Agenda of Regular Meeting

The Board of Trustees
Abilene Independent School District

A Regular Meeting of the Board of Trustees of Abilene Independent School District will be held Monday, November 9, 2026, beginning at 5:00 PM in the Boardroom, One AISD Center 241 Pine Street, Abilene, Texas 79601.

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the same order as shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

I. Call to Order
II. Closed Session: A Closed Session may be held under the provisions of Texas Government Code, Chapter 551 including but not limited to Section 551.071, Section 551.072, Section 551.074, Section 551.076, and Section 551.082, and Section 551.0821.
    A. The Board may deliberate matters of Personnel, i.e. appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee. (Section 551.074)
        I. Professional Employment Contracts
    B. The Board may consult with Legal Counsel regarding Pending or Contemplated Litigation and/ or Privileged Legal Advice. (Section 551.071)
    C. The Board may discuss matters of Safety and Security. (Section 551.076)
    D. The Board may discuss matters pertaining to Students necessarily involving personally identifiable information, e.g. Student Discipline. (Sections 551.082, 551.0821)
    E. The Board may discuss the Value, Exchange and/or Disposition of Real Property. (Section 551.072)
III. Reconvene from Closed Session (Approximately 6:30 p.m.)
    A. Invocation
    B. Pledge of Allegiance to the Flags of the United States of America and the State of Texas
    C. Board/Superintendent Announcements
        I. Teaching Minute
IV. Recognitions
    A. National Merit Commended Students
    B. CTAT CTE District of Distinction
    C. Employee Awards
V. Oral Communications from the Public
VI. Consent Agenda

A. The Board will consider approval of the Budget Amendments.
B. The Board will consider accepting the September Financials.
C. The Board will consider approval of the Minutes of the October 5, 2026, Workshop and Regular Meeting.
D. The Board will consider approval of the Bowie STEM Academy Turnaround Plan (TAP), Clack Middle School Targeted Improvement Plan (TIP), and Madison Middle School Targeted Improvement Plan (TIP) for 2026-2027.
E. The Board will consider approval of Student Nutrition MRPC Interlocal Agreement.
F. The Board will consider approval of the Acquisition of Library Materials.
G. The Board will consider Jones County Trust Property Bid - Parcel 25772.
H. The Board will consider action to approve a Pre-K Partnership Waiver for the 2025-2026 and 2026-2027 school years.

VII. Reports
A. Academic Performance

VIII. Business Items Requiring Board Action
A. The Board will consider Group Medical Insurance for 2027-2028.
Mrs. Alison Sims, Chief Talent Officer

IX. The Board may take action relevant to Items Covered During Closed Session.
A. The Board will consider approval of Personnel Recommendations, if any.
I. Professional Employment Contracts
B. Matters pertaining to Real Property, if any
C. Matters pertaining to Safety and Security, if any
D. Matters pertaining to Litigation, if any
E. Matters pertaining to Students, if any

X. Adjournment

Abilene Independent School District Board Document - Agenda Item VI.A.

Meeting Date: November 9, 2026 Meeting Type: Regular Meeting

Item Type: Consent Agenda Future Action Required: No If Yes, Month: N/A

Subject: Budget Amendments

Background Information**:** Attached are the budget amendments that require Board of Trustee consideration. Budget amendments needing Board approval are required whenever there is a transfer between functional categories, revenues or expenditures increase or decrease the budget, or a donation is received from an outside source. A summary of these budget amendments by functional category is provided for your review.

Attached Supporting Documents:

- Proposed Budget Amendments Packet

Fiscal Implications:

Administrative Recommendation: Vote to approve proposed budget amendments as presented.

Contact Person: Jennifer Hinds, Chief Financial Officer

ABILENEISD
CONNECT • LEAD • SUCCEED

ABILENE INDEPENDENT SCHOOL DISTRICT

PROPOSED BUDGET AMENDMENTS

For the Period Ended October 31, 2026

Board of Trustees Meeting — November 9, 2026

MEETING TOTALS BY FUND

Fund	Revenues Inc/(Dec)	Expenditures Inc/(Dec)	Excess/ (Deficit)	Balanced?
General Fund	-	-	-	YES
Student Nutrition	-	-	-	YES
Debt Service	-	-	-	YES
Workers Comp (Internal Service)	-	-	-	YES
Total	**-**	**-**	**-**	

AMENDMENT DETAIL

Amend #	Account Code	Revenues Inc/(Dec)	Expenditures Inc/(Dec)	Excess/ (Deficit)	Fund	Function	Object	Organization	Explanation
#1	199-11-6399-00-121-21-513		(349.00)		General Fund	Instruction	Supplies	Taylor	Move funds for GT Training
	199-13-6411-00-121-21-513		349.00		General Fund	Staff Development	Travel-Employee	Taylor	Move funds for GT Training
#2	199-11-6494-00-010-11-010		(660.00)		General Fund	Instruction	Transportation	ATEMS	Move funds for TASA Teacher of the year event
	199-13-6411-00-010-99-010		660.00		General Fund	Staff Development	Travel-Employee	ATEMS	Move funds for TASA Teacher of the year event
#3	199-31-6495-00-045-99-045		(123.00)		General Fund	Guidance & Counse	Fees & Dues	Mann	Move funds to cover dues
	199-11-6399-00-045-11-045		123.00		General Fund	Instruction	Supplies	Mann	Move funds to cover dues
#4	199-11-6399-00-150-11-150		(100.00)		General Fund	Instruction	Supplies	Ward	Move funds to cover TEPSA for IC
	199-23-6495-00-150-99-150		100.00		General Fund	Campus Leadership	Fees & Dues	Ward	Move funds to cover TEPSA for IC

ABILENE INDEPENDENT SCHOOL DISTRICT

SUMMARY OF PROPOSED BUDGET AMENDMENTS
GENERAL FUND (FUND 199)
For the Period Ended October 31, 2026
Board of Trustees Meeting — November 9, 2026

Code		Original Budget FY27	Prior Approved Amendments	Amended Budget	Proposed Amendments as of 10/31/2026	Proposed Budget as of 11/09/2026
REVENUES						
5700	Local	94,215,887	-	94,215,887	-	94,215,887
5800	State	67,954,474	-	67,954,474	-	67,954,474
5900	Federal	1,625,000	-	1,625,000	-	1,625,000
	Total Revenues	**163,795,361**	**-**	**163,795,361**	**-**	**163,795,361**
EXPENDITURES						
11	Instruction	86,473,248	(800)	86,472,448	(986)	86,471,462
12	Instructional Resources and Media Services	2,031,765	-	2,031,765	-	2,031,765
13	Curriculum and Instructional Staff Development	984,475	800	985,275	1,009	986,284
21	Instructional Leadership	3,487,352	-	3,487,352	-	3,487,352
23	School Leadership	9,831,662	-	9,831,662	100	9,831,762
31	Guidance, Counseling and Evaluation Services	8,437,320	-	8,437,320	(123)	8,437,197
32	Social Work Services	1,763,189	-	1,763,189	-	1,763,189
33	Health Services	2,402,134	-	2,402,134	-	2,402,134
34	Student Transportation	6,622,830	-	6,622,830	-	6,622,830
36	Extracurricular Activities	3,611,318	-	3,611,318	-	3,611,318
41	General Administration	7,706,455	-	7,706,455	-	7,706,455
51	Plant Maintenance and Operations	17,060,595	-	17,060,595	-	17,060,595
52	Security and Monitoring Services	1,431,048	-	1,431,048	-	1,431,048
53	Data Processing Services	6,525,821	-	6,525,821	-	6,525,821
61	Community Services	872,350	-	872,350	-	872,350
71	Debt Services	2,312,864	-	2,312,864	-	2,312,864
81	Facilities Acquisition and Construction	-	-	-	-	-
91	Intergovernmental Charges/Recapture	1,250,935	-	1,250,935	-	1,250,935
95	Payments to JJAEP	165,000	-	165,000	-	165,000
99	Other Intergovernmental Charges	825,000	-	825,000	-	825,000
	Total Expenditures	**163,795,361**	**-**	**163,795,361**	**-**	**163,795,361**
	Other Resources (79xx)	-	-	-	-	-
	Other Uses (89xx)	-	-	-	-	-
	Excess Revenues Over/(Under) Expenditures	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
	Beginning Fund Balance (enter audited amount)					
	Projected Ending Fund Balance					

SUMMARY OF CHANGE IN BUDGETED FUND BALANCE (through selected meeting)

Amend #	Description	Period	Amount
	FY27 Original Budgeted Surplus/(Deficit)		-

ABILENE INDEPENDENT SCHOOL DISTRICT

SUMMARY OF PROPOSED BUDGET AMENDMENTS
STUDENT NUTRITION FUND (FUND 240)
For the Period Ended October 31, 2026
Board of Trustees Meeting — November 9, 2026

Code		Original Budget FY27	Prior Approved Amendments	Amended Budget	Proposed Amendments as of 10/31/2026	Proposed Budget as of 11/09/2026
REVENUES						
5700	Local	530,492	-	530,492	-	530,492
5800	State	372,054	-	372,054	-	372,054
5900	Federal	11,109,585	-	11,109,585	-	11,109,585
	Total Revenues	**12,012,131**	**-**	**12,012,131**	**-**	**12,012,131**
EXPENDITURES						
35	Food Service	11,795,721	-	11,795,721	-	11,795,721
51	Plant Maintenance and Operations	216,410	-	216,410	-	216,410
71	Debt Service	-	-	-	-	-
	Total Expenditures	**12,012,131**	**-**	**12,012,131**	**-**	**12,012,131**
	Other Resources (79xx)	-	-	-	-	-
	Other Uses (89xx)	-	-	-	-	-
	Excess Revenues Over/(Under) Expenditures	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
	Beginning Fund Balance (enter audited amount)					
	Projected Ending Fund Balance					

Amended Budget = Original + amendments approved at earlier meetings. Proposed Budget = Amended Budget + Proposed Amendments. All amendment figures come from the Amendmen

ABILENE INDEPENDENT SCHOOL DISTRICT

SUMMARY OF PROPOSED BUDGET AMENDMENTS
DEBT SERVICE FUND (FUND 599)
For the Period Ended October 31, 2026
Board of Trustees Meeting — November 9, 2026

Code		Original Budget FY27	Prior Approved Amendments	Amended Budget	Proposed Amendments as of 10/31/2026	Proposed Budget as of 11/09/2026
REVENUES						
5700	Local	29,089,665	-	29,089,665	-	29,089,665
5800	State	-	-	-	-	-
	Total Revenues	**29,089,665**	**-**	**29,089,665**	**-**	**29,089,665**
EXPENDITURES						
71	Debt Service	16,533,087	-	16,533,087	-	16,533,087
99	Other Intergovernmental Charges	-	-	-	-	-
	Total Expenditures	**16,533,087**	**-**	**16,533,087**	**-**	**16,533,087**
	Other Resources (79xx)	-	-	-	-	-
	Other Uses (89xx)	12,556,578	-	12,556,578	-	12,556,578
	Excess Revenues Over/(Under) Expenditures	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
	Beginning Fund Balance (enter audited amount)					
	Projected Ending Fund Balance					

Amended Budget = Original + amendments approved at earlier meetings. Proposed Budget = Amended Budget + Proposed Amendments. All amendment figures come from the Amendmen

ABILENE INDEPENDENT SCHOOL DISTRICT

SUMMARY OF PROPOSED BUDGET AMENDMENTS
INTERNAL SERVICE FUND (WORKERS COMP) (FUND 770)
For the Period Ended October 31, 2026
Board of Trustees Meeting — November 9, 2026

Code		Original Budget FY27	Prior Approved Amendments	Amended Budget	Proposed Amendments as of 10/31/2026	Proposed Budget as of 11/09/2026
REVENUES						
5700	Local	640,000	-	640,000	-	640,000
	Total Revenues	**640,000**	**-**	**640,000**	**-**	**640,000**
EXPENDITURES						
41	General Administration	640,000	-	640,000	-	640,000
	Total Expenditures	**640,000**	**-**	**640,000**	**-**	**640,000**
	Other Resources (79xx)	-	-	-	-	-
	Other Uses (89xx)	-	-	-	-	-
	Excess Revenues Over/(Under) Expenditures	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
	Beginning Fund Balance (enter audited amount)					
	Projected Ending Fund Balance					

Amended Budget = Original + amendments approved at earlier meetings. Proposed Budget = Amended Budget + Proposed Amendments. All amendment figures come from the Amendmen

Abilene Independent School District Board Document - Agenda Item VI.C

Meeting Date: October 5, 2026 Meeting Type: Regular Meeting

Item Type: Consent Future Action Required: No If Yes, Month: N/A

Subject: October 2026 Minutes

Background Information:

Attached Supporting Documents:

- October 5, 2026 – Workshop & Regular Meeting Minutes

Fiscal Implications:

Administrative Recommendation:

Approve minutes as presented.

Contact Person:

Robin Jones, Executive Assistant to the Superintendent and Board of Trustees

Minutes of the October 5, 2026,
Workshop and Regular Meeting of the Board of Trustees

The Board of Trustees of the Abilene Independent School District met in a Workshop and Regular Meeting at 5:00 p.m., October 5, 2026, in the Boardroom at One AISD Center 241 Pine Street, Abilene, Texas 79601. Mr. Blair Schroeder, President of the Board of Trustees, called the meeting to order at 5:00 p.m., observed that a quorum was present, and stated that notice of the meeting had been duly posted in the time and manner prescribed by law.

Trustees present for all or part of the meeting: Mr. Blair Schroeder, President; Dr. Taylor Tidmore, Vice President; Mrs. Angie Wiley, Assistant Secretary, Dr. Danny Wheat, Mrs. Alana Jeter and Mrs. Amanda Pittman. Members absent: Mr. Rodney Goodman, Secretary.

Administrators present for all or part of the meeting: Dr. Joseph Waldron, Superintendent; Mrs. Lyndsey Williamson, Chief Academic Officer; Mrs. Alison Sims, Chief Talent Officer; Dr. Gustavo Villanueva, Chief of Schools; Mr. Jay Ashby, Chief of Strategic Operations; Dr. Jordan Ziemer, Chief Communications Officer; and Mrs. Robin Jones, Executive Assistant to the Superintendent and Board of Trustees.

I. Call to Order

II. Board Workshop Agenda

Mr. Blair Schroeder asked Dr. Joe Waldron to give an overview of the Workshop portion of the agenda.

A. Group Medical Insurance 2027-2028

Mrs. Alison Sims provided an overview of AISD's current group medical insurance model and an evaluation of potential options including the return to TRS ActiveCare after five years outside of the program. Current enrollment, district contributions, claims experience, and the significant increase in premiums were reviewed. The current plan was compared with TRS ActiveCare rates as well. Key decision criteria has been identified which includes financial sustainability, employee affordability, risk management, and recruitment and retention.

B. Measures of Academic Progress (MAP)

Mrs. Melissa Scott, Executive Director of Elementary Education, and Mrs. Keri Thornburg, Executive Director of Secondary Education, presented an overview of MAP Growth Assessment which is an adaptive test that changes for each student during the assessment depending on student performance. This allows student growth and progress to be tracked throught the year. Teachers use this data to plan instruction for whole group and individualized instruction.

III. Closed Session: A Closed Session may be held under the provisions of Texas Government Code, Chapter 551 including but not limited to Section 551.071, Section 551.072, Section 551.074, Section 551.076, and Section 551.082, and Section 551.0821.

Mr. Blair Schroeder announced that a Closed Session would be held under the provisions of Texas Code, Chapter 551. The Board convened in Closed Session at 6:02 p.m.

A. The Board may deliberate matters of Personnel, i.e. appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee. (Section 551.074)

I. Professional Employment Contracts

II. Board Procedures and Timelines - Evaluation and Goals

B. The Board may consult with Legal Counsel regarding Pending or Contemplated Litigation and/ or Privileged Legal Advice. (Section 551.071)

C. The Board may discuss matters of Safety and Security. (Section 551.076)

D. The Board may discuss matters pertaining to Students necessarily involving personally identifiable information, e.g. Student Discipline. (Sections 551.082, 551.0821)

E. The Board may discuss the Value, Exchange and/or Disposition of Real Property. (Section 551.072)

IV. Reconvene from Closed Session (Approximately 7:00 p.m.)

The Board reconvened at 7:17 p.m.

A. Invocation

Mr. Blair Schroeder asked Dr. Gustavo Villanueva to give the invocation and lead the pledges.

B. Pledge of Allegiance to the Flags of the United States of America and the State of Texas

C. Board/Superintendent Announcements

Dr. Joseph Waldron shared the following announcements:

- 10/8 – 10/11 TASB txEDCON26 Convention for School Board
- 10/8 – Human Resources Day

- 10/12 – Columbas Day (School Holiday)
- 10/16 – Texas Teacher of the Year Banquet
- AISD's new monthly newsletter, *Momentum,* is available to parents and staff through ParentSquare and by subscription for community members.
- Homecoming was very successful for Abilene High and Cooper High this year.
- Abilene High and Cooper High volleyball and cheer students had a 100% first six-weeks passing rate. More than half of AISD secondary students participate in athletic extracurricular activities.

Mr. Blair Schroeder shared the following:

- Highlighted resources available to help AISD families and community members stay informed about the work of the Board.
- Texas Essential Knowledge and Skills (TEKS) are publicly available and provide information about classroom instruction and what Texas public school students are expected to learn.
- Board meeting agendas, supporting documents, and meeting recordings are available on the district website at www.abileneisd.org.

I. Teaching Minute

The Teaching Minute highlighted TEKS Readiness Standard: 1.5(D) as being taught by Lauren Cole to her First Graders at Purcell STEM Academy.

II. Special Recognition

David Raughton, Stafford Elementary Custodial Supervisor, was recognized by Principal Christina Dooley for going above and beyond in his service to the campus. She praised him for the commitment and care he shows the campus and its staff, including recently stepping in to support a staff member during a time of need.

V. Recognitions

A. TEA Educator Review Committee

Mrs. Lyndsey Williamson recognized six Abilene ISD educators for serving on the Texas Education Agency assessment review committees this summer along with nearly 1,000 other educators across Texas. They reviewed test items and provided feedback supporting the development of STAAR, STAAR Alternate 2, and TELPAS Assessments. Those recognized were Sandra Henry, Abilene High School; Kerry Holland, Clack Middle School; Carlos Montez, Craig Middle School; Jordan Parker, Craig Middle School; Cristi Doll, Bassetti Elementary; and Barbara Carneiro, Taylor Elementary.

VI. Oral Communications from the Public

Mr. Blair Schroeder asked if anyone wishing to address the Board had completed a public comment card. There was none.

VII. Consent Agenda

Mr. Blair Schroeder asked if there was a motion regarding the Consent Agenda. Dr. Danny Wheat made a motion to approve the Consent Agenda as presented. The motion was seconded by Dr. Taylor Tidmore and passed 6 to 0.

Ayes: Jeter, Tidmore, Wheat, Pittman, Wiley, and Schroeder

Nays: None

A. The Board will consider approval of the Minutes of the September 3, 2026, Workshop and Regular Meeting.

B. The Board will consider approval of the Budget Amendments.

C. The Board will consider approval of the Investment Report for Quarter Ending August 31, 2026.

D. The Board will consider approval of TASB Policy Update 127.

VIII. Public Hearing on Bowie STEM Academy Turnaround Plan (TAP), Clack Middle School Targeted Improvement Plan (TIP), and Madison Middle School Targeted Improvement Plan (TIP) for 2026-2027

A. Open Public Hearing

Mr. Blair Schroeder opened the Public Hearing at 7:38 p.m. and invited Mrs. Lyndsey Williamson to give a brief summary of Bowie STEM Academy Turnaround Plan, Clack Middle School Targeted Improvement Plan, and Madison Middle School Targeted Improvement Plan for 2026-2027. The improvement plans are required by the Texas Education Agency for campuses based on certain accountability ratings or grant requirements. These plans provide measurable strategies for strengthening instruction and improving student achievement.

B. Receive Public Comment

Mr. Blair Schroeder asked if anyone from the public wished to address the Board regarding the Bowie Turnaround Plan and the Clack and Madison Targeted Improvement Plans. There was none.

C. Close Public Hearing

The Public Hearing closed at 7:54 p.m.

