



Curriculum Committee Meeting

Thursday, February 5, 2026 at 4:30 PM

John F. Barron Administration Building - Board Room

240 N. Crockett Street

San Benito, Texas 78586

1. Call to Order
2. Public Comment
 - 2.1. Public comments shall be limited to items on the agenda posted with notice of the meeting.
3. Review and Discussion of the Clinical Education Affiliation Agreement between San Benito CISD and Dr. Lourdes B. Concha, MD for the 2026-2028 School Years
4. Review and Discussion of the Targeted Improvement Plans (TIP) for Fred Booth Global Leadership Academy, La Paloma Elementary, Miller Jordan Middle School, Riverside Middle School, GO Academy, and the Local Improvement Plan (LIP) for San Benito High School for the 2026-2027 School Year
5. Committee Concerns
6. Adjournment



Request Approval of the Clinical Education Affiliation Agreement between San Benito CISD and Dr. Lourdes B. Concha, MD for the 2026- 2028 School Years

Superintendent's Recommendation:

The Superintendent recommends to the Board of Trustees to approve to the Clinical Education Affiliation Agreement between San Benito CISD and Dr. Lourdes B. Concha, MD, to be effective January 19, 2026- May 26, 2028 school years.

Rationale:

The affiliation agreement serves students enrolled in the Medical Assistant Program, as part of the Practicum of Health Science II high school course. Senior level students are enrolled in this program. Senior level students are enrolled in this program.

Paperwork Impact:

Minimal

Budget:

Local Budget

Resource Personnel:

Manuela Lopez, Principal, San Benito High School
Alan Larralde, Director of Career and Technical Education
Dilia Cornett, Assistant Superintendent of Academics
Alfredo Perez, Superintendent of Schools

Board Policy Reference and Compliance:

N/A

**Clinical Education
Affiliation Agreement**

WHEREAS, the *San Benito Consolidated Independent School District*, and *Dr. Lourdes B. Concha, MD* intend to enter into an agreement to support student education and training that shall begin on *January 19, 2026 and end on May 26, 2028*; and WHEREAS, Facility operates facilities located at 1821 Hale Avenue Suite 9 Harlingen, TX 78550 ; and WHEREAS, School and Facility desire to implement the provision of such Affiliation Agreement by providing Institute students enrolled in the *San Benito High School Medical Assistant Certification Program* with the opportunity to gain educational experience utilizing the personnel, equipment, and facilities of Facility.

NOW, THEREFORE, subject to the terms, conditions, and provision of such Affiliation Agreement, the Parties agree as follows:

1. Program.

A representative from *Dr. Lourdes B. Concha, MD* (*Sarah Perez*) and *SBCISD* (*Roxanna Hernandez*) will be appointed to oversee and design an educational experience program for Students enrolled in the *San Benito High Medical Assistant Certification Program* and shall ensure that:

- a. The duration of the Program will be consistent with the curriculum requirements of School and with the standards of the accrediting entity for the Program of the School in which the students are enrolled.
- b. The Program will be reviewed periodically by the Facility Liaison and School Representative and, when appropriate, will be revised to meet the School curriculum requirements and the standards of the accrediting entity.
- c. The Program will be an integral part of the services provided by Facility. Students will be under the direct supervision of School Instructors and/or Facility personnel who are licensed or otherwise qualified to perform such services.
- d. All Notices that are provided by Facility to School pursuant to this Agreement Party shall be mailed or faxed to the School Representative designated by the School for the Program. All Notices that are provided by School to Facility pursuant to this Agreement shall be mailed or faxed to the Facility Liaison designated by the Facility for the Program.

2. School Obligations

- a. Assure that all the students selected for participants in the Clinical Program have satisfactorily completed all portions of the School curriculum that are a prerequisite for participation in the Program.
- b. Develop criteria for the evaluation of the performance of School students participating in the Clinical Program and provide those criteria, with appropriate reporting forms, to the Facility personnel and School Instructors who are responsible for the supervising of the students.

- c. Assign grades to Students participating in the Program on the basis of the performance evaluations submitted in the reporting forms.
- d. Inform all Students and School Instructors who will be onsite at the Facility as part of the Program that they are required to comply with the rules and regulations of Facility while on premises of Facility and to comply with the requirements of federal and state laws and regulations regarding the confidentiality of information in records maintained by Facility.
- e. Provide information requested by Facility related to Students necessary for Program purposes unless prohibited by federal or state law.
- f. Remove a Student from the Program when the Facility determines that the student has violated the rules and regulations of the Facility; has engaged in conduct that disrupts the activities carried on the Facility; or threatens the safety of Facility personnel or patients.

3. Facility Obligations

- a. Assign appropriate space, if School Instructors will be assigned to maintain an on-site presence at Facility, on Facility premises for offices, lectures, and other non-experience related activities of the Program to be conducted at the Facility site.
- b. Provide the equipment, supplies, qualified personnel, and supervised access to patients or clients required for the experience related activities of the Program.
- c. Obtain and maintain all licenses required for Facility and assure that all Facility personnel are appropriately licensed.
- d. Assume sole responsibility for the quality for patient or client care.
- e. Provide orientation sessions to inform School students and personnel concerning the rules and regulations of Facility.
- f. Permit representatives of the accrediting entity of School in which students participating in the Program are enrolled to have reasonable access to premises of Facility for purposes related to the accreditation process.
- g. Cooperate fully with School in matters related to academic performance and student conduct related to the Program experience.

4. General Provisions

- a. School Students and School Instructors will be responsible for their own transportation, meals, and health care while participating in the Program.
- b. This Program Agreement and the Affiliation Agreement constitute the entire agreements between the parties, with respect to the subject matter and no prior or contemporaneous agreement, written or oral, will be effective to vary the terms of those Agreements. No amendment to this Program

Agreement shall be effective unless reduced to writing and signed by an authorized representative of each party.

c. School and Facility will comply with all applicable federal, state, and local laws, ordinances, and regulations in the performance of this Program agreement.

d. The Program and all related activities shall be conducted in a manner that does not discriminate against any person on a basis prohibited by applicable law, including but not limited to: race, color, national origin, religion, sex, age, veteran status, or disability.

e. The initial Program shall begin on **January 19, 2026 and end on May 26, 2028**. Subsequent, Programs shall begin and end on dates determined by written agreement of Facility Liaison and School Representative. Either party may terminate this Program Agreement effective with the end of a Program by giving one hundred eighty (180) days written notice to the other party; otherwise this Program Agreement will terminate upon the termination of the Affiliation Agreement between the parties.

5. Insurance

a. **STUDENTS:** School shall obtain and maintain in force, for each Student throughout the duration of the participation of the Student in the Program, professional liability insurance with a minimum coverage of \$1,000,000 per individual occurrence and \$5,000,000 in the aggregate covering School which shall name as the insured each Student. Such insurance shall be with an insurance company reasonably acceptable to the Facility in accordance with the provisions and requirements of any applicable laws of the State of Texas. The School shall provide the Facility as of the date hereof and at least annually thereafter an acceptable certificate of insurance for the benefit of the Facility evidencing such coverage which shall include an endorsement if available from School's carrier which shall provide that such insurance not be modified, non-renewed or canceled except upon thirty (30) days prior written notice to the Facility.

b. **SCHOOL FACULTY/INSTRUCTORS:** School will provide defense and indemnification to its Faculty/Instructors assigned to Facility under this Agreement, for damages, attorney's fees, and court costs adjudged against them when the damages are based on an act of omission in the course and scope of the Faculty's/Instructor's employment by School.

6. HIPAA. The parties agree that:

a. the Facility is a covered entity for purposes of the Health Insurance Portability and Accountability Act (HIPAA) and subject to 45 CFR Parts 160 and 164 ("the HIPAA Privacy Regulation");

b. to the extent that Students are participating in the Program and School Instructors are providing supervision at the Facility as part of the Program all such Students and Instructors shall:

1) be considered part of the Facility's workforce for HIPAA compliance purposes in accordance with 45 CFR 164.103, but shall not be construed to be employees of the Facility;

2) receive training by the Facility on, and be subject to compliance with, all of Facility's privacy policies adopted pursuant to the HIPAA Privacy Regulations; and

3) not disclose any Protected Health Information, as that term is defined by 45 CFR 160.103, to School which a Student has accessed through Program participation of a School Instructor has accessed through the provision of supervision to a Student at the Facility that has not first been de-identified as provided in 45 CFR 164.514(a);

c. School shall never access or seek to access any Protected Health Information held or collected by or on behalf of the Facility from a Student or Instructor who is acting as a part of the Facility's workforce as set forth in subsection (b) (1) of this section or any other source, that has not first been de-identified as provided in 45 CFR 164.514(a); and

d. no services are being provided to the Facility by the School pursuant to this agreement and therefore this Agreement does not create a "Business Associate" relationship between Facility and School as that term is defined in 45 CFR 160.103.

7. FERPA

For purposes of this Agreement, pursuant to the Family Educational Rights and Privacy Act of 1974 (FERPA), the School hereby designates the Facility as a school official with a legitimate educational interest in the educational records of the Students who participate in the Program to the extent that access to the records are required by the Facility to carry out the Program. Facility agrees to maintain the confidentiality records in accordance with the provisions of FERPA.

FACILITY BY

SIGNATURE: 

NAME: Dr. DONALD C POFF

TITLE: President

DATE: 12/11/2025

SCHOOL BY

SIGNATURE: _____

NAME: _____

TITLE: San Benito CISD Superintendent

DATE: _____



Request Approval of the Targeted Improvement Plan (TIP) for Fred Booth Global Leadership Academy, La Paloma Elementary, Miller Jordan Middle School, Riverside Middle School, GO Academy, and approval of Local Improvement Plan (LIP) for San Benito High School.

Superintendent’s Recommendation:

The Superintendent recommends to the Board of Trustees to approve the Targeted Improvement Plans (TIP) for the campuses identified as needing Targeted Support and Improvement (TSI) by the Texas Education Agency (TEA) for the 2026-2027 school year: Fred Booth Global Leadership Academy, La Paloma Elementary, Miller Jordan Middle School, Riverside Middle School, and GO Academy. In addition, a Local Improvement Plan (LIP) is submitted for approval for campuses identified as needing additional targeted support: San Benito High School.

Rationale:

The Targeted Improvement Plan (TIP) is required for campuses identified by the Texas Education Agency (TEA) as needing Targeted Support and Improvement (TSI). Fred Booth Global Leadership Academy, La Paloma Elementary, Miller Jordan Middle School, Riverside Middle School, and GO Academy have been identified based on state accountability data, including performance gaps in student groups. The TIP includes targeted strategies and actions to address these gaps, focusing on improving student performance, closing achievement gaps, and ensuring equitable access to high-quality education. The plan outlines evidence-based interventions, resources, and professional development opportunities aimed at supporting teachers and students in these areas of need. A Local Improvement Plan (LIP) is required to support campuses at the district level who have been identified as needing additional targeted support: San Benito High School.

Paperwork Impact:

Medium

Budgetary Information:

Resource Personnel:

Campus Principals of Targeted Support Campuses
Diana Atkinson, Director of Elementary Education
JoAnn Fernandez, Director of Secondary Education
Dilia Cornett, Assistant Superintendent of Academic Services
Alfredo Perez, Superintendent of Schools

Board Policy Reference and Compliance:

This plan is developed in compliance with the Texas Education Agency (TEA) requirements for campuses identified for Targeted Support and Improvement (TSI) under the state’s accountability system. The district will ensure all actions align with the Texas Education Code and TEA guidelines for school improvement, including required monitoring and reporting of progress toward improvement goals.



TAP-TIP Development Support Guide

San Benito CISD

Campus Name(s):

La Paloma Elementary

Fred Booth Global Leadership Academy

Riverside Middle School

Miller Jordan Middle School

Case Manager

Diana Atkinson

Joann Fernandez

Date of Revision

October 14, 2025

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1.0 SCHOOL SYSTEM INFORMATION

01.01 School District Name	San Benito CISD
01.02 Name of the staff member employed by the school system completing this plan submission	Diana Atkinson Joann Fernandez
01.03 Email	jfernandez@sbcisd.net ; datkinson@sbcisd.net
01.04 What role applies to the person completing this submission? (Please type one of the following: Superintendent, District Coordinator of School Improvement (DCSI), Other (if other, please specify))	DCSI Secondary; DCSI Elementary

2.0 PLAN TYPE

02.01 Please enter the type of plan you are submitting (Targeted Improvement Plan for one or more campuses; Turnaround Plan for one or more campuses)	Targeted Improvement Plan for all campuses listed: La Paloma Elementary Fred Booth Global Leadership Academy Riverside Middle School Miller Jordan Middle School
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3.0 NA AND STAKEHOLDER INFORMATION

Did the LEA meet statutory requirements for stakeholder engagement, and has the board approved the plan?

- The district assures that the Campus Intervention Team (CIT) conducted a public meeting at each campus identified for school improvement with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the targeted improvement plan.
- The district assures that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.
- The board conducted a hearing regarding the plans for each campus identified for school improvement.
- The board posted the plan on the district website prior to the hearing.
- The plan is approved by the board.
- Written comments from stakeholders, if any, are attached.

