



2025-2026 Estella Stewart Elementary School Targeted Improvement Plan(TIP)

In Texas, schools are required to create a Targeted Improvement Plan (TIP) when they receive an overall or domain accountability rating of “D” or “F” under the state’s A–F system, as outlined in Texas Education Code §39.106. The purpose of the TIP is to ensure that campuses engage in a focused and systematic process to identify the root causes of low performance and implement targeted strategies to improve student outcomes. The plan promotes continuous improvement through regular goal setting, action planning, and progress monitoring. Additionally, the TIP process provides access to state and district support, helps coordinate resources for improvement, and promotes transparency with parents and the broader school community about how the campus plans to achieve better academic results.

The key components of the plan outlined below include a comprehensive school improvement strategy; curriculum and instructional initiatives designed to enhance student learning; job-embedded professional development to build staff capacity and provide ongoing support; clearly defined milestones to guide implementation; a performance management system to ensure fidelity of execution; and the allocation of necessary resources to sustain implementation efforts.

Stakeholder Engagement and Campus Needs Assessment:

In addition to a local needs assessment, this plan was strategically created using a 2025 on-site Effective Schools Framework Diagnostic assessment that meets the requirements in Section 39A.053 of the Texas Education Code.

To ensure full transparency, campus stakeholder input and feedback was provided through (2) public meetings and (1) public hearing where written notice was provided to community members, parents and students of the campus. Notice of the meeting was posted on the campus website and district website, and included the date, time, and place of the meeting. Stakeholder feedback was compiled and archived for future reference.

Improved Student Achievement Goals:

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



2026-2027 Component Points campus goal for the Growth Status Component of Domain III.	59
2026-2027 Component Points campus goal for the ELP Status Component of Domain III.	75
2026-2027 Component Points campus goal for the Student Success Status Component of Domain III.	50

School Improvement Strategy:

Intensive Curriculum & Instruction Improvements

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.

In response to the recent low accountability ratings it became clear that a comprehensive overhaul of our instructional leadership structures and Tier 1 instructional materials was necessary. To address this, we strategically created additional cabinet-level positions designed to enhance and sustain this critical work. For the Fall of 25-26, key shifts and enhancements in district-level support included the introduction of additional Collaborative Team Meeting (CTM) time, monthly principal coaching sessions led by the District Coordinator of School Improvement, and monthly Collaborative Principal PLC sessions. We also implemented “School Improvement for ALL” sessions to ensure effective campus-based systems are in place. These systems establish clear expectations, provide ongoing professional learning, monitor implementation of initiatives, deliver timely feedback and support, and generate the evidence needed for informed decision-making.

The overarching goal of these efforts is to strengthen campus-based systems to drive measurable improvements in student growth, achievement, teacher capacity, and overall campus outcomes.

Additional targeted supports include:

- Focused student achievement data and instructional support from Region 6
- Texas State Accountability Executive Coaching
- Reassignment of elementary instructional coaches by grade level
- Enhanced teacher development and retention programs
- Strategically assigned district-level School Improvement Liaisons with proven turnaround experience to support low-performing campuses

Complementing these initiatives, this fall we are advancing implementation of the RBIS framework and the Observation Feedback Cycle, alongside the district-wide adoption of Bluebonnet Learning. Together, these coordinated strategies have positioned us well to accelerate both adult and student learning and growth across the district.

Beginning in the Summer of 2026, the campus will increase the quality of the instructional materials to be used at the campus by adopting and implementing a SBOE approved high quality instructional material (HQIM), (Bluebonnet Learning). The campus has allocated sufficient instructional time for



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delivery of HQIM and has a calendar with a minimum of 165 instructional days. To ensure implementation with fidelity, the campus will have weekly high-quality PLCs to support instructional delivery and respond to student outcomes. The PLC protocol includes time for lesson internalization and student work analysis.

Strategy Implementation Plan:

Descriptor	Strategy Response
Which, if any, grants has the school system applied for (or intends to apply for) to support this strategy?	LASO 4
Organization(s) assisting with building capacity and supporting strategy implementation.	Region 6 Education Service Center
Staff responsible for strategy implementation	Assistant Superintendent of Teaching and Learning, Director of Elementary & Secondary Teaching and Learning, Director of Professional Learning, Campus Principal, Assistant Principals, Instructional Coaches, and Classroom Teachers
Adopted Curriculum	25-26 ELA K-5 = HMH Phonic K-3 = Reading Horizons Handwriting K-5 = Learning without Tears Social Studies K-5 = Studies Weekly Math K-5 = STEMScopes/Accelerate Learning Science K-5 = McGraw-Hill Pre-K = Scholastic EB PreK = Imagine Math EB PreK = Summit K12 Literacy August 2026 - Bluebonnet Learning
Does the master schedule allow for the appropriate number of minutes required to implement the curriculum?	YES
What is the instructional assessment plan for the adopted curriculum?	25-26 Assessment Calendar: i-Ready Diagnostic Assessment - BOY, MOY and EOY CFA - used throughout academic units to formatively assess student learning and intervene/enrich where needed CSA - Used at the conclusion of each instructional unit to assess student learning and intervene/enrich where needed



