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Austin Independent School District Turnaround Plan

Bedichek Middle School

I. District Information

School System Name	Austin ISD (227901)
School Name	Bedichek Middle School
Name of the staff member employed by the school system completing this plan submission	Joshua Jeon
Email	joshua.jeon@austinisd.org
What role applies to the person completing this submission?	Executive Director of Governance, Accountability & Board Services

II. Needs Assessment

2.1 Please indicate the type of needs assessment conducted	2.2 FOR LOCALLY CONDUCTED ASSESSMENTS ONLY: 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.
OSNA - Bedichek	Yes

III. Stakeholder Engagement

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

Campus Intervention Team (CIT) Members	Principal Bedichek: Sarah Atkinson Principal Covington: Cedric Maddox DCSI: Anabel Garza Region 13 Contact: Elizabeth Deterra TEA Division of School Improvement: Dr. Monette Coleman Dr. LaTonia Amerson, Assistant Superintendent of School Improvement Kori Manor, Executive Director Dr. Angel Wilson, Assistant Superintendent of Secondary Schools John Heaney, Assistant Principal Anthony Lotspeich, Assistant Principal
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***Bedichek Middle School
Closure/Reassign***



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	<p>Melanie Hartman, Counselor Gaylene Waite, Counselor Marian Stamman, Project Specialist Lauren Smith, Teacher April Mendoza, Teacher Kaylynn Parker, Teacher Rachel Pacheco, Teacher Andrea Ramos, Teacher</p>
<p>Date(s) of written notice to all public meetings</p> <p><i>Include dates when 1) written notice of the public meetings were provided and 2) posted on campus website.</i></p>	<ul style="list-style-type: none"> September 3, 2025 - District Communication September 8, 2025 - Principal Coffee September 9, 2025 - CAC Meeting September 16, 2025 - Staff Meeting September 16, 2025 - Community Meeting <p><i>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).</i></p>
Initial date of TAP being posted to the district website	<ul style="list-style-type: none"> October 3, 2025
Date of public hearing	<p>November 20, 2025</p> <p><i>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.</i></p>
Date of board approval	November 20, 2025
Written Comments from stakeholders	Bedichek Survey Responses

IV. Student Outcome Goals

Enter the campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate	Reason identified and what improvements need to be made to achieve a C. Upon the release of the 2025 State Accountability Ratings, Bedichek Middle School has 3 consecutive unacceptable campus ratings (Fs). Campuses with two consecutive unacceptable ratings are required to write a turnaround plan (19 Tex. Admin. Code § 97.1064 (a)).
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for the 2025-2026 school year.	<p>Below is a path to achieve an acceptable (C) rating in school years SY26-28:</p> <ol style="list-style-type: none"> 1. 70% of students achieve academic growth in Domain 2A, and by demographic groups evaluated in Domain 3. <and> 2. 35% of Emergent Bilingual students will achieve composite growth or advanced high on the TELPAS assessment. <and> 3. All students earn 50% of points or more on every STAAR assessment they take. (Optional, yet highly recommended) <p>For 2025-26 Bedichek will focus on the student growth metrics, outlined above, not specific achievement rates at meets and above.</p> <p>For SY2026-2028, Covington Middle School will focus on the student growth metrics, outlined above</p>
Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	In year one and two of the implementation of the campus turnaround plan, student growth will be leveraged in Domain 2A and Domain 3 in order to achieve a C rating. By year three, student academic growth should be significant enough so that student achievement in Domains 1 and 2B is at a C rating. Starting with SY 2027-28, the Domain 1 goal across all grades and subject areas would be 70% of tests at Approaches and Above, 30% of tests at Meets and above and 15% of tests at Masters.
Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	<ul style="list-style-type: none"> • Every group evaluated (All, Lowest Race 1, Lowest Race 2, High Focus Group) will show minimal growth in both reading and math. • We will reach 8 out of 32 possible points which is .25 at 30% for a total of 7.5 points
Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	<p>Every group evaluated (All, Lowest Race 1, Lowest Race 2, High Focus Group) will meet either the minimal growth target or expected growth target in both reading and math.</p> <p>We will reach 14 out of 32 possible points which is .4375 at 50% for a total of 21.875 points.</p>
Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	<p>30% or more of students taking the TELPAS assessment will achieve composite growth.</p> <p>We will reach 3 out of 4 possible points which is .75 at 10% for a total of 7.5 points.</p>
Enter the 2025-2026 Component Points campus goal for the	Every group evaluated (All, Lowest Race 1, Lowest Race 2, High Focus Group) will show minimal growth in their student success score.