Question: LA PALOMA	Response
03.01a SI - Identified Campus Name	La Paloma Elementary
03.02a Please indicate the type of needs assessment conducted for each SI-identified campus in the school system following the release of 2025 preliminary state and federal ratings. (Choose one of the following: ESF Diagnostic and Local Classroom Review, Locally Conducted Needs Assessment, Texas Strategic Leadership Landscape Analysis)	Campus Needs Assessment- La Paloma
03.03a TIP Board Approval Date (Record the board approval date for each campus)	TBD

Question: FRED BOOTH	Response
03.01a SI - Identified Campus Name	Fred Booth Global Leadership Academy
03.02a Please indicate the type of needs assessment conducted for each SI-identified campus in the school system following the release of 2025 preliminary state and federal ratings. (Choose one of the following: ESF Diagnostic and Local Classroom Review, Locally Conducted Needs Assessment, Texas Strategic Leadership Landscape Analysis)	Locally Conducted Needs Assessment
03.03a TIP Board Approval Date (Record the board approval date for each campus)	TBD

Question: MILLER JORDAN	Response
03.01a SI - Identified Campus Name	Miller Jordan Middle School
03.02a Please indicate the type of needs assessment conducted for each SI-identified campus in the school system following the release of 2025 preliminary state and federal ratings. (Choose one of the following: ESF Diagnostic and Local Classroom Review, Locally Conducted Needs Assessment, Texas Strategic Leadership Landscape Analysis)	MJMS CNA 25-26
03.03a TIP Board Approval Date (Record the board approval date for each campus)	TBD

Question: RIVERSIDE	Response
03.01a SI - Identified Campus Name	Riverside Middle School
03.02a Please indicate the type of needs assessment conducted for each SI-identified campus in the school system following the release of 2025 preliminary state and federal ratings. (Choose one of the following: ESF Diagnostic and Local Classroom Review, Locally Conducted Needs Assessment, Texas Strategic Leadership Landscape Analysis)	RMS CNA
03.03a TIP Board Approval Date (Record the board approval date for each campus)	TBD

Duplicate the table above for each campus

TIP SPECIFIC ASSURANCES

I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.	(For locally conducted assessments only) [You will give this assurance at the time of submission through the Qualtrics Survey.] YES
I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.	(Yes or No) [You will give this assurance at the time of submission through the Qualtrics Survey.] YES
I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.	(Yes or No) [You will give this assurance at the time of submission through the Qualtrics Survey.] YES
I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each targeted improvement plan, and the board posted the plan(s) on the district website prior to the hearing.	(Yes or No) [You will give this assurance at the time of submission through the Qualtrics Survey.] YES

TAP SPECIFIC ASSURANCES

I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.	(For locally conducted assessments only) [You will give this assurance at the time of submission through the Qualtrics Survey.] YES
I assure that the district provided notice to parents, the community, and stakeholders that each campus received an unacceptable performance rating for two consecutive years and is required to submit a campus turnaround plan and requested assistance from parents, the community, and stakeholders in developing the campus turnaround plan(s).	(Yes or No) [You will give this assurance at the time of submission through the Qualtrics Survey.] YES
I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each turnaround plan, and the board posted the plan(s) on the district website prior to the hearing.	(Yes or No) [You will give this assurance at the time of submission through the Qualtrics Survey.] YES

*Be prepared to upload written comments received from stakeholders

4.0 STUDENT OUTCOME GOALS: LA PALOMA

Question: LA PALOMA	Response
04.01a SI - Identified Campus Name	La Paloma Elementary
04.02a Enter the campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	3rd- (56) 60% 4th-(46) 60% 5th-(48) 60%
04.03a Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	3rd- (42) 60% 4th-(48) 60% 5th-(52) 60%
04.04a Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	Academic Achievement: 22/24 Points (92%)
04.05a Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	24/24 Points (100%)
04.06a Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	TELPAS : 4 out of 4
04.07a Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.	11/12 Points (92%)

4.0 STUDENT OUTCOME GOALS: FRED BOOTH

Question: FRED BOOTH	Response
04.01a SI - Identified Campus Name	Fred Booth
04.02a Enter the campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	3rd-(22) 30% 4th-(52) 60% 5th-(45) 50%
04.03a Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	3rd - 5th Reading Goal = 50% 3rd-(21) 30% 4th-(36) 40% 5th- (33) 40% 3rd - 5th Math Goal = 40%
04.04a Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	20/24=83%
04.05a Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	24/24=100%
04.06a Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	TELPAS: 4 out of 4
04.07a Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.	10/12=83%

4.0 STUDENT OUTCOME GOALS: MILLER JORDAN

Question: MILLER JORDAN	Response
04.01a SI - Identified Campus Name	Miller Jordan Middle School
04.02a Enter the campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	50%
04.03a Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	40%
04.04a Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	20/24 possible points = 83%
04.05a Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	20/24 possible points = 83%
04.06a Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	3/4 possible points = 75%
04.07a Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.	8/12 possible points = 67%

4.0 STUDENT OUTCOME GOALS: RIVERSIDE

Question: RIVERSIDE	Response
04.01a SI - Identified Campus Name	San Benito Riverside Middle School
04.02a Enter the campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	52%
04.03a Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	50%
04.04a Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	(18/24 Points) 75%
04.05a Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	(18/24 Points) 75%

04.06a Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	
04.07a Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.	

5.0 School Improvement Strategy

Is the proposed strategy likely to move the campus to a C or better OR CSI exit in two years or less?

- The school improvement strategy selected would reasonably improve student outcomes quickly enough that the campus would not be escalated to a sanction under Texas Education Code (TEC), Section 39A.111.
- There is appropriate support dedicated to strategy implementation and capacity building:
 - There is a team/organization with a track record of success in systems building and rapidly improving student outcomes dedicated to supporting the campus in strategy implementation (an ESC, SAPL vendor, program-vetted vendor, etc.); OR
- +If district or campus staff members are named as the capacity builder, there is evidence that these staff members:
 - Have a track record of success in school turnaround
 - At least 50% of their role is dedicated to the implementation of the strategy on the campus (cannot be current principal or AP, unless role was added specifically to support SI)

Question- LA PALOMA	Response
05.01a SI - Identified Campus Name	
05.02a Please enter the strategy or strategies you will implement for this campus/these campuses <i>Please write one of the following:</i> Accelerating Campus Excellence (ACE) Model Closure/reassign Improve Graduation Rate Intensive Curriculum & Instruction Improvements School Model Change (excluding ACE) Turnaround Partnership (SB 1882)	Intensive Curriculum and Instruction Improvements Who is responsible, funding, etc. Strengthen core instruction by implementing Bluebonnet Learning as the district's Tier 1 curriculum to ensure all students receive high-quality, aligned, and data-driven instruction across grade levels in the area of Math.
05.03a Which, if any, grants has your school system been awarded to support this strategy? <i>Strong Foundations Implementation, SFI PLC Support, Instructional Leadership Pathways, School Action Fund Planning (Restart), School Action Fund Implementation (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Reassign), School Action Fund Planning (Redesign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), School Action Fund Implementation (Create New), Effective Schools Framework Focused Support Grant 24-26, Our school system has not been awarded a grant to support this strategy, Other (must enter grant into text box)</i>	Strong Foundations Implementation (LASO 3) for Math K-Algebra 1 Strong Foundations Planning K - 5 for RLA
05.04a Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy? <i>LIFT, LIFT PLC Support, School Improvement Curriculum and Instruction Support Grant, School Action Fund Planning (Restart), School Action Fund Implementation (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Reassign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), School Action Fund Implementation (Create New), Effective Schools Framework Focused Support Grant 24-26, Our school system has not been awarded a grant to support this strategy, Other (must enter grant into text box)</i>	LASSO 4
05.05a Please name any organizations you are currently working with to build capacity and support strategy implementation. <i>SAPL list, ESCs, District Staff, Campus Staff, Other (must include name)</i>	ESC1
05.06a What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy? <i>[ONLY COMPLETE IF DISTRICT OR CAMPUS STAFF NAMED in 5.5 above]</i>	Superintendent- Fred Perez Assistant Superintendent of Academics - Dilia Cornett DCSI - Diana Atkinson SBCISD Math Instructional Coach - Melissa Rodriguez SBCSID Math Instructional Coach - Stacey Snavely Principal- Dr. Lucas Gomez Assistant Principal- Enequina Sanchez RTI- Claudia Silva Special Education Resource- Maribel Carrillo
05.07a Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards). <i>[ONLY COMPLETE IF THE ORGANIZATION NAMED in 5.5 above IS NOT AN ESC OR ON THE STATE APPROVED PROVIDER LIST (SAPL).]</i>	2024 - F 2025 - B

Question: FRED BOOTH	Response
05.01a SI - Identified Campus Name	
<p>05.02a Please enter the strategy or strategies you will implement for this campus/these campuses</p> <p style="text-align: center;"><i>Please write one of the following:</i> <i>Accelerating Campus Excellence (ACE) Model</i> <i>Closure/reassign</i> <i>Improve Graduation Rate</i> <i>Intensive Curriculum & Instruction Improvements</i> <i>School Model Change (excluding ACE)</i> <i>Turnaround Partnership (SB 1882)</i></p>	<p>Intensive Curriculum and Instruction Improvements</p> <p>To improve mathematics instruction and enhance uniform performance levels throughout the district, while providing layered instruction for every child.</p>
<p>05.03a Which, if any, grants has your school system been awarded to support this strategy?</p> <p><i>Strong Foundations Implementation, SFI PLC Support, Instructional Leadership Pathways, School Action Fund Planning (Restart), School Action Fund Implementation (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Reassign), School Action Fund Planning (Redesign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), School Action Fund Implementation (Create New), Effective Schools Framework Focused Support Grant 24-26, Our school system has not been awarded a grant to support this strategy, Other (must enter grant into text box)</i></p>	<p>Strong Foundations Implementation</p>
<p>05.04a Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?</p> <p><i>LIFT, LIFT PLC Support, School Improvement Curriculum and Instruction Support Grant, School Action Fund Planning (Restart), School Action Fund Implementation (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Reassign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), School Action Fund Implementation (Create New), Effective Schools Framework Focused Support Grant 24-26, Our school system has not been awarded a grant to support this strategy, Other (must enter grant into text box)</i></p>	<p>LASSO 4:</p>
<p>05.05a Please name any organizations you are currently working with to build capacity and support strategy implementation.</p> <p><i>SAPL list, ESCs, District Staff, Campus Staff, Other (must include name)</i></p>	<p>ESC1</p>

<p>05.06a What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?</p> <p><i>[ONLY COMPLETE IF DISTRICT OR CAMPUS STAFF NAMED in 5.5 above]</i></p>	<p>Superintendent- Fred Perez Assistant Superintendent of Academics-Mrs.Dilia Cornett DCSI-Mrs. Diana Atkinson SBCISD Math Instructional Coach - Melissa Rodriguez SBCSID Math Instructional Coach - Stacey Snavely Principal- Mrs. Gabrielle Ocumarez Assistant Principal- Mrs. Larissa Leal-Rivas RTI-Mrs. Melissa A. Gonzalez Special Education Resource-Mrs. Isaura Garza Include any district content specialists that participate in staff development and roll-out</p>
<p>05.07a Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).</p> <p><i>[ONLY COMPLETE IF THE ORGANIZATION NAMED in 5.5 above IS NOT AN ESC OR ON THE STATE APPROVED PROVIDER LIST (SAPL).]</i></p>	

Question: MILLER JORDAN	Response
<p>05.01a SI - Identified Campus Name</p> <p>05.02a Please enter the strategy or strategies you will implement for this campus/these campuses</p> <p><i>Please write one of the following:</i> <i>Accelerating Campus Excellence (ACE) Model</i> <i>Closure/reassign</i> <i>Improve Graduation Rate</i> <i>Intensive Curriculum & Instruction Improvements</i> <i>School Model Change (excluding ACE)</i> <i>Turnaround Partnership (SB 1882)</i></p>	<p>Miller Jordan Middle School</p> <p>Intensive Curriculum and Instruction Improvements Who is responsible, funding, etc.</p> <p>Intensive Curriculum & Instruction Improvements</p>
<p>05.03a Which, if any, grants has your school system been awarded to support this strategy?</p> <p><i>Strong Foundations Implementation, SFI PLC Support, Instructional Leadership Pathways, School Action Fund Planning (Restart), School Action Fund Implementation (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Reassign), School Action Fund Planning (Redesign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), School Action Fund Implementation (Create New), Effective Schools Framework Focused Support Grant 24-26, Our school system has not been awarded a grant to support this strategy, Other (must enter grant into text box)</i></p>	<p>Strong Foundations Implementation</p>
<p>05.04a Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?</p> <p><i>LIFT, LIFT PLC Support, School Improvement Curriculum and Instruction Support Grant, School Action Fund Planning (Restart), School Action Fund Implementation (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Reassign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), School Action Fund Implementation (Create New), Effective Schools Framework Focused Support Grant 24-26, Our school system has not been awarded a grant to support this strategy, Other (must enter grant into text box)</i></p>	<p>LASO 4:</p>
<p>05.05a Please name any organizations you are currently working with to build capacity and support strategy implementation.</p> <p><i>SAPL list, ESCs, District Staff, Campus Staff, Other (must include name)</i></p>	<p>ESC-Jackie Escobedo Principal Manager-JoAnne Fernandez--- Principal Carlos Lainez Dean of Instruction Idalia Cornejo Asst. Principal Crystal Jacquez</p>

<p>05.06a What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?</p> <p><i>[ONLY COMPLETE IF DISTRICT OR CAMPUS STAFF NAMED in 5.5 above]</i></p>	<p>PRINCIPAL: Carlos Lainez ASSISTANT PRINCIPAL: Crystal Jacquez DEAN OF INSTRUCTION: Idalia Cornejo RTI: Karla Ortiz SUPERINTENDENT: Fred Perez ASSISTANT SUPERINTENDENT: Dilia Cornett DCSI: JoAnne Fernandez CONTENT SPECIALIST: Stacey Snavely</p>
<p>05.07a Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).</p> <p><i>[ONLY COMPLETE IF THE ORGANIZATION NAMED in 5.5 above IS NOT AN ESC OR ON THE STATE APPROVED PROVIDER LIST (SAPL).]</i></p>	<p>REMOVED</p>

Question: RIVERSIDE	Response
05.01a SI - Identified Campus Name	
05.02a Please enter the strategy or strategies you will implement for this campus/these campuses <i>Please write one of the following:</i> <i>Accelerating Campus Excellence (ACE) Model</i> <i>Closure/reassign</i> <i>Improve Graduation Rate</i> <i>Intensive Curriculum & Instruction Improvements</i> <i>School Model Change (excluding ACE)</i> <i>Turnaround Partnership (SB 1882)</i>	Intensive Curriculum and Instruction Improvements
05.03a Which, if any, grants has your school system been awarded to support this strategy? <i>Strong Foundations Implementation, SFI PLC Support, Instructional Leadership Pathways, School Action Fund Planning (Restart), School Action Fund Implementation (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Reassign), School Action Fund Planning (Redesign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), School Action Fund Implementation (Create New), Effective Schools Framework Focused Support Grant 24-26, Our school system has not been awarded a grant to support this strategy, Other (must enter grant into text box)</i>	Strong Foundations Implementation
05.04a Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy? <i>LIFT, LIFT PLC Support, School Improvement Curriculum and Instruction Support Grant, School Action Fund Planning (Restart), School Action Fund Implementation (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Reassign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), School Action Fund Implementation (Create New), Effective Schools Framework Focused Support Grant 24-26, Our school system has not been awarded a grant to support this strategy, Other (must enter grant into text box)</i>	LASSO 4
05.05a Please name any organizations you are currently working with to build capacity and support strategy implementation. <i>SAPL list, ESCs, District Staff, Campus Staff, Other (must include name)</i>	ESC1
05.06a What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy? <i>[ONLY COMPLETE IF DISTRICT OR CAMPUS STAFF NAMED in 5.5 above]</i>	PRINCIPAL - Rodolfo Ramirez ASSISTANT PRINCIPAL: Lorena Valdez ASSISTANT PRINCIPAL: Patricia Rodriguez DEAN OF INSTRUCTION: Crystal De La Fuente RTI: Cassandra Fell SUPERINTENDENT: Alfredo Perez ASSISTANT SUPERINTENDENT: Dilia Cornet DCSI: Joann Fernandez District Content Specialists: Martha Cervantes Content Specialist: Stacey Snavely Librarian: Adriana Tovar
05.07a Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards). <i>[ONLY COMPLETE IF THE ORGANIZATION NAMED in 5.5 above IS NOT AN ESC OR ON THE STATE APPROVED PROVIDER LIST (SAPL).]</i>	REMOVED

Does the plan increase the quality of instructional materials to be used at the campus and provide adequate time and support for teachers to internalize materials and reflect on student performance?

