

Judson Independent School District Turnaround Plan

Masters Elementary School

TAP STRUCTURE



STAKEHOLDER ENGAGEMENT

Masters ES

School Leadership Meeting: September 12, 2025, 9:00 a.m.

Community Meeting: September 11, 2025, 4:30 p.m.

Campus Site-Based Meeting September 10, 2025, 3:30 p.m.

Coffee with the Counselors/Principal

- September 17, 2025, 7:15 a.m.

Parent Teacher Organization Meeting:

- September 17, 2025, 3:30 p.m.

Campus Staff Meeting: September 25, 2025, 3:20 p.m.

Masters Turnaround Plan Community Letter and Survey: September 25, 2025

Collaborative TAP Planning Meeting with Masters Community: October 9, 2025, 3:30 p.m.

Draft Turnaround Plan and feedback form shared electronically and printed at campus: September 16, 2025

Post Public Hearing in Newspaper: October 1, 2025

Public Hearing: October 16, 2025

SCHOOL IMPROVEMENT STRATEGY

Masters ES

Upon the release of the 2025 State Accountability Ratings Master ES has two unacceptable campus ratings (Fs). Campuses with two consecutive unacceptable ratings are required to write a turnaround plan.

District Improvement Strategy: Change in Campus Leadership
Implementation of HQIM for Reading & Math

MILESTONES AND PERFORMANCE MANAGEMENT: MPM (SY 25/26 - 26/27) Weekly Cycle

Milestone	Priority Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Data
Restructured professional development to include a focused approach for improving Tier I instruction and student performance	5.1	June 2025	HQIM lesson structure PLC implementation model	Campus Leadership, Academic Trainers	Agenda, PLC observation form, HQIM observation form	Weekly
Principal reviewed School of Choice roster and recommended revocation or probationary status, as needed	1.3	July 2025	SOC student roster Student profiles, including attendance reports, grades, state assessment scores, and discipline records	Principal	Reports for behavior, academic, and attendance for all probationary students	Every Nine 9 weeks
Observation/Monitoring calendar for each admin indicating which class will be observed on which day and what will be monitored (ex: Judson ISD instructional model: objective, gradual release model, questioning, accountable talk, HQIM implementation)	5.2	August 2025	Observation Calendar; Feedback Rubric	Admin, Academic Trainers	Observation Calendar Feedback Rubric Completed Academic Trainer Google Form	On Going Bi-Weekly
Create a calendar of accelerated and small group instruction for elementary campuses within the regular school day for students with low mastery	5.4	August 2025	Master Schedule	Principal, Academic Trainers, Classroom Teachers	Attendance of Students, Unit Assessments, Screener Data	Monthly

Milestone	Priority Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Data
Create a common small group framework, including Progress Learning, to assess the mastery of spiraled low-performing TEKS	4.1	August 2025	Progress Learning, data trackers, Lead4ward Field Guides and IQ documents	Academic trainers Core teachers	Copies of common assessments w/retested standards and student performance	4 weeks 9 weeks
Facilitate weekly PLC meetings to ensure alignment with content to context to assessment to written and taught curriculum	5.3	August 2025	PLC meetings on the calendar; PLC weekly agendas, PLC coaching/Solution Tree	Campus leadership Academic trainers	PLC agenda and sign-in sheets	Bi-Weekly
Create student data tracking protocols and forms for ELA and Math enabling low-performing students tools to track their progress	1.3 5.3 5.4	August 2025	JISD student progress monitoring tool	Elementary RTI Classroom teachers	Data tool tracking spreadsheet, NWEA MAP student progress report	4 weeks 9 weeks
Implemented attendance incentives, as well as attendance tracking to prevent truancy	1.3 3.1	August 2025	Skyward RAAWEE Community partners (for incentives)	Campus Leadership PEIMS clerk Truancy Officer	Absence occurrence reports RAAWEE reports	4 weeks 9 weeks
Increased staff involvement and communication by adding additional staff meeting each month	1.3 3.1	August 2025	Calendared meetings Meeting agenda	All staff	Agenda Sign in sheets Staff feedback data	Monthly
Provided peer-led targeted professional development based on teacher feedback	5.1 5.2	August 2025	Teacher created resources	Classroom teachers	Walkthrough observations	Weekly
Implemented Discipline Tracking Form for teachers to create a multi-tier support system	1.3 3.1 3.3	August 2025	Discipline Tracking Form	Classroom teachers Campus Leadership	Discipline Tracking Form Decreased referrals	Throughout year