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Student Success Status Component of Domain III.	We will reach 4 out of 16 possible points which is .25 at 10% for a total of 2.5 points.
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V. School Improvement Strategy

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

What strategy or strategies will you implement for this campus?	<ul style="list-style-type: none"> • Closure/reassign 		
Which, if any, grants has your school system been awarded to support this strategy?	<ul style="list-style-type: none"> • Our school system has not been awarded a grant to support this strategy. 		
Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?	<ul style="list-style-type: none"> • Application for LASO 		
Please name any organizations you are working with to build capacity and support strategy implementation	<ul style="list-style-type: none"> • The New Teacher Project - TNTP <ul style="list-style-type: none"> ◦ District Partner • Austin ISD Office Teaching, Learning, and Leading <ul style="list-style-type: none"> ◦ Office of School Improvement ◦ Office of Secondary Leadership ◦ Office of Academics • Austin ISD - Talent Strategy Department <ul style="list-style-type: none"> ◦ Recruitment and Staffing ◦ Talent Development ◦ Instructional Coaching • Region 13 Service Center 		
If the row above is District or Campus Staff: What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role	<ul style="list-style-type: none"> • Dr. LaTonia Amerson <ul style="list-style-type: none"> ◦ School Improvement Office - 100% • Dr. Angel Wilson <ul style="list-style-type: none"> ◦ Secondary Schools - 20% • Dr. Mary Ann Maxwell 	If the row above is NOT an ESC or on the SAPL: Please describe the organization's or staff member's experience and track record in school turnaround (moving a	Not applicable.



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is dedicated to supporting implementation of the school improvement strategy?	<ul style="list-style-type: none"> ○ Academics - 50% ● Dr. Steven Stapleton <ul style="list-style-type: none"> ○ Staffing - 15% ● Brandi Hosack - <ul style="list-style-type: none"> ○ Senior Officer <ul style="list-style-type: none"> ■ 30% ● Denisha Presley <ul style="list-style-type: none"> ○ Talent Development - 15% ● David Reinhart <ul style="list-style-type: none"> ○ Instructional Coaches - 40% 	campus from failing to meet standards to meeting and/or exceeding standards).	
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VIII. Closure and Reassignment

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

<p>Receiving Campus(es) Data</p> <ul style="list-style-type: none"> ● Campus Name ● CDCN ● Most recent state accountability rating ● Current enrollment ● Max enrollment ● Distance from closing campus ● % of students from the closing campus that will be assigned to this campus ● % of teachers from the closing campus that will be assigned to this campus ● % of administrators from the closing campus that will be assigned to this campus 	<p>Campus 1: Covington Middle School</p> <ul style="list-style-type: none"> ● CDCN #227901057 ● C Rating ● Current Enrollment 629 ● Max Enrollment: 1,284 ● Distance from closing campus: 3.6 miles ● % of students from the closing campus to be assigned: 58% ● % of teachers from the closing campus that will be assigned to this campus - Pending Final Decision ● % of administrators from the closing campus that will be assigned to this campus - Pending Final Decision <p>Campus 2: Paredes Middle School</p> <ul style="list-style-type: none"> ● CDCN #227901061 ● F Rating ● Current Enrollment 605 ● Max Enrollment: 1,158 ● Distance from closing campus: 3.4 miles ● % of students from the closing campus to be assigned: 23% ● % of teachers from the closing campus that will be assigned to this campus - Pending Final Decision ● % of administrators from the closing campus that will be assigned to this campus - Pending Final Decision <p>Campus 3: Mendez Middle School</p> <ul style="list-style-type: none"> ● CDCN #227901058 ● B Rating ● Current Enrollment 293 ● Max Enrollment: 1,074 ● Distance from closing campus: 3.8 miles
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	<ul style="list-style-type: none"> • % of students from the closing campus to be assigned: 13% • % of teachers from the closing campus that will be assigned to this campus - Pending Final Decision • % of administrators from the closing campus that will be assigned to this campus - Pending Final Decision <p>Campus 4: Lively Middle School</p> <ul style="list-style-type: none"> • CDCN #227901043 • C Rating • Current Enrollment 926 • Max Enrollment: 1,088 • Distance from closing campus: 4.8 miles • % of students from the closing campus to be assigned: 6% • % of teachers from the closing campus that will be assigned to this campus - Pending Final Decision • % of administrators from the closing campus that will be assigned to this campus - Pending Final Decision
<p>Please select the adopted curriculum for each receiving campus.</p> <p>Is this the curriculum that will be implemented for the duration of the plan?</p>	<p>Campus 1: Covington Middle School</p> <ul style="list-style-type: none"> • 6-8 ELA: Savvas My Perspectives • 6-8 Math: STEMscopes Math • 6-8 Science: McGraw Hill Texas Science • 6-12 Social Studies: Newsela • English 1&2: McGraw Hill Study Sync • Algebra 1: Maneuvering the Middle • Biology: Savvas Science <p>Yes</p> <p>Campus 2: Paredes Middle School</p> <ul style="list-style-type: none"> • 6-8 ELA: Savvas My Perspectives • 6-8 Math: STEMscopes Math • 6-8 Science: McGraw Hill Texas Science • 6-12 Social Studies: Newsela • English 1&2: McGraw Hill Study Sync • Algebra 1: Maneuvering the Middle • Biology: Savvas Science <p>Yes</p> <p>Campus 3: Mendez Middle School</p> <ul style="list-style-type: none"> • TBD <p>Yes or No</p> <p>Campus 4: Lively Middle School</p> <ul style="list-style-type: none"> • 6-8 ELA: Savvas My Perspectives • 6-8 Math: STEMscopes Math