- The campus will increase the quality of the instructional materials to be used at the campus (if not already implementing SBOE-approved HQIM or OER).
- The district has allocated sufficient instructional time for delivery of HQIM and has a calendar with a minimum of 165 instructional days.
- The campus will have weekly (at a minimum) high-quality PLCs to support instructional delivery and respond to student outcomes
- The PLC protocol includes time for lesson internalization and student work analysis.

COMPLETE THE TABLE BELOW ONLY IF YOU SELECTED C&I, ACE, SCHOOL MODEL CHANGE, OR 1882 AS YOUR SCHOOL IMPROVEMENT STRATEGY

Question: FRED BOOTH	Response
06.01a SI - Identified Campus Name <i>(excluding Texas Partnership schools)</i>	Fred Booth Global Leadership Academy
06.02a Please enter the adopted curriculum	Strong Foundations-Bluebonnet Math HMH Reading
06.03a Is this the curriculum that will be implemented for the duration of the plan? <i>Yes or No Entered yes, go to 6.7 Entered no, go to 6.4</i>	YES
06.04a What new curriculum will be adopted?	Bluebonnet Math
06.05a When will the district adopt the new curriculum?	August 2025
06.06a How many instructional minutes per week are required/recommended for implementation of this curriculum?	K - 5 RLA has 450 required minutes Math K - 5 has 300 required minutes
06.07a How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?	Kinder - 5th Grade has 420 instructional minutes daily - Bluebonnet Math requires 60. K - 2 RLA - 120 Math- 90 Science - 45 Social Studies - 45 3 - 5 RLA - 90 Math - 90 Science - 90 Social Studies - 45 This time meets the minimum requirement.
06.08a How many instructional days are included in the 2025-2026 calendar?	176
06.09a If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?	N/A
06.10a Please describe the assessment plan for the impacted campus(es)	The campus assessment plan is designed to provide timely, accurate and reliable data to help us inform instruction, target interventions, and monitor student progress. Foundational Assessments: mClass and NWEA Map for all K - 2 <ul style="list-style-type: none"> • Identity skill gaps and create growth goals • Administered three times per year at Beginning, Middle and End of Year. Formative Assessments: <ul style="list-style-type: none"> • Common Formative Assessments at the end of each 9 week period in Reading and Science • Bluebonnet Module Assessments are administered at the end of each module, with larger modules containing a mid module assessment. <ul style="list-style-type: none"> ○ Inform small group instruction ○ Exit tickets • Interim Assessments <ul style="list-style-type: none"> ○ Interim for all 3rd - 5th students in the areas of Reading and Math in the Fall

	<ul style="list-style-type: none"> ○ STAAR Release for 3rd - 5th students in the Spring <ul style="list-style-type: none"> ■ This drives our 20 day STAAR review
06.11a Will the campus(es) implement a PLC structure?	<p>YES, the campus will implement a structured PLC focused on improving instruction and student outcomes. Our PLCs emphasize data driven collaboration, lesson internalizations, and instructional rehearsals to strengthen Tier I instruction.</p> <p>This ensures clarity, rigor and alignment in every lesson.</p>
06.12a How will PLCs be organized (by grade level, content area, etc.)?	<p>Our PLCs occur weekly by content area to ensure ongoing monitoring of student progress and alignment of instruction with assessment expectations.</p> <p>K-2 PLCs</p> <ul style="list-style-type: none"> ● Meet biweekly by grade-level band (K, 1, 2). ● Review recent assessment data and student work to identify trends and instructional priorities. ● Discuss additional factors impacting learning, such as attendance and behavior. ● Plan upcoming instruction using a backwards-planning approach to ensure units align with end goals. <p>3-5 Reading PLC – Mondays</p> <ul style="list-style-type: none"> ● Meet biweekly to review the most recent assessment data to identify strengths, gaps, and instructional priorities. ● Check in on student progress in Sirius Learning, using digital rosters and prior data to look for trends toward growth. ● Examine additional indicators such as attendance and behavior that may be impacting performance. ● Discuss upcoming assessments and use a backwards-planning approach, beginning with the end in mind, to map out the next unit. <p>3-5 Math PLC</p> <ul style="list-style-type: none"> ● Same weekly structure as reading. ● Since grades 3-5 are departmentalized, each teacher attends only one PLC every other week for their assigned content area. ● Data review and backward planning follow the same cycle to ensure alignment and instructional focus.
06.13a How frequently will PLCs occur?	<p>Our PLCs meet every other week and are calendared in at the beginning of the year. They take place first thing in the morning for all belgrade level Teachers.</p> <p>This structure ensures that all teachers are engaged in ongoing, content specific, collaboration and coaching that strengthens tier 1 curriculum, promotes aligned lesson execution and accelerates student outcomes. Lesson internalization is the focus of our PLCs every other week.</p> <p>They also participate in District Led PLCs that take place once per month during common planning times set forth by the district.</p>
06.14a Who will facilitate PLCs?	<p>Principal Assistant Principal Response to Intervention Teacher Special Education Teacher</p>
06.15a Who is required to attend PLCs?	<p>All teachers including the following: Response to Intervention Teacher Special Education Teacher Teacher Leads Principal and/ or Assistant Principal</p>
06.16a Please describe the PLC protocol to be used	<p>FBGLA begins PLC's with celebrations by content area and then review data, challenges and identify next steps. 2nd grade PLC - 10-29-25 Data Protocols are also discussed for Reading, Math and Science.</p> <p>Internalization Review - Teachers will calibrate a common lesson using the internalization process to ensure consistency in instruction and understanding of key concepts.</p>

	Mid-Module Data Review - Review student data to identify students of concern. - Analyze the lowest and highest-performing TEKS to guide instruction. - Administrators and teachers will ensure students are on track for benchmarks at 30/60/90-day checkpoints.
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Question: LA PALOMA	Response
06.01a SI - Identified Campus Name <i>(excluding Texas Partnership schools)</i>	La Paloma
06.02a Please enter the adopted curriculum	Strong Foundations-Bluebonnet
06.03a Is this the curriculum that will be implemented for the duration of the plan? <i>Yes or No</i> <i>Entered yes, go to 6.7</i> <i>Entered no, go to 6.4</i>	YES
06.04a What new curriculum will be adopted?	Bluebonnet Math
06.05a When will the district adopt the new curriculum?	SKIP
06.06a How many instructional minutes per week are required/recommended for implementation of this curriculum?	K - 5 RLA has 450 required minutes Math K - 5 has 300 required minutes
06.07a How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?	Kinder - 5th Grade has 420 instructional minutes daily - Bluebonnet Math requires 60. K - 2 RLA - 120 Math- 90 Science - 45 Social Studies - 45 3 - 5 RLA - 90 Math - 90 Science - 90 Social Studies - 45 This time meets the
06.08a How many instructional days are included in the 2025-2026 calendar?	176
06.09a If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?	N/A
06.10a Please describe the assessment plan for the impacted campus(es)	<p>The campus assessment plan is designed to provide timely, accurate and reliable data to help us inform instruction, target interventions, and monitor student progress.</p> <p>Foundational Assessments: mClass and NWEA Map for all K - 2</p> <ul style="list-style-type: none"> • Identity skill gaps and create growth goals • Administered three times per year at Beginning, Middle and End of Year. <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Common Formative Assessments at the end of each 9 week period in Reading and Science • Bluebonnet Module Assessments are administered at the end of each module, with larger modules containing a mid module assessment. <ul style="list-style-type: none"> ○ Inform small group instruction ○ Exit tickets • Interim Assessments <ul style="list-style-type: none"> ○ RLA, Math and Science for all 3rd - 5th students in the Fall and Spring ○ STAAR Release for 3rd - 5th students in the Spring <ul style="list-style-type: none"> ■ This drives our 20 day STAAR review
06.11a Will the campus(es) implement a PLC structure?	YES
06.12a How will PLCs be organized (by grade level, content area, etc.)?	Content level meeting: LINK Grade level meeting: LINK
06.13a How frequently will PLCs occur?	Weekly by grade level (Tuesday) and by content area (Friday).
06.14a Who will facilitate PLCs?	Principal - Dr. Gomez Assistant Principal - Enedina Sanchez

06.15a Who is required to attend PLCs?	All classroom teachers, including Special Education and Response to Intervention Teachers, Principal and/or Assistant Principal
06.16a Please describe the PLC protocol to be used	<p>Internalization Review - Teachers will calibrate a common lesson using the internalization process to ensure consistency in instruction and understanding of key concepts.</p> <p>Mid-Module Data Review - Review student data to identify students of concern. -Analyze the lowest and highest-performing TEKS to guide instruction. -Administrators and teachers will ensure students are on track for benchmarks at 30/60/90-day checkpoints.</p>

Question: MILLER JORDAN	Response
06.01a SI - Identified Campus Name <i>(excluding Texas Partnership schools)</i>	Miller Jordan Middle School
06.02a Please enter the adopted curriculum	Strong Foundations-Bluebonnet
06.03a Is this the curriculum that will be implemented for the duration of the plan? <i>Yes or No</i> <i>Entered yes, go to 6.7</i> <i>Entered no, go to 6.4</i>	YES
06.04a What new curriculum will be adopted?	Bluebonnet Math
06.05a When will the district adopt the new curriculum?	August 11, 2025
06.06a How many instructional minutes per week are required/recommended for implementation of this curriculum?	
06.07a How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?	265 minutes/week for Math Curriculum delivery-meets the minimum requirement
06.08a How many instructional days are included in the 2025-2026 calendar?	176
06.09a If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?	No fewer than 165 Instructional Days
06.10a Please describe the assessment plan for the impacted campus(es)	<p>The campus assessment plan is structured to deliver timely, accurate, and reliable data that informs instruction, targets interventions, and monitors student progress throughout the year.</p> <p>Foundational Assessments:</p> <ul style="list-style-type: none"> • Beginning-, Middle-, and End-of-Year • Used to identify skill gaps and establish individual growth goals. • Assessment windows align with the district pacing guide and instructional calendar. <p>Formative Assessments:</p> <ul style="list-style-type: none"> • Common Formative Assessments in Reading and Science are administered at the end of each nine-week grading period to measure mastery of standards taught during that timeframe. • Bluebonnet Module Assessments are given at the end of each instructional module, with mid-module assessments included for extended units. • Results are used to inform small-group instruction and immediate instructional adjustments. • Exit Tickets are used daily or weekly, depending on the lesson, to gather quick checks of understanding.

	<p>Interim Assessments:</p> <ul style="list-style-type: none"> • RLA, Math, and Science interim assessments are administered once in the Fall and once in the Spring to measure progress toward grade-level expectations. • STAAR Released Assessments are administered in the Spring. • Data gathered from these assessments directly informs the 20-day STAAR review and ensures alignment to the curriculum pacing guide. <p>Unit assessments are administered at the end of each instructional unit, six-weeks exams evaluate mastery of standards covered during that grading period, and benchmark assessments, based on STAAR-released items, are administered once per semester.</p> <p>All assessments—foundational, formative, and interim—are intentionally scheduled to align with the campus pacing guide and instructional calendar to ensure that content being measured reflects what has been taught and allows teachers to adjust instruction in real time.</p>
06.11a Will the campus(es) implement a PLC structure?	YES
06.12a How will PLCs be organized (by grade level, content area, etc.)?	PLCs are organized by departments/content areas
06.13a How frequently will PLCs occur?	1 time per week on Tuesdays PLC Agendas
06.14a Who will facilitate PLCs?	Dean of Instruction, Principal, Asst. Principal
06.15a Who is required to attend PLCs?	Math Department Teachers, Principal, Asst. Principal, RTI, Counselor
06.16a Please describe the PLC protocol to be used	<p>Professional Learning Community (PLC) Protocol</p> <p>The campus PLC structure is designed to support consistent collaboration, data-informed decision-making, and aligned instructional practices across all grade levels and content areas.</p> <p>Structure and Frequency: PLCs meet weekly during designated collaborative planning time. Each meeting follows a consistent protocol to ensure efficiency, clarity, and a focus on student learning.</p> <p>Focus Areas:</p> <ol style="list-style-type: none"> 1. Reviewing Student Data: <ul style="list-style-type: none"> ○ Teachers analyze student performance on classroom assessments, common formative assessments, and major district assessments as they occur. ○ Data discussions identify trends, pinpoint misconceptions, and highlight students who need intervention or enrichment. 2. Planning Interventions and Extensions: <ul style="list-style-type: none"> ○ Based on data, teams plan targeted interventions for students who need additional support and design extension opportunities for students who have mastered the content. ○ Intervention plans include specific instructional strategies, small-group structures, and progress-monitoring checkpoints. 3. Monitoring Student Progress:

	<ul style="list-style-type: none"> ○ Teams review ongoing progress toward mastery of essential standards. ○ Adjustments to instruction and intervention plans are made as needed, ensuring alignment with the curriculum pacing guide and responding to student needs in real time. <p>4. Collaborative Planning:</p> <ul style="list-style-type: none"> ○ Teachers align lesson plans, instructional strategies, and assessments to ensure consistency within and across grade levels. ○ PLCs confirm that upcoming lessons match district pacing expectations and incorporate effective practices. <p>Outcomes: The PLC protocol ensures that instruction is responsive, collaborative, and aligned to shared goals. Weekly meetings provide a structured process for using data to guide instruction, address student needs, and monitor learning over time.</p> <p>All Things PLC: Data Protocol/Data Conversations- by Solution Tree PLC Meetings revolve around data where we partake in discussions on clarifying what the target focus is for our students regarding what it is they should know or will be able to do at the end of every progress measure. Data will show whether students are on track or if intervention is needed. When students have shown enough growth, we collaborate on discussions that pertain to double plans to ensure students are moving along and are not stagnant waiting for the rest of the students. For students who have not yet mastered the curriculum, intentional planning revolves on adding the students to attending after school tutorials as the Bluebonnet Curriculum is place and although some standards will repeat, teachers want to ensure the students are exposed to as much repetition and spiraling as possible.</p>
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Question: RIVERSIDE	Response
06.01a SI - Identified Campus Name <i>(excluding Texas Partnership schools)</i>	Riverside Middle School
06.02a Please enter the adopted curriculum	Strong Foundations-Bluebonnet
06.03a Is this the curriculum that will be implemented for the duration of the plan? <i>Yes or No</i> <i>Entered yes, go to 6.7</i> <i>Entered no, go to 6.4</i>	YES
06.04a What new curriculum will be adopted?	Bluebonnet Math
06.05a When will the district adopt the new curriculum?	SKIP
06.06a How many instructional minutes per week are required/recommended for implementation of this curriculum?	SKIP
06.07a How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?	275 minutes
06.08a How many instructional days are included in the 2025-2026 calendar?	176 days
06.09a If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?	NA
06.10a Please describe the assessment plan for the impacted campus(es)	Blue Bonnet Module Assessments are administered at the conclusion of each instructional unit; administration varies by grade level, but on average are given every 2 weeks. District Common Formative assessments are administered periodically (roughly twice a semester) which are composed of STAAR-released items and are aligned to the curriculum pacing guide and instructional calendar.