IX. Reports

A. Academic Performance

Mrs. Melissa Scott and Mrs. Keri Thornburg reviewed beginning-of-year MAP and mCLASS Assessment data in reading and math for students in kindergarten through eighth grade. The results are being reviewed by campus and district instructional leaders to identify areas for growth so that instruction can be adjusted and to plan targeted interventions.

B. Communications – Marketing

Mrs. Kaitlin Paoness, Assistant Director of Communications, presented an overview of the District's marketing efforts highlighting the department's strategic focus on student enrollment and retention, employee recruitment, family and community engagement, and increasing awareness of programs and opportunities provided. Results from recent campaigns supporting registration, enrollment, and employee recruitment were also reviewed.

X. Business Items Requiring Board Action

A. The Board will consider and take action to approve the submission of the 2026-2027 Bilingual Education Exception and/or English as a Second Language (ESL) Waiver application to the Texas Education Agency.

Mrs. Erica Soto, Bilingual Program Officer, presented the annual program evaluation to fulfill the district's annual reporting requirements. Information regarding the effectiveness of the district's bilingual and ESL programs were provided. The Board was asked to approve an application for ESL waivers and bilingual exceptions for teachers with gaps in certification.

Mr. Blair Schroeder asked if there was a motion regarding the Bilingual Education Exception and ESL Waiver application. Dr. Taylor Tidmore made a motion to approve the submission of the 2026-2027 Bilingual Education Exception and/or English as a Second Langual (ESL) Waiver application to the Texas Education Agency as presented. The motion was seconded by Mr. Blair Schroeder and passed 6-0.

Ayes: Schroeder, Pittman, Tidmore, Jeter, Wiley, and Wheat

Nays: None

B. The Board will consider approval of a TEA Class Size Waiver and Compliance Plan.

Mrs. Alison Sims provided an overview of Abilene ISD's 2026-2027 elementary class size waiver needs. The district identified 48 classes requiring waivers needed as a result of reviewing enrollment data and balancing classes to ensure every student had a teacher on the first day of school. The greatest concentration is in second and third grade.

Mr. Blair Schroeder asked if there was a motion regarding the TEA Class Size Waiver and Compliance Plan. Mrs. Angie Wiley made a motion to approve the TEA Class Size Waiver and Compliance Plan as presented. The motion was seconded by Mrs. Alana Jeter and passed 6-0.

Ayes: Wiley, Pittman, Wheat, Jeter, Schroeder, and Tidmore

Nays: None

XI. The Board may take action relevant to Items Covered During Closed Session.

A. The Board will consider approval of Personnel Recommendations, if any.

I. Professional Employment Contracts

B. Matters pertaining to Real Property, if any

C. Matters pertaining to Safety and Security, if any

D. Matters pertaining to Litigation, if any

E. Matters pertaining to Students, if any

XII. Adjournment

There being no further busness, the meeting adjourned at 8:48 p.m.

APPROVED:

_____

President

ATTEST:

_____

Secretary

Abilene Independent School District Board Document

Meeting Date: November 9, 2026 Meeting Type: Regular Board Meeting

Item Type: Consent Future Action Required: No If Yes, Month: N/A

Subject: Bowie STEM Turnaround Plan and Madison MS/Clack MS Targeting Improvement Plans

---

Background Information:

Targeted Improvement Plans (TIP) and Turnaround Plans (TAP) are required as part of the school improvement and accountability process. These plans identify areas of need, outline improvement strategies, and establish a framework for monitoring progress and improving student outcomes.

The Turnaround Plan for Bowie STEM and the Targeted Improvement Plans for Madison MS and Clack MS were reviewed during a public hearing at the October 5, 2026, Regular Board Meeting. The board and the public were given an opportunity to provide feedback on the plans.

Board Approval is required prior to the plans being submitted to TEA. Plans must be submitted no later than November 20, 2026.

ABILENEISD
CONNECT • LEAD • SUCCEED

Attached Supporting Documents:
26-27 Bowie Turnaround Plan
26-27 Clack MS Targeted Improvement Plan
26-27 Madison MS Targeted Improvement Plan

Fiscal Implications:
None

Administrative Recommendation:

Approve the Turnaround and Targeted Improvement Plans

Contact Person:

Lyndsey Williamson
Melissa Scott
Keri Thornburg

Abilene Independent School District

Bowie Elementary

2026-2027 Turnaround Plan

Needs Assessment and Stakeholder Engagement

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TAP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Turnaround Plan, in accordance with Texas Education Code (TEC) §39A.104, with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Turnaround Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.104, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.103 and §39A.104, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 9, 2026

As part of the Turnaround Plan (TAP) submission, in accordance with Texas Education Code (TEC) §39A.104, the LEA must upload documentation of stakeholder feedback or the stakeholder engagement process. 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:

—

SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT, School Action Fund (Create New)

Which, if any, program is your school system interested in to support this strategy?

LIFT, School Action Fund (Create New)

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Big Rock Educational Services, Region 14, School Empowerment Network

How many district staff members will be responsible for capacity building with this campus?

4

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

819,375.50 - SAF budget for 2 years (implementation staffing, stipends, professional development, PALS curriculum support, instructional supplies, contracted support, classroom furniture and technology, convenings, professional learning travel, and community engagement)

219,659.73 - Academic Coaches, Project Lead the Way teacher, Intervention paras

93,987.30 - LIFT grant funds allocated to Bowie ES

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 core components of this strategy are not contingent upon grant funding. If continuation grant funding is not received, Abilene ISD will continue to prioritize Bowie Elementary through existing district and campus resources. The strategic staffing and rehiring process will continue as planned, and district personnel, including academic coaches, content coordinators, and district leadership, will provide differentiated support based on campus needs.

The district will utilize existing personnel and professional learning resources to provide instructional coaching, collaborative planning, classroom modeling, data analysis, and leadership support. District and campus funds will be prioritized toward the strategies identified as having the greatest impact on student achievement. If necessary, the scope or timeline of supplemental activities may be adjusted, but the district's commitment to strategic staffing, high quality Tier 1 instruction, progress monitoring, and targeted campus support will remain in place.

Abilene ISD will continue to evaluate Bowie Elementary's needs and strategically allocate available personnel, professional learning, and financial resources to ensure the campus improvement strategy can be sustained even without additional grant funding.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

As part of the SAF process, Bowie Elementary is strategically redistributing talent to ensure that the campus has highly qualified and effective staff in positions that have the greatest impact on student achievement. For the 2026–2027 school year, the principal rehired all Kindergarten, first grade, PALS, and administrative team positions, allowing campus leadership to intentionally select candidates whose skills and experience align with the specific needs of Bowie students.

This strategic staffing process will continue over the next two years. Second and third grade positions will be rehired for the 2027–2028 school year, followed by fourth and fifth grade positions for the 2028–2029 school year. This phased approach allows the principal to intentionally build staff capacity across the campus and ensure that students are served by educators who demonstrate strong instructional practices, high expectations, and the ability to meet the academic and behavioral needs of Bowie students.

At the district level, resources will be prioritized and differentiated based on Bowie Elementary's identified needs and student performance data. Bowie will receive increased support from district content coordinators through instructional planning, classroom modeling, and observation and feedback. District leaders will regularly monitor implementation and student progress alongside campus leadership and adjust the intensity of support based on evidence of need. Professional learning will be targeted to identified instructional gaps, with additional opportunities for coaching and support provided to new or developing teachers.

The district will also prioritize leadership support for the principal and administrative team through frequent campus visits and progress monitoring of the campus's identified needs and improvement goals.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Other

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

600

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

171

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Monthly	Curriculum module and unit assessment results will be used to determine student mastery of recently taught TEKS and identify misconceptions or unfinished learning. Classroom teachers, special population teachers, and administrators will analyze results during collaborative planning and PLCs to identify standards requiring reteach, determine appropriate student groupings, and plan targeted instructional responses. Academic coaches and campus administrators will support teachers in analyzing patterns across classrooms and identifying effective instructional practices. Results will also be used to determine whether students are demonstrating the depth and rigor necessary to meet grade level expectations before instruction progresses to subsequent concepts. The Chief Academic Officer and district C&I staff will analyze results to deploy academic coaches and support needed grade levels with professional learning.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	NWEA MAP	District	BOY/MOY/ EOY	NWEA MAP Growth results will be used to identify individual student achievement levels and measure academic growth throughout the school year. Teachers (classroom teachers and special population teachers) and campus leaders will analyze BOY, MOY, and EOY data to identify student strengths and areas of need, establish growth goals, create instructional groups, and identify students who may require additional intervention or enrichment. Teachers will plan individualized instruction for students based on achievement and growth results. Campus and district leaders will review grade level and campus trends to identify areas requiring additional instructional support, coaching, or professional learning. Growth from one administration to the next will also be monitored to determine whether instructional strategies and interventions are resulting in improved student outcomes.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	mCLASS math and reading	District	BOY/MOY/ EOY	mCLASS results will be used to identify students' strengths and gaps in foundational reading and mathematics skills and determine students who may need additional instructional support. Teachers will use skill level data to plan targeted whole group, small group, and intervention instruction. Students identified as at risk will receive appropriate intervention and progress monitoring to determine their response to instruction. Campus leaders, academic coaches, classroom teachers and special population teachers will review mCLASS data to identify grade level trends, monitor student progress, and determine where additional instructional resources, coaching, or professional learning may be needed.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Benchmark		District	Semester	District Fall Assessment results will be used to evaluate student mastery of previously taught STAAR assessed TEKS and provide a common measure of student performance across the district. Campus and district teams will analyze results by campus, grade level, classroom, student group, student, and standard to identify areas of strength and priority needs. Results will drive targeted reteach and intervention plans, adjustments to instructional pacing and planning, and differentiated support from academic coaches and content coordinators. District leadership will use the results to determine the intensity of support needed at Bowie Elementary and monitor the effectiveness of campus improvement strategies.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
STAAR Released Test		District	Semester	STAAR benchmark results will be used to evaluate cumulative student mastery of assessed TEKS and identify remaining instructional gaps prior to the state assessment. Teachers, campus administrators, academic coaches, content coordinators, and district leaders will analyze results to identify priority standards, student groups, and individual students requiring additional support. Results will be used to develop targeted reteach and intervention plans, adjust instructional priorities, and allocate campus and district resources based on demonstrated need. Subsequent student work and formative assessment data will be monitored to determine whether identified gaps are closing.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	Daily Formative Assessments	Campus	Daily	Daily formative assessment results will provide teachers with immediate information about student understanding during instruction. Teachers will use checks for understanding, student work, questioning, exit tickets, and other formative measures to determine whether students are ready to progress or require additional modeling, guided practice, reteach, or extension. These results will allow teachers to make timely instructional adjustments rather than waiting for a formal assessment to identify learning gaps. Campus administrators and academic coaches will also look for evidence that teachers are routinely using formative data to respond to student needs during classroom instruction.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

Bowie Elementary will use a systematic process to track, analyze, and respond to individual student growth throughout the school year. Teachers will utilize Eduphoria to capture and analyze student performance on district and campus assessments. The district has also created individualized student data tracking templates for each teacher based on the students enrolled in their classrooms. These tools allow teachers and campus leaders to monitor individual student performance over time and track progress toward Domain 1 achievement goals and Domain 2 academic growth goals.

A key component of Bowie's data monitoring system will be the use of assessments embedded within the High Quality Instructional Materials (HQIM). Following HQIM module and unit assessments, teachers will analyze student performance by standard and use current performance to predict whether individual students are on track to achieve their identified performance targets. Teachers will identify students who are currently on track, approaching their targets, or not yet demonstrating the level of mastery necessary to meet predicted

performance goals. This process will allow the campus to identify concerns early and respond instructionally rather than waiting for district benchmarks or STAAR results.

Big Rock Education Services (BRES) will support Bowie in strengthening the PLC process so that data analysis consistently results in an instructional response. During PLCs, teachers and instructional leaders will analyze assessment results, identify trends and misconceptions, determine the underlying instructional or learning gap, and plan specific responses. Responses may include adjustments to upcoming Tier 1 instruction, targeted reteach, changes to small group instruction, additional opportunities for guided and independent practice, intervention, or extension. Subsequent assessment results will then be reviewed to determine whether the planned response resulted in increased mastery.

Bowie will also conduct regular performance and data meetings with School Empowerment Network (SEN). During these meetings, campus leaders and providers will review current student data, progress toward individual and campus performance targets, implementation of identified strategies, and evidence of student response. SEN and Bowie administration will identify priority students and skills and determine whether students demonstrated the expected progress and whether the strategy should be continued or adjusted.

Campus administrators, district academic coaches, content coordinators, BRES, SEN and other district support personnel will use these data cycles to determine the level and type of support Bowie needs. When data indicate that a grade level, classroom, student group, or individual student is not making sufficient progress, support will become increasingly targeted and intensive. This may include additional collaborative planning, classroom modeling, observation and feedback, analysis of student work, or direct support with reteach and intervention planning.

Through this process, Bowie Elementary will establish a continuous cycle of predicting performance, analyzing evidence, planning a response, implementing the response, and measuring its impact.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

Bowie Elementary will implement a systematic intervention process to provide timely, targeted support for students performing below grade level, including students receiving special education services and Emergent Bilingual (EB) students. Student performance on HQIM assessments, district assessments, universal screeners, formative assessments, and classroom work will be used to identify specific skill gaps and determine the appropriate instructional response.

Dedicated intervention time will be incorporated into the instructional schedule to provide additional support without replacing access to grade level Tier 1 instruction. During

intervention time, students performing below grade level will receive targeted small group instruction based on identified skill needs. Student groups will be flexible and will change as data demonstrate mastery or identify new areas of need. Teachers will use ongoing formative assessment and progress monitoring to determine whether interventions are producing the intended results and whether support should be continued, adjusted, or intensified.

Students receiving special education services will have access to grade level High Quality Instructional Materials in addition to the specially designed instruction, accommodations, modifications, and services identified through each student's IEP. Special education teachers are trained in Amplify Desmos Math and Bluebonnet Learning RLA so that intervention and specially designed instruction are connected to the content, vocabulary, models, and instructional approaches students experience during Tier 1 instruction. Special education teachers collaborate with general education teachers during PLCs and data analysis to identify priority skills, plan appropriate scaffolds, and monitor student progress toward both grade level expectations and individualized goals.

Emergent Bilingual students will also receive targeted small group instruction and intervention based on academic and language needs. Teachers will use student data to identify barriers to accessing grade level content and provide appropriate linguistic supports while maintaining rigorous academic expectations. Summit K12 will be utilized as an additional resource to support English language development and provide targeted practice aligned to students' language proficiency needs. EB student progress will be monitored alongside academic achievement data to determine whether students are making appropriate linguistic and academic growth.

PALS (Practical Academics and Living Skills - self-contained SPED) classrooms are intentionally included in Bowie's campuswide instructional improvement work. PALS teachers participate in PLCs, collaborative planning, professional learning, and the campus STEM implementation. This inclusion provides opportunities for teachers to collaborate around student needs and ensure students receiving specialized services have meaningful access to rigorous learning experiences with appropriate supports.

During PLCs and data meetings, teachers, interventionists, special education staff, EB support staff, campus administrators, and instructional support personnel will identify students who are below grade level, determine the specific skill or learning barrier, establish the instructional response, and identify how progress will be measured. Students who do not demonstrate sufficient progress following an intervention cycle will receive an adjusted or intensified response. This process will ensure that intervention is responsive to current student data and that special population status does not result in lowered expectations or reduced access to grade level instruction.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

Bowie Elementary PLCs will be organized by grade level and content area to allow teachers to engage in focused lesson internalization, lesson rehearsal, analysis of student work, and response to student data.

How frequently will PLCs occur?

PLCs will occur weekly during designated, protected collaborative planning time. Additional data focused PLCs may be scheduled following district assessments, HQIM module or unit assessments, and other significant assessment administrations.

Who will facilitate PLCs?

PLCs will be facilitated by campus administrators or academic coaches depending on grade level need. District content coordinators and other district instructional support staff will participate as appropriate to provide additional content expertise, support analysis of data, and assist teams in planning instructional responses. Big Rock Education Services will also support the development and implementation of effective PLC practices in RLA, including strengthening teachers' ability to analyze student work and assessment data and translate findings into specific instructional actions.

Who is required to attend PLCs?

All grade level teachers and special population teachers are expected to participate in PLCs for both math and reading.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

Bowie Elementary will utilize a consistent PLC protocol designed to strengthen implementation of High Quality Instructional Materials, improve instructional delivery, and ensure teachers respond effectively to evidence of student learning. PLC work will center on four interconnected processes: module or unit internalization, lesson internalization, and lesson rehearsal.

Module and Unit Internalization: Prior to beginning a new module or unit, teachers will develop a shared understanding of the standards, major concepts, learning progression, texts and tasks, and end of unit assessment expectations. Teams will identify what students must know and be able to do by the end of the unit and examine the level of rigor students will be expected to demonstrate. This work establishes the foundation for subsequent lesson internalization and ensures daily instruction remains aligned to the intended outcomes of the

HQIM.

Lesson Internalization: For RLA, teachers will use the Bluebonnet Learning lesson internalization process to deeply understand upcoming lessons before instruction. Teachers will first read the lesson in its entirety and then identify the Primary Focus Objectives and their connections to the TEKS and ELPS. Teachers will read the lesson texts, complete the Formative Assessment and Checks for Understanding themselves, and identify the literacy skills, knowledge, and vocabulary students will need in order to successfully demonstrate mastery. For math, teachers will use PLC time to internalize upcoming Amplify Desmos Math lessons with particular attention to lessons addressing priority and readiness TEKS. Teams will begin by identifying the targeted TEKS, the level of rigor required by the standard, and how the lesson activities and assessment opportunities develop students toward mastery. Teachers will examine the mathematical concepts, models, representations, vocabulary, and strategies students will encounter and anticipate likely student approaches and misconceptions.

Teachers will then examine the sequence and pacing of lesson activities, including the amount of instructional time allocated to each component.

Planning for diverse learners will be embedded within lesson internalization. Teachers will identify and annotate the supports already embedded within the HQIM and determine how those supports can be leveraged for Emergent Bilingual students, gifted and talented students, and students with disabilities. Special education teachers, EB support staff, interventionists, and other providers will collaborate with classroom teachers to identify appropriate accommodations and supports

Teachers will rehearse high leverage portions of upcoming lessons prior to instruction. Rehearsal may focus on explicit modeling, questioning, or critical Checks for Understanding. Particular attention will be given to portions of the lesson where misconceptions are anticipated or where teachers will need to make instructional decisions based on student responses. Teachers will receive actionable feedback from colleagues, campus administrators, or academic coaches before delivering the lesson.

Bowie Elementary's PLC process will ensure that collaborative planning results in increasingly effective instruction and measurable student growth.

Big Rock Education Services, academic coaches and content coordinators, and campus administrators will support implementation of this protocol through PLC facilitation, modeling, observation and feedback, and ongoing professional learning.