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	<ul style="list-style-type: none">• 6-8 Science: McGraw Hill Texas Science• 6-12 Social Studies: Newsela• English 1&2: McGraw Hill Study Sync• Algebra 1: Maneuvering the Middle• Biology: Savvas Science Yes
If No above , what new curriculum will be adopted?	Not Applicable.
When will the district adopt the new curriculum?	The curriculum has been adopted.
How will the district ensure that each campus will meet the minimum instructional minutes required to implement the curriculum?	<p>The district will ensure compliance through multiple aligned systems. Campuses are required to follow the 2025–26 Master Schedule Guidelines when designing their schedules. To support implementation, the district provided professional development during summer 2025 on expectations for detailed and posted schedules. Ongoing monitoring will occur through principal supervisors and campus instructional leadership teams, who will conduct classroom observations and instructional rounds to verify adherence and provide support where adjustments are needed.</p> <ul style="list-style-type: none">• ELAR 450 minutes per week• Math - 450 minutes per week• Science - 270 Minutes per week• Social Studies - 270 Minutes Bell Schedule
Please describe your planned training/PD sessions (and who delivers and attends) for: Principal manager, Principal, Other campus admin (assistant principals, instructional coaches), Teachers	<p>From August through December 2025, the campus engaged in a focused cycle of professional learning aimed at improving instructional quality and raising the accountability rating to a “C” or higher. Teachers and leaders participated in TNTP Learning Labs, content-specific trainings in ELA, Math, and Science, and ongoing PLCs centered on high-leverage instructional practices. Data-driven planning sessions utilized STAAR heat maps, TEKS mapping, and interim assessments to guide instructional adjustments, while MTSS training supported differentiated instruction. These efforts created a unified focus on instructional alignment, data-informed decision-making, and targeted teacher support.</p> <p>Ongoing 25-26 quarterly Just-in-Time HQIM/curriculum training and RBIS for upcoming units of instruction, core content area teachers and ICs</p> <p>Ongoing 25-26 monthly IC and Academics cohort, focused on teacher support,</p>



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	<p>planning systems, coaching protocols, look-fors with HQIM, RBIS, and PLC implementation, observation and feedback cycles.</p> <p>TNTP Learning Labs: This monthly learning lab series builds the school principal's necessary leadership practices and skills to drive instruction and improve student outcomes. The learning lab format allows leaders to practice newly learned content as we visit classrooms at a Lighthouse School. In addition, principals at Lighthouse Schools will receive one-on-one coaching, led by TNTP.</p> <p>Learning Lab Dates:</p> <ul style="list-style-type: none">• September 10, 2025 - Learning Lab #1 at Marshall MS• September 22 & 23, 2025 - Professional Learning, Curriculum Review• October 6, 2025 - Learning Lab #2 - Instructional Rounds• November 5, 2025 - Learning Lab #3 - Preparing and Leading PLCs• December 2, 2025 - Learning Lab #4 - High Leverage Action Steps
How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?	<p>Teacher Induction Program (TIP) Welcome Week:</p> <p> Welcome Week Flyer 2025.pdf , secondary sessions regarding HQIM, curriculum guidance, curriculum-based assessments</p> <p>Instructional Coaching: Campus-based instructional coaches are dedicated to providing regular coaching and support to new and/or ineffective teachers.</p>
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>All four middle school campuses follow the MTSS Walk Through.</p> <p>6 - 12 MTSS Classroom Walk Through Supports</p> <p>K - 12 MTSS General Classroom Walk Through</p>
How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	<p>All four middle school campuses follow PPFT Protocol.</p> <p>Required Walk Throughs</p>
What capacity building supports related to supporting students in special populations will	<p>Special Education Support for ALL campuses.</p> <p>Secondary Gifted and Talented</p> <p>MET Secondary Support</p>



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teachers and administrators receive?	
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XII. Capacity Building