	State Interim Assessments (STAAR) are also administered once a semester.
06.11a Will the campus(es) implement a PLC structure?	YES
06.12a How will PLCs be organized (by grade level, content area, etc.)?	Math Department PLCs Common Planning Period: 3rd Period Daily Regular Department PLC: Every Thursday Grade Level Partners 7th Period: Tuesdays 6th Grade, Wednesdays 8th Grade, and Thursdays 7th Grade
06.13a How frequently will PLCs occur?	Once per week with additional sessions as needed.
06.14a Who will facilitate PLCs?	Dean of Instruction: Crystal De La Fuente Principal: Rodolfo Ramirez
06.15a Who is required to attend PLCs?	Math Department Teachers: 6th Grade - Jose Lopez and Nadia Vela 7th Grade - Tania Mendez and Sylvia Aguirre 8th Grade - Terry Garcia and Patricia Valadez Special Education Resource Teachers: Liz Quezada, Olga Batarse, and Christiane Escandon
06.16a Please describe the PLC protocol to be used	The protocol used in the RMS PLCs will focus on the Essential 4 Questions: 1. What do we want all students to know and be able to do? This question focuses on identifying the essential knowledge, skills, and standards that are critical for students to learn at a given level. 2. How will we know if they have learned it? This involves developing common assessments to gauge student understanding and create evidence of learning. 3. What will we do if they don't learn it? This question addresses how the team will respond to students who have not met the learning goals, focusing on timely interventions and re-teaching. 4. What will we do if they already know it? This question focuses on how to extend learning for students who have already demonstrated proficiency, such as through enrichment activities or advanced projects. To ensure our PLCs are evidence-based, our communities will focus on Student Performance Data (Bluebonnet Math Assessments). By way of the protocol teachers and administrators will identify strengths and weaknesses in Performance on TEKS and common misconceptions. From the protocol we will also derive evolving needs for trainings, professional development and organizational support.

*Duplicate the table above for each campus

7.0 ACE **SKIP THIS PART**

Does the plan meet the requirements outlined in Texas Education Code, Section 39A.105(b)?

- The plan provides for the assignment of a principal to the campus who has demonstrated a history of improvement in student academic growth at campuses in which the principal has previously worked and gives the principal final authority over personnel decisions at the campus.
- The plan provides that at least 60 percent of the classroom teachers assigned to the campus are teachers who demonstrated instructional effectiveness during the previous school year, with instructional effectiveness determined by:
 - for a teacher who taught in the district during the previous school year:
 - the teacher's impact on student growth as determined using a locally developed value added model that measures student performance on at least one assessment selected by the district.
 - an evaluation of the teacher based on classroom observation.
 - for a teacher who did not teach in the district during the previous school year, data and other evidence indicating that if the teacher had taught in the district during the previous school year, the teacher would have performed in the top half of teachers in the district.
- The plan includes a detailed description of the employment and compensation structures for the principal and classroom teachers, which must include:
 - significant incentives for a high-performing principal or teacher to remain at the campus.
 - a three-year commitment by the district to continue incentives for the principal and teachers.
- The plan includes policies and procedures for the implementation of best practices on the campus, including:
 - data-driven instructional practices

- a system of observation of and feedback for classroom teachers
- positive student culture on the campus
- family and community engagement, including partnerships with parent and community groups
- extended learning opportunities for students, which may include service or workforce learning opportunities
- providing student services before or after the instructional day that improve student performance, which may include tutoring, extracurricular activities, counseling services, and offering breakfast, lunch, and dinner to all students at the campus
- The plan includes assistance by a third-party provider that is approved by the commissioner in the development and implementation of the district's plan.

COMPLETE THE TABLE BELOW ONLY IF YOU SELECTED ACE AS YOUR SCHOOL IMPROVEMENT STRATEGY

Question	Response
07.01a SI - Identified Campus Name	NONE
07.02a Has this campus (or this set of campuses) completed a planning year for the SAF grant for the ACE model?	
07.03a (Optional) Did you upload your school design plan? This plan must meet the criteria in TEC Section 39A.105(b).	
07.04a Would you like to provide more detail about the implementation of your ACE model? (Enter yes if your School Design Plan does not meet the criteria in TEC Section 39A.105(b).)	
07.05a Please describe the system the district will use to track teacher and administrator effectiveness at campuses implementing the ACE model.	
07.06a What targets will the district set to identify which teachers and administrators are highly effective?	
07.07a Please describe the incentives the district will offer to high-performing principal or teacher to remain at the campus.	
07.08a Has the district made a minimum three-year commitment to continue incentives for the principal and teachers?	
07.09a How will the district ensure that the principal assigned to each ACE campus has demonstrated a history of improvement in student academic growth at campuses in which the principal has previously worked?	
07.10a Will the principal have final authority over personnel decisions at each campus implementing the ACE model?	
07.11a How will the district ensure that at least 60 percent of the classroom teachers assigned to the campus are teachers who demonstrated instructional effectiveness during the previous school year?	
07.12a Describe how the campus will implement research-based instructional strategies.	
07.13a Describe how the campus will implement data-driven instructional practices.	
07.14a Describe how the campus will implement positive student culture on the campus.	
07.15a Describe how the campus will implement family and community engagement, including any partnerships with parent and community groups.	
07.16a Describe how the campus will implement extended learning opportunities for students, which may include service or workforce learning opportunities.	
07.17a Describe how the campus will provide student services before or after the instructional day that improve student performance (for example, tutoring, extracurricular activities, counseling services, and offering breakfast, lunch, and dinner to all students at the campus).	

*Duplicate the table above for each campus.

SKIP THIS PART

8.0 CLOSURE AND REASSIGNMENT

Does the plan ensure that students are assigned to a higher performing campus?

- All students from the closing campus are assigned to a campus with an acceptable (C or better) performance rating.
- All receiving campuses will increase the quality of the instructional materials to be used at the campus (if not already implementing SBOE-approved HQIM or OER).

- All receiving campuses have a capacity building plan that includes upfront training and ongoing coaching for campus leaders and teachers.
- The capacity building/professional development (PD) plan for all receiving campuses matches the state of talent at each receiving campus after the reassignment of staff is complete.
 - There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that are new (in their first two years) to their role.
 - There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that do not have a demonstrated track record of success.
 - There is a plan to differentiate and/or increase support for uncertified teachers.
- Teachers and administrators receive capacity building support related to supporting students in special populations that is aligned with the student population at the campus.

REASSIGNMENT LANDSCAPE ANALYSIS

Question	Campus #1
08.01 Campus Name	
08.02 Campus CDCN	
08.03 Most recent state accountability rating	
08.04 Current enrollment of the campus	
08.05 Maximum enrollment for the campus	
08.06 Distance from the campus to the closing campus	
08.07 % of students from the closing campus that will be assigned to this campus	
08.08 % of teachers from the closing campus that will be assigned to this campus	
08.09 % of administrators from the closing campus that will be assigned to this campus	

*Duplicate the campus name column for multiple reassigned campuses.

RECEIVING CAMPUSES

Question	Campus #1
08.10 Campus Name	N/A
08.11 Please type the adopted curriculum for each receiving campus.	
08.12 Is this the curriculum that will be implemented for the duration of the plan?	
08.13 What new curriculum will be adopted?	
08.14 When will the district adopt the new curriculum?	
08.15 How will the district ensure that each campus meets the minimum instructional minutes required to implement the curriculum?	
08.16 Please describe your planned training/PD sessions (and who delivers and attends) for: Principal manager, Principal, Other campus admin (assistant principals, instructional coaches), Teachers	
08.17 How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?	
08.18 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?	
08.19 How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	
8.20 What capacity building supports related to supporting students in special populations will teachers and administrators receive?	

*Duplicate the campus name column for multiple receiving campuses.

9.0 GRADUATION RATE: ONLY FOR HIGH SCHOOL LIP

How will the campus provide individualized supports to students at risk of dropping out?

- The campus and district track individual, student-level data including, at a minimum, absences, grade retention, and academic outcomes.
- Individual, student-level data is reviewed at least once per semester.
- Campus staff or mentors assigned to students receive training related to the needs of students who are at risk of dropping out.
- The plan includes strategies to improve student attendance.

ONLY COMPLETE THIS SECTION IF YOU NAMED IMPROVE GRADUATION RATE AS YOUR SCHOOL IMPROVEMENT STRATEGY

Question	Response
09.01a SI - Identified Campus Name using "improve graduation rate" as a school improvement strategy	Only applies to SBHS - May be included in the LIP for HS
09.02a Please describe the overall strategy to improve the graduation rate at this campus.	
09.03a What student level data points will the campus track?	
09.04a How frequently will student level data be reviewed and who will review the data?	
09.05a What training will campus staff or mentors receive?	
09.06a What is the attendance rate at the campus?	
09.07a What strategies will the district implement to improve student attendance?	

*From section 5, duplicate the table above for each campus using "improve graduation rate" as a school improvement strategy.

10.0 SCHOOL MODEL CHANGE: SKIP

ONLY COMPLETE THIS SECTION IF YOU NAMED SCHOOL MODEL CHANGE AS YOUR SCHOOL IMPROVEMENT STRATEGY FROM SECTION 5.

Question	Response
10.01a SI - Identified Campus Name using "ACE" as a school improvement strategy below	N/A
10.02a Please provide a brief overview (2-3 sentences) of your school model change.	

*From section 5, duplicate the table above for each campus using "ACE" as a school improvement strategy.

11.0 TEXAS PARTNERSHIPS: SKIP

Is the district preparing to engage in quality authorizing?

- A representative from the district has attended or is signed up for TEA-approved authorizer training.
- The district has adopted a local charter authorizing board policy.
- The district is in the process of applying for or has received approval for Texas Partnerships (SB 1882) benefits.
- The operating partner of the campus has a track record of successful school turnaround.

Question	Response
11.01a SI - Identified Campus Name using "Texas Partnerships" as a school improvement strategy.	N/A
11.02a Please share the name and role of any district staff members that have completed TEA-approved authorizer training.	
11.03a Please share the name and role of any district staff members that are signed up for or are currently enrolled in TEA-approved authorizer training.	
11.04a Has the district adopted a local charter authorizing board policy?	
11.05a Date the board approved or will vote on approving partnership	
11.06a Has the district been approved for Texas Partnerships benefits?	
11.07a Please describe the proposed or approved operating partner's track record of successful school turnaround.	

*From section 5, duplicate the table above for each campus using "Texas Partnerships" as a school improvement strategy.

Does the plan ensure that administrators and teachers receive appropriate job-embedded training?

- Administrators responsible for the campus (including the principal and principal manager) receive upfront/initial training on key elements of the school improvement strategy.
- Teachers receive upfront/initial training on key elements of the school improvement strategy.
- Teachers receive an observation-and-feedback round from an instructional leader or coach at least biweekly.
- The observation tool includes research-based instructional strategies (RBIS) look fors.
- The observation tool includes look fors related to implementation of approved curriculum.
- The capacity building/professional development (PD) plan matches the current state of talent at the campus.
 - There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that are new (in their first two years) to their role.
 - There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that do not have a demonstrated track record of success.
 - There is a plan to differentiate and/or increase support for uncertified teachers.