Upload PLC agenda (optional):

Bluebonnet RLA 3-5 PLC Script.docx.pdf

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal Manager	Classroom Culture Training - Establishing a strong classroom culture and creating learning environments that maximize instructional time and student engagement. Training addressed effective classroom management, classroom routines and procedures, student expectations, and other practices necessary to create safe academically focused classrooms. PLC Training - Establishing effective Professional Learning Communities using LIFT internalization and PLC protocols. Training strengthened leaders' understanding of PLCs and developed capacity in module internalization, lesson internalization, and lesson rehearsal. Principal Manager Training - Targeted professional development for principal managers focused on effective data tracking and coaching principals toward improved campus outcomes.	Big Rock Educational Services	Executive of Elementary Education, Chief Academic Officer
Principal	Classroom Culture Training - Establishing a strong classroom culture and creating learning environments that maximize instructional time and student engagement. Training addressed effective classroom management, classroom routines and procedures, student expectations, and other practices necessary to create safe academically focused classrooms. PLC Training - Establishing effective Professional Learning Communities using LIFT internalization and PLC protocols. Training strengthened leaders' understanding of PLCs and developed capacity in module internalization, lesson internalization, and lesson rehearsal.	Big Rock Education Services	Principal, Assistant Principal, Academic Coaches

Role	Training/PD Description	Delivered By	Attended By
Principal	Amplify Desmos Math Training - effective implementation of the district's HQIM, including lesson structure, instructional routines, mathematical representations, student discourse, and use of embedded resources and assessments.	Amplify Desmos Math	Principal, Assistant Principal, Academic Coaches, Executive Director of Elementary
Principal	Platform for Learning - establishing classroom routines, procedures, transitions, behavior expectations, and student engagement practices to maximize instructional time and create a consistent learning environment where students are prepared to learn. Effective First Teach - strengthening Tier 1 instruction so that students receive rigorous, effective instruction during the initial teaching of a concept. Teachers develop strategies for increasing student engagement, checking for understanding, responding to misconceptions, and ensuring all students have access to grade level learning. Gold Standard Modeling - explicit teacher modeling so students can clearly see and understand the thinking and processes necessary for successful task completion.	School Empowerment Network	Principal, Assistant Principal, Academic Coaches
Teacher	Amplify Desmos Math - Teachers developed an understanding of the curriculum structure, lesson components, instructional routines, digital and print resources, and embedded assessments. The training emphasized lesson preparation and internalization, facilitating student mathematical thinking and discourse, using models and representations, and maintaining the rigor of grade level TEKS while supporting diverse learners.	Academic Coaches, Amplify Math Trainers	Classroom math teachers, Special Education teachers

Role	Training/PD Description	Delivered By	Attended By
Teacher	Platform for Learning - establishing classroom routines, procedures, transitions, behavior expectations, and student engagement practices to maximize instructional time and create a consistent learning environment where students are prepared to learn. Effective First Teach - strengthening Tier 1 instruction so that students receive rigorous, effective instruction during the initial teaching of a concept. Teachers develop strategies for increasing student engagement, checking for understanding, responding to misconceptions, and ensuring all students have access to grade level learning. Gold Standard Modeling - explicit teacher modeling so students can clearly see and understand the thinking and processes necessary for successful task completion.	School Empowerment Network and Principal	Classroom teachers, Special Education teachers, Assistant Principal, Academic Coaches
Teacher	Bluebonnet Learning RLA Year Two Implementation Training: Training focused on deepening teachers' implementation of Bluebonnet Learning RLA through stronger lesson and module internalization. Teachers strengthened their ability to anticipate student misconceptions, use checks for understanding and student work to adjust instruction, support diverse learners while maintaining grade level rigor, and deliver the curriculum with increased confidence and effectiveness.	RLA Content Coordinator	Classroom teachers, Special education teachers, Academic coaches
Teacher	Beginning of Year Content Area Training: District content coordinators led beginning of year professional learning by content area to prepare teachers for a strong instructional start. Training included a review and analysis of prior year STAAR data to identify strengths and priority areas for improvement, expectations for effective use and implementation of district curriculum and HQIM, and instructional priorities for the upcoming school year. Teachers also received guidance on planning, pacing, available curriculum resources, and practices necessary to establish rigorous grade level instruction from the beginning of the year.	District Content Coordinators, Academic Coaches	Classroom teachers, Special Education teachers

Role	Training/PD Description	Delivered By	Attended By
Teacher	RBIS/Initial Product Training: This training will provide new RLA teachers with an understanding of Research Based Instructional Strategies (RBIS) in Reading Language Arts and how these practices support high quality, evidence based instruction. Participants will also receive initial training on Bluebonnet Learning RLA instructional materials, including curriculum organization, lesson structure, instructional routines, and available resources. The training will focus on building teacher capacity to effectively plan and deliver rigorous, grade level instruction aligned to the Texas Essential Knowledge and Skills (TEKS) while supporting effective implementation of Bluebonnet Learning.	RLA Content Coordinator	New RLA teachers

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Bowie Elementary will differentiate professional learning and coaching based o implementation data, and student outcomes. Teachers with fewer than two years of experience, as well as those demonstrating a need for additional support, will receive more frequent job embedded support beyond campuswide professional development.

For teachers, differentiated support may include additional lesson internalization and rehearsal, modeling and co teaching from academic coaches or teacher leaders, targeted observation and feedback cycles, and additional assistance planning for students who have not demonstrated mastery. Additional supports for new and inexperienced teachers include New Teacher Orientation prior to the beginning of the school year, ongoing new teacher check ins, and participation in the Mentor Prep Program to provide consistent guidance and support throughout the year. Teachers needing additional assistance with classroom culture or management may receive individualized support from Safe and Civil Schools coaches, including observation, modeling, development of classroom routines and procedures, and follow up coaching to strengthen implementation.

Campus administrators and academic coaches will use classroom walkthroughs, PLC participation, and assessment results, and to identify individual areas of need. Coaching and professional learning will then be targeted to those specific needs rather than providing the same level of support to every teacher. Follow up observations and student performance data will be used to determine whether the support resulted in improved practice and whether coaching should be continued or intensified.

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?

Lift Classroom observation tool, other classroom tool, BRES classroom culture tool and tracker. Look fors: implementation of HQIM, student engagement, teacher implementation of classroom management strategies

Bowie Elementary and district leadership will use multiple implementation monitoring tools to determine whether professional learning is transferring into classroom, PLC, and leadership practice. These tools will include a classroom walkthrough tool, PLC observation and implementation protocol, student data review, and principal coaching and progress monitoring tools. Data from these tools will be reviewed regularly to identify implementation strengths, determine areas requiring additional support, and differentiate future coaching and professional development.

The classroom walkthrough tool will be aligned to the major areas of professional learning provided to Bowie staff. Look fors will include:
Evidence of a strong Platform for Learning, including established routines and procedures, efficient transitions, clear behavioral and academic expectations, high levels of student engagement, and maximized instructional time.
Evidence of Effective First Teach, including grade level rigor, clear learning expectations, purposeful checks for understanding, active student participation, and teachers adjusting instruction based on student responses.
Evidence of Gold Standard Modeling, including explicit and accurate teacher modeling, making thinking visible to students, use of exemplars or models when appropriate, and a clear transition from teacher modeling to guided and independent student practice.
Evidence of effective HQIM implementation, including alignment to Bluebonnet Learning RLA and Amplify Desmos Math, appropriate pacing, use of embedded instructional routines and resources, and preservation of the rigor and intent of the curriculum.
Evidence that teachers are implementing planned supports for special populations and students below grade level, including appropriate scaffolds, accommodations, linguistic supports, small group instruction, and intervention without unnecessarily reducing the rigor of grade level content.

A PLC implementation and observation protocol will be used to monitor the practices developed through BRES training. Look fors will include evidence of module internalization, lesson internalization, lesson rehearsal, planning for special populations, and development of specific instructional responses based on student evidence. For RLA, leaders will look for teachers analyzing the Primary Focus Objective, TEKS and ELPS alignment, formative assessments, Checks for Understanding, pacing, anticipated student needs, and embedded supports consistent with the Bluebonnet lesson internalization process. For math, leaders will monitor whether teams are identifying high leverage Amplify lessons connected to priority or readiness TEKS, anticipating misconceptions, and identifying critical checks for understanding.

At the leadership level, principal manager coaching and progress monitoring tools will be used to evaluate the principal's implementation of campus improvement strategies. Look fors will include the principal's use of student and implementation data to identify priorities, quality and frequency of instructional feedback to teachers, monitoring of PLC effectiveness, follow through on identified action steps, response to classrooms or grade levels not demonstrating expected progress, and strategic allocation of campus resources based on need.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Weekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Bowie Elementary teachers will receive targeted support to strengthen instruction for students in special populations. Support will focus on ensuring that students receiving special education services and Emergent Bilingual students have access to rigorous grade level instruction while receiving the individualized, linguistic, and instructional supports necessary for success.

Special Education: The district Special Education Content Coordinator will provide ongoing support to special education and general education teachers in the implementation of HQIM, including Bluebonnet Learning RLA and Amplify Desmos Math. Support will include collaborative planning, lesson internalization, appropriate use of accommodations and scaffolds, analysis of student performance, and alignment of specially designed instruction with grade level content. Special education staff will participate in PLCs so that planning for students with disabilities is embedded within the campus instructional process rather than occurring separately.

PALS and STEM Implementation: Through support from School Empowerment Network (SEN), PALS teachers will be intentionally included in professional learning related to STEM implementation. Training and coaching will build teacher capacity to provide students receiving specialized services with meaningful access to engaging, rigorous STEM learning while appropriately adapting instruction to individual student needs. PALS teachers will also participate in PLCs and campus professional learning to strengthen alignment between specialized and campuswide instructional practices.

Emergent Bilingual Students: District EB instructional coaches will provide professional learning and job embedded coaching to strengthen teachers' implementation of the English Language Proficiency Standards (ELPS) across content areas. EB coaches will also support effective implementation of Summit K12, including the use of student language proficiency data to identify needs, provide targeted language development, and monitor student progress. Teachers will receive support in embedding linguistic accommodations, academic vocabulary, structured opportunities for speaking, listening, reading, and writing, and other language supports within grade level instruction.

Milestones

List 16-20 key milestones your campus will complete to implement this strategy (8-10 per year). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027, December 2027, May 2028, August 2028.

Milestone 1

Description – What specific action or deliverable will be completed?

Complete Platform for Learning training and establish campuswide classroom culture expectations.
All instructional staff will complete School Empowerment Network training on Platform for Learning prior to the beginning of the school year. Teachers will establish and explicitly teach classroom routines, procedures, behavioral expectations, and efficient transitions designed to maximize instructional time and create consistent learning environments. Campus leaders will communicate common implementation expectations and identify specific look fors that will be monitored during walkthroughs.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Teachers, School Empowerment Network

Evidence of Completion – What artifact, data, or observable action will verify completion?

Training agenda and sign in sheets; Platform for Learning training materials; campus classroom culture expectations/look fors; beginning of year walkthrough evidence demonstrating implementation of routine

Support Needed – What training, coaching, resources, or tools are required?

Platform for Learning training and walkthrough tools

Milestone 2

Description – What specific action or deliverable will be completed?

Monitor Platform for Learning implementation with weekly classroom walkthroughs. Administrative team, academic coaches, the Executive Director of Elementary, and SEN staff will conduct classroom walkthroughs using the campus walkthrough tool to determine whether Platform for Learning practices from August training are consistently implemented. When implementation is inconsistent, the teacher will receive a specific action step and targeted support through modeling, rehearsal, observation and feedback, or additional classroom management coaching. Leaders will conduct a follow up observation within 1 to 2 weeks to determine whether the identified practice has improved. Support and monitoring will continue or intensify until evidence demonstrates consistent implementation.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Principal Manager

Evidence of Completion – What artifact, data, or observable action will verify completion?

Platform for Learning walkthrough data; weekly trend reports; observation and feedback tracker; documented teacher action steps; coaching/modeling records; follow up walkthrough evidence demonstrating implementation

Support Needed – What training, coaching, resources, or tools are required?

School Empowerment Network; Safe and Civil Schools coaches; Principal Manager/DCSI; campus leadership coaching and modeling support

Milestone 3

Description – What specific action or deliverable will be completed?

Implement protected weekly HQIM PLCs facilitated by the campus administrative team, district content coordinators, and academic coaches.
PLCs will focus on internalizing upcoming Bluebonnet RLA and Amplify Desmos Math lessons before instruction occurs. Facilitators will guide teachers in identifying priority TEKS and lesson objectives, completing and analyzing lesson tasks and assessments, anticipating student misconceptions, planning checks for understanding, determining appropriate models and engagement strategies, and planning scaffolds for students receiving special education, EB, or intervention without reducing grade level rigor. Administrative team and academic coaches will complete targeted walkthroughs and when implementation is inconsistent, facilitators will identify a specific instructional adjustment and provide targeted modeling, lesson rehearsal, co teaching, or observation and feedback.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Academic Coaches, District Content Coordinators, Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

Weekly PLC calendar; PLC agendas; LIFT Observation Tool; Walkthrough forms

Support Needed – What training, coaching, resources, or tools are required?

District content coordinators; academic coaches; BRES PLC/internalization support; Bluebonnet RLA and Amplify Desmos Math resources and protocols; protected collaborative planning time

Milestone 4

Description – What specific action or deliverable will be completed?

Analyze October 5-8 district assessment results and implement a documented instructional response. 3-5 grade level teams will analyze student performance by TEKS, identify unfinished learning, and compare individual student performance to Domain 1 achievement and Domain 2 growth targets. Teachers will identify priority standards and establish specific Tier 1 reteach, small group, and intervention responses.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Teachers, Academic Coaches, District Content Coordinators

Evidence of Completion – What artifact, data, or observable action will verify completion?

Eduphoria reports; completed individualized student data trackers; TEKS analysis; PLC/data meeting agenda

Support Needed – What training, coaching, resources, or tools are required?

Eduphoria; district data trackers; protected data meeting time; academic coach and content coordinator support

Milestone 5

Description – What specific action or deliverable will be completed?

Evaluate the effectiveness of the October instructional response through HQIM assessments and formative assessments. PLC teams will review assessment evidence for the students and TEKS identified in October. Teams will document whether students demonstrated increased mastery and continue, adjust, or intensify the instructional response based on evidence.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Teachers, Academic Coaches

Evidence of Completion – What artifact, data, or observable action will verify completion?

Updated student trackers; revised intervention groups; PLC documentation

Support Needed – What training, coaching, resources, or tools are required?

BRES PLC support; SEN walkthrough support; academic coaches; HQIM assessments

Milestone 6

Description – What specific action or deliverable will be completed?

Complete MOY academic performance and intervention review. Analyze MAP, mCLASS, curriculum assessment, intervention, and progress data. Identify students not on track for EOY expectations and student performance goals and establish an instructional response and progress monitoring plan for each identified group.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Teachers, Academic Coaches, SPED/EB Staff

Evidence of Completion – What artifact, data, or observable action will verify completion?

MOY data report; updated student trackers; revised intervention rosters; PLC agenda

Support Needed – What training, coaching, resources, or tools are required?

Academic coaches; content coordinators; SPED Content Coordinator; EB coaches; Summit K12

Milestone 7

Description – What specific action or deliverable will be completed?

Administer spring STAAR benchmarks and make final instructional adjustments prior to STAAR. Students in STAAR tested grades will complete district spring benchmark assessments. Teachers and leaders will analyze results by student, TEKS, reporting category, and performance level; compare results to Domain 1 achievement and Domain 2 growth targets; and identify the highest leverage unfinished learning. PLC teams will develop final instructional response plans that prioritize Tier 1 reteach, targeted small group instruction, intervention, and progress monitoring prior to STAAR.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Teachers, Academic Coaches, District Content Coordinators, Principal Manager

Evidence of Completion – What artifact, data, or observable action will verify completion?

Spring benchmark results; Eduphoria reports; TEKS and reporting category analysis; updated Domain 1 and Domain 2 student trackers; PLC data meeting documentation; final reteach/ intervention plans

Support Needed – What training, coaching, resources, or tools are required?

District benchmark assessments; Eduphoria; district student trackers; academic coaches; content coordinators; protected data analysis and instructional planning time

Milestone 8

Description – What specific action or deliverable will be completed?

Begin reconstitution and strategic hiring for second and third grade, the next implementation grade level band. Bowie leadership will begin the reconstitution process for second and third grade positions for the 2027 to 2028 school year. Candidates will be intentionally selected based on demonstrated instructional effectiveness, ability to implement HQIM with fidelity, commitment to the Bowie STEM Academy model, strong classroom culture practices, and capacity to meet the academic and behavioral needs of Bowie students.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Human Resources

Evidence of Completion – What artifact, data, or observable action will verify completion?

Interview schedules; candidate screening/interview tools; hiring recommendations; signed contracts or staffing confirmations for second and third grade positions

Support Needed – What training, coaching, resources, or tools are required?

Human Resources support; access to teacher effectiveness and performance data as appropriate; district leadership participation in staffing decisions

Milestone 9

Description – What specific action or deliverable will be completed?

Complete EOY academic review. Analyze EOY MAP and mCLASS results, HQIM assessment data, STAAR performance, walkthrough trends, coaching effectiveness, PLC implementation, and STEM/EDP evidence. Based on performance data, finalize staffing decisions and training needed for upcoming school year. Plan targeted professional learning for staff need and student skills needed based on EOY review.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Executive Director of Elementary Education, Chief Academic Officer Human Resources

Evidence of Completion – What artifact, data, or observable action will verify completion?

EOY data summary; MAP/mCLASS reports; implementation trend data; Year 2 recommendations; updated second and third grade staffing roster; remaining vacancy/ onboarding plan

Support Needed – What training, coaching, resources, or tools are required?

District data support; principal manager; Human Resources; academic coaches; content coordinators; BRES/SEN

Milestone 10

Description – What specific action or deliverable will be completed?

Train and onboard 2nd and 3rd grade staff into the Bowie instructional model. Provide training in Platform for Learning, Effective First Teach, Gold Standard Modeling, HQIM implementation, and Bowie's PLC and coaching systems. Returning K, 1, and PALS staff will participate in targeted refresher training based on Year 1 implementation data rather than repeating introductory training.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, SEN, Academic Coaches, Content Coordinators

Evidence of Completion – What artifact, data, or observable action will verify completion?

Training resources, sign in agendas, staffing plan

Support Needed – What training, coaching, resources, or tools are required?

SEN training and coaching; BRES support; HQIM training and materials; Bluebonnet resources; STEM/EDP resources; campus implementation guides; Year 1 walkthrough and coaching data

Milestone 11

Description – What specific action or deliverable will be completed?

Relaunch protected weekly HQIM PLCs. Campus administrators, content coordinators, and academic coaches will facilitate weekly PLCs focused on upcoming instruction. Teachers will internalize HQIM, complete priority tasks and assessments, anticipate misconceptions, plan CFUs, identify appropriate models and representations, and plan scaffolds for special populations while maintaining grade level rigor. Following PLCs, leaders will conduct targeted walkthroughs to determine whether agreed upon practices transfer into classroom instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Academic Coaches, Content Coordinators, Teacher Leaders

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC agendas, HQIM internalization evidence, campus walkthrough tools

Support Needed – What training, coaching, resources, or tools are required?

Protected PLC time; HQIM internalization protocols; lesson rehearsal tools; BRES PLC coaching; content coordinator and academic coach support; walkthrough tool

Milestone 12

Description – What specific action or deliverable will be completed?

Complete the first district assessment data response cycle and documented response to unfinished learning. Teachers and leaders will analyze district assessment results by student, TEKS, student group, and performance level and compare results to established Domain 1 achievement and Domain 2 growth targets. PLC teams will identify priority unfinished learning and implement specific Tier 1 reteach, small group, intervention, and enrichment responses. Follow up evidence will be reviewed to determine whether the response resulted in increased mastery.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Teachers, Academic Coaches, Content Coordinator

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC agenda, district assessment results, data analysis protocol

Support Needed – What training, coaching, resources, or tools are required?

Eduphoria; District Data Dashboard; individualized campus data trackers; data analysis protocol; protected data PLC; academic coach and content coordinator support

Milestone 13

Description – What specific action or deliverable will be completed?

Calibrate implementation of Effective First Teach and increase student cognitive work. Conduct focused instructional rounds to determine the level of implementation of Platform for Learning, Gold Standard Modeling, Cold Call with Wait Time, Active Observation, and student discourse practices. Leaders will identify individual and campuswide trends and assign specific coaching action steps. Teachers not demonstrating consistent implementation will receive modeling, rehearsal, co teaching, or increased observation and feedback until evidence demonstrates improvement.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, SEN

Evidence of Completion – What artifact, data, or observable action will verify completion?

Effective First Teach training materials, walkthrough tools

Support Needed – What training, coaching, resources, or tools are required?

SEN coaching; common walkthrough tool; observation and feedback tracker; instructional rounds protocol; modeling and rehearsal opportunities; differentiated teacher coaching

Milestone 14

Description – What specific action or deliverable will be completed?

Complete the MOY academic and implementation review and reset interventions. Analyze MAP, mCLASS, HQIM assessments, walkthrough data, and coaching data. Identify students and student groups not on track to meet EOY growth and achievement targets and immediately regroup students for targeted intervention or acceleration. Leaders will also identify teachers requiring intensified instructional coaching based on the combined student outcome and implementation evidence.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Teachers, Academic Coaches, SPED Content Coordinator, EB Coaches

Evidence of Completion – What artifact, data, or observable action will verify completion?

MOY MAP, mCLASS, and formative assessment data, walkthrough data

Support Needed – What training, coaching, resources, or tools are required?

MAP and mCLASS reports; District Data Dashboard; campus data trackers; intervention schedules; SPED and EB support; Summit K12 where applicable; academic coaching

Milestone 15

Description – What specific action or deliverable will be completed?