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

Campus Principal Name	Cedric Maddox
Years of experience as a campus principal	Four
Campus principal turnaround experience	One
Principal Manager name	Kori Manor
Years of experience as a Principal manager	3 years
Principal manager turn around experience	One
% of teachers on the campus who: -have more than 2 years experience -are certified -are TIA designated teachers	% of teachers on the campus who: <ul style="list-style-type: none"> • have more than 2 years of experience - 88% • are certified - 72% • are TIA designated teachers - 22%
Please describe your planned training/PD sessions (and who delivers and attends) for: -Principal manager -Principal -Other campus admin (assistant principals, instructional coaches) -Teachers	<p>Lighthouse Schools:</p> <p>School Leader Professional Learning and Embedded Coaching Supports: TNTF will provide school leaders (principal, assistant principal, instructional coach) with opportunities to develop their instructional leadership skills including understanding the district-adopted literacy and math curriculum, leading instructional rounds, and providing teachers with high-quality coaching through observation & feedback cycles. This development will occur bi-weekly, in alignment with the Learning Lab model.</p> <p>District Wide PD: Monthly Principal Session: HQIM Implementation and MTSS Monthly AP Session: HQIM Implementation and MTSS Monthly IC Session: HQIM Implementation and MTSS</p>



	<p>Progress Monitoring: TNTP will support the district in monitoring progress toward literacy and math goals through formal classroom observations. TNTP will collect and analyze the progress monitoring data and facilitate two continuous improvement sessions to identify trends, guide strategy, and strengthen (Bi)Literacy instruction and math across the district and facilitate Continuous Improvement sessions for district leaders.</p> <p>Learning Labs: As Austin ISD and TNTP seek to expand the Lighthouse model in 2025-2026, all selected Lighthouse Schools will serve as sites for Learning Labs. To accelerate instructional leadership and improve student outcomes, Learning Labs are grounded in the belief that effective leader development must be strategic, consistent, and sequenced over time. Peer and cohort learning play a critical role in sustainable growth by fostering collaboration, shared problem-solving, and the exchange of best practices among leaders facing similar challenges. Differentiating leader development based on individual needs and school contexts ensures that learning is relevant, actionable, and responsive to each community’s unique priorities. By engaging leaders in practical, real-time learning experiences within similar contexts and providing immediate opportunities to apply new skills, this approach not only deepens professional growth but also creates direct, positive impacts for students in their classrooms and school communities. Leaders participating in monthly Learning Labs will be supported with skill and knowledge building, authentic practice, and pre and post work.</p> <p>Executive Director Professional Learning: TNTP proposes a comprehensive approach to developing executive directors through monthly professional learning sessions and ongoing wraparound support. These sessions will focus on equipping executive directors to lead consistent cycles of support for their principals, grounded in data-driven coaching conversations, frequent instructional observations, and accountability for student outcomes. By building skills that are applicable across all content areas and grade levels, this learning will strengthen executive directors’ ability to drive instructional leadership, support principal growth, and ensure every school maintains a clear focus on improving teaching and learning.</p> <p>Curriculum-Based Professional Learning: Teachers participate in professional learning sessions delivered by the academics department based on HQIM and the district adopted instructional resources in language arts and math. 6-8 teachers began attending content area sessions in September, where they received in person learning on using HQIM, RBIS, and had opportunities to lesson prep and lesson practice with their teams. These sessions will be ongoing during district and campus designated professional learning days per the AISD calendar (November, January, and April). In November, teachers will also be offered various sessions</p>
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	regarding Tier 2 and Tier 3 district adopted instructional materials for reading and math, including refreshers on the MTSS process for identifying students for interventions and progress monitoring students who are receiving interventions.
How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?	Lighthouse Schools Teacher Coaching: Throughout the school year, select teachers will receive bi-weekly one-on-one coaching with a TNTP staff member. These coaching sessions will focus on the effective implementation of high-quality instructional materials to ensure students receive systematic, explicit instruction and practice in foundational skills, both in and out of context. Additionally, teachers will be coached on delivering strong, comprehension-based lessons using high-quality texts to help students build knowledge. Teachers will also develop a deep understanding of best practices for center implementation, effective small-group instruction, and differentiation of materials.
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?	MTSS Literacy Walkthrough Tool The AISD Literacy Classroom Walk Through tool is designed to support instruction in both Tier I and Tiers II & III to align with AISD's definition of excellent (bi)literacy instruction. Instructional leaders should use this form when observing in K-5 literacy classrooms and intervention. Note that there are separate indicators for Foundational Skills and Reading Comprehension as instruction should look very different in these settings. MTSS Math Walkthrough Tool The AISD MTSS Math Classroom Walk Through tool is designed to support instruction in both Tier 1 and Tiers 2 & 3 to align with AISD's definition of excellent math instruction. Instructional leaders should use this form when observing in K-5 math classrooms and intervention. Note that there are separate indicators for Numeracy Skills and Core Math Instruction as instruction should look different in these settings. PLC Leader Feedback Tool This form is used to plan, observe, and give feedback on PLC meetings ensuring they are well-organized, focused on learning goals, and centered on instruction, collaboration, and data analysis. It guides reflection, supports actionable next steps, and helps leaders provide feedback that strengthens teaching and improves student outcomes. Critical Deliverables Review and Feedback This form is used to track campus progress on key instructional leadership deliverables such as core calendars, PLC planning, coaching caseloads, and instructional rounds and to provide targeted feedback and next steps to ensure consistent implementation and improved teaching and learning outcomes. Principal Supervisors will observe campus PLCs and gather data on this tool to