	5.4					
Implemented safety measures in regard to student arrival and dismissal	3.1	August 2025	Campus maps Media accounts for communication Car pick up Google form	All staff	Observation Community survey Safety reports	Throughout year
Reinforced staff roles and responsibilities to better service all students	1.1 2.1	August 2025	JISD Roles and Responsibilities page	Campus Leadership	Roles and Responsibilities page in Campus Handbook	Throughout year
McTeacher Night family event	3.3	August 2025 January 2026	Flyer McDonalds	Assistant Principal McDonalds Marketing Director Attendance Stakeholder feedback Campus staff	Attendance totals Stakeholder feedback	August 2025 January 2026
Facilitate bi-weekly meetings with the special education team	1.3	September 2025	Frontline access Teacher schedules Student IEPs	Campus Leadership Academic trainer Special Education teachers Dyslexia teacher	Agenda Sign in sheets	Bi-Weekly
Facilitate weekly planning meetings for grade level teams to focus on lesson internalization and peer modeling	5.1	September 2025	Planning framework Pacing calendar Curriculum guides	Campus Leadership Academic trainer Classroom teachers	Agenda Sign in sheets Planning framework	Weekly
Build teacher capacity within new 1 st grade team by visiting another campus to observe experienced teachers instructing reading block.	5.2	September 2025	Model teachers	1 st grade teachers Academic Trainer	Walkthrough Observations	weekly

Milestone	Priority Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Data
Improve staff morale through campus beautification	3.3	August 2025	Community volunteers FS Direct	Campus Leadership Community Volunteers District Maintenance	Observation Staff use of upgraded areas Decrease in safety/injury reports	October 2025
Mandatory teacher-parent conferences for all students in the first nine weeks	3.3	October 2025	Parent-teacher conference forms Training on parent meetings School Compact Family Engagement Policy	Classroom teachers	Conference forms completed for all meetings	9 weeks
Presence of campus therapy dog to improve student and staff SEL	3.2	September 2025	Required district permission forms	School Counselor	Staff and family survey Class Catalyst	Throughout year
Conversation with the Counselors and Principals	3.2 3.3	September, November 2025 January, March 2026	Counseling materials Sign in sheets Breakfast QR for feedback	School Counselor School Social Worker Campus Leadership	Attendance totals Feedback from families	Throughout year
Staff and family Trunk or Treat	3.3	October 2025	School parking lot Staff and family volunteers Invitation	Campus Leadership Teacher Volunteers Parent Volunteers Community Volunteers	Attendance totals Stakeholder feedback	October 2025
Fall Festival	3.3	November 2025	Gym Cafeteria Staff and family volunteers	Campus Leadership Teacher Volunteers Parent Volunteers Community Volunteers	Attendance totals Stakeholder feedback	November 2025

			Invitation			
Literacy Night	3.2 3.3	December 2025	Flyer Selected literacy games Library	School Librarian Campus Leadership Campus staff	Stakeholder feedback	December 2025
Math Night	3.2 3.3	January 2026	Flyer Selected math games Cafeteria Mathnasium	Mathnasium owner Campus Leadership Campus staff	Stakeholder feedback	January 2026

Milestone	Priority Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Data
Pancakes with Santa Choir Performance	3.3	December 2025	Choir Converse Fire Department	Choir teacher Campus Leadership Choir students	Stakeholder feedback	December 2025
Spring Fling	3.3	Mar 2026	Gym Cafeteria Staff and family volunteers Invitation	Campus Leadership Teacher Volunteers Parent Volunteers Community Volunteers	Attendance totals Stakeholder feedback	March 2026
Review teacher past STAAR performance and T-TESS evaluations to determine teacher placement; ensure only high-performing teachers are in core STAAR tested areas	1.1 1.2 1.3	Aug/ Sept 2025 April/May 2026	2025 STAAR performance and TTESS evaluations	Campus Leadership	NWEA MAP screeners, unit assessments, Classroom Observations PLC Observations, BOY, MOY, EOY, TTESS	June 2025/ 2026

MPM: Talent Strategy - Staffing and Talent

Effective teachers are identified through statistical analysis of student growth data, administrator observations. Both principals and teachers benefit from additional professional development at the beginning of the year and ongoing targeted support.

- Teachers are redistributed by placing our highest performing teachers in our lowest performing campuses. Teachers identified as effective based on a statistical analysis of student assessment growth STAAR Performance data along with administrator observations.
- To minimize the negative impact on campuses contributing their teachers to this initiative, no more than 2 teachers per campus will be allowed to move to a turnaround campus.