Begin strategic recruitment and hiring of 4th and 5th grade teachers for the next phase of Bowie STEM Academy implementation. Campus and district leaders will identify staffing needs and recruit, screen, interview, and select highly qualified and effective candidates for 4th and 5th grade positions for the 2028 to 2029 school year.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Human Resources

Evidence of Completion – What artifact, data, or observable action will verify completion?

Interview schedules; candidate screening/interview tools; hiring recommendations; signed contracts or staffing confirmations for second and third grade positions

Support Needed – What training, coaching, resources, or tools are required?

Human Resources support; access to teacher effectiveness and performance data as appropriate; district leadership participation in staffing decisions

Milestone 16

Description – What specific action or deliverable will be completed?

Complete the Year 2 academic and implementation evaluation and establish Year 3 priorities. Analyze EOY MAP and mCLASS results, STAAR results when available, HQIM assessment trends, PLC implementation, walkthrough trends, and observation and feedback data. Determine which practices demonstrate evidence of successful implementation and impact, identify remaining gaps, and establish 2 to 3 specific Year 3 priorities. Use findings to revise summer professional learning, staffing, PLC structures, coaching assignments, intervention systems, and the next phase of STEM expansion.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, ILT, DCSI, Superintendent, Academic Coaches, Content Coordinators, District Leadership

Evidence of Completion – What artifact, data, or observable action will verify completion?

EOY assessment data, Campus data trackers, Professional learning plans

Support Needed – What training, coaching, resources, or tools are required?

District Data Dashboard; Eduphoria; MAP/mCLASS reports; campus data trackers; walkthrough and coaching trackers; PLC implementation data; STEM/EDP evidence; annual implementation review protocol; district performance management meeting

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

District and campus leaders will use a multi-level performance management system to monitor implementation of the Bowie STEM Academy plan. Monitoring will focus on both implementation fidelity and student outcomes, allowing leaders to identify barriers, assign specific action steps, and determine whether additional support is needed.

Monthly District Performance Management Meetings: District leaders will participate in monthly performance management meetings to review implementation and student progress. Participants will include the Superintendent, Chief Academic Officer, DCSI/Executive Director of Elementary Education, and other district instructional leaders as appropriate. The team will review progress toward TAP milestones, District Data Dashboard results, campus data trackers, assessment performance, walkthrough trends, and PLC implementation. Each meeting will result in clearly identified action steps, responsible parties, and follow up items that are revisited at the next meeting.

Observation, Feedback, and Coaching Monitoring: Campus leaders will maintain an observation and feedback tracker documenting classroom observations, teacher action steps, feedback, follow up dates, and evidence of improvement. Leaders will monitor whether coaching occurs consistently and whether teachers demonstrate improvement in the targeted instructional practice.

Student Data Monitoring: Teachers and leaders will maintain student data trackers to monitor individual student progress toward academic achievement and growth expectations. These data will be reviewed during PLCs and data meetings following MAP, mCLASS, HQIM assessments, district assessments, spring benchmarks, and other progress monitoring checkpoints. The District Data Dashboard will provide district and campus leaders with an additional system for monitoring campus, grade level, student group, and assessment trends. When data indicate that students are not making expected progress, leaders will identify action steps and provide ongoing teacher coaching and support.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

The DCSI/Executive Director of Elementary Education and Bowie Principal will have primary responsibility for reviewing progress toward the milestones identified in the TAP. The Superintendent and Chief Academic Officer will provide district level oversight through monthly performance management meetings.

The Bowie Principal will maintain and regularly update evidence of milestone completion, including student data trackers, walkthrough data, PLC implementation evidence, observation and feedback trackers, professional learning documentation, and assessment results.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress data will be collected through a combination of student outcome data and direct observation of practice. Evidence will include PLC agendas and internalization artifacts, professional learning attendance, classroom walkthrough data, observation and feedback trackers, campus student data trackers, and assessment results from MAP, mCLASS, HQIM assessments, district assessments, spring benchmarks, and PALS progress monitoring.

The campus and district will also use the District Data Dashboard and Eduphoria to collect and monitor student performance data. Evidence will be reviewed during weekly campus check ins to determine whether milestones are on track, completed, or require additional action.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Milestone progress will be shared with district leadership through monthly performance management meetings involving the Superintendent, Chief Academic Officer, DCSI/Executive Director of Elementary Education, Bowie Principal, and other relevant district leaders. At each meeting, the team will review the status of upcoming and recently completed milestones, supporting evidence, District Data Dashboard results, student performance trends, walkthrough and coaching data, and any barriers affecting implementation.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	40
Masters Grade Level	20

Not applicable: RLA STAAR goals (SY 26-27)

—

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	60
Meets Grade Level	40
Masters Grade Level	20

Not applicable: Math STAAR goals (SY 26-27)

—

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	65
Meets Grade Level	40
Masters Grade Level	20

Not applicable: overall STAAR goals (SY 26-27)

—

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

10

Not applicable: Academic Achievement goal (SY 26-27)

—

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

3

Not applicable: ELP Component goal (SY 26-27)

—

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	75
Meets Grade Level	45
Masters Grade Level	25

Not applicable: RLA STAAR goals (SY 27-28)

—

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	45
Masters Grade Level	25

Not applicable: Math STAAR goals (SY 27-28)

—

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	73
Meets Grade Level	45
Masters Grade Level	25

Not applicable: overall STAAR goals (SY 27-28)

—

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 27-28?

16

Not applicable: Academic Achievement goal (SY 27-28)

—

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 27-28?

3

Not applicable: ELP Component goal (SY 27-28)

—

Will this campus have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

10

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

4

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 27-28?

16

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 27-28?

8

Additional Info

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

—

Upload additional documents (optional):

Janaye Wideman - 25-26- SDP.docx.pdf

Abilene Independent School District

Clack Middle School

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 9, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

—

SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT, LIFT PLC Support

Which, if any, program is your school system interested in to support this strategy?

LIFT, LIFT PLC Support

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Amplify, Big Rock Educational Services, Carnegie Learning

How many district staff members will be responsible for capacity building with this campus?

4

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

LIFT Grant of $68,133 is funding partnership with Big Rock Educational Services, stipends, and assessment data support.
LIFT PLC Support Grant of $60,000 is funding additional support from Big Rock Educational Services to enhance the PLC processes at Clack.

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?

If the district does not receive the continuation grant for LIFT, local and Title funds will be used to continue to support campus' needs.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

A new principal was hired in 25-26 to lead improvement efforts at this campus. She had successfully turned around an elementary campus in Abilene ISD.

All members of the campus administrative team are actively involved in monitoring student progress through data tracking, coaching for engaging instruction, and facilitating effective lesson internalization through PLCs. Additionally, staff from the district curriculum and instruction department, including the executive director for secondary education, the secondary math curriculum coordinator, the secondary RLA curriculum coordinator, and the science curriculum coordinator, are actively participating in classroom walkthroughs, PLCs, and student progress monitoring using assessment data to support improved instruction and student outcomes.

The partnership with Big Rock Education Services through the LIFT grant, along with the LIFT PLC Support, is key in providing coaching and additional support to Clack Middle School.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

Bluebonnet Learning Math Grades 6-8

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

250

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

Amplify Texas Literacy Program, Grades 6-8

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

250

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

171

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	NWEA MAP	District	BOY/MOY/ EOY	NWEA MAP Growth is an interim assessment used to identify students' current academic performance levels, measure individual student growth over time, identify strengths and areas of need, and provide data that can be used to inform instructional decisions and monitor the effectiveness of interventions and instructional practices.
Benchmark		District	Semester	STAAR-aligned district assessments will provide multiple checkpoints throughout the year to determine whether students are making progress toward grade-level standards. Campus and district teams will analyze results to identify instructional gaps, prioritize TEKS for reteaching, plan targeted supports, and evaluate whether PLC, Bluebonnet Math, and student engagement strategies are resulting in improved student outcomes.
STAAR Released Test		District	Semester	A released STAAR assessment will be administered in late February as a benchmark to measure students' readiness for the spring STAAR assessment using content, rigor, and item types aligned to the state assessment. Results will be used to identify remaining gaps in TEKS mastery, determine priority areas for reteaching and intervention, and guide targeted instructional adjustments during the final weeks before STAAR.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Monthly	Curriculum based assessments are used to measure student mastery of the TEKS and concepts taught within each unit, identify misconceptions and unfinished learning, and provide timely data for PLCs to plan reteaching, intervention, and instructional adjustments before moving forward. The assessments inform the teacher campus on immediate adjustments that should be made and also inform the district regularly on progress toward student success and support that may be needed at the campus.
Other	Daily Formative Assessments	Campus	Daily	Daily formative assessments are used to provide immediate feedback on student understanding during instruction, identify misconceptions or learning gaps, and help teachers make timely adjustments to pacing, grouping, questioning, reteaching, and intervention. They also help ensure students are mastering daily learning objectives before moving on to new content.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

Weekly PLCs will serve as a primary structure for analyzing student data, identifying trends and learning gaps, and determining appropriate instructional responses, including reteaching, intervention, and acceleration. Campus and district leaders will monitor progress through the established performance management cycle to determine whether instructional strategies and improvement efforts are resulting in increased student growth. Data will be reviewed at the student, teacher, grade-level, and campus levels to identify students who are not demonstrating expected growth and to adjust supports and instructional practices as needed. The district's Director of Assessment and Accountability is critical in this area as she is able to provide data quickly to the campus to ensure timely adjustments can be made.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

Clack provides additional support for students who are performing below grade level through targeted reading and math lab classes. These classes will give students additional time and instruction in areas where they need support.

Students in special populations will receive additional support based on their individual needs. Special education staff will work closely with teachers to provide appropriate accommodations, services, and targeted instruction for students receiving special education services. Campus ESL staff will provide similar support for emergent bilingual students to help ensure they can access grade-level content and continue making academic progress. Student progress will be monitored regularly so supports can be adjusted as needed.

Student intervention is delivered through direct instruction from teachers, IXL, Progress Learning, and Summit K-12 (ESL students).

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by grade and content level.

How frequently will PLCs occur?

Weekly

Who will facilitate PLCs?

The principal and the instructional facilitator facilitate the PLCs. The school year the PLC process is being supported by Big Rock Educational Services coaches. District curriculum coordinators also routinely participate in PLCs when applicable.

Who is required to attend PLCs?

Content teachers and special education teachers.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

Weekly PLCs will follow the Big Rock lesson internalization and rehearsal process. Teachers will work collaboratively to unpack upcoming lessons, identify the standards and learning objectives, anticipate student thinking and misconceptions, and plan key instructional moves and checks for understanding. Teachers will then rehearse high-leverage portions of the lesson, receive feedback, and make adjustments before classroom implementation. Student assessment data is also analyzed and used for intervention planning and instructional adjustments during PLCs after unit and district assessments occur. This process is designed to strengthen teacher preparation, maintain grade-level rigor, and improve the consistency and quality of instruction across classrooms.

A sample PLC script from a 7th grade math PLC held on September 17th is uploaded.

Upload PLC agenda (optional):

PLC Script- Sept. 17.pdf

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal	Big Rock Classroom, Culture and Classroom Rigor Planning Meeting Trainings	Big Rock Educational Services	Principal, Assistant Principals, Instructional Facilitator, Principal Manager, District Content Coordinators
Teacher	Big Rock Classroom, Culture Training	Principal	All teachers
Teacher	Math RBIS Training	Region 14	All math teachers, special education teachers, instructional facilitator, principal
Principal Manager	Abilene ISD PM Systems PD + Instructional Readiness Review	Big Rock Educational Services	Chief Academic Officer and Executive Director of Elementary Education

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

All new teachers attended a two day New Teacher Orientation developed and delivered by the district. Topics at this training included classroom management, curriculum, and technology. Also included were various topics that help them enter their first week of teaching successfully.

Clack will differentiate support for new and/or ineffective teachers and leaders based on individual needs. As part of the Texas Mentor Program, teachers with less than two years of experience will receive structured mentoring, regular feedback, and ongoing support from trained mentors. Mentors will assist with instructional planning, classroom management, student engagement, and other areas identified through observation and data.

Additional support will be provided through weekly PLCs, instructional coaching, classroom observations, and feedback from campus and district leaders. Teachers needing additional support may receive more frequent coaching, modeling, lesson rehearsal, and follow-up. New or developing campus leaders will also receive targeted coaching and support, including opportunities to work with Big Rock coaches and district leadership. Training and coaching will be adjusted based on individual needs, observation data, and student performance.

New teachers attend a check-in with district support staff quarterly.

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?

Implementation will be monitored using multiple tools, including the BRES Student Engagement and Hierarchy Tracker, LIFT Classroom Observation Tool, PLC Observation Tool, and a locally created T-TESS walkthrough form. These tools will be used by campus administrators, district C&I staff, and Big Rock coaches to monitor implementation and provide feedback.

Key look-fors will include student engagement, use of BRES classroom culture strategies, grade-level rigor, checks for understanding, use of high-quality instructional materials, lesson internalization, lesson rehearsal, and evidence that PLC work is being carried into classroom instruction. The tools will also help identify areas where teachers or teams may need additional coaching or support.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Weekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Teachers and administrators will receive ongoing support on how to better meet the needs of students in special populations, including students receiving special education services and emergent bilingual students. Training and support will focus on accommodations, modifications, language supports, and strategies to help students access grade-level instruction.

Campus special education and ESL staff, along with district support staff, will assist teachers through PLCs, planning, classroom support, and data review. Administrators will also monitor supports to make sure students are receiving what they need and making progress.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

All campus administrators and district curriculum and instruction leaders will attend Big Rock Educational Services professional development - Student Culture and Engagement - and actively participate in classroom walkthroughs for baseline data collection and analysis for every core content classroom with the BRES coaches.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

campus principal, district C&I leadership

Evidence of Completion – What artifact, data, or observable action will verify completion?

BRES training sign-in sheets, data from the Classroom Management Hierarchy Data Collection Form, BRES data trackers, classroom management coaching schedules and logs

Support Needed – What training, coaching, resources, or tools are required?

Coaching support through Big Rock BRES coaches, BRES collection forms and data trackers

Milestone 2

Description – What specific action or deliverable will be completed?

All campus administrators and district curriculum and instruction leaders will attend Big Rock Educational Services PLC professional development - CRPM Classroom Rigor Planning Meeting - and actively participate in classroom walkthroughs using the BRES CRPM walkthrough forms.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

campus principal, principal managers

Evidence of Completion – What artifact, data, or observable action will verify completion?

CRPM walkthrough forms and data tracker, walkthrough schedules

Support Needed – What training, coaching, resources, or tools are required?

Big Rock BRES coach supports, walkthrough data tracker

Milestone 3

Description – What specific action or deliverable will be completed?

All campus administrators, math teachers, and special education teachers will attend Research Based Instructional Strategies (RBIS) training for effective math instruction through Region 14 curriculum staff.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District C&I leaders, campus principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

Region 14 RBIS training sign-in sheets

Support Needed – What training, coaching, resources, or tools are required?

Training support through Region 14.

Milestone 4

Description – What specific action or deliverable will be completed?

Weekly math PLCs will be held using the BRES CRPM protocols for lesson internalization and planning, including lesson objective identification, activities and engagement strategies, rigor and alignment, lesson rehearsal, intervention and extension, assessment, and data analysis.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

campus principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

CRPM scripts, attendance sheets, PLC schedules, classroom walkthroughs

Support Needed – What training, coaching, resources, or tools are required?

BRES coach PLC supports

Milestone 5

Description – What specific action or deliverable will be completed?

Classroom walkthroughs will occur weekly in core content classes with administrators monitoring and tracking student engagement and classroom rigor using BRES walkthrough tools. Teachers will receive timely feedback and real time coaching with the frequency determined by walkthrough observations.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

campus principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

BRES walkthrough forms, other district walkthrough forms, data tracking tools, walkthrough schedules, coaching trackers

Support Needed – What training, coaching, resources, or tools are required?

BRES coaching supports

Milestone 6

Description – What specific action or deliverable will be completed?

Analyze October 5-8 District Assessment results and implement a document instructional response. 6th-8th grade level teams will analyze student performance by TEKS, identify unfinished learning, and compare individual student performance to Domain 1 achievement and Domain 2 growth targets. Teachers will identify priority students and standards and establish specific Tier 1 reteach, small group, and intervention responses.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

C&I Math Curriculum Coordinator, campus principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

assessment data/trackers, lesson plans

Support Needed – What training, coaching, resources, or tools are required?

Data from campus and district assessments, Bluebonnet Math materials, district curriculum materials

Milestone 7

Description – What specific action or deliverable will be completed?

Evaluate the effectiveness of the October instructional response through HQIM assessments and formative assessments. PLC teams will review assessment evidence for the students and TEKS identified in October. Teams will document whether students demonstrated increased mastery and continue, adjust, or intensify the instructional response based on evidence.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Teachers, Academic Coaches

Evidence of Completion – What artifact, data, or observable action will verify completion?

student assessments/data trackers, PLC scripts and agendas

Support Needed – What training, coaching, resources, or tools are required?

BRES PLC Support, BRES Performance Management Support

Milestone 8

Description – What specific action or deliverable will be completed?

Monitor for Classroom Culture implementation with weekly classroom walkthroughs. Administrative team, academic coaches, the Executive Director of Secondary, Chief Academic Officer, and BRES staff will conduct classroom walkthroughs using the campus walkthrough tool to determine whether Classroom Culture Hierarchy practices from August training are consistently implemented. When implementation is inconsistent, the teacher will receive a Real Time Coaching and targeted support through modeling, rehearsal, observation and feedback, or additional classroom management coaching. Leaders will conduct a follow up observation within 1 to 2 weeks to determine whether the identified practice has improved. Support and monitoring will continue or intensify until evidence demonstrates consistent implementation.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

principal, assistant principals, instructional facilitator, principal manager

Evidence of Completion – What artifact, data, or observable action will verify completion?

Classroom Culture walkthrough data/trackers, weekly trend reports, campus coaching calendars, follow up walkthrough evidence demonstrating implementation

Support Needed – What training, coaching, resources, or tools are required?

BRES coaches, Safe and Civil Schools Coaches, Principal Manager/DCSI, campus leadership coaching and modeling support

Milestone 9

Description – What specific action or deliverable will be completed?

Complete MOY academic performance and intervention review. Analyze MAP, curriculum assessments, intervention, and progress data. Identify students not on track for EOY expectations and student performance goals and establish an instructional response and progress monitoring plan for each identified group.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Teachers, Academic Coaches, SPED/EB Staff

Evidence of Completion – What artifact, data, or observable action will verify completion?

MOY data report; updated student trackers; revised intervention rosters; PLC agenda

Support Needed – What training, coaching, resources, or tools are required?

Academic coaches; content coordinators; SPED Content Coordinator; EB coaches; Summit K12

Milestone 10

Description – What specific action or deliverable will be completed?

Administer spring STAAR benchmarks and make final instructional adjustments prior to STAAR. Students in STAAR tested grades will complete district spring benchmark assessments. Teachers and leaders will analyze results by student, TEKS, reporting category, and performance level; compare results to Domain 1 achievement and Domain 2 growth targets; and identify the highest leverage instructional strategies to address gaps. PLC teams will develop final instructional response plans that prioritize Tier 1 reteach, targeted small group instruction, intervention, and progress monitoring prior to STAAR.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Teachers, Academic Coaches, District Content Coordinators, Principal Manager

Evidence of Completion – What artifact, data, or observable action will verify completion?

Spring benchmark results; Eduphoria reports; TEKS and reporting category analysis; updated Domain 1 and Domain 2 student trackers; PLC data meeting documentation; final reteach/ intervention plans

Support Needed – What training, coaching, resources, or tools are required?

District benchmark assessments; Eduphoria; district student trackers; academic coaches; content coordinators; protected data analysis and instructional planning time

Milestone 11

Description – What specific action or deliverable will be completed?

Complete EOY academic review. Analyze EOY MAP results, HQIM assessment data, STAAR performance, walkthrough trends, coaching effectiveness, and PLC implementation. Based on performance data, finalize staffing decisions and training needed for upcoming school year. Plan targeted professional learning for staff need and student skills needed based on EOY review.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Executive Director of Secondary Education, Chief Academic Officer, Human Resources

Evidence of Completion – What artifact, data, or observable action will verify completion?

EOY data summary; MAP reports, professional development plans

Support Needed – What training, coaching, resources, or tools are required?