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	guide support at the district level.
How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	<p>Each teacher will receive frequent, structured observations paired with timely feedback to ensure consistent growth and alignment to instructional goals. Teachers will be observed by an instructional leader or coach on a bi-weekly basis (every two weeks), with priority for weekly observations for new teachers (less than two years of experience) or those identified as ineffective. Each observation will be followed by a feedback conversation within 48 hours, focusing on one or two high-leverage action steps that can be implemented immediately.</p> <p>In addition, informal walkthroughs will occur multiple times per week to provide real-time coaching and monitor progress on previously identified goals. This rhythm of frequent observation, immediate feedback, and follow-up monitoring ensures that professional learning is ongoing, actionable, and directly tied to improved student outcomes.</p> <p>Each teacher will receive a total of 5 observations per year:</p> <ul style="list-style-type: none">• 4 informal walkthroughs – two in the fall and two in the spring• 1 formal observation <p>This means each teacher will receive feedback at least five times per year, following each observation (4 informal + 1 formal), typically delivered through Perform and with their assigned appraiser.</p>
What capacity building supports related to supporting students in special populations will teachers and administrators receive?	<p>Teachers and administrators will receive targeted capacity-building supports to strengthen their ability to meet the needs of students in special populations, including English Learners (ELs), students receiving Special Education services, and those identified as gifted and talented. Professional development will focus on differentiated instructional strategies, including scaffolding, use of visuals and language supports for ELs, and accommodations and modifications for students with IEPs. Staff will also be trained on Universal Design for Learning (UDL) and culturally responsive teaching practices to ensure lessons are accessible and inclusive for all learners.</p> <p>In addition, teachers will receive coaching on data-driven decision-making, learning how to analyze student progress monitoring data, disaggregate results by subgroup, and use that information to plan interventions. Administrators will be trained in compliance and program monitoring, including ARD/IEP implementation, 504 supports, and requirements under federal and state law, while also developing their capacity to provide effective feedback to teachers around inclusive practices.</p> <p>Both teachers and leaders will also participate in collaborative planning sessions with specialists such as interventionists, special education teachers, and ESL coordinators to ensure consistency of all supports and shared accountability for student growth. Finally, the school will prioritize ongoing</p>



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	coaching cycles and peer observations where staff can see effective inclusive practices in action, reinforcing professional learning and building a sustainable culture of support for special populations.
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XIII. Milestones

Guiding Question: How will the strategy be implemented?

Date	Key Milestones (minimum: through the end of SY 27-28) <i>The plan is structured around the two academic years (SY 26-27 and SY 27-28), using the natural cadence of the school calendar</i>
EOM January 2026	Campus staffing begins for all positions; highly-qualified teacher placement
	Review MOY student and teacher data
EOM February 2026	Create individualized coaching plans for teachers; revise and adjust instructional supports
	Targeted Recruitment Fairs for Internal Candidates
EOM March 2026	Review student data from the third quarter
	Complete staffing assignments for 2026-2027
EOM April 2026	Traditional hiring for SY 26-27
EOM May 2026	Review EOY attendance and discipline data, disaggregated by grade, content area, and sub-population
	Review EOY student outcome data by teacher, as well as EOY observation data
	Review EOY family and parent engagement data, disaggregated by grade, content area, and sub-population
EOM June 2026	Create data-informed plans for summer PD
	Prepare summer PD focused on school-wide policies and procedures, HQIM implementation and internalization, and DDI systems.
	Identify key data points to be tracked throughout the implementation year
EOM July 2026	Adjust family engagement plan based on feedback
	Adjust after-school enrichment schedule based on feedback
	Develop an engagement plan anchored on partnerships between parents,