MPM: Administrator Development (Experience)

The chart below outlines professional learning sessions designed to support campus administrators. These sessions include topics such as the Foundational Leadership Instructional Practices and Systems (FLIPS) and the encompassing milestones: establishing a Campus Leadership Team, strong systems for planning, establishment of CLT calendar and systems, establishing a Professional Learning Community, alignment of rigor, assessment calendar, and goal, and long-term planning. Our C&I Department will support follow-up implementation.

Upfront Training for School Year 2025-2026		
Date	Content	Audience
June 2 – 5, 2025 JISD C&I Summer Institute	Upfront and targeted professional learning plan and support for all campuses on understanding the state and federal accountability systems, Campus Needs Assessment, middle school initiative, Campus Improvement Plan, Principal Data Dashboard, strategic staffing, Bluebonnet Learning Math implementation (HQIM), Professional Learning Communities, and Tier 1 instructional monitoring tools.	Campus administration Academic trainers
July 21 – 23, 2025 JISD Leadership Summit	Three days of intense focus on accountability, legislative updates, Texas Teacher Evaluation and Support System (T-TESS), documentation protocols, special education, progress monitoring, and instructional practices tied to high leverage indicators, and discipline management.	Campus Administration Academic trainers
August 2025 Professional Learning	In-depth training on Multi-Tiered Student Support, data	Campus Administration Academic trainers

Communities: Year 1	protocols, protected, and powerful team conversations to increase teacher efficacy and student academic achievement.	
Upfront Training for School Year 2026-2027		
Date	Content	Audience
June 1 - 4, 2026 JISD C&I Summer Institute	Upfront and targeted professional learning plan and support for all campuses on understanding the state and federal accountability systems, Campus Needs Assessment, middle school initiative, Campus Improvement Plan, Principal Data Dashboard, strategic staffing, Bluebonnet Learning Math, Professional Learning Communities, and Tier 1 instructional monitoring tools.	Campus administration Academic trainers
July 20 - 22, 2026 JISD Leadership Summit	Three days of intense focus on accountability, legislative updates, Texas Teacher Evaluation and Support System (T-TESS), documentation protocols, special education, progress monitoring, and instructional practices tied to high leverage indicators, and discipline management.	Campus Administration Academic trainers
August 4, 2026 Professional Learning Communities: Year 2	In-depth training on Multi-Tiered Student Support, data protocols, protected, and powerful team conversations to increase teacher efficacy and student academic achievement.	Campus Administration Academic trainers
Ongoing Professional Learning Cohorts for School Year 2025-2026		
Date	Content	Audience
Professional Learning Communities (PLC) Year 1	Introduction to the PLC protocols, systems, and outcomes (DuFour) to improve teacher efficacy and	Campus teachers Academic trainers

	student performance	
Professional Development	Strategic launches into upcoming curriculum and research-based instructional strategies	Judson ISD core teachers
Academic Trainer Cohort	Planning protocols, coaching protocols, and HQIM look-fors in PLC sessions; monthly Tier 1 observation and feedback cycle with ATs	Judson ISD Academic Trainers
Assistant Principal (AP) cohort	Processes and coaching for HQIM, PLC, data analysis, research-based instructional strategies, effective practices in observation and feedback.	Judson ISD Assistant Principals
Ongoing Professional Learning Cohorts for School Year 2026 – 2027		
Date	Content	Audience
Professional Learning Communities (PLC) Year 2	Year 2 of the PLC implementation protocols, systems, and outcomes (DuFour)	Campus teachers Academic trainers
Professional Development	Strategic launches into upcoming curriculum and research-based instructional strategies	Judson ISD core teachers
Curriculum & Instruction Learning Supports for School Year 2025-2026		
Date	Content	Audience
2025 – 2026 Weekly review of campus data	Analyze academic data, campus discipline data, and attendance data. Discuss challenges and brainstorm solutions. Calibrate and debrief walkthroughs on test areas with campus and district leadership. Determine areas of strength and areas of need.	Campus Leadership Team Assistant Principal, Academic Leaders
2025 – 2026 Ongoing monthly Data to Action (DTA) meetings with campus leaders	Provide training to strengthen data analysis and their effective application at the campus level. Deep dive into campus level assessment data to set goals and plan for improvement.	Principals, Assistant Principal Academic Trainers