District data support; principal manager; Human Resources; academic coaches; content coordinators; BRES

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

District and campus leaders will monitor implementation of the plan through regular classroom walkthroughs, PLC observations, coaching, and review of student performance data. Tools such as the BRES Student Engagement and Hierarchy Tracker, LIFT Classroom Observation Tool, PLC Observation Tool, and local T-TESS walkthrough form will be used to monitor implementation of the identified strategies.

BRES will lead the performance management process using the required TEA LIFT expectations and monitoring requirements. Performance management meetings will include the BRES coach, Chief Academic Officer, Superintendent, Executive Director of Elementary Education, Executive Director of Secondary Education, Director of Assessment and Accountability, and Chief Strategic Officer. This group will review implementation and student outcome data, identify campus needs, and determine where additional support may be needed. Based on the data reviewed, the district will put extra supports, coaching, resources, or follow-up actions in place to address identified areas of need and strengthen implementation.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Principal, Chief Academic Officer (Principal Manager), Executive Director of Secondary Education, District Content Coordinators

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

BRES trackers, PLC agendas, TEA LIFT Observation Tool, and assessment data from Eduphoria will be used to collect various points of data.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Progress data will be shared through the performance management cycle. The school board will also be updated multiple time throughout the school year during Board Workshop or Regular Board Meetings.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	75
Meets Grade Level	45
Masters Grade Level	20

Not applicable: RLA STAAR goals (SY 26-27)

—

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	63
Meets Grade Level	35
Masters Grade Level	12

Not applicable: Math STAAR goals (SY 26-27)

—

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	66
Meets Grade Level	37
Masters Grade Level	16

Not applicable: overall STAAR goals (SY 26-27)

—

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

16

Not applicable: Academic Achievement goal (SY 26-27)

—

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

4

Not applicable: ELP Component goal (SY 26-27)

—

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

16

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

4

Additional Info

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

—

Upload additional documents (optional):

—

Abilene Independent School District

Madison Middle School

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 9, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

—

SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT, LIFT PLC Support

Which, if any, program is your school system interested in to support this strategy?

LIFT, LIFT PLC Support

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Amplify, Big Rock Educational Services, Carnegie Learning

How many district staff members will be responsible for capacity building with this campus?

4

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

LIFT Grant of $68,133 is funding partnership with Big Rock Educational Services, stipends, and assessment data support.
LIFT PLC Support Grant of $60,000 is funding additional support from Big Rock Educational Services to enhance the PLC processes at Madison.

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?

If the district does not receive the continuation grant for LIFT, local and Title funds will be used to continue to support campus' needs.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

The campus has hired or been assigned new assistant principals and an instructional facilitator to the administration team.

All assistant principals, instructional facilitator, and the principal are actively involved in the activities associated with monitoring student progress through data tracking, coaching engaging instruction, and facilitating effective lesson internalization and PLCs. Additionally, staff from the district curriculum and instruction department, including the executive director for secondary education, the secondary math curriculum coordinator, the secondary RLA curriculum coordinator, and the science curriculum coordinator, are actively participating in classroom walkthroughs, PLCs, and student progress monitoring using assessment data to support improved instruction and student outcomes.

The partnership with Big Rock Education Services through the LIFT grant, along with the LIFT PLC Support, is key in providing coaching and additional support to Madison Middle School.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

Bluebonnet Learning Math Grades 6-8

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

250

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

Amplify Texas Literacy Program, Grades 6-8

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

250

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

171

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	NWEA MAP	District	BOY/MOY/ EOY	NWEA MAP Growth is an interim assessment used to identify students' current academic performance levels, measure individual student growth over time, identify strengths and areas of need, and provide data that can be used to inform instructional decisions and monitor the effectiveness of interventions and instructional practices.
Benchmark		District	Semester	STAAR-aligned district assessments will provide multiple checkpoints throughout the year to determine whether students are making progress toward grade-level standards. Campus and district teams will analyze results to identify instructional gaps, prioritize TEKS for reteaching, plan targeted supports, and evaluate whether PLC, Bluebonnet Math, and student engagement strategies are resulting in improved student outcomes.
STAAR Released Test		District	Semester	A released STAAR assessment will be administered in late February as a benchmark to measure students' readiness for the spring STAAR assessment using content, rigor, and item types aligned to the state assessment. Results will be used to identify remaining gaps in TEKS mastery, determine priority areas for reteaching and intervention, and guide targeted instructional adjustments during the final weeks before STAAR.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Monthly	Curriculum based assessments are used to measure student mastery of the TEKS and concepts taught within each unit, identify misconceptions and unfinished learning, and provide timely data for PLCs to plan reteaching, intervention, and instructional adjustments before moving forward. The assessments inform the teacher campus on immediate adjustments that should be made and also inform the district regularly on progress toward student success and support that may be needed at the campus.
Other	Daily Formative Assessments	Campus	Daily	Daily formative assessments are used to provide immediate feedback on student understanding during instruction, identify misconceptions or learning gaps, and help teachers make timely adjustments to pacing, grouping, questioning, reteaching, and intervention. They also help ensure students are mastering daily learning objectives before moving on to new content.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

Weekly PLCs will serve as a primary structure for analyzing student data, identifying trends and learning gaps, and determining appropriate instructional responses, including reteaching, intervention, and acceleration. Campus and district leaders will monitor progress through the established performance management cycle to determine whether instructional strategies and improvement efforts are resulting in increased student growth. Data will be reviewed at the student, teacher, grade-level, and campus levels to identify students who are not demonstrating expected growth and to adjust supports and instructional practices as needed. The district's Director of Assessment and Accountability is critical in this area as she is able to provide data quickly to the campus to ensure timely adjustments can be made.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

Madison provides additional support for students who are performing below grade level through targeted reading and math lab classes. These classes will give students additional time and instruction in areas where they need support.

Students in special populations will receive additional support based on their individual needs. Special education staff will work closely with teachers to provide appropriate accommodations, services, and targeted instruction for students receiving special education services. Campus ESL staff will provide similar support for emergent bilingual students to help ensure they can access grade-level content and continue making academic progress. Student progress will be monitored regularly so supports can be adjusted as needed.

Student intervention is delivered through direct instruction from teachers, IXL, Progress Learning, and Summit K-12 (ESL students).

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by grade level and content area.

How frequently will PLCs occur?

Weekly

Who will facilitate PLCs?

The principal, assistant principals, and instructional facilitator facilitate the PLCs. This year the PLC process is being supported by Big Rock Educational Services coaches. District curriculum coordinators also routinely participate in PLCs when applicable.

Who is required to attend PLCs?

Content teachers and special education teachers

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

Weekly PLCs will follow the Big Rock lesson internalization and rehearsal process. Teachers will work collaboratively to unpack upcoming lessons, identify the standards and learning objectives, anticipate student thinking and misconceptions, and plan key instructional moves and checks for understanding. Teachers will then rehearse high-leverage portions of the lesson, receive feedback, and make adjustments before classroom implementation. Student assessment data is also analyzed and used for intervention planning and instructional adjustments during PLCs after unit and district assessments occur. This process is designed to strengthen teacher preparation, maintain grade-level rigor, and improve the consistency and quality of instruction across classrooms.

Upload PLC agenda (optional):

—

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal	Big Rock Classroom, Culture and Classroom Rigor Planning Meeting Trainings	Big Rock Educational Services	Principal, Assistant Principals, Instructional Facilitator, Principal Manager, District Content Coordinators
Teacher	Big Rock Classroom, Culture Training	Principal	All teachers
Teacher	Math RBIS Training	Region 14	All math teachers, special education teachers, instructional facilitator, principal
Principal Manager	Abilene ISD PM Systems PD + Instructional Readiness Review	Big Rock Educational Services	Chief Academic Officer and Executive Director of Elementary Education

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

All new teachers attended a two day New Teacher Orientation developed and delivered by the district. Topics at this training included classroom management, curriculum, and technology. Also included were various topics that help them enter their first week of teaching successfully.

Madison will differentiate support for new and/or ineffective teachers and leaders based on individual needs. As part of the Texas Mentor Program, teachers with less than two years of experience will receive structured mentoring, regular feedback, and ongoing support from trained mentors. Mentors will assist with instructional planning, classroom management, student engagement, and other areas identified through observation and data.

Additional support will be provided through weekly PLCs, instructional coaching, classroom observations, and feedback from campus and district leaders. Teachers needing additional support may receive more frequent coaching, modeling, lesson rehearsal, and follow-up. New or developing campus leaders will also receive targeted coaching and support, including opportunities to work with Big Rock coaches and district leadership. Training and coaching will be adjusted based on individual needs, observation data, and student performance.

New teachers attend a check-in with district support staff quarterly.

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?

Implementation will be monitored using multiple tools, including the BRES Student Engagement and Hierarchy Tracker, LIFT Classroom Observation Tool, PLC Observation Tool, and a locally created T-TESS walkthrough form. These tools will be used by campus administrators, district C&I staff, and Big Rock coaches to monitor implementation and provide feedback.

Key look-fors will include student engagement, use of BRES classroom culture strategies, grade-level rigor, checks for understanding, use of high-quality instructional materials, lesson internalization, lesson rehearsal, and evidence that PLC work is being carried into classroom instruction. The tools will also help identify areas where teachers or teams may need additional coaching or support.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Weekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Teachers and administrators will receive ongoing support on how to better meet the needs of students in special populations, including students receiving special education services and emergent bilingual students. Training and support will focus on accommodations, modifications, language supports, and strategies to help students access grade-level instruction.

Campus special education and ESL staff, along with district support staff, will assist teachers through PLCs, planning, classroom support, and data review. Administrators will also monitor supports to make sure students are receiving what they need and making progress.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

All campus administrators and district curriculum and instruction leaders will attend Big Rock Educational Services professional development, Classroom Culture and Engagement, and actively participate in classroom walkthroughs for baseline data collection and analysis for every core content classroom with the BRES coaches.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

campus principal, district C&I leadership, Big Rock Educational Services, assistant principals, campus academic coaches

Evidence of Completion – What artifact, data, or observable action will verify completion?

BRES training materials, BRES training sign-in sheets, data from the Classroom Management Hierarchy Data Collection Form, BRES data trackers, classroom management coaching schedules and logs

Support Needed – What training, coaching, resources, or tools are required?

Coaching support through BRES coaches, BRES collection forms and data trackers

Milestone 2

Description – What specific action or deliverable will be completed?

All campus administrators and district curriculum and instruction leaders will attend Big Rock Educational Services PLC professional development - CRPM Classroom Rigor Planning Meeting - and actively participate in classroom walkthroughs using the BRES CRPM walkthrough forms. PLCs will take place weekly with focus on lesson internalization and lesson rehearsal and emphasis on use of multiple engagement strategies.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

campus principal, principal managers

Evidence of Completion – What artifact, data, or observable action will verify completion?

CRPM walkthrough forms and data tracker, walkthrough schedules, LIFT Observation Tool, Co-planning tools

Support Needed – What training, coaching, resources, or tools are required?

Big Rock BRES coach supports, walkthrough data tracker

Milestone 3

Description – What specific action or deliverable will be completed?

All campus administrators, math teachers, and special education teachers will attend Research Based Instructional Strategies (RBIS) training for effective math instruction through Region 14 curriculum staff.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District C&I leaders, campus principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

Region 14 RBIS training sign-in sheets

Support Needed – What training, coaching, resources, or tools are required?

Training support through Region 14.

Milestone 4

Description – What specific action or deliverable will be completed?

Analyze October 5-8 District Assessment results and implement a document instructional response. 6th-8th grade level teams will analyze student performance by TEKS, identify unfinished learning, and compare individual student performance to Domain 1 achievement and Domain 2 growth targets. Teachers will identify priority students and standards and establish specific Tier 1 reteach, small group, and intervention responses.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

C&I Math Curriculum Coordinator, campus principal, principal manager

Evidence of Completion – What artifact, data, or observable action will verify completion?

assessment data/trackers, lesson plans

Support Needed – What training, coaching, resources, or tools are required?

Data from campus and district assessments, Bluebonnet Math materials, district curriculum materials

Milestone 5

Description – What specific action or deliverable will be completed?

Weekly math PLCs will be held using the BRES CRPM protocols for lesson internalization and planning, including lesson objective identification, activities and engagement strategies, rigor and alignment, lesson rehearsal, intervention and extension, assessment, and data analysis.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

campus principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

CRPM scripts, attendance sheets, PLC schedules, classroom walkthroughs

Support Needed – What training, coaching, resources, or tools are required?

BRES coach PLC supports

Milestone 6

Description – What specific action or deliverable will be completed?

Classroom walkthroughs will occur weekly in core content classes with administrators monitoring and tracking student engagement and classroom rigor using BRES walkthrough tools. Teachers will receive timely feedback and real time coaching with the frequency determined by walkthrough observations.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

campus principal

Evidence of Completion – What artifact, data, or observable action will verify completion?

BRES walkthrough forms, other district walkthrough forms, data tracking tools, walkthrough schedules, coaching trackers

Support Needed – What training, coaching, resources, or tools are required?

BRES coaching supports

Milestone 7

Description – What specific action or deliverable will be completed?

Evaluate the effectiveness of the October instructional response through HQIM assessments and formative assessments. PLC teams will review assessment evidence for the students and TEKS identified in October. Teams will document whether students demonstrated increased mastery and continue, adjust, or intensify the instructional response based on evidence.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Teachers, Academic Coaches

Evidence of Completion – What artifact, data, or observable action will verify completion?

student assessments/data trackers, PLC scripts and agendas

Support Needed – What training, coaching, resources, or tools are required?

BRES PLC Support, BRES Performance Management Support

Milestone 8

Description – What specific action or deliverable will be completed?

Monitor for Classroom Culture implementation with weekly classroom walkthroughs. Administrative team, academic coaches, the Executive Director of Secondary,Chief Academic Officer, and BRES staff will conduct classroom walkthroughs using the campus walkthrough tool to determine whether Classroom Culture Hierarchy practices from August training are consistently implemented. When implementation is inconsistent, the teacher will receive a Real Time Coaching and targeted support through modeling, rehearsal, observation and feedback, or additional classroom management coaching. Leaders will conduct a follow up observation within 1 to 2 weeks to determine whether the identified practice has improved. Support and monitoring will continue or intensify until evidence demonstrates consistent implementation.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

principal, assistant principals, instructional facilitator, principal manager

Evidence of Completion – What artifact, data, or observable action will verify completion?

Classroom Culture walkthrough data/trackers, weekly trend reports, campus coaching calendars, follow up walkthrough evidence demonstrating implementation

Support Needed – What training, coaching, resources, or tools are required?

BRES coaches, Safe and Civil Schools Coaches, Principal Manager/DCSI, campus leadership coaching and modeling support

Milestone 9

Description – What specific action or deliverable will be completed?

Complete MOY academic performance and intervention review. Analyze MAP, curriculum assessments, intervention, and progress data. Identify students not on track for EOY expectations and student performance goals and establish an instructional response and progress monitoring plan for each identified group.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Teachers, Academic Coaches, SPED/EB Staff

Evidence of Completion – What artifact, data, or observable action will verify completion?

MOY data report; updated student trackers; revised intervention rosters; PLC agenda

Support Needed – What training, coaching, resources, or tools are required?

Academic coaches; content coordinators; SPED Content Coordinator; EB coaches; Summit K12

Milestone 10

Description – What specific action or deliverable will be completed?

Administer spring STAAR benchmarks and make final instructional adjustments prior to STAAR. Students in STAAR tested grades will complete district spring benchmark assessments. Teachers and leaders will analyze results by student, TEKS, reporting category, and performance level; compare results to Domain 1 achievement and Domain 2 growth targets; and identify the highest leverage instructional strategies to address gaps. PLC teams will develop final instructional response plans that prioritize Tier 1 reteach, targeted small group instruction, intervention, and progress monitoring prior to STAAR.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Teachers, Academic Coaches, District Content Coordinators, Principal Manager

Evidence of Completion – What artifact, data, or observable action will verify completion?

Spring benchmark results; Eduphoria reports; TEKS and reporting category analysis; updated Domain 1 and Domain 2 student trackers; PLC data meeting documentation; final reteach/ intervention plans

Support Needed – What training, coaching, resources, or tools are required?

District benchmark assessments; Eduphoria; district student trackers; academic coaches; content coordinators; protected data analysis and instructional planning time

Milestone 11

Description – What specific action or deliverable will be completed?

Complete EOY academic review. Analyze EOY MAP results, HQIM assessment data, STAAR performance, walkthrough trends, coaching effectiveness, and PLC implementation. Based on performance data, finalize staffing decisions and training needed for upcoming school year. Plan targeted professional learning for staff need and student skills needed based on EOY review.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Executive Director of Secondary Education, Chief Academic Officer, Human Resources

Evidence of Completion – What artifact, data, or observable action will verify completion?

EOY data summary; MAP reports, professional development plans

Support Needed – What training, coaching, resources, or tools are required?

District data support; principal manager; Human Resources; academic coaches; content coordinators; BRES

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

District and campus leaders will monitor implementation of the plan through regular classroom walkthroughs, PLC observations, coaching, and review of student performance data. Tools such as the BRES Student Engagement and Hierarchy Tracker, LIFT Classroom Observation Tool, PLC Observation Tool, and local T-TESS walkthrough form will be used to monitor implementation of the identified strategies.

BRES will lead the performance management process using the required TEA LIFT expectations and monitoring requirements. Performance management meetings will include the BRES coach, Chief Academic Officer, Superintendent, Executive Director of Elementary Education, Executive Director of Secondary Education, Director of Assessment and Accountability, and Chief Strategic Officer. This group will review implementation and student outcome data, identify campus needs, and determine where additional support may be needed. Based on the data reviewed, the district will put extra supports, coaching, resources, or follow-up actions in place to address identified areas of need and strengthen implementation.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Principal, Chief Academic Officer (Principal Manager), Executive Director of Secondary Education, District Content Coordinators

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

BRES trackers, PLC agendas, TEA LIFT Observation Tool, and assessment data from Eduphoria will be used to collect various points of data.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Progress data will be shared through the performance management cycle. The school board will also be updated multiple time throughout the school year during Board Workshop or Regular Board Meetings.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	52
Masters Grade Level	26

Not applicable: RLA STAAR goals (SY 26-27)

—

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	60
Meets Grade Level	40
Masters Grade Level	15

Not applicable: Math STAAR goals (SY 26-27)

—

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	40
Masters Grade Level	20

Not applicable: overall STAAR goals (SY 26-27)

—

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

16

Not applicable: Academic Achievement goal (SY 26-27)

—

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

4

Not applicable: ELP Component goal (SY 26-27)

—

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

14

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

8

Additional Info

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

—

Upload additional documents (optional):

—

Abilene Independent School District Board Document - Agenda Item VI.E.

Meeting Date: November 9, 2026 Meeting Type: Regular Meeting

Item Type: Consent Agenda Future Action Required: No If Yes, Month: N/A

Subject: Consideration of continuing in an Interlocal Agreement with Region 10 Multi-Region Purchasing Cooperative (MRPC) for Student Nutrition

---

Background Information**:** The administration respectfully asks the Board of Trustees to approve the annual Interlocal Agreement for the continued membership and participation with Region 10 Multi-Region Purchasing Cooperative for the period of July 1, 2027 – June 30, 2028. This cooperative administers the child nutrition cooperative purchasing and commodity processing program for the members with no annual fee for membership.

An Interlocal Contract is one the methods available to school districts for complying with procurement requirements as per Chapter 791 of the Texas Government Code, Chapter 271, Subchapter F of the Texas Local Government Code, and 44.031 of the Texas Education Code.

Attached Supporting Documents: The Interlocal Agreement including school addresses and the Resolution for the board's consideration.

ABILENEISD
CONNECT • LEAD • SUCCEED

Fiscal Implications: None

Administrative Recommendation: Vote to approve the Interlocal Agreement authorizing the Abilene Independent School District's participation in the Region 10 Multi-Region Purchasing Cooperative for the period of July 1, 2027 – June 30, 2028.

Contact Person: Jennifer Hinds, Chief Financial Officer

Abilene Independent School District Board Document

Meeting Date: November 9, 2026 Meeting Type: Regular Board Meeting

Item Type: Consent Future Action Required: No If Yes, Month: N/A

Subject: SLAC Recommendation- Acquisition of Library Materials

---

Background Information:

The School Library Advisory Council met on November 2, 2026. During this meeting the committee reviewed and considered the list of books to be approved for procurement:

The SLAC is recommending all the books on this Nov 2026 Ordering List for approval. District librarians compile the list of books they would like to be considered for approval by the SLAC and the school board. This list is posted on the district webpage, and the public can submit comments and concerns regarding any of the titles listed. Eight titles were removed from the list with at least one SLAC member recommending they be reviewed further prior to purchasing. The district did receive public comments on some of the titles and all were considered during the SLAC meeting.