**DO NOT INCLUDE TEXAS PARTNERSHIP STRATEGY, ACE, OR GRADUATION RATE STRATEGY
CAMPUSES Ensure everyone has a role or responsibility**

Question: LA PALOMA	Response
12.01a SI - Identified Campus Name, excluding Texas Partnership, ACE, or Graduation Rate	La Paloma Elementary
12.02a Campus Principal Name	Dr. Lucas Gomez
12.03a Years of experience as a campus principal	4 years
12.04a Campus principal turnaround experience	<p>During the 2023–2024 school year, La Paloma Elementary received an accountability score of “F” (59%).</p> <p>In the 2024–2025 school year, La Paloma Elementary implemented the Effective Schools Framework and achieved an accountability score of “B” (87%).</p>
12.05a Principal Manager name	Diana Atkinson
12.06a Years of experience as a Principal manager	2
12.07a Principal manager turn around experience	N/A
12.08a % of teachers on the campus who have more than 2 years experience	100%
12.09a % of teachers on the campus who are certified	100%
12.10a % of teachers on the campus who are TIA designated teachers	88% of K - 5 Teachers are TIA-designated. (16 of 18)
12.11a Please describe your planned training/PD sessions (and who delivers and attends) for Principal manager	<p>Bluebonnet: Each Training will consist of: instructional coaches DCSI All planned PD will be conducted by Region One.</p>
12.12a Please describe your planned training/PD sessions (and who delivers and attends) for Principal	At the start of the 25-26 school year the campus administration at SBCISD attended training on topics such as Bluebonnet, RBIS, and Strong Foundations Implementations. Presenters included district administrators, directors, and region one staff.
12.13a Please describe your planned training/PD sessions (and who delivers and attends) for other campus admin (assistant principals, instructional coaches)	At the start of the 25-26 school year the campus administration at SBCISD attended training on topics such as Bluebonnet, RBIS, and Strong Foundations Implementations. Presenters included district administrators, directors, and region one staff.
12.14a Please describe your planned training/PD sessions (and who delivers and attends) for Teachers	<p>At the start of the 25-26 school year the campus teachers at SBCISD attended training on topics such as Bluebonnet, RBIS, and Strong Foundations Implementations. Presenters included district administrators, directors, and region one staff. Teachers also received training on TELPAS strategies and bilingual education.</p> <p>2025 - 2026 SBCISD LASO Strong Foundations Grant Bluebonnet Math & RLA Implementation</p>

12.15a How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?	Observation and feedback cycles will be increased for new teachers and teachers who need extra support. This means they will receive more frequent check-ins, classroom visits, and coaching conversations. The purpose is to provide timely guidance, help strengthen instructional skills, and ensure they have the support needed to improve and be successful in the classroom
12.16a 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?	The Strong Foundations Walkthrough Form will be used to assess proficiency in Bluebonnet Math and RBIS, while the local district walkthrough form will be used weekly to monitor overall instruction. To ensure consistent and accurate use of these tools, administrators will participate in regular calibration sessions where they review expectations, observe classrooms together, compare ratings, and align on what evidence looks like across different walkthrough types. This process ensures that all administrators provide clear, consistent feedback and maintain fidelity to instructional implementation across the district.
12.17a How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	Classroom walkthroughs will be conducted weekly, and TTESS walkthroughs will occur monthly. In implementing Bluebonnet Math under the Strong Foundations Implementation (SFI) grant, administrators will use the SFI Learning Walk/HQIM tool to observe instruction. Feedback will be provided weekly, using the tool's specific language to highlight strengths and identify actionable next steps for teachers. This ensures that observations, feedback, and follow-up support are aligned with the grant's goals for high-quality, research-based math instruction and consistent instructional implementation across the district.
12.18a What capacity building supports related to supporting students in special populations will teachers and administrators receive?	La Paloma Elementary has a high bilingual population and receives ongoing support to strengthen instruction for English Learners. Our Bilingual Director provides frequent coaching and professional development on TELPAS strategies, bilingual best practices, and individualized teacher support. In addition, Dr. Trevino, Bilingual Consultant, conducts regular professional development sessions for all 2nd–5th grade teachers with TELPAS students, ensuring consistent, targeted training. To monitor implementation and progress, the campus instructional team uses Summit K-12 to track student data and classroom application. Progress monitoring reports are reviewed regularly, and feedback is provided to teachers with actionable steps to refine instruction and ensure strategies are being applied effectively in the classroom. This combination of ongoing training, data monitoring, and targeted feedback ensures that bilingual instruction is supported and continually improved

Question: FRED BOOTH	Response
12.01a SI - Identified Campus Name, excluding Texas Partnership, ACE, or Graduation Rate	Fred Booth GLA
12.02a Campus Principal Name	Gabrielle Ocumarez
12.03a Years of experience as a campus principal	4
12.04a Campus principal turnaround experience	During the 2023-2024 school year FBGLA received a rating of a "D" During the 2024 - 2025 school year FBGLA received a rating of a "B"
12.05a Principal Manager name	Mrs. D. Atkinson
12.06a Years of experience as a Principal manager	2
12.07a Principal manager turn around experience	N/A
12.08a % of teachers on the campus who have more than 2 years experience	96
12.09a % of teachers on the campus who are certified	100%
12.10a % of teachers on the campus who are TIA designated teachers	7 (27%)
12.11a Please describe your planned training/PD sessions (and who delivers and attends) for Principal manager	Bluebonnet: Each Training will consist of: instructional coaches DCSI All planned PD will be conducted by Region One.
12.12a Please describe your planned training/PD sessions (and who delivers and attends) for Principal	At the start of the 25-26 school year the campus administration at SBCISD attended training on topics such as Bluebonnet, RBIS, and Strong Foundations Implementations. Presenters included district administrators, directors, and region one staff.

<p>12.13a Please describe your planned training/PD sessions (and who delivers and attends) for other campus admin (assistant principals, instructional coaches)</p>	<p>At the start of the 25-26 school year the campus administration at SBCISD attended training on topics such as Bluebonnet, RBIS, and Strong Foundations Implementations. Presenters included district administrators, directors, and region one staff.</p>
<p>12.14a Please describe your planned training/PD sessions (and who delivers and attends) for Teachers</p>	<p>At the start of the 25-26 school year the campus teachers at SBCISD attended training on topics such as Bluebonnet, RBIS, and Strong Foundations Implementations. Presenters included district administrators, directors, and region one staff. Teachers also received training on TELPAS strategies and bilingual education. Accountability Overview with a Rating overview was done for all teachers to help them understand all the Domains of Accountability with an emphasis on Domain IIB. Teachers also participated in an intense session on how to Unpack the TEKS.</p> <p>2025 - 2026 SBCISD LASO Strong Foundations Grant Bluebonnet Math & RLA Implementation</p>
<p>12.15a How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?</p>	<p>Observation and feedback cycles will be increased for new teachers and teachers who need extra support. This means they will receive more frequent check-ins, classroom visits, and coaching conversations. The purpose is to provide timely guidance, help strengthen instructional skills, and ensure they have the support needed to improve and be successful in the classroom</p>
<p>12.16a 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?</p>	<p>The Strong Foundations Walkthrough Form will be used to assess proficiency in Bluebonnet Math and RBIS, while the local district walkthrough form will be used weekly to monitor overall instruction. To ensure consistent and accurate use of these tools, administrators will participate in regular calibration sessions where they review expectations, observe classrooms together, compare ratings, and align on what evidence looks like across different walkthrough types. This process ensures that all administrators provide clear, consistent feedback and maintain fidelity to instructional implementation across the district.</p>
<p>12.17a How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?</p>	<p>Classroom walkthroughs will be conducted weekly, and TTESS walkthroughs will occur monthly. In implementing Bluebonnet Math under the Strong Foundations Implementation (SFI) grant, administrators will use the SFI Learning Walk/HQIM tool to observe instruction. Feedback will be provided weekly, using the tool's specific language to highlight strengths and identify actionable next steps for teachers. This ensures that observations, feedback, and follow-up support are aligned with the grant's goals for high-quality, research-based math instruction and consistent instructional implementation across the district.</p>
<p>12.18a What capacity building supports related to supporting students in special populations will teachers and administrators receive?</p>	<p>Fred Booth Global Leadership Academy has a high bilingual population and receives ongoing support to strengthen instruction for English Learners. Our Bilingual Director provides frequent coaching and professional development on TELPAS strategies, bilingual best practices, and individualized teacher support. In addition, Dr. Trevino, Bilingual Consultant, conducts regular professional development sessions for all 2nd–5th grade teachers with TELPAS students, ensuring consistent, targeted training. To monitor implementation and progress, the campus instructional team uses Summit K-12 to track student data and classroom application. Progress monitoring reports are reviewed regularly, and feedback is provided to teachers with actionable steps to refine instruction and ensure strategies are being applied effectively in the classroom. This combination of ongoing training, data monitoring, and targeted feedback ensures that bilingual instruction is supported and continually improved. 3 Lead4Ward Trainings were provided by our bilingual department in Engaging Learners, Connecting Language and Learning, and Accountability and Instruction. The campus also implements a Bilingual Strategy of the Week to Help support our English Language Learners.</p>

Question: MILLER JORDAN	Response
12.01a SI - Identified Campus Name, excluding Texas Partnership, ACE, or Graduation Rate	Miller Jordan
12.02a Campus Principal Name	Carlos Lainez
12.03a Years of experience as a campus principal	2
12.04a Campus principal turnaround experience	2
12.05a Principal Manager name	JoAnne Fernandez
12.06a Years of experience as a Principal manager	2
12.07a Principal manager turn around experience	2
12.08a % of teachers on the campus who have more than 2 years experience	Straight from the TAPR report % of teachers with XX years
12.09a % of teachers on the campus who are certified	100%
12.10a % of teachers on the campus who are TIA designated teachers	12.5%
12.11a Please describe your planned training/PD sessions (and who delivers and attends) for Principal manager	Bluebonnet Training provided by ESC Each Training: ESC 1 Staff-J. Escobedo, Maricella Garcia, Principal Manager- JoAnne Fernandez,
12.12a Please describe your planned training/PD sessions (and who delivers and attends) for Principal	Bluebonnet Training provided by ESC Each Training: ESC 1 Staff-J. Escobedo, Maricella Garcia, Principal Manager- JoAnne Fernandez
12.13a Please describe your planned training/PD sessions (and who delivers and attends) for other campus admin (assistant principals, instructional coaches)	PD Session/Planned trainings with Region One with Maricella Garcia and Eunice Zambrano are scheduled by Ms. Marlene Araiza. These are trainings and Observations that are scheduled for Deans/Instructional Coaches. During these training sessions, insight is provided on how to guide teachers to navigate the Bluebonnet Curriculum and assists in identifying the "To Do's" of each Module. Training Dates: August 7, 2025 September 10, 2025 September 23, 2025 October 20,2025 November 13, 2025 February 12, 2026 March 25,2026
12.14a Please describe your planned training/PD sessions (and who delivers and attends) for Teachers	Planned training/PD Sessions with Region One with Maricella Garcia entail teachers engaging in hands-on workshops in which Ms. Garcia models and guides teachers to complete internalizations as the year progresses. During these sessions, teachers are given the much needed time to work collectively as a department and ensure there is alignment in their internalizations. During these workshops, Ms. Garcia also assists teachers one on one and is able to answer any questions, concerns, and clarifies misconceptions teachers may have regarding the implementation of the Bluebonnet Curriculum. Region One Training Dates: August 7, 2025 September 10, 2025 September 23, 2025 October 20,2025 November 13, 2025 February 12, 2026 March 25,2026 All campus math teachers will attend the training.
12.15a How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?	Modeled lesson from ICs-Peer Observations, Instructional Rounds Feedback Dean of Instruction will also meet with teachers routinely to ensure there is alignment in the delivery of instruction with veteran teachers.
12.16a 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?	What tool will be used? Classroom walk through tool: Name (Bluebonnet tool#___) San Benito CISD Fidelity of Implementation etc. Classroom walk through tool developed by SBCISD.

	Bluebonnet Learning Observation Tool
12.17a How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	<p>This one goes back to the actual coaching. Will it be weekly feedback or daily?</p> <p>Look fors: Aligning with curriculum (almost like walkthrough focus) Fluency with materials and lesson sequence Application and problem-solving Concept development Problem set practice Student debrief and reflection Support for all learners</p>
12.18a What capacity building supports related to supporting students in special populations will teachers and administrators receive?	<p><i>Special Populations: EXAMPLE: Be specific that special pop teachers attend every staff development, PLC, etc. Include names of bilingual director, sped director, etc.</i></p> <p>Teachers and administrators will engage in ongoing capacity-building supports focused on meeting the diverse needs of students in special populations, including English Learners, students receiving Special Education services, and those identified under Section 504. These supports will include:</p> <ul style="list-style-type: none"> • Targeted professional development on differentiation strategies, scaffolding techniques, and instructional accommodations aligned with the Bluebonnet Math Curriculum. • Collaborative planning sessions to integrate supports for diverse learners within lesson internalization and the district lesson cycle. • Coaching and modeling from instructional specialists and intervention staff to demonstrate best practices in inclusive instruction and progress monitoring. • Data-driven reflection meetings to analyze student performance and adjust instructional practices to ensure equitable access to rigorous content. • Ongoing guidance from district and Region 1 specialists to strengthen implementation fidelity and ensure compliance with expectations for special populations. <p>These supports are designed to ensure that all educators are equipped to provide high-quality, inclusive instruction that promotes growth and success for every student.</p>

Question: RIVERSIDE	Response
12.01a SI - Identified Campus Name, excluding Texas Partnership, ACE, or Graduation Rate	Riverside Middle School
12.02a Campus Principal Name	Rodolfo Ramirez
12.03a Years of experience as a campus principal	6 Years

12.04a Campus principal turnaround experience	
12.05a Principal Manager name	Joann Fernandez
12.06a Years of experience as a Principal manager	2
12.07a Principal manager turn around experience	N/A
12.08a % of teachers on the campus who have more than 2 years experience	90%
12.09a % of teachers on the campus who are certified	100%
12.10a % of teachers on the campus who are TIA designated teachers	14%
12.11a Please describe your planned training/PD sessions (and who delivers and attends) for Principal manager	Bluebonnet: Monthly trainings and/or classroom observations provided by Region One Each Training: July 16, 2025, August 7, 2025, September 10, 2025, September 23, 2025, October 20,2025, November 13, 2025, February 12, 2026, March 25,2026 Principal, instructional coaches, etc. Go all the way back to August Who will deliver the PD and who will attend DCSI Principal ,AP ,Teacher
12.12a Please describe your planned training/PD sessions (and who delivers and attends) for Principal	July 16, 2025, September 10, 2025, November 13, 2025, February 12, 2026, March 25, 2026
12.13a Please describe your planned training/PD sessions (and who delivers and attends) for other campus admin (assistant principals, instructional coaches)	August 7, 2025, September 10, 2025, September 23, 2025, October 20,2025, November 13, 2025, February 12, 2026, March 25,2026
12.14a Please describe your planned training/PD sessions (and who delivers and attends) for Teachers	Region One Each Training: August 7, 2025, September 10, 2025, September 23, 2025, October 20,2025, November 13, 2025, February 12, 2026, March 25,2026
12.15a How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?	Modeled lesson from ICs Assign a coaching and cadence they will receive the coaching. Will receive instructional coaching during PLC's, may receive individual coaching cycles as needed. Coaching will be conducted weekly.
12.16a 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?	What tool will be used? Classroom walk through tool: Bluebonnet Learning Observation Tool, to be used during classroom observation and walk throughs. San Benito CISD Fidelity of Implementation etc.
12.17a How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	This one goes back to the actual coaching. Will it be weekly feedback or daily? Each teacher will receive an observation on a weekly basis. We participate in formal and informal coaching conversations where feedback is given. Look fors: Aligning with curriculum (almost like walkthrough focus) Fluency of materials and sequence of lessons. Application Processes. Concept Development. Problem Set. Student Debrief. Support for all learners.
12.18a What capacity building supports related to supporting students in special populations will teachers and administrators receive?	<i>Inclusion Math teachers attend Bluebonnet staff development sessions. Teacher assistants provide help during math classes. Specialized instruction for Emergent Bilingual students. Developing reading strategies for analyzing word problems.</i> <i>Special Populations: EXAMPLE:Be specific that special pop teachers attend every staff development, PLC, etc. Include names of bilingual director, sped director, etc.</i>

*Duplicate the table above for each campus that does not have Texas Partnership, ACE, or Graduation Rate as a school improvement strategy.