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	teachers, students, and community partners
EOM August 2026	<ul style="list-style-type: none"> Detailed posted schedules Leadership roles & responsibilities (core calendar, coaching caseload, observation & feedback tracker) Professional learning plans (PLC protocols, ILT protocols, 1:1 meetings, and instructional rounds protocols)
EOM September 2026	<p>Engagement & Communication</p> <ul style="list-style-type: none"> Principals Weekly published each Sunday (ESF: 3,1) (Staff) Parent PTA + CAC nights (monthly, joint) — (ESF: 3) Covington Connection published every Sunday (Parents) (ESF: 3) <p>Assessments</p> <ul style="list-style-type: none"> Campus CFAs District CBAs (ESF:5) BOY MAP Testing <p>Progress Monitoring</p> <ul style="list-style-type: none"> Campus Data Documents Links to Newsletters PLC Agenda Notes ILT Agenda Notes Lesson Plans & SE Calendar TNTP Walk-Through Summaries and Trends
EOM October 2026	<p>Engagement & Communication</p> <ul style="list-style-type: none"> Principals Weekly published each Sunday (ESF: 3,1) (Staff) Parent PTA + CAC nights (monthly, joint) — ((ESF: 3) Covington Connection published every Sunday (Parents) (ESF: 3) <p>Assessments</p> <ul style="list-style-type: none"> Campus CFAs District CBAs (ESF:5) <p>Progress Monitoring</p> <ul style="list-style-type: none"> Campus Data Documents (ESF 5.3) Links to Newsletters ILT Agenda Notes PLC Agenda Notes TNTP Walk-Through Summaries and Trends Lesson plans & Calendar
EOM November 2026	<p>Engagement & Communication</p> <ul style="list-style-type: none"> Principals Weekly published each Sunday (ESF: 3,1) (Staff) Parent PTA + CAC nights (monthly, joint) — (ESF: 3) Covington Connection published every Sunday (Parents) (ESF: 3) <p>Assessments</p> <ul style="list-style-type: none"> Campus CFAs District CBAs (ESF:5)



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	<ul style="list-style-type: none">• STAAR Interim Assessment Progress Monitoring <ul style="list-style-type: none">• Campus Data Documents (ESF 5.3)• Links to Newsletters• Bubble lists• Reteach Calendar• ILT Agenda Notes• PLC Agenda Notes• TNTP Walk-Through Summaries and Trends (ESF 5.4)
EOM December 2026	Engagement & Communication <ul style="list-style-type: none">• Principals Weekly published each Sunday (ESF: 3,1) (Staff)• Parent PTA + CAC nights (monthly, joint) — (ESF: 3)• Covington Connection published every Sunday (Parents) (ESF: 3) Assessments <ul style="list-style-type: none">• Campus CFAs• District CBAs (ESF:5)• MOY MAP testing Progress Monitoring <ul style="list-style-type: none">• Campus Data Documents (ESF 5.3)• Links to Newsletters• ILT Agenda Notes• PLC Agenda Notes• TNTP Walk-Through Summaries and Trends (ESF 5.4)
EOM January 2027	Engagement & Communication <ul style="list-style-type: none">• Principals Weekly published each Sunday (ESF: 3,1) (Staff)• Parent PTA + CAC nights (monthly, joint) — (ESF: 3)• Covington Connection published every Sunday (Parents) (ESF: 3) Assessments <ul style="list-style-type: none">• Campus CFAs• District CBAs (ESF:5) Progress Monitoring <ul style="list-style-type: none">• Campus Data Documents (ESF 5.3)• Links to Newsletters• PLC Agenda Notes• TNTP Walk-Through Summaries and Trends (ESF 5.4)• Example of student data sheets• TELPAS writing exemplars (high/med/low)• Adjust scheduling for student groups
EOM February 2027	Engagement & Communication <ul style="list-style-type: none">• Principals Weekly published each Sunday (ESF: 3,1) (Staff)• Parent PTA + CAC nights (monthly, joint) — (ESF: 3)• Covington Connection published every Sunday (Parents) (ESF: 3) Assessments



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	<ul style="list-style-type: none">• Campus CFAs• District CBAs (ESF:5)• NAEP• TELPAS <p>Progress Monitoring</p> <ul style="list-style-type: none">• Campus Data Documents (ESF 5.3)• Links to Newsletters• PLC Agenda Notes• ILT Agenda Notes• TNTP Walk-Through Summaries and Trends (ESF 5.4)
EOM March 2027	<p>Engagement & Communication</p> <ul style="list-style-type: none">• Principals Weekly published each Sunday (ESF: 3,1) (Staff)• Parent PTA + CAC nights (monthly, joint) – ((ESF: 3)• Covington Connection published every Sunday (Parents) (ESF: 3) <p>Assessments</p> <ul style="list-style-type: none">• Campus CFAs• District CBAs (ESF:5)• STAAR Interim (Science & Social Studies) <p>Professional Learning</p> <ul style="list-style-type: none">• Target Lock: STAAR + TELPAS• PLC Learning Series <p>Progress Monitoring</p> <ul style="list-style-type: none">• Campus Data Documents (ESF 5.3)• Links to Newsletters• ILT Agenda Notes• PLC Agenda Notes• TNTP Walk-Through Summaries and Trends (ESF 5.4)
EOM April 2027	<p>Engagement & Communication</p> <ul style="list-style-type: none">• Principals Weekly published each Sunday (ESF: 3,1) (Staff)• Parent PTA + CAC nights (monthly, joint) – (ESF: 3)• Covington Connection published every Sunday (Parents) (ESF: 3) <p>Assessments</p> <ul style="list-style-type: none">• STAAR 2026 <p>Progress Monitoring</p> <ul style="list-style-type: none">• Links to Newsletters• ILT Agenda Notes• PLC Agenda Notes• TNTP Walk-Through Summaries and Trends (ESF 5.4)
EOM May 2027	<p>Engagement & Communication</p> <ul style="list-style-type: none">• Principals Weekly published each Sunday (ESF: 3,1) (Staff)• Parent PTA + CAC nights (monthly, joint) – ((ESF: 3)• Covington Connection published every Sunday (Parents) (ESF: 3) <p>Assessments</p>



