Use mCLASS DIBELS 8 (Reading) and IXL Diagnostic Reports (Math) for ongoing progress monitoring.
- Embed student work analysis and data review within weekly PLCs to inform reteach and intervention.

Year 2 (2026–2027):

- Deepen the use of assessment data to refine Tier I instruction and strengthen intervention systems.
 - Track longitudinal student growth and expand campus-level data conversations.
 - Integrate both qualitative and quantitative measures to evaluate student mastery and instructional impact.
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PLC Framework

Year 1 (2025–2026):

- Launch a unified three-cycle PLC model focused on:
 1. Lesson Internalization
 2. Student Work Analysis (SWAP)
 3. Responsive Teaching

- Facilitate PLCs through instructional coaches and campus leaders, with support from NIET and the Teaching & Learning Department.

Year 2 (2026–2027):

- Strengthen PLC implementation through vertical collaboration and teacher-led facilitation.
- Focus on data calibration, differentiation strategies, and continuous instructional improvement.

Overall Goal

To build a culture of instructional excellence through consistent, data-informed teaching and learning practices that lead to sustained student growth and successful exit from School Improvement by August 2027.



Scan to access full RISD 2025-2026 Turnaround Plan/Targeted Improvement Plan

<https://tinyurl.com/RISDTAP2025>