26-27 SLAC members present at the November 2nd meeting were the following: Kristi Brokaw (voting member), Donna Lanier (voting member), Jenna Sprott (voting member), Vicki Head (voting member), Eric Lemmons (voting member), Lyndsey Williamson, Beth Pruitt, Kate Stover, Margaret Hope, Kalyn Gensic, Anita Marquez, Jimmy Pogue, and Jackee Hamp.

ABILENEISD
CONNECT • LEAD • SUCCEED

Attached Supporting Documents:

None

Fiscal Implications: Each campus is allotted funds to purchase library materials. There are no fiscal implications that extend beyond each campus' budget for this purpose.

Administrative Recommendation:

Consider the recommendations of the SLAC and approve the list of books for procurement.

Contact Person:

Lyndsey Williamson
Kate Stover

Abilene Independent School District Board Document - Agenda Item VI.G

Meeting Date: November 9, 2026 Meeting Type: Regular

Item Type: Consent Future Action Required: No If Yes, Month: N/A

Subject: Jones County Trust Property Bid – Parcel 25772

Background Information**:** Kim Ramos from the law firm of Perdue, Brandon, Fielder, Collins and Mott reached out to inform us that a property in Jones County came up for bid as part it being delinquent in taxes. The law firm represents the Jones County Appraisal District (and many school districts) and has reached out to Abilene ISD for consideration of the bid due to the property being within our attendance zone. The property was placed in the Jones County Trust in 2021 and therefore cannot be awarded without consideration from each taxing entity on the property.

We are required to place this bid on the agenda.

The Bid Sheet is attached with the bidder information for the Board's viewing only.

Attached Supporting Documents: Jones CAD Documents

Fiscal Implications: No material fiscal impact.

Administrative Recommendation: Approve as Presented.

Contact Person: Dr. Joe Waldron

ABILENE ISD
CONNECT • LEAD • SUCCEED

PERDUE BRANDON FIELDER COLLINS & MOTT LLP
ATTORNEYS AT LAW

2500 N. Big Spring St, Suite D
Midland, Texas 79705
p: 432-522-2427
f: 432-699-7884
w: www.pbfcm.com

October 21, 2026

Abilene I.S.D.
Attn: Dr. Joe Waldron, Superintendent
241 Pine Street
Abilene, TX 79601

RE: Approval/Denial of Bid for Purchase of Property Held in Trust by Jones County

Dear Dr. Waldron,

Our firm contracts with Jones County Appraisal District for the collection of delinquent property taxes. The bidder on the attached sheet has recently submitted a bid for the purchase of trust property that was struck-off to Jones County, In Trust, for foreclosed delinquent property taxes. Each taxing entity having an interest in a property must approve a bid in order for the bidder to be awarded the property. Please be advised that accepting the bid would allow the property to be placed back on the tax roll, and that the Commissioners Court may reject a bid for any reason.

Please place the property on your agenda as a separate item for consideration, and advise if you would like our attorney, Mollie Lerew to appear in person. **Please send me notification of acceptance or denial of each bid** by email at kramos@pbfcm.com.

Your help and consideration are greatly appreciated. If you have any questions or concerns, please feel free to contact me.

Sincerely,

Kim Ramos

Kim Ramos
Paralegal

Jones Co. Appraisal District — **Appraisal Year: 2026**

ACCT: 303110-000-1

OWNER R30084

JONES COUNTY IN TRUST

1100 12TH ST
ANSON TX 79501

PARCEL/TYPE: 25772 / R
OWNER/SEQ: R30084/1
DISABLED VET:
OWNER INT: 1.000000
HS CODE:
CEILING YEAR:
CEILING TAX:

LOC CODE: 272 **JUR CODE:** CAD GJO HST SAB

LEGAL 1 A0443 47 T&P-16, TRACT 1,
LEGAL 2 ACRES 5
LEGAL 3 TX011529
LEGAL 4
Prop Addr: 3664 PR 322
ABILENE TX 79601

CAT CODE: E1
UTIL TYPE:
ZONING:
NEIGHBOR:
RD TYPE:
ROUTE CODE/ORDER: jp26/0
MTG:
SEC ACCT:

AGENT:
MAP: K13/
GPS: -99.738826299999999, 32.535240199999997
APPR YEAR: 2025
APPR DATE: 09/12/2025
APPR NAME: SF

User Code 1: User Code 2: JP User Code 3: B User Code 4: J User Code 5: User Code 6: JCAD

LAND

SEQ	ACRES	SQ FT	FRNT FT	REAR FT	FRNT FT AVG	DEPTH	DEP %
1	5.0000	87120.00	0.00	0.00	0.00	0.00	0.00

REAL

CLASS	COST	EXTRA COST	% RD	% GD	EXTRA ADJ %	EXTRA VALUE	MKT VAL
ABILENE	10,000.00	0.00	0.25	1.00	1.00	0	12,500

AG

CLASS/CD	COST	EXTRA COST	TYPE	% GD	EXTRA ADJ %	EXTRA VALUE	VALUE	CAT
/	0.00	0		0.00	0.00	0	0	E1

IMPROVEMENTS

SEQ	TYPE	CLASS	CNDTN	HS	YR BLT	EFF YR	AGE	NOTES	TTL AREA	COST	% EX1	% EX2	% GD	% FC	% EC	% CP	EXTRA	TOTAL VAL	CALLS	CAT CODE
1	MA	BV3+		Y	1970	1970	56		2,767	117.31	1.150	1.000	0.600	1.000	0.750	1.000	7,330	180,680	U37R13D2R31D12R5D12R32D25L3	E1
2	AGF2	1		Y	1970	1970	56		848	41.06	1.150	1.000	0.600	1.000	0.750	1.000	0	18,020	U33R24D19R4D14L28	E1
3	CP	1		Y	1970	1970	56		584	23.46	1.150	1.000	0.600	1.000	0.750	1.000	0	7,090	D18R46U12L16D4L13U4L3U6L14	E1
4	STR3	1		Y	1970	1970	56		778	99.71	1.150	1.000	0.600	1.000	0.750	1.000	0	41,350	U22R8U6R37D14L31D14L14	E1
5	CP	1		Y	1970	1970	56		64	23.46	1.150	1.000	0.600	1.000	0.750	1.000	0	780	U8L8D8R8	E1
6	STR3	1		Y	1970	1970	56		364	99.71	1.150	1.000	0.600	1.000	0.750	1.000	0	19,390	U14R26D14L26	E1
7	SP	1		Y	1970	1970	56		140	29.33	1.150	1.000	0.600	1.000	0.750	1.000	0	2,120	D10R14U10L14	E1

ACRES: 5.0000
ABST NUM: 443
ABST/SUBDIV: T&P-16
TRACT/LOT: 1
BLOCK:

OWNERS ACRES: 5.0000

LARGER TRACT: 5.0000
SIC CODE:
IRR WELLS: 0.00
IRR ACRES: 0.00
CAPACITY: 0.00
USE INCOME VALUE: N

LAND HS: 0
LAND NHS: 12,500
PROD MKT: 0
PROD (AG/TIM): 0
TOTAL LAND MKT: 12,500
IS VALUE OVERRIDDEN: N

IMP HS: 0
IMP NEW HS: 0
IMP NHS: 276,450
IMP NEW NHS: 0
IMP TOTAL: 276,450

TOTAL MKT: 288,950
TOTAL TAXABLE: 288,950
OWNER INT: 1.000000
OWNER VALUE: 288,950

PREVIOUS OWNER

SEQ	PREVIOUS OWNER	DEED DATE	VOLUME	PAGE	FILE #
4	COX SAMUEL	10/07/2025			252935
3	COX SAM & SHIRLEY	02/13/2004	D246821	CLARK CO I	
2	STORY MICHAEL N ETUX KAY N	05/22/1990	729	195	

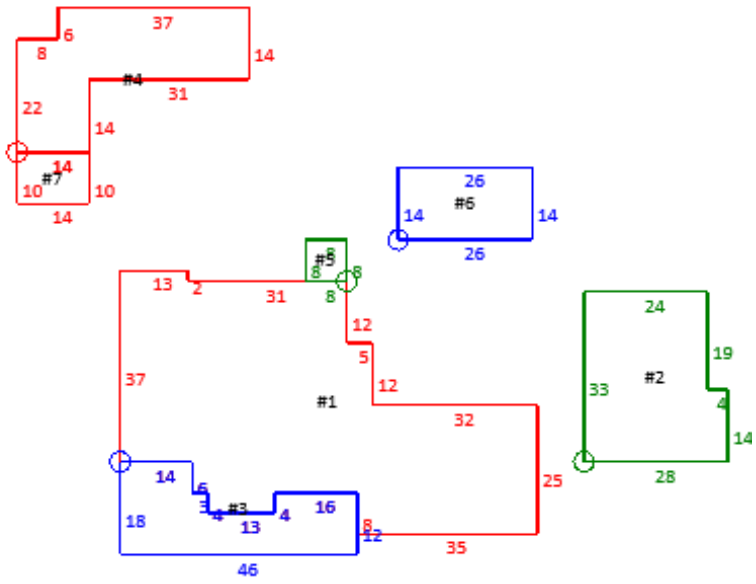
COMMENTARY (*only shows 10 sequences)

SEQ	COMMENTARY	VALUE	UNIT
1	CNST-WOOD B&C	0.00	
1	EXTF-OCMM BRICK	0.00	
1	FLOR-VNYL TILE	0.00	
1	INTF-EXP BEAM	0.00	
1	ROOF-COMP SHNG	0.00	
1	FP3AV2	4,500.00	D
1	SW3A	3.75	U
1	HOMESITE UTILITY	5,000.00	
4	ALUM-SDG-ALUMINU	0.00	
4	SW2	3.00	U

NOTES

2017-GATE//2020-LOCKED GATE//

#1 MA
#2 AGF2
#3 CP
#4 STR3
#5 CP
#6 STR3
#7 SP



Jones Co. Appraisal District — **Appraisal Year: 2026**

ACCT: 303110-000-1

OWNER R30084

JONES COUNTY IN TRUST

1100 12TH ST
ANSON TX 79501

PARCEL/TYPE: 25772 / R
OWNER/SEQ: R30084/1
DISABLED VET:
OWNER INT: 1.000000
HS CODE:
CEILING YEAR:
CEILING TAX:

LOC CODE: 272 **JUR CODE:** CAD GJO HST SAB
LEGAL 1 A0443 47 T&P-16, TRACT 1,
LEGAL 2 ACRES 5
LEGAL 3 TX011529
LEGAL 4
Prop Addr: 3664 PR 322
ABILENE TX 79601

CAT CODE: E1
UTIL TYPE:
ZONING:
NEIGHBOR:
RD TYPE:
ROUTE CODE/ORDER: jp26/0
MTG:
SEC ACCT:

AGENT:
MAP: K13/
GPS: -99.738826299999999, 32.535240199999997
APPR YEAR: 2025
APPR DATE: 09/12/2025
APPR NAME: SF

User Code 1: User Code 2: JP User Code 3: B User Code 4: J User Code 5: User Code 6: JCAD

IMPROVEMENTS

SEQ	TYPE	CLASS	CNDTN	HS	YR BLT	EFF YR	AGE	NOTES	TTL AREA	COST	% EX1	% EX2	% GD	% FC	% EC	% CP	EXTRA	TOTAL VAL	CALLS	CAT CODE
8	POOL	POL1		Y	0	1900	126		720	16.25	1.000	1.000	0.600	1.000	1.000	1.000	0	7,020	U40R18D40L18	E1

ACRES: 5.0000
ABST NUM: 443
ABST/SUBDIV: T&P-16
TRACT/LOT: 1
BLOCK:

OWNERS ACRES: 5.0000

LARGER TRACT: 5.0000
SIC CODE:
IRR WELLS: 0.00
IRR ACRES: 0.00
CAPACITY: 0.00
USE INCOME VALUE: N

LAND HS: 0
LAND NHS: 12,500
PROD MKT: 0
PROD (AG/TIM): 0
TOTAL LAND MKT: 12,500
IS VALUE OVERRIDDEN: N

IMP HS: 0
IMP NEW HS: 0
IMP NHS: 276,450
IMP NEW NHS: 0
IMP TOTAL: 276,450

TOTAL MKT: 288,950
TOTAL TAXABLE: 288,950
OWNER INT: 1.000000
OWNER VALUE: 288,950

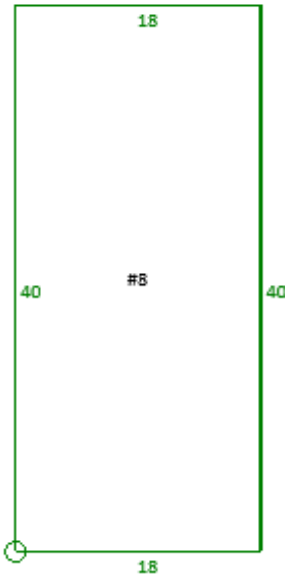
PREVIOUS OWNER

SEQ	PREVIOUS OWNER	DEED DATE	VOLUME	PAGE	FILE #
4	COX SAMUEL	10/07/2025			252935
3	COX SAM & SHIRLEY	02/13/2004	D246821	CLARK CO I	
2	STORY MICHAEL N ETUX KAY N	05/22/1990	729	195	

NOTES

2017-GATE//2020-LOCKED GATE//

#8 POOL



Abilene Independent School District Board Document – VI.H.

Meeting Date: November 9, 2026 Meeting Type: Regular Meeting

Item Type: Action Future Action Required: Yes If Yes, Month: November 9, 2026

Subject: Head Start Pre-K Partnership Waiver

Background Information:
The 89th legislature (TEC § 29.153 (i)) required districts, who are in Pre-K Partnerships, to ensure at least 85% of the student revenue obtained to be passed through to the partnership. Abilene ISD was granted a five-year partnership with The Office of Head Start in April of 2022 for May 1, 2022 – April 30, 2027. To ensure the 85% passthrough rate is occurring, TEA has required the school districts fill out a waiver for the 2025-2026 and the 2026-2027 school year. The AISD completed the waiver by the due date of October 30, 2026.

Attached Supporting Documents:

Fiscal Implications:
The AISD Head Start partnership receives not less than 85% of the funding the district or school receives for the student.

Administrative Recommendation: The board will consider action to approve the Pre-K Partnership Waiver that was submitted for the 2025-2026 and 2026-2027 school years.

Contact Person:
Julie Wilson, Director of Early Childhood Programs
Lyndsey Williamson, Chief Academic Officer
Jennifer Hinds, Chief Financial Officer

Blair Schroeder
President, Board of Trustees
(325) 677-1444
Blair.schroeder@abileneisd.org

Abilene Independent School District

241 Pine • Abilene, Texas 79602 • (325) 677-1444

November 9, 2026

The Abilene Independent School District Board of Trustees has discussed, considered, and approved the Pre-K Partnership Pass-Through Waiver, submitted on October 30, 2026, for the Head Start Pre-K Partnership for the 2025–2026 and 2026–2027 school years.

Sincerely,

Blair Schroeder
President, Board of Trustees

Abilene Independent School District Board Document

Meeting Date: November 9, 2026 Meeting Type: Regular Board Meeting

Item Type: Report Future Action Required: No If Yes, Month: N/A

Subject: Academic Performance Update: Instructional Leadership and Coaching

---

Background Information:

This presentation provides an overview of the district's instructional leadership and coaching work through the LIFT program in partnership with Big Rock Education Services. It highlights lesson preparation and rehearsal, classroom observations, and timely, actionable feedback to strengthen grade-level instruction aligned to the rigor of the TEKS. Consistent classroom observations help leaders identify trends and provide targeted support at the teacher, campus, and district levels.

Attached Supporting Documents:
Presentation

Fiscal Implications:
None

Administrative Recommendation:

None

ABILENEISD
CONNECT • LEAD • SUCCEED

Contact Person:

Lyndsey Williamson

ABILENE ISD

Instructional Leadership and Coaching

Lyndsey Williamson



Importance of Instructional Leadership & Coaching

Teacher Growth

Identify one manageable action with the greatest potential impact.

Maintain Rigorous Instruction

Helps teachers internalize and rehearse lessons that align with standards and grade-level expectations.

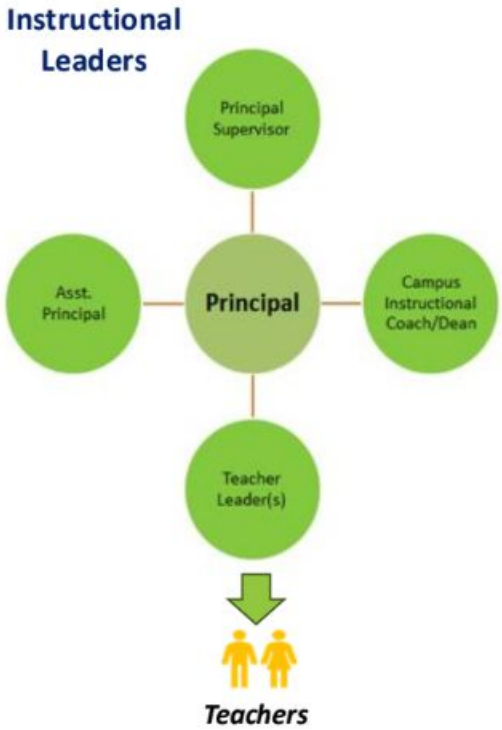
Responding to Student Needs

Use classroom evidence and assessment data to adjust instruction

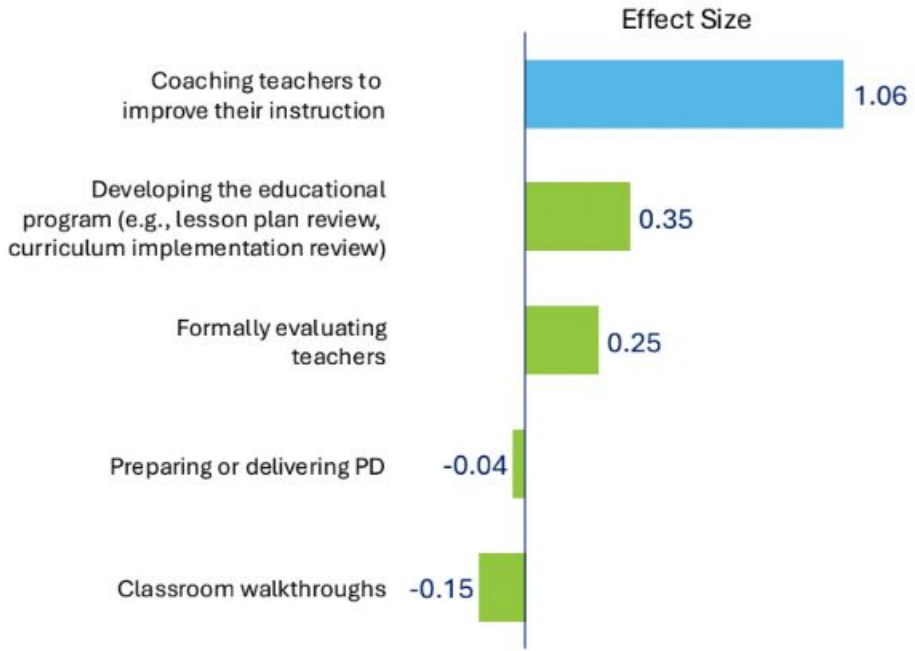
Trust & Consistency

Create supportive relationships and follow up to see whether changes improve instruction.

ABILENE ISD



Relative to other instruction-related tasks of principals, coaching has a significant impact



Source: Grissom, J.A., Loeb, S., Master, B. (2013). Effective instructional time use for school leaders: Longitudinal evidence from observation of principals. *Educational Researcher, 42*(8), 433-444

ABILENEISD

Our District's LIFT Partnership

Big Rock Educational Services supports our instructional work through the LIFT grant.

Bluebonnet HQIM

Using high-quality instructional materials to support the intended learning.

Lesson internalization and rehearsal

Studying the lesson and anticipating student thinking, then practicing key teaching moves.

Observation and feedback

Using the LIFT tools and real-time coaching to strengthen instruction.