13.0 MILESTONES

How will the strategy be implemented?

- Milestones include all activities needed to fully implement the program or strategy, covering planning and implementation stages.
- Milestones include all upfront capacity building, implementation action steps, and ongoing support and coaching touchpoints, and student assessment cycles.
- Milestones cover, at a minimum, the two school years that the campus is required to implement the plan.

Question: FRED BOOTH	Response
13.01a SI - Identified Campus Name	Fred Booth Global Leadership Academy
<p>13.02a Please share the key milestones for this strategy (Timeframe is, at minimum, through end of SY 26-27 for TIP and through end of SY 27-28 for TAP.)</p>	<p>Beginning August PD for product academy (create a timeline on how we are rolling it all out) Be very explicit here June 25 - June 26</p> <p>SBCISD Strong Foundations Implementation Playbook</p> <p>August 2025 – Launch & Baseline</p> <ul style="list-style-type: none"> • HQIM & Observation/Feedback Systems <ul style="list-style-type: none"> ○ Establish the HQIM (Bluebonnet Math) observation and feedback schedule. ○ Conduct initial instructional walkthroughs to establish a baseline. • Progress Monitoring <ul style="list-style-type: none"> ○ Administer BOY assessments (district assessments, Bluebonnet diagnostic items as available). • Curriculum Implementation <ul style="list-style-type: none"> ○ Begin full implementation of the Bluebonnet Math Curriculum, with a focus on internalizing lessons and aligning instruction to TEKS. • PLCs <ul style="list-style-type: none"> ○ Review BOY data and identify priority standards. ○ Set initial intervention and extension plans. <p>September 2025 – Instructional Alignment & Early Adjustments</p> <ul style="list-style-type: none"> • Conduct weekly PLCs to analyze lesson internalizations and ensure alignment to the district lesson cycle. • Use early formative assessment data to adjust small-group instruction. • Admin/admin teams conduct ongoing HQIM-aligned walkthroughs with immediate feedback. • Teachers refine implementation based on coaching and observed trends. <p>October 2025 – Formative Data Review</p> <ul style="list-style-type: none"> • Review Bluebonnet module assessment results. • PLC focus: Identify gaps between lesson internalizations, instruction, and assessment performance. • Adjust intervention cycles accordingly.

- Continue HQIM-focused coaching and feedback loops.

November 2025 – Deepening Implementation

- Analyze student work samples for evidence of TEKS-aligned thinking and problem-solving.
- PLCs revisit pacing and internalizations to ensure alignment with unit expectations.
- Walkthroughs monitor fidelity to the Bluebonnet lesson cycle.

December 2025 – Mid-Semester Progress Check

- Review mid-semester Bluebonnet assessments and any district interim data.
- Evaluate effectiveness of interventions implemented since October.
- Plan reteach strategies for December and January based on data trends.
- Conduct mid-year HQIM implementation check-in with staff.

January 2026 – Reboot & Intensify

- Refresh internalization practices as new units begin.
- Administrators conduct targeted walkthroughs focusing on trends from fall data.
- PLCs examine alignment between internalizations, assessments, and student misconceptions.

February 2026 – Data-Driven Adjustments

- Analyze STAAR Interim data and Bluebonnet module assessments.
- Identify high-priority TEKS for reteach before spring benchmarks.
- Adjust small-group instruction and intervention pathways.
- Continue to refine HQIM lesson delivery based on walkthrough feedback.

March 2026 – Pre-STAAR Alignment

- Conduct final round of Bluebonnet and district formative assessments before STAAR.
- PLCs examine alignment across:
 - Lesson internalizations
 - Assessment expectations
 - Walkthrough feedback

	<ul style="list-style-type: none"> • Prepare targeted Tier I and intervention plans for the April review cycle. <p>April 2026 – STAAR Readiness</p> <ul style="list-style-type: none"> • Implement 20-day STAAR readiness plans informed by prior months of data. • Monitor student progress weekly using exit tickets, quizzes, and targeted skills checks.
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Question: LA PALOMA	Response
13.01a SI - Identified Campus Name	La Paloma Elementary
13.02a Please share the key milestones for this strategy <i>(Timeframe is, at minimum, through end of SY 26-27 for TIP and through end of SY 27-28 for TAP.)</i>	<p>Beginning August PD for product academy (create a timeline on how we are rolling it all out) Be very explicit here June 25 - June 26</p> <p>SBCISD Strong Foundations Implementation Playbook</p>

Question: MILLER JORDAN	Response
13.01a SI - Identified Campus Name	Miller Jordan Middle School
13.02a Please share the key milestones for this strategy <i>(Timeframe is, at minimum, through end of SY 26-27 for TIP and through end of SY 27-28 for TAP.)</i>	<p>August 2025 – Launch & Baseline</p> <ul style="list-style-type: none"> • HQIM & Observation/Feedback Systems <ul style="list-style-type: none"> ○ Establish the HQIM (Bluebonnet Math) observation and feedback schedule. ○ Conduct initial instructional walkthroughs to establish a baseline. • Progress Monitoring <ul style="list-style-type: none"> ○ Administer BOY assessments (district assessments, Bluebonnet diagnostic items as available). • Curriculum Implementation <ul style="list-style-type: none"> ○ Begin full implementation of the Bluebonnet Math Curriculum, with a focus on internalizing lessons and aligning instruction to TEKS. • PLCs <ul style="list-style-type: none"> ○ Review BOY data and identify priority standards. ○ Set initial intervention and extension plans. <p>September 2025 – Instructional Alignment & Early Adjustments</p> <ul style="list-style-type: none"> • Conduct weekly PLCs to analyze lesson internalizations and ensure alignment to the district lesson cycle. • Use early formative assessment data to adjust small-group instruction.

- Admin/admin teams conduct ongoing HQIM-aligned walkthroughs with immediate feedback.
- Teachers refine implementation based on coaching and observed trends.

October 2025 – Formative Data Review

- Review first major district assessment or Bluebonnet module assessment results.
- PLC focus: Identify gaps between lesson internalizations, instruction, and assessment performance.
- Adjust intervention cycles accordingly.
- Continue HQIM-focused coaching and feedback loops.

November 2025 – Deepening Implementation

- Analyze student work samples for evidence of TEKS-aligned thinking and problem-solving.
- PLCs revisit pacing and internalizations to ensure alignment with unit expectations.
- Walkthroughs monitor fidelity to the Bluebonnet lesson cycle.

December 2025 – Mid-Semester Progress Check

- Review mid-semester Bluebonnet assessments and any district interim data.
- Evaluate effectiveness of interventions implemented since October.
- Plan reteach strategies for December and January based on data trends.
- Conduct mid-year HQIM implementation check-in with staff.

January 2026 – Reboot & Intensify

- Refresh internalization practices as new units begin.
- Administrators conduct targeted walkthroughs focusing on trends from fall data.
- PLCs examine alignment between internalizations, assessments, and student misconceptions.

February 2026 – Data-Driven Adjustments

- Analyze STAAR Interim data and Bluebonnet module assessments.
- Identify high-priority TEKS for reteach before spring benchmarks.
- Adjust small-group instruction and intervention pathways.

- Continue to refine HQIM lesson delivery based on walkthrough feedback.

March 2026 – Pre-STAAR Alignment

- Conduct final round of Bluebonnet and district formative assessments before STAAR.
- PLCs examine alignment across:
 - Lesson internalizations
 - Assessment expectations
 - Walkthrough feedback
- Prepare targeted Tier I and intervention plans for the April review cycle.

April 2026 – STAAR Readiness

- Implement 20-day STAAR readiness plans informed by prior months of data.
- Monitor student progress weekly using exit tickets, quizzes, and targeted skills checks.
- Walkthroughs focus on high-leverage instructional moves and TEKS alignment.

May 2026 – Summative Review & Reflection

- Administer EoY assessments to capture growth across the year.
- PLCs review yearly Bluebonnet assessment data, STAAR Interim trends, and walkthrough patterns.
- Reflect on HQIM implementation effectiveness and plan adjustments for the next school year.

Ongoing Throughout the Year

- Weekly PLCs: Analyze student data, review Bluebonnet lesson internalizations, plan interventions/extensions, and monitor progress.
- Regular Walkthroughs: Provide feedback aligned to HQIM indicators and the district lesson cycle.
- Continuous Data Review: Bluebonnet module assessments, STAAR Interims, mid-unit checks, and exit tickets drive instructional adjustments.

Question: RIVERSIDE	Response
13.01a SI - Identified Campus Name	Riverside Middle School
13.02a Please share the key milestones for this strategy (Timeframe is, at minimum, through end of SY 26-27 for TIP and through end of SY 27-28 for TAP.)	Bluebonnet Implementation

*Duplicate the table above for each campus.

14.0 PERFORMANCE MANAGEMENT

Has the district outlined a performance management plan that ensures the strategy will be implemented with fidelity?

- There is a plan for plan performance management, including superintendent and other key leadership review of metrics and progress at a semesterly cadence.
- The response describes:
 - Who will review progress towards milestones,
 - How frequently progress is reviewed,
 - How progress data will be collected, and
 - How it is shared with district leadership and other relevant stakeholders.

Question: FRED BOOTH	Response
14.01a SI - Identified Campus Name	
14.02a Please describe how district and campus leaders will monitor the successful implementation of this plan.	The principal and assistant principles will conduct walks weekly - this needs to align with what we said above.
14.03a Who will be responsible for reviewing progress towards the milestones described in the previous section?	Superintendent, Alfredo Perez - provided feedback via weekly SLT Updates Assistant Superintendent of Academics, Mrs. Dilia Cornett - Director of Elementary Instructional Implementation / DCSI, Diana Atkinson and Director of Secondary Instructional Implementation / DCSI, JoAnn Fernandez - conduct biweekly campus visits focused on milestone progress and fidelity of Bluebonnet Implementation and all district adopted HQIM. Principal and Assistant Principal / Dean of Instruction - conduct weekly instructional walks and lead reflection and planning.
14.05a How frequently will progress toward milestones be reviewed?	Supt. monthly Asst supt. Monthly DCSI - weekly Principal - weekly AP - weekly
14.06a How will milestone progress data be collected?	Monthly milestones will be collected at monthly leadership meetings.
14.07a How will milestone progress data be shared with district leadership and other relevant stakeholders?	Progress reports to parents / family nights Curriculum nights District leadership meetings

○

Question: LA PALOMA	Response
14.01a SI - Identified Campus Name	La Paloma Elementary
14.02a Please describe how district and campus leaders will monitor the successful implementation of this plan.	The principal will conduct walks weekly - this needs to align with what we said above. How are we measuring that the milestones have been met?

14.03a Who will be responsible for reviewing progress towards the milestones described in the previous section?	The Assistant Principal reviews internalization from teachers, which is in Google Drive. The Principal and Assistant Principal conduct weekly walkthroughs and utilize the Bluebonnet Walkthrough Form. Data from all module assessments is reviewed during PLC meetings. Superintendent, Alfredo Perez Assistant Superintendent of Academics, Mrs. Dilia Cornett Director of Elementary Instructional Implementation / DCSI, Diana Atkinson Director of Secondary Instructional Implementation / DCSI, JoAnn Fernandez
14.05a How frequently will progress toward milestones be reviewed?	Supt. monthly Asst supt. Monthly DCSI - weekly Principal - weekly AP - weekly
14.06a How will milestone progress data be collected?	Internalizations are submitted weekly through Google Drive. Walkthrough data is recorded in Eduphoria each week. Module assessment data is collected in Eduphoria after each unit.
14.07a How will milestone progress data be shared with district leadership and other relevant stakeholders?	Progress reports to parents / family nights Curriculum nights District leadership meetings

○

Question: MILLER JORDAN	Response
14.01a SI - Identified Campus Name	
14.02a Please describe how district and campus leaders will monitor the successful implementation of this plan.	The principal will conduct walks weekly - this needs to align with what we said above. How are we measuring that the milestones have been met?
14.03a Who will be responsible for reviewing progress towards the milestones described in the previous section?	Superintendent, Alfredo Perez Assistant Superintendent of Academics, Mrs. Dilia Cornett Director of Elementary Instructional Implementation / DCSI, Diana Atkinson Director of Secondary Instructional Implementation / DCSI, JoAnn Fernandez Campus Leadership Team: Campus Principal Assistant Principal Dean of Instruction RTI Teacher Math Teachers
14.05a How frequently will progress toward milestones be reviewed?	Supt. monthly Asst supt. Monthly DCSI - weekly Principal - weekly AP - weekly
14.06a How will milestone progress data be collected?	Milestone data for assessments will be collected via Eduphoria. This data will then be analyzed during PLC Meetings to ensure alignment is evident and students are showing growth. Appropriate interventions will be put in place for students who are not at their designated progress measure. Walkthrough data is collected via Eduphoria Strive where teachers receive immediate feedback over Instructional Walkthroughs.
14.07a How will milestone progress data be shared with district leadership and other relevant stakeholders?	Progress reports to parents / family nights Curriculum nights District leadership meetings

○

Question: RIVERSIDE	Response
14.01a SI - Identified Campus Name	Riverside Middle School
14.02a Please describe how district and campus leaders will monitor the successful implementation of this plan.	The principal will conduct walks weekly - this needs to align with what we said above. How are we measuring that the milestones have been met?

	We will assess that milestones have been met by monitoring Bluebonnet weekly internalizations, assessment data and student artifacts. We will ensure that teachers are following the scope and sequence as outlined in the curriculum.
14.03a Who will be responsible for reviewing progress towards the milestones described in the previous section?	Superintendent, Alfredo Perez Assistant Superintendent of Academics, Mrs. Dilia Cornett Director of Elementary Instructional Implementation / DCSI, Diana Atkinson Director of Secondary Instructional Implementation / DCSI, JoAnn Fernandez The Campus Instructional Leadership Team, comprised of the Principal, Dean of Instruction, Assistant Principals and the Math Department Teachers.
14.05a How frequently will progress toward milestones be reviewed?	Supt. monthly Asst supt. Monthly DCSI - weekly Principal - weekly AP - weekly
14.06a How will milestone progress data be collected?	Student Progress will be monitored on Eduphoria. Data will be collected utilizing Bluebonnet Assessments to monitor improvement of student performance. Eduphoria Strive will be utilized to collect walkthrough data from all of our administrators for walkthroughs conducted on a weekly basis.
14.07a How will milestone progress data be shared with district leadership and other relevant stakeholders?	Progress reports to parents / family nights Curriculum nights District leadership meetings

*Duplicate the table above for each campus.