	Collaborate with peers on high yield instructional strategies that positively impact instruction.	
Curriculum & Instruction Learning Supports for School Year 2026 - 2027		
Date	Content	Audience
2026 – 2027 Weekly review of campus data	<p>Review and refine Campus Improvement Plans based on 2025-2026 outcomes.</p> <p>Discuss and adjust school-wide instructional initiatives and their impact.</p> <p>Analyze progress towards established goals and identify necessary adjustments</p> <p>Review previous 2025-2026 staffing model and adjust to benefit student academic achievement.</p>	Principals, Assistant Principals, Academic Trainers
2026 - 2027 Ongoing monthly Data to Action (DTA) meetings	<p>Provide training to strengthen data analysis and their effective application at the campus level.</p> <p>Deep dive into campus level assessment data to set goals and plan for improvement.</p> <p>Determine the high yield instructional strategies that positively impact instruction.</p>	

MPM: Teacher Development (Experience)

The chart below outlines professional learning opportunities for Judson ISD elementary. The content of the sessions revolves around teacher efficacy with district-adopted High Quality Instructional Materials (HQIM), lesson planning, including the use of research, high impact instructional strategies, and differentiation to support all learners.

Upfront Training for School Year 2025-2026		
Date	Content	Audience
May 13 – 15 May 20 – 21	Introduction to Judson ISD HQIM, Bluebonnet Learning in Math overview of resources, supports, and processes for structures implementation.	Elementary Math teachers at Masters ES
August 5 – 7, 2025	Introduction to Judson ISD HQIM, Bluebonnet Learning in Math, with a focus on research-based and high impact instructional strategies tailored to each grade level.	K - 5 teachers
September 2025 October 2025 November 2025 December 2025 January 2026	Bluebonnet Learning Math campus coaching through Great Minds to focus on fidelity of implementation, lesson internalization, and delivery of instruction.	Elementary Math teachers at Masters ES
September 29, 2025	Professional learning focused on data analysis, collaborative planning, high impact instructional practices, differentiated instruction, and data analysis	Judson ISD core content teachers
October 31, 2025	Parent Engagement Event: parent conferences regarding student performance data in Reading and Math based on BOY data as well as first nine weeks report card	Judson ISD core content teachers
November 4, 2025	Professional learning focused on data analysis, collaborative planning, high impact instructional practices, differentiated instruction, and data analysis	Judson ISD core content teachers
February 27, 2026	Professional learning focused on data analysis, collaborative planning, high impact instructional practices, differentiated instruction, and data analysis	Judson ISD core content teachers

Upfront Training for School Year 2026 - 2027		
Date	Content	Audience
July 2026 New Teacher Academy	Phase II of Bluebonnet Learning in Math, Phase I Introduction to HQIM in Reading with a focus on lesson plan internalization and effective team planning. New Teacher Academy: introduction into Judson ISD systems, supports, process, and HQIM	Judson ISD teachers
August 2026 JISD Staff Development Day	Phase II of Bluebonnet Learning in Math, Phase I Introduction to HQIM in Reading with a focus on research-based and high impact instructional strategies tailored to each grade level and content level Judson ISD Staff Development Day	Judson ISD teachers
November 2026 JISD Staff Development Day	Phase II HQIM in Reading with a focus on research-based and high impact instructional strategies tailored to each grade level and content level	Judson ISD teachers
Job-Embedded Coaching for School Year 2025 - 2026		
Date	Content	Audience
September – October 2025	Monthly classroom observation, coaching, and PLC support from C&I Department for HQIM planning, implementation, and fidelity	Judson ISD core teachers
November 2025 – May 2026	Monthly classroom observation, coaching, and PLC support from C&I Department for HQIM planning, implementation, and fidelity	Judson ISD core teachers