ABILENE ISD

The Football Coaching Connection

On the Football Field	In the Classroom
A game plan and practice	Lesson internalization and rehearsal
Press-box and sideline perspectives	A coach’s view alongside the teacher’s view
Observation and statistics	Classroom evidence and checks for understanding
Film review and the next game plan	Review student work and refine the next lesson

ABILENEISD

Real-Time Coaching & Timely Feedback: In-Game Adjustments

Like coaches making halftime and sideline adjustments during a game—rather than hoping performance improves later—classroom coaching delivers timely feedback and live prompts for immediate instructional impact.

1. Notice in Real Time

Spot learning patterns as they happen (e.g., students give answers but struggle to explain reasoning) instead of waiting for end-of-unit results.

2. Provide In-Game Coaching & Timely Feedback

Deliver immediate, targeted prompts and timely feedback mid-lesson or next day.

3. Adjust & Check Immediately

The teacher executes the shift on the spot and listens for stronger understanding right away, rather than hoping it improves later.

ABILENE ISD

Classroom Culture

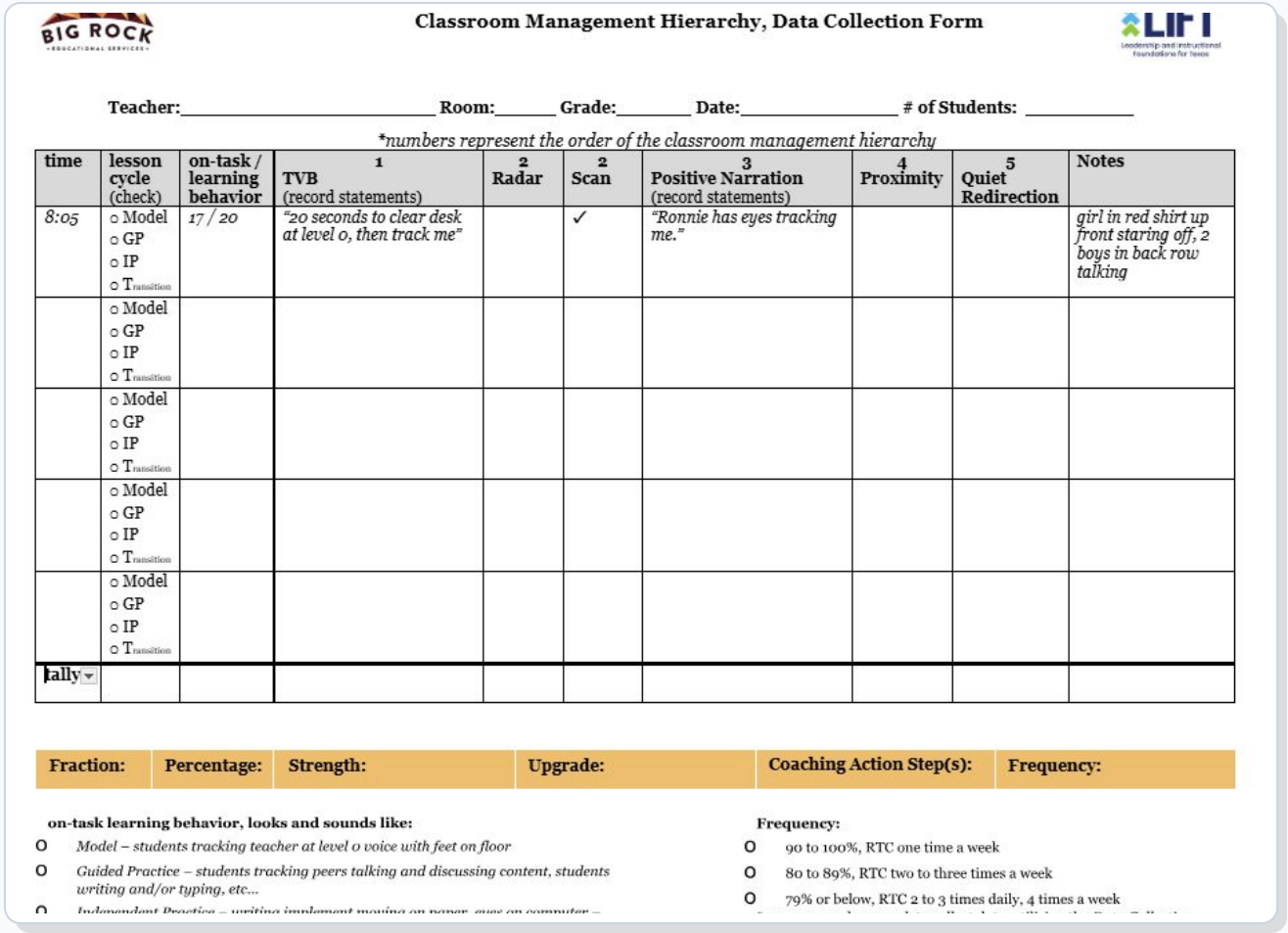
(Engagement)

This is strictly focused on student engagement in the lesson or task.

Compliance vs. Engagement

Over **3,000**

Culture walks completed across **12** campuses.



BIG ROCK EDUCATIONAL SERVICES

Classroom Management Hierarchy, Data Collection Form

LIFT Leadership and Instructional Foundations for Texas

Teacher:_____ **Room:**_____ **Grade:**_____ **Date:**_____ **# of Students:** _____

**numbers represent the order of the classroom management hierarchy*

time	lesson cycle (check)	on-task / learning behavior	1 TVB (record statements)	2 Radar	2 Scan	3 Positive Narration (record statements)	4 Proximity	5 Quiet Redirection	Notes
8:05	o Model o GP o IP o T_{ransition}	*17 / 20*	*"20 seconds to clear desk at level 0, then track me"*		✓	*"Ronnie has eyes tracking me."*			*girl in red shirt up front staring off, 2 boys in back row talking*
	o Model o GP o IP o T_{ransition}								
	o Model o GP o IP o T_{ransition}								
	o Model o GP o IP o T_{ransition}								
	o Model o GP o IP o T_{ransition}								
Tally									

Fraction:	Percentage:	Strength:	Upgrade:	Coaching Action Step(s):	Frequency:

on-task learning behavior, looks and sounds like:

- o *Model – students tracking teacher at level 0 voice with feet on floor*
- o *Guided Practice – students tracking peers talking and discussing content, students writing and/or typing, etc...*
- o *Independent Practice – writing implement moving on paper, eyes on computer –*

Frequency:

- o 90 to 100%, RTC one time a week
- o 80 to 89%, RTC two to three times a week
- o 79% or below, RTC 2 to 3 times daily, 4 times a week

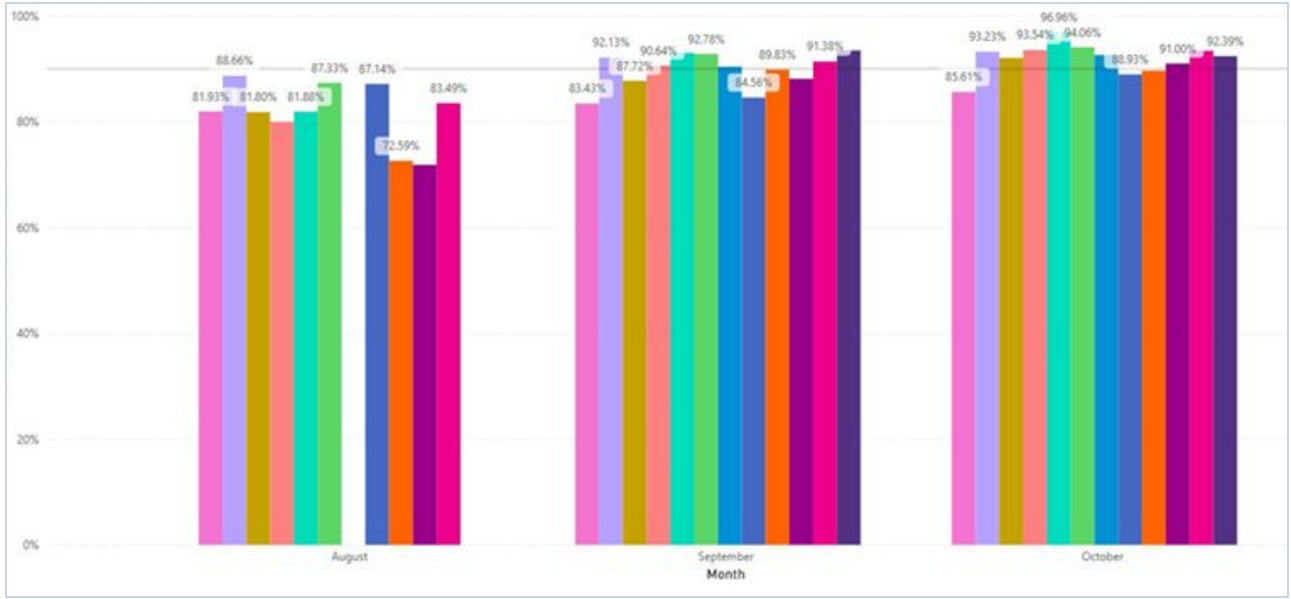
Average % On-Task Learning

by Month & Campus

TARGET BENCHMARK

90%+

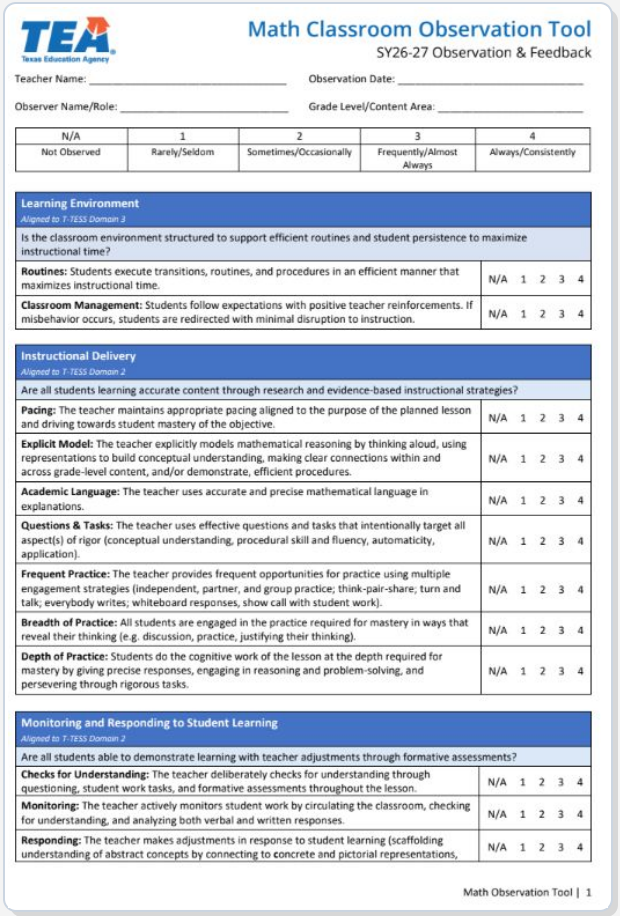
Goal is at least 90% engagement across all campuses.



LIFT

Observation Tool

(Math)



TEA Texas Education Agency

Math Classroom Observation Tool

SY26-27 Observation & Feedback

Teacher Name: _____ Observation Date: _____

Observer Name/Role: _____ Grade Level/Content Area: _____

N/A	1	2	3	4
Not Observed	Rarely/Seldom	Sometimes/Occasionally	Frequently/Almost Always	Always/Consistently

Learning Environment

Aligned to T-TESS Domain 3

Is the classroom environment structured to support efficient routines and student persistence to maximize instructional time?

Routines: Students execute transitions, routines, and procedures in an efficient manner that maximizes instructional time.	N/A 1 2 3 4
Classroom Management: Students follow expectations with positive teacher reinforcements. If misbehavior occurs, students are redirected with minimal disruption to instruction.	N/A 1 2 3 4

Instructional Delivery

Aligned to T-TESS Domain 2

Are all students learning accurate content through research and evidence-based instructional strategies?

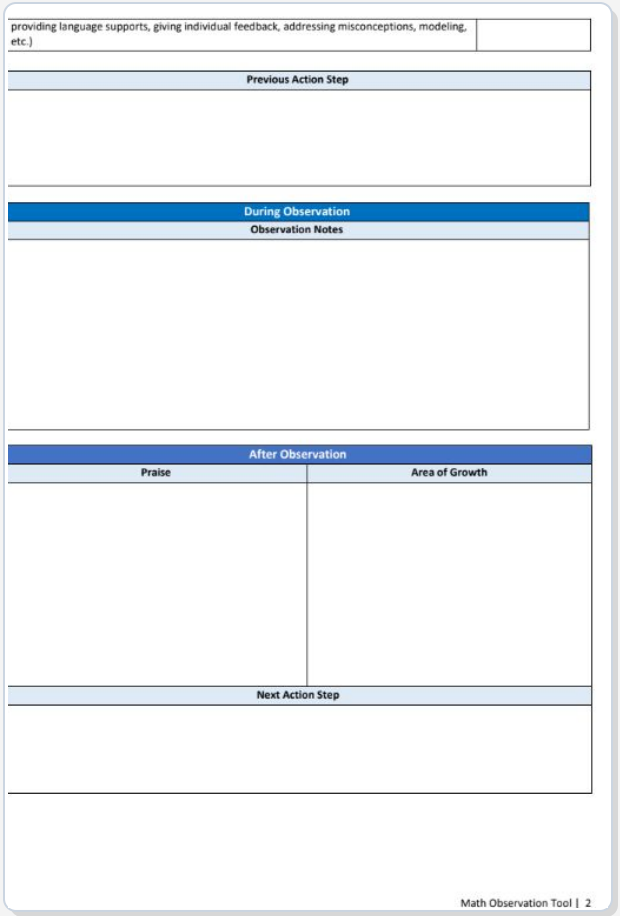
Pacing: The teacher maintains appropriate pacing aligned to the purpose of the planned lesson and driving towards student mastery of the objective.	N/A 1 2 3 4
Explicit Model: The teacher explicitly models mathematical reasoning by thinking aloud, using representations to build conceptual understanding, making clear connections within and across grade-level content, and/or demonstrate, efficient procedures.	N/A 1 2 3 4
Academic Language: The teacher uses accurate and precise mathematical language in explanations.	N/A 1 2 3 4
Questions & Tasks: The teacher uses effective questions and tasks that intentionally target all aspect(s) of rigor (conceptual understanding, procedural skill and fluency, automaticity, application).	N/A 1 2 3 4
Frequent Practice: The teacher provides frequent opportunities for practice using multiple engagement strategies (independent, partner, and group practice; think-pair-share; turn and talk; everybody writes; whiteboard responses, show call with student work).	N/A 1 2 3 4
Breadth of Practice: All students are engaged in the practice required for mastery in ways that reveal their thinking (e.g. discussion, practice, justifying their thinking).	N/A 1 2 3 4
Depth of Practice: Students do the cognitive work of the lesson at the depth required for mastery by giving precise responses, engaging in reasoning and problem-solving, and persevering through rigorous tasks.	N/A 1 2 3 4

Monitoring and Responding to Student Learning

Aligned to T-TESS Domain 2

Are all students able to demonstrate learning with teacher adjustments through formative assessments?

Checks for Understanding: The teacher deliberately checks for understanding through questioning, student work tasks, and formative assessments throughout the lesson.	N/A 1 2 3 4
Monitoring: The teacher actively monitors student work by circulating the classroom, checking for understanding, and analyzing both verbal and written responses.	N/A 1 2 3 4
Responding: The teacher makes adjustments in response to student learning (scaffolding understanding of abstract concepts by connecting to concrete and pictorial representations,	N/A 1 2 3 4



providing language supports, giving individual feedback, addressing misconceptions, modeling, etc.)

Previous Action Step

During Observation

Observation Notes

After Observation

Praise	Area of Growth

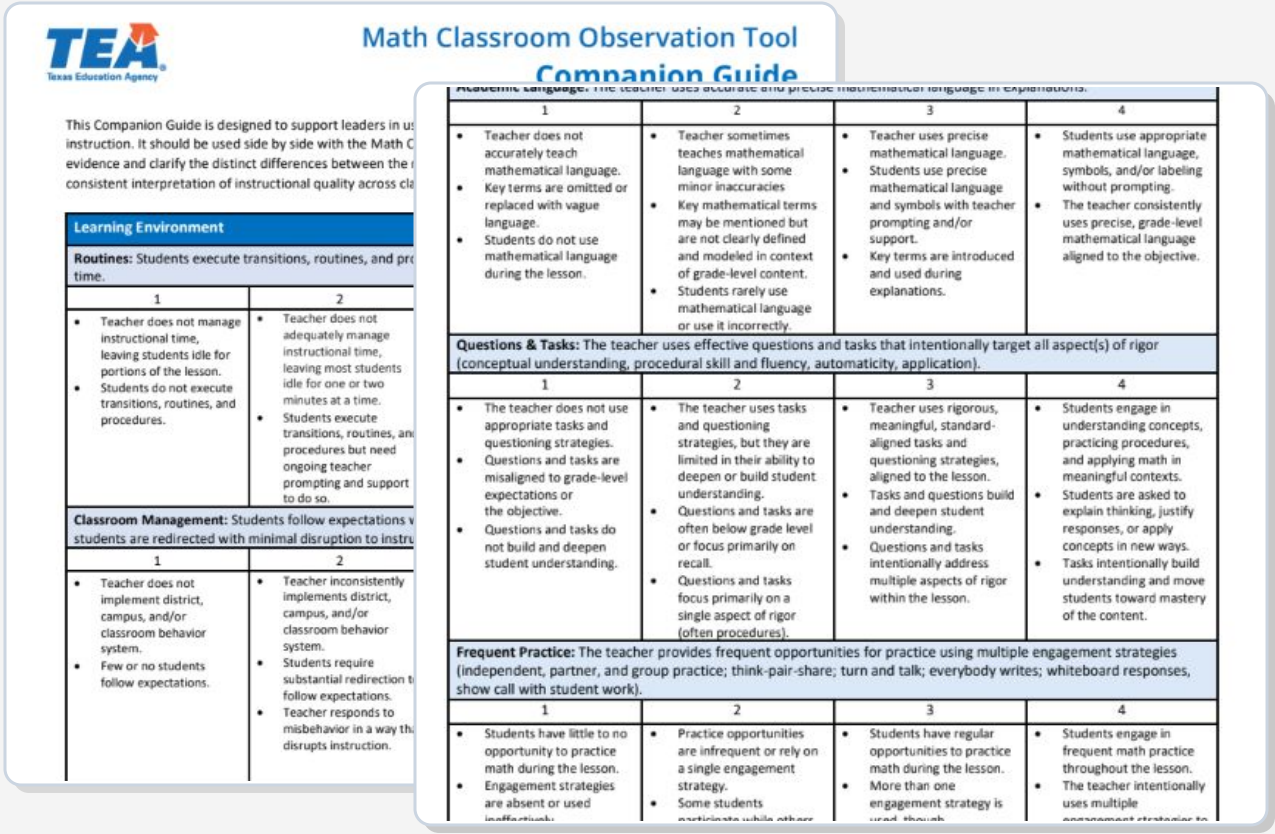
Next Action Step

Companion Guide

LIFT

Observation Tool

(Math)



Texas Education Agency

Math Classroom Observation Tool Companion Guide

This Companion Guide is designed to support leaders in us
instruction. It should be used side by side with the Math C
evidence and clarify the distinct differences between the
consistent interpretation of instructional quality across cla

Learning Environment

Routines: Students execute transitions, routines, and pr
time.

1	2
• Teacher does not manage instructional time, leaving students idle for portions of the lesson. • Students do not execute transitions, routines, and procedures.	• Teacher does not adequately manage instructional time, leaving most students idle for one or two minutes at a time. • Students execute transitions, routines, an procedures but need ongoing teacher prompting and support to do so.

Classroom Management: Students follow expectations v
students are redirected with minimal disruption to instru

1	2
• Teacher does not implement district, campus, and/or classroom behavior system. • Few or no students follow expectations.	• Teacher inconsistently implements district, campus, and/or classroom behavior system. • Students require substantial redirection t follow expectations. • Teacher responds to misbehavior in a way th disrupts instruction.

Academic Language: The teacher uses accurate and precise mathematical language in explanations.