15.0 RESOURCES

Has the district identified all resources needed to implement the SI strategy?

-The description lists all additional costs associated with implementing the school improvement strategy (e.g., stipends, instructional materials, training/professional development costs, costs for additional staff positions created to implement the strategy, etc.)

-Each cost described includes the source of funds.

Question: FRED BOOTH	Response
15.01a SI - Identified Campus Name	Fred Booth Global Leadership Academy
15.02a Please share the required costs to implement plan and source of funds	How much did we spend for printing Link the sheet with LASO budget info 2025 - 2026 LASO Grant Budget
15.03a 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?	What will happen when we no longer have the grant funds? We will continue to utilize state and or federal funds for the materials that are necessary in order to effectively implement the program.

Question: LA PALOMA	Response
15.01a SI - Identified Campus Name	La Paloma Elementary
15.02a Please share the required costs to implement plan and source of funds	How much did we spend for printing Link the sheet with LASO budget info 2025 - 2026 LASO Grant Budget
15.03a 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?	What will happen when we no longer have the grant funds?? We will continue to utilize state and or federal funds for the materials that are necessary in order to effectively implement the program.

Question: MILLER JORDAN	Response
15.01a SI - Identified Campus Name	
15.02a Please share the required costs to implement plan and source of funds	How much did we spend for printing Link the sheet with LASO budget info 2025 - 2026 LASO Grant Budget LASO Grant will be used to implement the new OER Bluebonnet Math Curriculum. Fifty percent (50%) of grant funds to contract with a single, approved provider, per instructional material from the LASO Cycle 3 approved provider list for SFI to support grant activities (it is highly recommended that LEAs contract with the same provider for all instructional materials).
15.03a 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?	What will happen when we no longer have the grant funds?? We will continue to utilize state and or federal funds for the materials that are necessary in order to effectively implement the program.

Question: RIVERSIDE	Response
15.01a SI - Identified Campus Name	Riverside Middle School
15.02a Please share the required costs to implement plan and source of funds	How much did we spend for printing 2025 - 2026 LASO Grant Budget
15.03a 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?	What will happen when we no longer have the grant funds?? We will continue to utilize state and or federal funds for the materials that are necessary in order to effectively implement the program.

*Duplicate the table above for each campus.

Example: Include percent: 30% for printing, % for Staff development, etc.

16.0 ADDITIONAL INFORMATION

Question	Response
16.01a SI - Identified Campus Name	
(Optional) Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents.	

*Duplicate the table above for each campus.

Resource Links:

[LASO Strong Foundations Implementation Math Grant](#)

Response Summary:



Targeted Improvement Plan Resubmission Form 25-26: School Year 2025-26

Before you begin, please ensure:

- You've completed the **Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25–26** for all campuses required to submit a Targeted Improvement Plan.

Before you continue, please ensure that all statutory requirements for on-site needs assessment are complete for the campus(es) you are submitting the Targeted Improvement Plan (TIP) for.

Note: All stakeholder engagement requirements and board-approval for the TIP(s) are due board approval by March 31, 2026.

Please complete this form by **5 pm on January 16, 2026**. The survey should take approximately **30-90 minutes to complete**. To avoid losing progress, please set aside enough time to complete the submission in one sitting. If you have questions, please contact the School Improvement Division at SIDivision@TEA.Texas.Gov. Thank you for taking the time to engage in this submission and provide the requested information.

TEA will upload your responses into ISAM on the submissions table for your campus(es).

Reminder:

- Maximize your browser window for the best experience
 - Complete the form in one sitting to avoid losing progress.
- Targeted Improvement Plan Form: School Year 2025-26

1. School System Information

1.1. Please select the campus for this submission.

If the campus is not available in this list, please select 'Campus Not Available' and you will be directed to a page for CDCN entry.

Region	01
District	01 ~ SAN BENITO CISD-031912
Campus	01 ~ SAN BENITO CISD-031912 ~ GREYHOUNDS ONLINE ACADEMY-031912203

1.2. Please enter your first and last name.

Dilia Cornett

1.3. Please enter your email.

dcornett@sbcisd.net

1.4. Please select your role:

- Other:
Asst. Superintendent

2. Needs Assessment and Stakeholder Engagement

NOTICE:

To proceed with this submission, some Needs Assessment and Stakeholder Engagement assurances (items 2.1–2.2) must be marked "Yes."

2.1. I assure that all campuses named in this plan have conducted an on-site needs assessment that meets the requirements in [Section 39A.053](#) of the Texas Education Code. (For example: Texas Strategic Leadership Landscape Analysis, Effective Schools Framework Diagnostic, or a local needs assessment.)

- Yes

2.2. I assure that all locally conducted needs assessments met the requirements in [Section 39A.053](#) of the Texas Education Code, and the results of the local needs assessment are available upon request.

- Yes

2. Needs Assessment and Stakeholder Engagement

2.3. I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan/Turnaround Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.

- Yes

2. Needs Assessment and Stakeholder Engagement

2.4. I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.

- Yes

2. Needs Assessment and Stakeholder Engagement

2.5. I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each plan, and the board posted the plan(s) on the district website prior to the hearing.

- Yes

2. Needs Assessment and Stakeholder Engagement

2.6. Has the board approved this plan(s)?

- No

2. Needs Assessment and Stakeholder Engagement

4. School Improvement Strategy

4.1. Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.

- Closure/reassign

4.2. Which, if any, grants has your school system been awarded to support this strategy?

- Strong Foundations Implementation (LASO 3)

4.3. Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?

- Our school system does not intend to apply for a grant to support this strategy

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

[SAPL List for LASO 3](#)

[SAPL List for LASO 4](#)

- ESCs

12. Milestones

12.1. Please share the key milestones for this strategy from August 2025 to August 2026 for TIP. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.

Go Academy 2025-2026 EOY Enrollment 64

Elementary K-5 33

Secondary 6-12 31

GO Academy San Benito zoned (78550) students 26

Elementary K-5 5

Secondary 6-8 10

Secondary 9-12 11
GO Academy Students enrolled in SBCISD 2025-2026 23
Elementary K-5 3
Secondary 6-8 9
Secondary 9-12 11
February 2025 - Campus Needs Assessment
District Leadership Review of GO Academy Data -
enrollment, attendance, student success, staffing
March 2025 -
District Leadership Meet with GO Academy Staff - to discuss school closure and next steps
District Leadership Meet with GO Academy Parents - to discuss school closure and next steps
April 2025 -
District Leadership presents for board approval closure of GO Academy
TEA informed of intent not to renew virtual school application
May 2025 -
Facilitate GO Academy student enrollment for 2025-2026
June 2025
Plan resources and services for GO Academy student transition for traditional in-person instruction.
July 2025
Create the GO Academy student transition action plan (Attachement #1)
Point of contact for each campus students are attending
Academics - course scheduling to meet student academic needs
Behavioral/Social Supports - student support contact and scheduled check-ins
August 2025 - Launch and Baseline
Verify enrollment for 2025-2026
Create GO Academy student tracker (Attachments #2)
HQIM & Observation/Feedback Systems
Establish the HQIM (Bluebonnet Math) observation and feedback schedule.
Conduct initial instructional walkthroughs to establish a baseline.
PLCs
Review BOY data and identify priority standards.
Set initial intervention and extension plans.
September 2025 - Instructional Alignment & Early Adjustments
Monitor student data (GO Academy Student Tracker)
Adjust instructional supports accordingly per student
October 2025 - Formative Data Review
Review student Quarter 1 data (GO Academy Student Tracker)
PLC focus: Identify gaps between lesson internalizations, instruction, and assessment performance.
November 2025 - Deepening Implementation
Analyze student work samples for evidence of TEKS-aligned thinking and problem-solving.
PLCs revisit pacing and internalizations to ensure alignment with unit expectations.
Adjust services as needed (tutorials, counselor check-ins, etc.)
December 2025 - Mid-Semester Progress
Review student Quarter 2 data (GO Academy Student Tracker)
Review mid-semester Bluebonnet assessments and any district interim data.
Evaluate the effectiveness of interventions implemented since October.
January 2026 - Reboot & Intensify
Review Student History to monitor progress (See attachment 3)
Refresh internalization practices as new units begin.
Submit GO Academy TIP (GO Academy Student Tracker)
February 2026 - Data-Driven Adjustments
Identify high-priority TEKS for reteach before spring benchmarks.
Adjust small-group instruction and intervention pathways.
Present GO Academy TIP for Board Approval
March 2026 - Pre-STAAR Alignment
Review student Quarter 3 data (GO Academy Student Tracker)
PLCs examine alignment across:
Lesson internalizations
Assessment expectations
April 2026 - STAAR Readiness

Submit AskTED request for official school closure
Monitor student progress weekly using exit tickets, quizzes, and targeted skills checks.
May 2026 - Confirm Student Success and GO Academy School Closure

13. Performance Management

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

District leadership will conduct campus and classroom walkthroughs, participate in campus PLCs, and review data at every quarter to verify implementation.

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

Elementary Director of Instructional Implementation, Secondary Director of Instructional Implementation, and Assistant Superintendent of Academics

13.3. How frequently will progress toward milestones be reviewed?

- Monthly (Does not Meet Expectation)

13.4. How will milestone progress data be collected?

We will utilize Eduphoria and our student tracker to monitor progress.

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

Yes, we will provide an updated data report during with our TIP board presentation.

14. Resources

14.1. Please share the required costs to implement plan and source of funds:

We will be utilizing local district funds and LASO grant funds.

14.2. If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

We will utilize local funds.

15. Additional Information

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

N/A

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

[\[Click here\]](#)

LIP

San Benito CISD

Campus Name(s):

San Benito High School

Case Manager

Joann Fernandez

Date of Revision

October 14, 2025

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1.0 SCHOOL SYSTEM INFORMATION

01.01 School District Name	San Benito CISD
01.02 Name of the staff member employed by the school system completing this plan submission	Joann Fernandez
01.03 Email	jfernandez@sbcisd.net ; datkinson@sbcisd.net
01.04 What role applies to the person completing this submission? (Please type one of the following: Superintendent, District Coordinator of School Improvement (DCSI), Other (if other, please specify))	DCSI Secondary

2.0 PLAN TYPE

02.01 Please enter the type of plan you are submitting (Targeted Improvement Plan for one or more campuses; Turnaround Plan for one or more campuses)	Local Improvement Plan for all campuses listed: San Benito High School
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3.0 NA AND STAKEHOLDER INFORMATION

Did the LEA meet statutory requirements for stakeholder engagement, and has the board approved the plan?

- The district assures that the Campus Intervention Team (CIT) conducted a public meeting at each campus identified for school improvement with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the targeted improvement plan.
- The district assures that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.
- The board conducted a hearing regarding the plans for each campus identified for school improvement.
- The board posted the plan on the district website prior to the hearing.
- The plan is approved by the board.
- Written comments from stakeholders, if any, are attached.

Question	Response
03.01a SI - Identified Campus Name	San Benito High School
03.02a Please indicate the type of needs assessment conducted for each SI-identified campus in the school system following the release of 2025 preliminary state and federal ratings. (Choose one of the following: ESF Diagnostic and Local Classroom Review, Locally Conducted Needs Assessment, Texas Strategic Leadership Landscape Analysis)	District meetings, School Leadership Meetings, Faculty Meetings SBDM Meetings, Department Head Leadership Meetings. Locally Conducted Needs Assessment
03.03a TIP Board Approval Date (Record the board approval date for each campus)	

Duplicate the table above

TIP SPECIFIC ASSURANCES

I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.	(For locally conducted assessments only) [You will give this assurance at the time of submission through the Qualtrics Survey.]
I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.	(Yes or No) [You will give this assurance at the time of submission through the Qualtrics Survey.]
I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.	(Yes or No) [You will give this assurance at the time of submission through the Qualtrics Survey.]

I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each targeted improvement plan, and the board posted the plan(s) on the district website prior to the hearing.	(Yes or No) [You will give this assurance at the time of submission through the Qualtrics Survey.]
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TAP SPECIFIC ASSURANCES

I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.	(For locally conducted assessments only) [You will give this assurance at the time of submission through the Qualtrics Survey.]
I assure that the district provided notice to parents, the community, and stakeholders that each campus received an unacceptable performance rating for two consecutive years and is required to submit a campus turnaround plan and requested assistance from parents, the community, and stakeholders in developing the campus turnaround plan(s).	(Yes or No) [You will give this assurance at the time of submission through the Qualtrics Survey.]
I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each turnaround plan, and the board posted the plan(s) on the district website prior to the hearing.	(Yes or No) [You will give this assurance at the time of submission through the Qualtrics Survey.]

*Be prepared to upload written comments received from stakeholders

4.0 STUDENT OUTCOME GOALS:

Question	Response
04.01a SI - Identified Campus Name	San Benito High School
04.02a Enter the campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	85% of students will achieve academic growth on STAAR English II 48% of students will achieve Meets on STAAR English II 7% of students will achieve Masters on STAAR English II
04.03a Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	70% of students will achieve academic growth on STAAR Algebra 1 5% of students will achieve Meets on STAAR Algebra 1 2% of students will achieve Masters on STAAR Algebra 1
04.04a Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	Academic achievement goal is 15 out of 24.
04.05a Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	Growth Status goal is 9 out of 12.
04.06a Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	ELP Status goal is 6 out of 12.
04.07a Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.	Student Success goal is 3 out of 12.

5.0 SCHOOL IMPROVEMENT STRATEGY

Is the proposed strategy likely to move the campus to a C or better OR CSI exit in two years or less?