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	<ul style="list-style-type: none"> • MAP EOY <p>Progress Monitoring</p> <ul style="list-style-type: none"> • Links to Newsletters • ILT Agenda Notes • PLC Agenda Notes • TNTP Walk-Through Summaries and Trends (ESF 5.4) • Preliminary Data Dig for EOC Algebra
June to August 2027	<ul style="list-style-type: none"> • Detailed posted schedules • Leadership roles & responsibilities (core calendar, coaching caseload, observation & feedback tracker) • Professional learning plans (PLC protocols, ILT protocols, 1:1 meetings, and instructional rounds protocols)
EOM September 2027	<p>Engagement & Communication</p> <ul style="list-style-type: none"> • Principals Weekly published each Sunday (ESF: 3,1) (Staff) • Parent PTA + CAC nights (monthly, joint) — (ESF: 3) • Covington Connection published every Sunday (Parents) (ESF: 3) <p>Assessments</p> <ul style="list-style-type: none"> • Campus CFAs • District CBAs (ESF:5) • BOY MAP Testing <p>Progress Monitoring</p> <ul style="list-style-type: none"> • Campus Data Documents • Links to Newsletters • PLC Agenda Notes • ILT Agenda Notes • Lesson Plans & SE Calendar • TNTP Walk-Through Summaries and Trends
EOM October 2027	<p>Engagement & Communication</p> <ul style="list-style-type: none"> • Principals Weekly published each Sunday (ESF: 3,1) (Staff) • Parent PTA + CAC nights (monthly, joint) — ((ESF: 3) • Covington Connection published every Sunday (Parents) (ESF: 3) <p>Assessments</p> <ul style="list-style-type: none"> • Campus CFAs • District CBAs (ESF:5) <p>Progress Monitoring</p> <ul style="list-style-type: none"> • Campus Data Documents (ESF 5.3) • Links to Newsletters • ILT Agenda Notes • PLC Agenda Notes • TNTP Walk-Through Summaries and Trends • Lesson plans & Calendar
EOM November 2027	<p>Engagement & Communication</p>



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	<ul style="list-style-type: none"> • Principals Weekly published each Sunday (ESF: 3,1) (Staff) • Parent PTA + CAC nights (monthly, joint) — (ESF: 3) • Covington Connection published every Sunday (Parents) (ESF: 3) <p>Assessments</p> <ul style="list-style-type: none"> • Campus CFAs • District CBAs (ESF:5) • STAAR Interim Assessment <p>Progress Monitoring</p> <ul style="list-style-type: none"> • Campus Data Documents (ESF 5.3) • Links to Newsletters • Bubble lists • Reteach Calendar • ILT Agenda Notes • PLC Agenda Notes • TNTP Walk-Through Summaries and Trends (ESF 5.4)
EOM December 2027	<p>Engagement & Communication</p> <ul style="list-style-type: none"> • Principals Weekly published each Sunday (ESF: 3,1) (Staff) • Parent PTA + CAC nights (monthly, joint) — (ESF: 3) • Covington Connection published every Sunday (Parents) (ESF: 3) <p>Assessments</p> <ul style="list-style-type: none"> • Campus CFAs • District CBAs (ESF:5) • MOY MAP testing <p>Progress Monitoring</p> <ul style="list-style-type: none"> • Campus Data Documents (ESF 5.3) • Links to Newsletters • ILT Agenda Notes • PLC Agenda Notes • TNTP Walk-Through Summaries and Trends (ESF 5.4)
EOM January 2028	<p>Engagement & Communication</p> <ul style="list-style-type: none"> • Principals Weekly published each Sunday (ESF: 3,1) (Staff) • Parent PTA + CAC nights (monthly, joint) — (ESF: 3) • Covington Connection published every Sunday (Parents) (ESF: 3) <p>Assessments</p> <ul style="list-style-type: none"> • Campus CFAs • District CBAs (ESF:5) <p>Progress Monitoring</p> <ul style="list-style-type: none"> • Campus Data Documents (ESF 5.3) • Links to Newsletters • PLC Agenda Notes • TNTP Walk-Through Summaries and Trends (ESF 5.4) • Example of student data sheets • TELPAS writing exemplars (high/med/low) • Adjust scheduling for student groups