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	Fall Benchmark Assessment - District created assessment of STAAR released items to assess student learning from BOY to FBM date to assess student learning and intervene/enrich as needed. (RLA - November 19th; Math - December 9th; Science - December 10th) Spring Benchmark Assessment - 2025 STAAR Released Test to assess student learning for the year and intervene/enrich as needed. (RLA - February 18th; Math - March 3rd; Science - February 25th) TELPAS - February 16th - March 27th STAAR RLA 3-5 - April 14th STAAR 5th Science - April 21st STAAR Math 3-5 - April 28th August 2026 - Campus will utilize Bluebonnet Learning Assessment Plan and Structure: All Assessments will follow the Bluebonnet Scope and Sequence. Diagnostic Assessment - BOY, MOY and EOY Bluebonnet Assessment Implementation: Essential Learning Assessments - BOY, MOY, EOY Built-in Formative Assessments - Checks for Understanding, Exit Tickets, etc. Mid-Unit Mid-Module Assessments End-of-unit/end-of-module/end-of-topic Assessments Pause Points
What support structure is in place to ensure strategy implementation and success?	The Professional Learning Community (PLC) structure will be utilized to support strategy implementation. Currently for 25-26: WEEKLY Backwards Design = meeting once weekly for CTM for 105 minutes for unpacking essential standards, creation of learning targets and proficiency levels and creation of assessments and to conduct data protocol analysis. Lesson Planning = meeting once weekly to plan lessons, interventions and enrichments August 2026 Meeting once weekly for 105 minutes in high-quality PLCs to support Bluebonnet Internalization, student work analysis, data analysis protocols and



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	intervention/enrichment planning. Unit internalization happens at least 2–3 weeks before a new unit begins. Lesson internalization happens for each daily lesson at least 1–2 days in advance. Teachers attend weekly collaborative internalization sessions led by instructional coaches or school leaders. This time is protected in the instructional calendar and pre-work is determined ahead of time through consensus and communicated to all members.
What protocol will be followed to support strategy implementation?	25-26 Backwards Design Template/Protocol to include: Collaborative Team Meeting Agenda - (following the HISD Learning Cycle of Backwards Design) PLC Questions #1 & #2: Essential Standard Unpacking Document (review of state and district assessment items to determine mastery, content, skill, academic vocabulary, common misconceptions, learning targets, proficiency levels, development of common formative assessments, summative assessments. Question #2: Data Analysis Protocol - (to determine student learning proficiency and effective teaching practices) Question #3 and #4: Intervention and Enrichment Development (intervention and enrichment activities and tiered lessons are created and implemented for Tier II instruction) August 2026 Unit internalization happens at least 2–3 weeks before a new unit begins. Lesson internalization happens for each daily lesson at least 1–2 days in advance. Teachers attend weekly collaborative internalization sessions led by instructional coaches or school leaders. This time is protected in the instructional calendar and pre-work is determined ahead of time through consensus and communicated to all members. Collaborative Team Meeting Agenda to Include: BB Implementation Guide BB Component Navigation Guide BB Course Guide BB Unit Overview



	BB Lesson Internalization BB Assessment Reflection Tool Modeling of Lesson Analysis of Student Work
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Capacity Building & Professional Development Plan:

To ensure all staff are equipped for the implementation of the chosen strategy, the following professional development plan will be initiated for critical stakeholders.

Role/Responsibility	Training
Principal Manager/Principal/Assistant Principals:	Deliverer of Services: HISD and ESC 6 Fall 2025 • August 2025 - Job-embedded Coaching through PLC/Collaborative Team Time for all Elementary Campuses with District, Campus and IC oversight • August 2025 - Instructional Leadership Monthly Principal Leadership Sessions with Campus Principals and DCSI • September 2025 - Instructional Support System Analysis through Quarterly School Improvement for ALL Campus Progress Monitoring Visits with DCSI • September 2025 - Data Analysis Training via Monthly Targeted Student Achievement Data Review and Coaching Sessions with ESC Region 6 Support • September 2025 - November 2025 - Monthly School Accountability Executive Coaching for Campus and District Leadership • Dec 2025 - RBIS PD @ ESC (Leadership) • Dec 2025 - Observation Feedback Cycle w/ ESC 6 - Day 1 Training Spring 2026