1	2	3	4
• Teacher does not accurately teach mathematical language. • Key terms are omitted or replaced with vague language. • Students do not use mathematical language during the lesson.	• Teacher sometimes teaches mathematical language with some minor inaccuracies • Key mathematical terms may be mentioned but are not clearly defined and modeled in context of grade-level content. • Students rarely use mathematical language or use it incorrectly.	• Teacher uses precise mathematical language. • Students use precise mathematical language and symbols with teacher prompting and/or support. • Key terms are introduced and used during explanations.	• Students use appropriate mathematical language, symbols, and/or labeling without prompting. • The teacher consistently uses precise, grade-level mathematical language aligned to the objective.

Questions & Tasks: The teacher uses effective questions and tasks that intentionally target all aspect(s) of rigor (conceptual understanding, procedural skill and fluency, automaticity, application).

1	2	3	4
• The teacher does not use appropriate tasks and questioning strategies. • Questions and tasks are misaligned to grade-level expectations or the objective. • Questions and tasks do not build and deepen student understanding.	• The teacher uses tasks and questioning strategies, but they are limited in their ability to deepen or build student understanding. • Questions and tasks are often below grade level or focus primarily on recall. • Questions and tasks focus primarily on a single aspect of rigor (often procedures).	• Teacher uses rigorous, meaningful, standard-aligned tasks and questioning strategies, aligned to the lesson. • Tasks and questions build and deepen student understanding. • Questions and tasks intentionally address multiple aspects of rigor within the lesson.	• Students engage in understanding concepts, practicing procedures, and applying math in meaningful contexts. • Students are asked to explain thinking, justify responses, or apply concepts in new ways. • Tasks intentionally build understanding and move students toward mastery of the content.

Frequent Practice: The teacher provides frequent opportunities for practice using multiple engagement strategies (independent, partner, and group practice; think-pair-share; turn and talk; everybody writes; whiteboard responses, show call with student work).

1	2	3	4
• Students have little to no opportunity to practice math during the lesson. • Engagement strategies are absent or used	• Practice opportunities are infrequent or rely on a single engagement strategy. • Some students	• Students have regular opportunities to practice math during the lesson. • More than one engagement strategy is	• Students engage in frequent math practice throughout the lesson. • The teacher intentionally uses multiple



Observation Summary

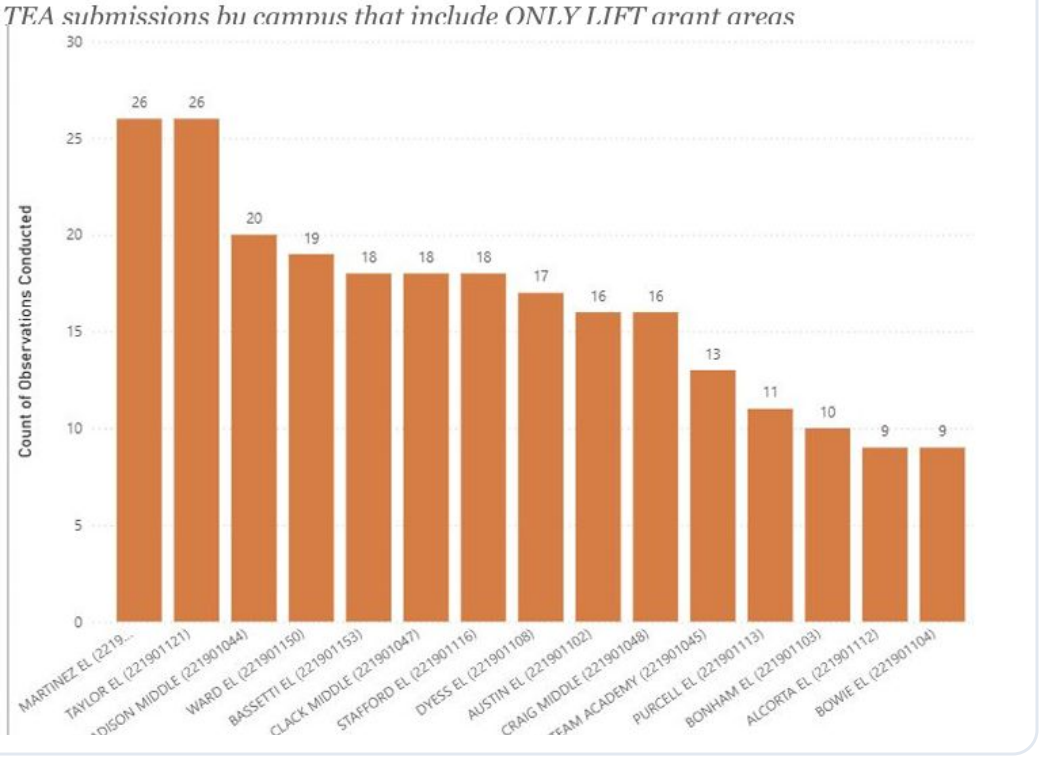
246

Total Classroom Observations

Conducted using the LIFT Observation Tool in LIFT grant areas

As of October 26th

ABILENEISD



Observation Strategy

Shifting the Perspective

Moving from isolated teacher evaluation to systemic growth and support.

ISOLATED VIEW

A number attached to one teacher can feel invasive.

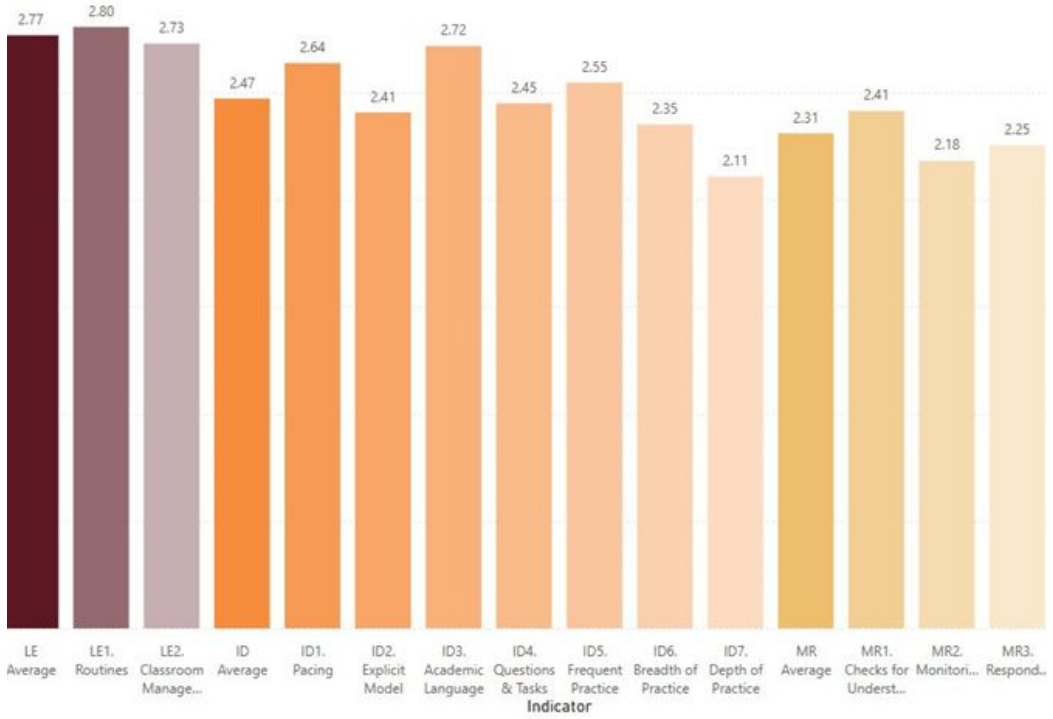
SYSTEMIC IMPACT

Consistent use of a common tool helps leaders see needs across classrooms, campuses, and the district.

Observation Indicator Performance

Key Takeaways

From the observation data, we can easily identify where we are **strongest as a district** and where we should **focus on improving**.



Instructional leadership turns evidence into support

Leaders conduct consistent walks, provide timely feedback, and respond to patterns.

INDIVIDUAL LEVEL

An individual need

A focused coaching step, modeling, or rehearsal with follow-up.

CAMPUS LEVEL

A campus pattern

A shared focus for professional learning and support during lesson preparation.

DISTRICT LEVEL

A district pattern

Professional development and coordinated support aligned to a common need.

Follow-up checks whether the adjustment improves student learning.

Our Commitment

Honor our teachers’ hard work with focused support that helps every student learn at grade level and reach their full potential.

01

Observe Consistently

Maintain ongoing classroom presence to gather meaningful instructional evidence.

02

Provide Useful Feedback

Deliver actionable, timely guidance that leads to professional and student growth.

03

Adjust Instruction

Adapt teaching strategies continuously based on real student learning outcomes.

Abilene Independent School District Board Document - Agenda Item XX.XX

Meeting Date: November 9, 2026 Meeting Type: Board Workshop

Item Type: Presentation Future Action Required: Yes If Yes, Month: November 9, 2026

Subject: Medical Insurance

Background Information**:**
During the October Board Workshop, a presentation was shared that reviewed Abilene ISD's current group medical insurance model and presents a compelling case for returning to TRS ActiveCare for the 2027–2028 school year. After five years outside the program, rising premiums, increasing claims costs, and growing concerns about the long-term sustainability of the district's current model warrant serious consideration of a return to TRS ActiveCare. Returning to TRS ActiveCare represents a strategic opportunity to address escalating insurance costs and support greater long-term stability for the district and its employees. The Board must act in time to meet the December 31 notification deadline if the district elects to return to TRS ActiveCare, a decision that would establish a five-year commitment. Delaying this decision would forfeit the opportunity to pursue a return for the 2027–2028 school year.

Attached Supporting Documents:
Presentation

TRS ActiveCare Rates for Region 14 2026-2027

Fiscal Implications:
None

Administrative Recommendation:
The Administration recommends the Board adopt a resolution to return to TRSActive Care beginning with the 2027-2028 school year.

Contact Person: Alison Sims

TRS ACTIVECARE
TEACHER RETIREMENT SYSTEM OF TEXAS

TRS-ActiveCare
PLAN HIGHLIGHTS 2026-27



TRS-ActiveCare REGION 14

TRS is committed to accessibility. If you have trouble accessing this content, contact TRS at **WebAccessibility@trs.texas.gov** to request an alternative format.

LEARN THE TERMS

- **PREMIUM:** The monthly amount you pay for health care coverage.
- **DEDUCTIBLE:** The annual amount for medical expenses you're responsible to pay before your plan begins to pay.
- **COPAY:** The set amount you pay for a covered service at the time you receive it. The amount can vary based on the service.
- **COINSURANCE:** The portion you're required to pay for services after you meet your deductible. It's often a specified percentage of the costs; e.g., you pay 20% while the health care plan pays 80%.
- **TIERING:** Grouping doctors and facilities into tiers based on quality, cost and best practice clinical guidelines. This helps you compare choices. Tier 1 providers and facilities offer top performance and best value. You pay less when you choose Tier 1 and may pay more when you choose Tier 2.
- **OUT-OF-POCKET MAXIMUM:** The maximum amount you pay each year for medical costs. After reaching the out-of-pocket maximum, the plan pays 100% of allowable charges for covered services.

765395.0226

2026-27 TRS-ActiveCare Plan Highlights Sept. 1, 2026 – Aug. 31, 2027

TRS ActiveCare
TEACHER RETIREMENT SYSTEM OF TEXAS

How to Calculate Your Monthly Premium

Total Monthly Premium
− Your Employer Contribution
= Your Premium

Ask your Benefits Administrator for your district's specific premiums.

Being Healthy is Easy

- $0 preventive services
- One-on-one health coaches
- Weight loss programs and nutrition
- TRS Virtual Health
- Member Rewards is even better. Now you'll get a check when you use Member Rewards and choose low-cost, high-quality doctors and facilities – up to $599* per tax year.
- Airrosti Remote Recovery gives you in-home virtual physical therapy to relieve common aches and pains at no cost.*

** Eligibility rules may apply.*

See the Annual Enrollment Guide for more details.

Mental Health

You have in-office and virtual benefits:

- TRS-ActiveCare Primary Plan: $30 copay for office visits or $0 with Teladoc
- TRS-ActiveCare Primary+ Plan: $15 copay for office visits or $0 with Teladoc
- TRS-ActiveCare HD Plan: 30% coinsurance after deductible or $42 with Teladoc
- TRS-ActiveCare 2 Plan: $20 copay for office visits or $12 with Teladoc

All TRS-ActiveCare participants have **three plan options**. Each includes a wide range of wellness benefits.

	TRS-ActiveCare Primary	TRS-ActiveCare Primary+	TRS-ActiveCare HD
Plan Summary	• Lowest premium of the three available plans • Copays for doctor visits before you meet your deductible • Statewide network • Primary Care Provider referrals required to see specialists • Not compatible with a Health Savings Account • No out-of-network coverage	• Highest premium of the three available plans • Copays for many services and drugs • Lower deductible than the HD and Primary plans • Statewide network • Primary Care Provider referrals required to see specialists • Not compatible with a Health Savings Account • No out-of-network coverage	• Higher premium of the three available plans • Must meet your deductible before plan pays for non-preventive care • Nationwide network with out-of-network coverage • No requirement for Primary Care Providers or referrals • Compatible with a Health Savings Account

Monthly Premiums	Total Premium	Employer Contribution	Your Premium	Total Premium	Employer Contribution	Your Premium	Total Premium	Employer Contribution	Your Premium
Employee Only	$539			$635			$555		
Employee and Spouse	$1,456			$1,651			$1,499		
Employee and Children	$917			$1,080			$944		
Employee and Family	$1,833			$2,096			$1,887		

Plan Features				
Type of Coverage	In-Network Coverage Only	In-Network Coverage Only	In-Network	Out-of-Network
Individual/Family Deductible	$2,500/$5,000	$1,200/$2,400	$3,400/$6,800	$6,800/$13,600
Coinsurance	You pay 30% after deductible	You pay 20% after deductible	You pay 30% after deductible	You pay 50% after deductible
Individual/Family Maximum Out of Pocket	$8,050/$16,100	$6,900/$13,800	$8,300/$16,600	$20,500/$41,000
PCP Required	Yes	Yes	No	

Doctor Visits				
Primary Care	$30 copay	$15 copay	You pay 30% after deductible	You pay 50% after deductible
Specialist	$70 copay	$70 copay	You pay 30% after deductible	You pay 50% after deductible

Immediate Care				
Urgent Care	$50 copay	$50 copay	You pay 30% after deductible	You pay 50% after deductible
Emergency Care	You pay 30% after deductible	You pay 20% after deductible	You pay 30% after deductible	
TRS Virtual Health-RediMD™	$0 per medical consultation	$0 per medical consultation	$30 per medical consultation	
TRS Virtual Health-Teladoc®	$12 per medical consultation	$12 per medical consultation	$42 per medical consultation	

Prescription Drugs				
Drug Deductible	Integrated with medical	$200 deductible per participant (brand drugs only)	Integrated with medical	
Generics (31-Day Supply/90-Day Supply)	$15/$45 copay; $0 copay for certain generics	$15/$45 copay	You pay 20% after deductible; $0 coinsurance for certain generics	
Preferred (Max does not apply if brand is selected and generic is available)	You pay 30% after deductible	You pay 25% after deductible ($100 max)/ You pay 25% after deductible ($265 max)	You pay 25% after deductible	
Non-preferred	You pay 50% after deductible	You pay 50% after deductible	You pay 50% after deductible	
Specialty (31-Day Max) Call **1-844-367-6108** to see if your specialty medication is covered by SaveOnSP.	You pay 30% after deductible; $0 if SaveOnSP eligible	You pay 20% after deductible ($500 max); $0 if SaveOnSP eligible	You pay 20% after deductible	
Insulin Out-of-Pocket Costs	$25 copay for 31-day supply; $75 for 61- to 90-day supply	$25 copay for 31-day supply; $75 for 61- to 90-day supply	You pay 25% after deductible	

This plan is closed to new enrollees. Current TRS-ActiveCare 2 participants can stay enrolled.

TRS-ActiveCare 2
• Closed to new enrollees • Current enrollees can choose to stay in the plan • Lower deductible • Copays for many services and drugs • Nationwide network with out-of-network coverage • No requirement for Primary Care Providers or referrals

Total Premium	Employer Contribution	Your Premium
$1,013		
$2,402		
$1,507		
$2,841		

In-Network	Out-of-Network
$1,000/$3,000	$2,000/$6,000
You pay 20% after deductible	You pay 40% after deductible
$7,900/$15,800	$23,700/$47,400
No	

Tier 1: $20 copay Tier 2: $40 copay	You pay 40% after deductible
Tier 1: $55 copay Tier 2: $85 copay	You pay 40% after deductible

$50 copay	You pay 40% after deductible
You pay a $250 copay plus 20% after deductible	
$0 per medical consultation	
$12 per medical consultation	

$200 brand deductible
$20/$45 copay
You pay 25% after deductible ($40 min/$80 max)/ You pay 25% after deductible ($105 min/$210 max)
You pay 50% after deductible ($100 min/$200 max)/ You pay 50% after deductible ($215 min/$430 max)
You pay 30% after deductible ($200 min/$900 max); $0 if SaveOnSP eligible
$25 copay for 31-day supply; $75 for 61- to 90-day supply

Questions?

Call a Personal Health Guide at **1-866-355-5999** for help with medical services.
Call Express Scripts® by Evernorth Pharmacy Benefit Services at **1-844-367-6108** for help with your pharmacy benefits.

Compare Prices for Common Medical Services

Closed to new enrollees.

Benefit	TRS-ActiveCare Primary	TRS-ActiveCare Primary+	TRS-ActiveCare HD		TRS-ActiveCare 2	
	In-Network Only	In-Network Only	In-Network	Out-of-Network	In-Network	Out-of-Network
Diagnostic Labs	Office/Independent Lab: You pay $0 Outpatient: You pay 30% after deductible	Office/Independent Lab: You pay $0 Outpatient: You pay 20% after deductible	You pay 30% after deductible	You pay 50% after deductible	Office/Independent Lab: You pay $0 Outpatient: You pay 20% after deductible	You pay 40% after deductible
High-Tech Imaging (like CT Scan, Mammogram and MRI)	You pay 30% after deductible	You pay 20% after deductible	You pay 30% after deductible	You pay 50% after deductible	You pay 20% after deductible + $100 copay per procedure	You pay 40% after deductible + $100 copay per procedure
Outpatient (like colonoscopy, cataract surgery and steroid injections)	You pay 30% after deductible	You pay 20% after deductible	You pay 30% after deductible	You pay 50% after deductible	You pay 20% after deductible ($150 facility copay per incident)	You pay 40% after deductible ($150 facility copay per incident)
Inpatient (like childbirth, complex joint replacement and cardiac surgery)	You pay 30% after deductible	You pay 20% after deductible	You pay 30% after deductible	You pay 50% after deductible ($500 facility per day maximum)	You pay 20% after deductible ($150 facility copay per day)	You pay 40% after deductible ($500 facility copay per incident)
Freestanding Emergency Room	You pay $500 copay + 30% after deductible	You pay $500 copay + 20% after deductible	You pay $500 copay + 30% after deductible	You pay $500 copay + 50% after deductible	You pay $500 copay + 20% after deductible	You pay $500 copay + 40% after deductible
Bariatric Surgery	Facility: You pay 30% after deductible Professional Services: You pay $5,000 copay + 30% after deductible Only covered if rendered at a BDC+ facility	Facility: You pay 20% after deductible Professional Services: You pay $5,000 copay + 20% after deductible Only covered if rendered at a BDC+ facility	Not Covered	Not Covered	Facility: You pay 20% after deductible ($150 facility copay per day) Professional Services: You pay $5,000 copay + 20% after deductible Only covered if rendered at a BDC+ facility	Not Covered
Annual Vision Exam (one per plan year)	Specialist: You pay $70 copay	Specialist: You pay $70 copay	You pay 30% after deductible	You pay 50% after deductible	Tier 1 Specialist: $55 copay Tier 2 Specialist: $85 copay	You pay 40% after deductible
Annual Hearing Exam (one per plan year)	PCP: $30 copay Specialist: $70 copay	PCP: $15 copay Specialist: $70 copay	You pay 30% after deductible	You pay 50% after deductible	Tier 1 PCP: $20 copay Tier 2 PCP: $40 copay Tier 1 Specialist: $55 copay Tier 2 Specialist: $85 copay	You pay 40% after deductible