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EOM February 2028	<p>Engagement & Communication</p> <ul style="list-style-type: none">• Principals Weekly published each Sunday (ESF: 3,1) (Staff)• Parent PTA + CAC nights (monthly, joint) — (ESF: 3)• Covington Connection published every Sunday (Parents) (ESF: 3) <p>Assessments</p> <ul style="list-style-type: none">• Campus CFAs• District CBAs (ESF:5)• NAEP• TELPAS <p>Progress Monitoring</p> <ul style="list-style-type: none">• Campus Data Documents (ESF 5.3)• Links to Newsletters• PLC Agenda Notes• ILT Agenda Notes• TNTP Walk-Through Summaries and Trends (ESF 5.4)
EOM March 2028	<p>Engagement & Communication</p> <ul style="list-style-type: none">• Principals Weekly published each Sunday (ESF: 3,1) (Staff)• Parent PTA + CAC nights (monthly, joint) — ((ESF: 3)• Covington Connection published every Sunday (Parents) (ESF: 3) <p>Assessments</p> <ul style="list-style-type: none">• Campus CFAs• District CBAs (ESF:5)• STAAR Interim (Science & Social Studies) <p>Professional Learning</p> <ul style="list-style-type: none">• Target Lock: STAAR + TELPAS• PLC Learning Series <p>Progress Monitoring</p> <ul style="list-style-type: none">• Campus Data Documents (ESF 5.3)• Links to Newsletters• ILT Agenda Notes• PLC Agenda Notes• TNTP Walk-Through Summaries and Trends (ESF 5.4)
EOM April 2028	<p>Engagement & Communication</p> <ul style="list-style-type: none">• Principals Weekly published each Sunday (ESF: 3,1) (Staff)• Parent PTA + CAC nights (monthly, joint) — (ESF: 3)• Covington Connection published every Sunday (Parents) (ESF: 3) <p>Assessments</p> <ul style="list-style-type: none">• STAAR 2027 <p>Progress Monitoring</p> <ul style="list-style-type: none">• Links to Newsletters• ILT Agenda Notes• PLC Agenda Notes• TNTP Walk-Through Summaries and Trends (ESF 5.4)



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EOM May 2028	<p>Engagement & Communication</p> <ul style="list-style-type: none"> • Principals Weekly published each Sunday (ESF: 3,1) (Staff) • Parent PTA + CAC nights (monthly, joint) — ((ESF: 3) • Covington Connection published every Sunday (Parents) (ESF: 3) <p>Assessments</p> <ul style="list-style-type: none"> • MAP EOY <p>Progress Monitoring</p> <ul style="list-style-type: none"> • Links to Newsletters • ILT Agenda Notes • PLC Agenda Notes • TNTP Walk-Through Summaries and Trends (ESF 5.4) • Preliminary Data Dig for EOC Algebra
Ongoing Structures	<ul style="list-style-type: none"> • ILT every week (Principal leads): calibrate look-fors; organize Rounds; track CBA/Interim hits and misses. • PLCs twice per week (Coaches lead; admin present once per week in the Analysis meeting): • Plan meeting: TEKS–task alignment; script 3–5 DOK 3/4 questions; place cold-call moments; select exemplars (objective, model, exit). • Analysis meeting (admin present): work sort (high/med/low); set cut scores; build SGI groups • Learning Walks every week + 10-minute Huddles: low-inference notes; one transferable action step stamped per teacher. • CBAs every two weeks (Oct–Apr): analysis occurs in the second weekly PLC; reteach is planned within 48 hours. • Interims: Fall (week of Nov 10) and Spring (Feb 28–Mar 6), each followed by teacher and student reflection.

XIV. Performance Management

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

Please describe how district and campus leaders will monitor the successful implementation of this plan.	<p>District and campus leaders will monitor assessment results of universal screeners, curriculum-based assessments, and STAAR Interim assessments.</p> <p>Principal supervisors will visit the campus weekly to observe instruction, PLCs, and ILTs and monitor meeting agenda record and observation and feedback trackers with principals.</p> <p>TNTP will collect progress monitoring data in the fall, winter, and spring on the implementation of HQIM as intended.</p>
Who will be responsible for reviewing progress	<p>Principal</p> <p>Principal supervisors/DCSI</p>



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towards the milestones described in the previous section?	Assistant Superintendent
How frequently will progress toward milestones be reviewed?	Bi-weekly
How will milestone progress data be collected?	Completion notes and artifacts will be linked in the shared campus TAP folder.
How will milestone progress data be shared with district leadership and other relevant stakeholders?	Completion notes and artifacts will be linked in the shared campus TAP folder.

XV. Resources

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

Please share the required costs to implement plan and source of funds	Pending Final Decision
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?	Pending Final Decision



Appendix

TEA's 2025-2026 [Intervention Guidance & Tools](#)