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	• Jan 2026 - Observation Feedback Cycle w/ ESC 6 - Day 2 Training • Jan 2026 - RBIS Training (Teachers) • Mar 2026 - RBIS PD @ ESC (K-2 flip) • May 2026 - Bluebonnet (Leadership) Lesson Internalization (Leadership) Coaching Protocols (Leadership) Summer 2026 • Implementation Systems Analysis for Assessment Calendar, Master Schedule, Instructional Supports and Progress Monitoring • Internalization, Lesson Rehearsal, PLC Support through Leadership Snapshots • Ongoing Instructional Material Review August 2026 • Instructional Planning and Implementation of Bluebonnet
Instructional Coaches	Instructional Coaches: Deliverer of Services: HISD and ESC 6 Fall 2025 • August 2025 - Job-embedded Coaching through PLC/Collaborative Team Time for all Elementary Campuses with District, Campus and IC oversight • August 2025 - Instructional Leadership Weekly Instructional Leadership Sessions with IC's and DCSI • September 2025 - Instructional Support System Analysis through Quarterly School Improvement for ALL Campus Progress Monitoring Visits with DCSI • September 2025 - Data Analysis Training via Monthly Targeted Student Achievement Data Review and Coaching Sessions with ESC Region 6 Support • September 2025 - November 2025 - Monthly School Accountability Executive Coaching for Campus and District Leadership • Nov - Dec 2025 - RBIS PD @ ESC • Dec 2025 - Observation Feedback Cycle Training



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	Spring 2026 • Jan 2026 - RBIS Training (Teachers) • Mar 2026 - RBIS PD @ ESC (K-2 flip) • May 2026 - Bluebonnet (Leadership) Lesson Internalization (Leadership) Coaching Protocols (Leadership) Summer 2026 • Implementation Systems Analysis for Assessment Calendar, Master Schedule, Instructional Supports and Progress Monitoring • Internalization, Lesson Rehearsal, PLC Support through Leadership Snapshots • Ongoing Bluebonnet Instructional Material Review August 2026 • Instructional Planning and Implementation of Bluebonnet
Teachers	Teachers: Deliverer of Services: HISD and ESC 6 Fall 2025 • August 2025 - Job-embedded Coaching through PLC/Collaborative Team Time for all Elementary Campuses with District, Campus and IC oversight • August 2025 - Instructional Strategies that • September 2025 - Instructional Support System Analysis through Quarterly School Improvement for ALL Campus Progress Monitoring Visits with DCSI • September 2025 - Data Analysis Training via Monthly Targeted Student Achievement Data Review and Coaching Sessions with Principal • September 2025 - November 2025 - Accountability System Training with Campus and District Leadership • Nov - Dec 2025 - Observation Feedback Cycle Training Spring 2026 • Jan 2026 - RBIS Training (Teachers) • Mar 2026 - RBIS PD @ ESC (K-2 flip)



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	• May 2026 - Bluebonnet Lesson Internalization Coaching Protocols Summer 2026 • Implementation Systems Analysis for Assessment Calendar, Master Schedule, Instructional Supports and Progress Monitoring • Internalization, Lesson Rehearsal, PLC Support through Leadership Snapshots • Ongoing Bluebonnet Instructional Material Review August 2026 • Instructional Planning and Implementation of Bluebonnet
Teachers with less than 2 years experience	Based on experience or evidence of effectiveness: Differentiate PD for identified staff by: - Observation and Coaching support for identified needs with ESC support. - Modeling of material usage and implementation - Collaborative Reflective Coaching Cycle Implemented to include timely and actionable feedback
What capacity building supports related to supporting students in special populations will teachers and administrators receive?	July/August 2025 - Developing Academic Language in Every Classroom (Campus/District Leaders and Teachers) August 2025 - Tier I Support Training for Special Populations (EB, Dyslexia, SPED, 504, etc.) September 2025 - Tier I Support Training for Special Populations (Campus and District Leaders) September/October 2025 - Developing Academic Language In Every Classroom (Observation Walks with Feedback) January 2026 - RBIS for Special Population Training August 2025 through May 2026 - Ongoing Instructional Planning and Observation Feedback Loops with Special Population Teachers August 2026 - Internalization of Instructional Materials through annotation and strategy modifications to meet student needs. Since teachers have flexibility within the scope and sequence of five instructional days to adjust pacing to address the needs of each student, teachers can



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	adjust instructional strategies and resources to meet the needs of a student's Individualized Education Plan (IEP) or other educational needs. Additionally, teachers will have the opportunity to review materials and make recommendations regarding the use of additional materials.
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Additional components of the Professional Development Plan include:

Training Evaluation Tool(s)	• RBIS Classroom Walkthrough Tool • Observation/Feedback Cycle Action Step Tracker Tool • August 2026 - OER Bluebonnet Scope and Sequence • August 2026 - OER Bluebonnet Implementation Protocols
Evaluation Frequency	• School leaders and instructional coaches will observe classroom instruction weekly with each teacher receiving an observation (with a feedback session) at least once every six weeks.