- The school improvement strategy selected would reasonably improve student outcomes quickly enough that the campus would not be escalated to a sanction under Texas Education Code (TEC), Section 39A.111.
- There is appropriate support dedicated to strategy implementation and capacity building:
There is a team/organization with a track record of success in systems building and rapidly improving student outcomes dedicated to supporting the campus in strategy implementation (an ESC, SAPL vendor, program-vetted vendor, etc.); OR
- +If district or campus staff members are named as the capacity builder, there is evidence that these staff members:
Have a track record of success in school turnaround
At least 50% of their role is dedicated to the implementation of the strategy on the campus (cannot be current principal or AP, unless role was added specifically to support SI)

Question	Response
05.01a SI - Identified Campus Name	San Benito High School
05.02a Please enter the strategy or strategies you will implement for this campus/these campuses <i>Please write one of the following: Accelerating Campus Excellence (ACE) Model Closure/reassign Improve Graduation Rate Intensive Curriculum & Instruction Improvements School Model Change (excluding ACE) Turnaround Partnership (SB 1882)</i>	Intensive Curriculum and Instruction Improvements in English II Dean of Instruction, Assistant Principals, Principal, and Campus Staff.
05.03a Which, if any, grants has your school system been awarded to support this strategy? <i>Strong Foundations Implementation, SFI PLC Support, Instructional Leadership Pathways, School Action Fund Planning (Restart), School Action Fund Implementation (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Reassign), School Action Fund Planning (Redesign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), School Action Fund Implementation (Create New), Effective Schools Framework Focused Support Grant 24-26, Our school system has not been awarded a grant to support this strategy, Other (must enter grant into text box)</i>	No grants awarded
05.04a Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy? <i>LIFT, LIFT PLC Support, School Improvement Curriculum and Instruction Support Grant, School Action Fund Planning (Restart), School Action Fund Implementation (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Reassign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), School Action Fund Implementation (Create New), Effective Schools Framework Focused Support Grant 24-26, Our school system has not been awarded a grant to support this strategy, Other (must enter grant into text box)</i>	No grants awarded
05.05a Please name any organizations you are currently working with to build capacity and support strategy implementation. <i>SAPL list, ESCs, District Staff, Campus Staff, Other (must include name)</i>	District Staff Campus Staff Dr. Maria Moreno
05.06a What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy? <i>[ONLY COMPLETE IF DISTRICT OR CAMPUS STAFF NAMED in 5.5 above]</i>	Dean of Instruction 90% Campus Principal 70% Assistant Principals 50% Instructional Coach 10%
05.07a Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards). <i>[ONLY COMPLETE IF THE ORGANIZATION NAMED in 5.5 above IS NOT AN ESC OR ON THE STATE APPROVED PROVIDER LIST (SAPL).]</i>	0%

Does the plan increase the quality of instructional materials to be used at the campus and provide adequate time and support for teachers to internalize materials and reflect on student performance?

- The campus will increase the quality of the instructional materials to be used at the campus (if not already implementing SBOE-approved HQIM or OER).
- The district has allocated sufficient instructional time for delivery of HQIM and has a calendar with a minimum of 165 instructional days.
- The campus will have weekly (at a minimum) high-quality PLCs to support instructional delivery and respond to student outcomes
- The PLC protocol includes time for lesson internalization and student work analysis.

COMPLETE THE TABLE BELOW ONLY IF YOU SELECTED C&I, ACE, SCHOOL MODEL CHANGE, OR 1882 AS YOUR SCHOOL IMPROVEMENT STRATEGY

Question	Response
06.01a SI - Identified Campus Name <i>(excluding Texas Partnership schools)</i>	San Benito High School
06.02a Please enter the adopted curriculum	TCMPC
06.03a Is this the curriculum that will be implemented for the duration of the plan? <i>Yes or No</i> <i>Entered yes, go to 6.7</i> <i>Entered no, go to 6.4</i>	Yes
06.04a What new curriculum will be adopted?	Teachers will align SAVVAS HQIM for English II to Assessed Curriculum for STAAR English II
06.05a When will the district adopt the new curriculum?	Beginning of the Year
06.06a How many instructional minutes per week are required/recommended for implementation of this curriculum?	450 Minutes a Week
06.07a How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?	450 Minutes a Week Yes
06.08a How many instructional days are included in the 2025-2026 calendar?	187 Instructional Days
06.09a If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?	
06.10a Please describe the assessment plan for the impacted campus(es)	The campus assessment plan is designed to provide timely, actionable data that guides instruction, targets learning gaps, monitors student progress, and ensures accountability for student growth. This approach supports our commitment to using data-driven practices to improve student outcomes and inform classroom instruction throughout the year. Fall 2025 Testing Plan Spring 2025 Testing Plan Data Report
06.11a Will the campus(es) implement a PLC structure?	Yes
06.12a How will PLCs be organized (by grade level, content area, etc.)?	The PLCs will be organized by content area and teachers conference period.
06.13a How frequently will PLCs occur?	Weekly PLC Agendas during teachers' conference period
06.14a Who will facilitate PLCs?	The Deans of Instruction send calendar invites to the teachers.
06.15a Who is required to attend PLCs?	All Core Content Area Teachers: English, Mathematics, Science, and Social Studies
06.16a Please describe the PLC protocol to be used	Solution Tree

*Duplicate the table above for each campus

9.0 GRADUATION RATE

How will the campus provide individualized supports to students at risk of dropping out?

- The campus and district track individual, student-level data including, at a minimum, absences, grade retention, and academic outcomes.
- Individual, student-level data is reviewed at least once per semester.
- Campus staff or mentors assigned to students receive training related to the needs of students who are at risk of dropping out.
- The plan includes strategies to improve student attendance.

ONLY COMPLETE THIS SECTION IF YOU NAMED IMPROVE GRADUATION RATE AS YOUR SCHOOL IMPROVEMENT STRATEGY

Question	Response
09.01a SI - Identified Campus Name using "improve graduation rate" as a school improvement strategy	San Benito High School
09.02a Please describe the overall strategy to improve the graduation rate at this campus.	Understand the current students' graduation rate and identify key problem areas: The campus will improve graduation rates by creating a data-driven, student-centered system that supports persistence, academic success, and timely graduation completion.
09.03a What student level data points will the campus track?	The campus will consistently monitor specific student-level data to support academic progress and behavioral accountability. Key areas of focus include discipline of offense, truancy reports, absence reports, and failure reports. Tracking these data points will help ensure early identification of challenges and timely intervention for student success. Data Point Report(s) <ul style="list-style-type: none"> • Discipline by Offense • Truancy Report • Absence Report • Failure Report
09.04a How frequently will student level data be reviewed and who will review the data?	Quarterly audits will be reviewed by the following staff: Principal, Assistant Principals, Deans of Instruction, Counseling Department, FACE Department, and CIS Department.
09.05a What training will campus staff or mentors receive?	Professional Development: IXL, GT Refresher, CKH's, Newline Interactive Boards, Quality Scripting, Writable, TCMPC
09.06a What is the attendance rate at the campus?	Attendance rate is 88%
09.07a What strategies will the district implement to improve student attendance?	The campus will implement targeted strategies to strengthen student attendance and engagement. Utilizing historical attendance data, campuses will set realistic goals and identify students who may need additional support. Increased communication with parents and guardians will foster collaboration, while a multi-tiered support system will address both academic and non-academic barriers. Additionally, reward systems such as recognition programs and incentives will be implemented to celebrate and encourage improved attendance across all grade levels. Attendance Strategic Plan

*From section 5, duplicate the table above for each campus using "improve graduation rate" as a school improvement strategy.

12.0 CAPACITY BUILDING

Does the plan ensure that administrators and teachers receive appropriate job-embedded training?

- Administrators responsible for the campus (including the principal and principal manager) receive upfront/initial training on key elements of the school improvement strategy.
- Teachers receive upfront/initial training on key elements of the school improvement strategy.
- Teachers receive an observation-and-feedback round from an instructional leader or coach at least biweekly.
- The observation tool includes research-based instructional strategies (RBIS) look fors.

- The observation tool includes look fors related to implementation of approved curriculum.
- The capacity building/professional development (PD) plan matches the current state of talent at the campus.
 - There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that are new (in their first two years) to their role.
 - There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that do not have a demonstrated track record of success.
 - There is a plan to differentiate and/or increase support for uncertified teachers.

DO NOT INCLUDE TEXAS PARTNERSHIP STRATEGY, ACE, OR GRADUATION RATE STRATEGY CAMPUSES

Question	Response
12.01a SI - Identified Campus Name, excluding Texas Partnership, ACE, or Graduation Rate	San Benito High School
12.02a Campus Principal Name	Manuela Lopez
12.03a Years of experience as a campus principal	9 Years
12.04a Campus principal turnaround experience	0
12.05a Principal Manager name	Joann Fernandez
12.06a Years of experience as a Principal manager	2
12.07a Principal manager turn around experience	2
12.08a % of teachers on the campus who have more than 2 years experience	95%
12.09a % of teachers on the campus who are certified	90%
12.10a % of teachers on the campus who are TIA designated teachers	3%
12.11a Please describe your planned training/PD sessions (and who delivers and attends) for Principal manager	Dr. Moreno-The Write Path: Guiding Students to Success Through ELA Dr. Moreno-Ready, Set, GO! Speaking and Writing Strategies to Break the TELPAS Code. Tosh McGaughy-EOC Customized Training
12.12a Please describe your planned training/PD sessions (and who delivers and attends) for Principal	September 2, 2025 The School Improvement Plan for Comprehensive Support by Region One September 24, 2025 CCMR Guidebook Training by Region 1 October 1, 2025 TTESS Observation Overview Focus Domain II for adminpart 1 by Region One October 24, 2025 STAAR General Training by Mrs. C Abrego October 30, 2025 TTESS HQ Scripting, Focus Domain II for admin part 2 by Region One November 14, 2025 FLIPS by Region One
12.13a Please describe your planned training/PD sessions (and who delivers and attends) for other campus admin (assistant principals, instructional coaches)	July 21, 2025 Academic Leadership Retreat Day 1 by OAS July 22, 2025 Academic Leadership Retreat Day 2 by OAS August 6, 2025 Instructional Deans "Train the Trainers for IXL" by IXL rep September 1, 2025 Master Scheduling by Mr. Ruben Martinez September 5, 2025 Accountability Training by Mrs. C Abrego October 1, 2025 TTESS Observation Overview Focus Domain II for admin part 1 by Region One October 30, 2025 TTESS HQ Scripting, Focus Domain II for admin part 2 by Region One
12.14a Please describe your planned training/PD sessions (and who delivers and attends) for Teachers	August 6 - 7, 2025 BOY Teacher Professional Development organized by PD director August 2025 Driven by Pride, Defined by Excellence by Campus Admin August 8, 2025 Club Organization Finance PD by Finance Dept August 19, 2025 IXL part 1 by Mrs. A Jimenez & Deans September 1, 2025 Class Dojo by Mrs. A Jimenez September 5, 2025 Accountability Training by Mrs. C Abrego September 16, 2025 IXL part 2 by Mrs. A Jimenez & Deans October 6, 2025 Newline interactive board by Mrs. A Jimenez & Deans November 7, 2025 Nurturing the Nurterer -SBHS by Region One
12.15a How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?	PLCs provide structured opportunities for novice teachers to collaborate regularly with experienced colleagues to discuss curriculum, share teaching methods, and address classroom challenges. Through common planning, data analysis, and reflective dialogue, new teachers gain lesson planning skills, classroom management, and instructional strategies. In addition, individualized conferencing with teachers after PLCs and/or Walk-Throughs will be conducted as needed. Teachers with 0-2 years of experience will also be assigned a mentor to provide more individualised support.

12.16a 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?	Classroom Walk-Throughs (T-TESS/Instructional Walk-Throughs)
12.17a How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	Teachers will receive a Bi-Weekly observation from a team leader: Eval Report
12.18a What capacity building supports related to supporting students in special populations will teachers and administrators receive?	Dr. Moreno training (The Write Path) was utilized for teachers, dean of instruction, and administration support of the EB population.

*Duplicate the table above for each campus that does not have Texas Partnership, ACE, or Graduation Rate as a school improvement strategy.13.0 Milestones

13.0 MILESTONES

How will the strategy be implemented?

- Milestones include all activities needed to fully implement the program or strategy, covering planning and implementation stages.
- Milestones include all upfront capacity building, implementation action steps, and ongoing support and coaching touchpoints, and student assessment cycles.
- Milestones cover, at a minimum, the two school years that the campus is required to implement the plan.

Question	Response
13.01a SI - Identified Campus Name	San Benito High School
13.02a Please share the key milestones for this strategy (Timeframe is, at minimum, through end of SY 26-27 for TIP and through end of SY 27-28 for TAP.)	Key Milestones

*Duplicate the table above for each campus.

14.0 PERFORMANCE MANAGEMENT

Has the district outlined a performance management plan that ensures the strategy will be implemented with fidelity?

- There is a plan for plan performance management, including superintendent and other key leadership review of metrics and progress at a semesterly cadence.
- The response describes:
 - Who will review progress towards milestones,
 - How frequently progress is reviewed,
 - How progress data will be collected, and
 - How it is shared with district leadership and other relevant stakeholders.

Question	Response
14.01a SI - Identified Campus Name	San Benito High School
14.02a Please describe how district and campus leaders will monitor the successful implementation of this plan.	Principals, Assistant Principals, Deans of Instruction will conduct 5 to 8 walkthroughs of English and Math classrooms bi-weekly
14.03a Who will be responsible for reviewing progress towards the milestones described in the previous section?	Principal, Assistant Principal, Deans of Instruction
14.05a How frequently will progress toward milestones be reviewed?	Supt. Monthly Asst. Supt.-Monthly DCSI-every 3 weeks Assistant Principals and Deans of Instructionl-Bi-weekly Principal-Bi-weekly
14.06a How will milestone progress data be collected?	Student data and walk-through data will be collected and analyzed via Eduphoria Platform

14.07a How will milestone progress data be shared with district leadership and other relevant stakeholders?	Progress Reports and Report Cards to parents, District Leadership Meetings, School Leadership Meetings, and Parent Meetings.
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*Duplicate the table above for each campus. 15.0 Resources

15.0 RESOURCES

Has the district identified all resources needed to implement the SI strategy?

-The description lists all additional costs associated with implementing the school improvement strategy (e.g., stipends, instructional materials, training/professional development costs, costs for additional staff positions created to implement the strategy, etc.)

-Each cost described includes the source of funds.

Question	Response
15.01a SI - Identified Campus Name	San Benito High School
15.02a Please share the required costs to implement plan and source of funds	500,000.00 will be used to purchase IPADS for student IXL progress monitoring and Newline Interactive TV's will be purchased to increase student engagement in the classrooms.
15.03a 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?	Federal Funds

*Duplicate the table above for each campus.

16.0 ADDITIONAL INFORMATION

Question	Response
16.01a SI - Identified Campus Name	San Benito High School
(Optional) Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents.	N/A

*Duplicate the table above for each campus.