Job-Embedded Coaching for School Year 2026 - 2027		
Date	Content	Audience
September – October 2026	Monthly classroom observation, coaching, and PLC support from the Curriculum and Instruction for HQIM planning and JISD curriculum guides, implementation, and fidelity	Core teachers
November 2026 – May 2027	Monthly classroom observation, coaching, and PLC support from the Curriculum and Instruction for HQIM planning and JISD curriculum guides, implementation, and fidelity	Core teachers
Ongoing Professional Learning Cohorts for School Year 2025 - 2026		
Date	Content	Audience
Ongoing 2025 – 2026 Professional Development	Strategic launches into upcoming curriculum and research-based instructional strategies	Judson ISD core teachers
Ongoing 2025 – 2026 monthly Academic Trainers (AT) cohort	Planning protocols, coaching protocols, and H1 observation and HQIM look-fors in PLC sessions; monthly Tier 1 observation and feedback cycle with ATs	Academic Trainers Judson ISD core teachers
Ongoing 2025 – 2026 monthly Assistant Principals (AP) cohort	Processes and coaching for HQIM, MTSS, PLC; data analysis and research-based instructional strategies, effective practices in observation and feedback	Judson ISD Assistant Principals
Ongoing 2025 – 2026 Professional Development	Strategic launches into upcoming curriculum and research-based instructional strategies	Core teachers
Ongoing Professional Learning Cohorts for School Year 2026 - 2027		
Ongoing 2026 - 2027 Professional Development	Strategic launches into upcoming curriculum and research-based instructional strategies	Judson ISD core teachers

MPM

The chart below outlines the actions taken by the Department of Teaching and Learning to support school turnaround. These actions align with the Texas Effective Schools Framework. Our goal is to provide support and training to campus leaders, teachers, and instructional support staff, empowering them to implement changes in their beliefs and behaviors.

Category	Items
High Quality Professional Learning Communities that focus on results Aligns with: ESF Lever 3: 3.1 3.2 3.3 ESF Lever 4: 4.1 ESF 5: 5.1 5.2 5.3 5.4	Year 1: 2025 – 2026 <ul style="list-style-type: none">• Designate PLC lead by department/grade level at campus level, create training, and deliver training• Campus leaders, academic trainers, Curriculum and Instruction coordinators will attend the PLC Coaching and Implementation Academy during the SY 25 – 26. Along with district leaders, campus administrators will:<ul style="list-style-type: none">▪ Define expectations for the focus of PLC (Questions 1 – 4) and how to plan for high quality Tier 1 instruction in classrooms▪ Action plans for<ul style="list-style-type: none">- June (introduction and defining systems)- August (implementation)- October (implementation)- November (data analysis protocols and reflection)- January – April (full implementation with continuous improvement)• Progress Monitoring Planning<ul style="list-style-type: none">- DuFour 4 Questions- Interventions and Enrichment• Create and administer PLC Survey every nine weeks to ascertain time spent on instruction and student support• Create master schedule that allows for small group support on daily/weekly basis• Weekly campus leadership meeting to track student progress Year 2: 2026 – 2027 <ul style="list-style-type: none">• Summer 2026: Year 2 PLC Implementation• Analyze PLC surveys for patterns and

	<p>trends—successes and challenges</p> <ul style="list-style-type: none"> • Continue PLC Lead training • Improve upon systems from Year 1
<p>Implementation of Written Curriculum and Adopted HQIM and Instructional Model Framework</p> <p>ESF 4: 4.1</p> <p>ESF 5: 5.1 5.2 5.3</p>	<ul style="list-style-type: none"> • Provide ongoing learning experiences for teachers on: <ul style="list-style-type: none"> - Unpacking TEKS and utilizing vertical alignment documents - Internalizing unit guides, unit modules, and lesson modules - Identify misconceptions and scaffolds during planning using Lead4Ward field guides - Incorporating JISD Instructional Model and aligned high-impact instructional strategies - Train and support campus leaders and academic trainers on curriculum study protocols into weekly PLC meetings - Examine student work and formative assessment data to adjust instruction • Conduct regular Tier 1 observations focused on fidelity of curriculum and HQIM implementation • Align walkthrough tools with HQIM instructional routines and TEKS alignment • Provide targeted coaching to campuses based on observational data • Provide monthly reports on implementation successes and next steps.
<p>Cycle for Reviewing Assessment Data</p> <p>ESF 4.1</p> <p>ESF 5 5.1 5.3 5.4</p>	<p>Summer 2025</p> <p>Create an assessment calendar by school level and content level that includes all required assessments</p> <ul style="list-style-type: none"> • Implement PLC data review protocol <p>SY 2025 – 2026</p> <ul style="list-style-type: none"> • Implement assessment plan • Utilize Eduphoria to monitor student performance • Create intervention groups and/or MTSS periods • Monitor student performance, attendance, and needs throughout year • September – December: Meet to discuss