Milestones for Strategy Implementation:

Important milestones for strategy implementation are depicted below.

Fall 2025

August 2025 - Increase PLC/Collaborative Team Time for all Elementary Campuses with District, Campus and IC oversight

August 2025 - Establish Monthly Principal Leadership Sessions with Campus Principals and DCSI

September 2025 - Establish Quarterly School Improvement for ALL Campus Progress Monitoring Visits with DCSI

September 2025 - Implement Monthly Targeted Student Achievement Data Review and Coaching Sessions with ESC Region 6 Support

September 2025 - November 2025 - Monthly School Accountability Executive Coaching for Campus and District Leadership

October 2025 - Elementary Instructional Coach Grade Level Re-Alignment

November 2025 - HISD Board Approval of HES TIP

Dec 2025 - RBIS PD @ ESC (Leadership)

Dec 2025 - Observation Feedback Cycle w/ ESC 6 - Day 1 Training



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Spring 2026

Jan 2026 - Observation Feedback Cycle w/ ESC 6 - Day 2 Training

Jan 2026 - RBIS Training (Teachers)

Feb 2026 - LASO NOTICE OF AWARD

Feb 2026 - Tier teachers

Mar 2026 - RBIS PD @ ESC (K-2 flip)

May 2026 - Bluebonnet (Leadership) Lesson Internalization (Leadership) Coaching Protocols (Leadership) (or summer training prior to teachers)

Summer 2026

PD Bluebonnet Orientation to Material Implementation (Teachers)

PD Bluebonnet Lesson Internalization (Teachers)

Implementation Systems Analysis for Assessment Calendar, Master Schedule, Instructional Supports and Progress Monitoring

Performance Management of Strategy Implementation:

The District and Campus will progress monitor strategy implementation through the following measures.

Performance Management	Progress Monitor
District and campus leaders will monitor the successful implementation of this plan by...	District: 1) DCSI and Principal Manager will conduct (5) (Total of 15) Quarterly Implementation Fidelity Walks with Principal to assess implementation efforts and effectiveness. 2) Monthly Leadership Meetings (DCSI, Principal Manager & Principal) to review and discuss classroom observation data, student achievement data, PLC observation data, and staff feedback. Necessary Action Steps will be determined for each role. 3) Weekly DCSI/Principal Check-ins to assess trends and determine immediate needs. 4) DCSI will provide digital monthly Implementation Updates to the Superintendent and Board of Trustees. 5) DCSI will provide in person Quarterly Implementation updates to the Superintendent and Board of Trustees. Campus: 1) The Principal/IC will observe each teacher's classroom instruction weekly using RBIS



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	Walkthrough Form to determine need, celebrate and provide immediate feedback. 2) The Principal will observe each PLC weekly to assess implementation, identify needs, celebrate and provide immediate feedback to collaborative team members and Instructional Coaches.
Who will be responsible for reviewing progress towards the milestones described in the previous section?	District Coordinator for School Improvement
How frequently will progress toward milestones be reviewed?	Weekly
How will milestone progress data be collected?	- School Improvement Supports (PLC and Classroom Observations, Student Achievement Data Analysis, School Improvement for ALL Visits, Principal Coaching Sessions) - RBIS Classroom Walkthrough Tools - Observation/Feedback Action Step Tools - Fidelity Implementation Rubrics - Staff Implementation Survey - PLC Observation Implementation Tool - Implementation Systems Analysis for Assessment Calendar, Master Schedule, Instructional Supports and Progress Monitoring - Quarterly Implementation Fidelity Walks
How will milestone progress data be shared with district leadership and other relevant stakeholders?	- Monthly Digital Leadership Team Updates (District Leadership/Staff/Stakeholders) - Quarterly Implementation Updates (District Leadership/BOT)

Funding and Resources:

Required costs to implement plan and source of funds	If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?
Bluebonnet RLA K-5 (including Spanish): \$66,545	IMTA funds
Bluebonnet Math K-5 (including Spanish): \$43,358	IMTA funds



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RBIS PD: \$2,400	LASO 4 funds, Title V funds
Bluebonnet Implementation Support: \$4,650	LASO 4 funds, Title V funds