	<p>student performance on 3 weeks</p> <ul style="list-style-type: none"> January – April: weekly meetings by campus leadership Review PLC survey data <p>SY 2026 – 2027</p> <ul style="list-style-type: none"> Summer – Adjust plan/calendar based on feedback from Year 1 Implement Phase II of the plan with identified adjustments
<p>Professional Learning for Multi-Tiered Student Support (MTSS) and Response to Intervention (RtI)</p> <p>ESF 4 4.1</p> <p>ESF 5 5.3 5.4</p>	<ul style="list-style-type: none"> Implement clear protocols and structures for providing academic interventions to students identified as in need Track effectiveness of intervention strategies and make needed adjustments.
<p>Professional Learning for Content and Pedagogy</p> <p>ESF 5 5.1 5.2 5.3 5.4</p>	<ul style="list-style-type: none"> Judson University: ongoing unit launches for upcoming curriculum including HQIM and research-based instructional strategies (August 2025 – May 2026) New Teacher Cohort: monthly training for teachers new to teaching on content and pedagogy
<p>Academic Coaching Support</p> <p>ESF 1 1.3</p> <p>ESF 5 5.1 5.2 5.3</p>	<ul style="list-style-type: none"> Academic trainers will support campus teachers within the Professional Learning Communities Academic trainers will conduct daily classroom visits to monitor implementation of the curriculum and provide timely support to teachers

	SY 2024 - 2025	SY 2025 - 2026
Schedules	<p>Elementary:</p> <ul style="list-style-type: none"> 90-minute block for Reading and Math 	<p>Elementary</p> <ul style="list-style-type: none"> 90-minute block for Reading and Math
Content	Reading Language Arts & Math daily	Reading Language Arts & Math daily
Support for Students	Embedded remediation and support for	Embedded remediation and support for

	student	student
Support for Teachers	Support from C & I Coordinators Support from academic trainers (1 -2 per campus)	Assigned support from C & I Coordinators for Tier 3 campuses HQIM Training beginning May 2025 MTSS Training and Support PLC: support and structure (additional planning time) Campus assessments built in Progress Learning Revision of curriculum guides

MPM: Educator Course Correct

Ensuring Teacher Effectiveness

- Classroom Observations
- Performance Data
- Data-Driven Instruction

Course Corrections

- Professional Development provided through high quality external partners
- Teachers will be expected to implement new strategies in their Tier 1 instruction with support from academic trainers.
- Lesson plans, student work samples, and grading practices will be reviewed to ensure alignment to TEKS standards and level of rigor.
- Weekly visits from C & I director, C & I coordinator, and academic trainers to provide monitoring, coaching, planning, and instructional modeling.
- Development of individual support plans will be implemented if teacher practice does not change.

MPM: Assessments

The campus leadership team will be responsible for the ongoing review of assessment data, including:

- **Frequency: Data** will be reviewed at least three times a year following the administration of the Fall MAP (BOY), Winter MAP (MOY), and STAAR Assessments. TEA Interim assessment data will also be reviewed upon availability.
- **Data Collection:** Student performance data from MAP assessments and STAAR will be collected and analyzed using the Judson ISD Accountability Data Tracker. This tracker will also be utilized to create student intervention lists aligned with Domain 2A cut point and the Domain 3 growth targets for all students, the high-focus group, and the two lowest-performing racial groups.
- **Review Process:** The campus leadership team will analyze the data to identify student growth trends, impact of implemented interventions, and campus progress towards goals for Domain 2A and Domain 3.
- **Reporting and Communication:** Progress data and analysis will be shared with:
 - **Campus Leadership: Monthly** analysis to inform instructional practices and resource allocation.
 - **Superintendent and Key District Leadership: During** the course of a semester, leadership will provide an overview of progress towards targets and performance goals. This will include the review of MAP BOY and MOY data along with interim and summative STAAR results.

Assessment Strategy

- District-created unit assessments for grades 3 – 5 and 6 – 8 Math and ELA, 8th grade science and 8th grade social studies.
- Unit assessments will cover unit targeted TEKS and include 10 – 20 items.
- Assessment items will be released STAAR questions and test bank items that include:
 - ELA: revising and editing, short constructed response, extended constructed response, reading passages with MC items, and technology enhanced items
 - Math: multiple choice and technology
 - Science: multiple choice, technology enhanced items, and short constructed response items
 - Social Studies: multiple choice, technology enhanced items, and short constructed response items
- Unit assessments for targeted grades will be accessible in Eduphoria.
- Each unit assessment will evaluate content covered in the current instructional unit guide and include spiraled, high-leverage TEKS to reinforce ongoing learning and mastery.

DRAFT