



**Draft 10.3.25**


# Austin Independent School District Turnaround Plan

## Winn Montessori School

### I. District Information

School System Name	Austin ISD (227901)
School Name	Winn Montessori
Name of the staff member employed by the school system completing this plan submission	Bridget Farr Wendy Mills
Email	<a href="mailto:bridget.farr@austinisd.org">bridget.farr@austinisd.org</a> <a href="mailto:wendy.mills@austinisd.org">wendy.mills@austinisd.org</a>
What role applies to the person completing this submission?	Campus Principal Principal Supervisor/DCSI

### 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.
 20250918_WINN MONTESSORI_OSNA Report	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: Bridget Farr DCSI: Wendy Mills Region 13 Contact: Elizabeth Deterra
Date(s) of written notice to all public meetings	Thursday, Sept. 4 Tuesday, Sept. 2 <b>Oct. 3</b> – Share/post Draft TAP on district & campus websites.

**Winn Montessori  
Closure/Reassign**



Include dates when 1) written notice of the public meetings were provided and 2) posted on campus website.	
Dates of public meetings  Include dates when 1) written notice of the public meetings were provided and 2) posted on campus website.	Staff Meeting, Sept. 4, 2025 & September 11 @ 3:30 pm, library Community Meeting, Sept. 11, 2025, 5:00 pm, cafeteria CAC Meeting, September 9, 2025, 3:30 pm, library Principal Coffee, September 11, 2025, 8:30 am, cafeteria
Initial date of TAP being posted to the district website	October 3, 2025
Date of public hearing	November 6, 2025  <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>
Date of board approval	November 6, 2025
Written Comments from stakeholders	 Winn Montessori Turnaround Plan Survey 3UA <a href="#">Winn Montessori Turnaround Plan Survey 3UA</a>

#### IV. Student Outcome Goals

Enter the campus-wide goal for the All Grades	<p>Reason identified and what improvements need to be made to achieve a C. Upon the release of the 2025 State Accountability Ratings, Winn Montessori 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)).</p> <p>Below is a path to achieve an acceptable (C) rating in school years SY26-28:</p> <ol style="list-style-type: none"> <li>1. 70% of students achieve academic growth in Domain 2A, and by demographic groups evaluated in Domain 3. &lt;and&gt;</li> <li>2. 45% of Emergent Bilingual students will achieve composite growth or advanced high on the TELPAS assessment. &lt;and&gt;</li> <li>3. All students earn 50% of points or more on every STAAR assessment</li> </ol>
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	<p>they take. (Optional, yet highly recommended)</p> <p>For 2025-26, Winn Montessori will focus on the student growth metrics, outlined above, not specific achievement rates at meets and above.</p> <p>For SY2026-2028, Winn Montessori, will focus on the student growth metrics, outlined above.</p>
Enter the campus-wide goal for the All Grades Math and Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	<p>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.</p> <p>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.</p>
Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	<p>Every group evaluated (All, Lowest performing racial/ethnic group 1, Lowest performing racial/ethnic group 2, High Focus Group) will show minimal growth in both reading and math.</p> <p>Component points: 4 ELA/4 Math Total 8/32</p>
Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	<p>Every group evaluated (All, Lowest performing racial/ethnic group 1, Lowest performing racial/ethnic group 2, High Focus Group) will meet the 2025-26 target in both reading and math</p> <p>Component points: 12 ELA/12 Math Total 24/32</p>
Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	<p>40% or more of students taking the TELPAS assessment will achieve composite growth.</p> <p>Component points: 3/4</p>
Enter the 2025-2026 Component Points campus goal for the Student Success Status	<p>Every group evaluated (All, Lowest performing racial/ethnic group 1, Lowest performing racial/ethnic group 2, High Focus Group) will show minimal growth in their student success score.</p> <p>Component score: 4/16</p>



Component of Domain III.	
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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?	Please write one of the following: <ul style="list-style-type: none"> <li>Closure/reassign</li> </ul>		
Which, if any, grants has your school system been awarded to support this strategy?	<ul style="list-style-type: none"> <li>N/A</li> </ul>		
Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?	Still considering which of the following grants to apply for: <ul style="list-style-type: none"> <li>LIFT</li> <li>LIFT PLC Support</li> <li>School Improvement Curriculum and Instruction Support Grant</li> <li>School Action Fund Planning (Restart), School Action Fund Implementation (Restart)</li> <li>School Action Fund Planning (Reassign)</li> <li>School Action Fund Implementation (Reassign)</li> <li>School Action Fund Implementation (Redesign)</li> <li>School Action Fund Planning (Create New)</li> <li>School Action Fund Implementation (Create New)</li> <li>Effective Schools Framework Focused Support Grant 24-26</li> <li>Our school system has not been awarded a grant to support this strategy</li> <li>Other (must enter grant into text box)</li> </ul>		
Please name any organizations you are working with to build capacity and support strategy implementation	<b>TNTP</b> TNTP is a national research, policy, and consulting organization focused on improving public education in the United States. The organization's mission is to ensure that every young person has access to excellent teachers and the opportunity to thrive. TNTP achieves this by working with schools and districts to recruit and train new teachers, develop talent management systems, conduct research on teacher effectiveness, and advocate for policy reforms.		
<b>If the row above is District or Campus Staff:</b> What are the names and roles of district and campus staff members		<b>If the row above is NOT an ESC or on the SAPL:</b> Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus	<b>TNTP - The New Teacher Project</b>  <a href="#">Summary of Partnership</a>



responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?		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"> <li>• Campus Name</li> <li>• CDCN</li> <li>• Most recent state accountability rating</li> <li>• Current enrollment</li> <li>• Max enrollment</li> <li>• Distance from closing campus</li> <li>• % of students from the closing campus that will be assigned to this campus</li> <li>• % of teachers from the closing campus that will be assigned to this campus</li> <li>• % of administrators from the closing campus that will be assigned to this campus</li> </ul>	<p>Campus 1: Andrews Elementary School</p> <ul style="list-style-type: none"> <li>• CDCN # 227901102</li> <li>• D Rating</li> <li>• Current Enrollment #301 students</li> <li>• Max Enrollment: 530</li> <li>• Distance from closing campus= 1.4 miles</li> <li>• 51% of students from the closing campus to be assigned</li> <li>• % of teachers from the closing campus that will be assigned to this campus- this percent will be determined by the number of highly qualified teachers at the closing campus - TBD</li> <li>• % of administrators from the closing campus that will be assigned to this campus - TBD</li> </ul> <p>Campus 2: Pecan Springs Elementary School</p> <ul style="list-style-type: none"> <li>• CDCN 227901129</li> <li>• F Rating</li> <li>• Current Enrollment #241 students</li> <li>• Max Enrollment: 390</li> <li>• Distance from closing campus= 1.2 miles</li> <li>• 20% of students from the closing campus to be assigned</li> <li>• % of teachers from the closing campus that will be assigned to this campus- this percent will be determined by the number of highly qualified teachers at the closing campus - TBD</li> <li>• % of administrators from the closing campus that will be assigned to this campus - TBD</li> </ul> <p>Campus 3: Hart Elementary School</p> <ul style="list-style-type: none"> <li>• CDCN 227901163</li> <li>• F Rating</li> <li>• Current Enrollment #530</li> <li>• Max Enrollment:762</li> <li>• Distance from closing campus= 3.1 miles</li> </ul>
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	<ul style="list-style-type: none"> <li>• 29% of students from the closing campus to be assigned</li> <li>• % of teachers from the closing campus that will be assigned to this campus- this percent will be determined by the number of highly qualified teachers at the closing campus - TBD</li> <li>• % of administrators from the closing campus that will be assigned to this campus - TBD</li> </ul>
<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><b>2025-2026-District HQIM listed below and Montessori Album Curriculum from Accredited Montessori Certification Programs.</b>  K-5 Reading: HMH Into Reading/Arriba la lectura  K-5 Math: STEMscopes Math  K-5 Social Studies: Studies Weekly  K-5 Science: McGraw Hill Texas Science</p> <p><b>2026-2027-District HQIM(Receiving Schools)</b>  K-5 Reading: HMH Into Reading/Arriba la lectura  K-5 Math: STEMscopes Math  K-5 Social Studies: Studies Weekly  K-5 Science: McGraw Hill Texas Science</p>
<b>If No above</b> , what new curriculum will be adopted?	Not Applicable.
When will the district adopt the new curriculum?	Not Applicable.
How will the district ensure that each campus will meet the minimum instructional minutes required to implement the curriculum?	<p><i>The district will ensure compliance through multiple aligned systems. Campuses are required to follow the <b>2025–26 Master Schedule Guidelines</b>, the <b>Elementary Essential Areas Standards of Service</b>, and the <b>Elementary Instructional Minutes Guidance</b> when designing their schedules. To support implementation, the district provided <b>professional development during summer 2025</b> on expectations for detailed and posted schedules. Ongoing monitoring will occur through <b>principal supervisors and campus instructional leadership teams</b>, who will conduct classroom observations and instructional rounds to verify adherence and provide support where adjustments are needed.</i></p>

## XII. Capacity Building

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

Campus Principal Name	Bridget Farr
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Years of experience as a campus principal	4 years
Campus principal turnaround experience	0 years
Principal Manager name	Wendy Mills
Years of experience as a Principal manager	2 years
Principal manager turn around experience	15 years
% of teachers on the campus who: -have more than 2 years experience -are certified -are TIA designated teachers	65% of Winn teachers have more than 2 years of experience. 70% are certified. 3% are TIA designated.
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><b>School Leader Professional Learning and Embedded Coaching Supports:</b>  TNTP 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 &amp; feedback cycles. This development will occur biweekly, in alignment with the Learning Lab model.</p> <p><b>District Wide PD led by Academics team and TNTP:</b>  Monthly Principal Session: HQIM Implementation and MTSS  Monthly AP Session: HQIM Implementation and MTSS  Monthly IC Session: HQIM Implementation and MTSS</p> <p><b>Progress Monitoring:</b>  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><b>Learning Labs:</b>  As Austin ISD and TNTP seek to expand the Lighthouse model in 2025-2026, all</p>





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	<p>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><b>Executive Director Professional Learning:</b> 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><b>Curriculum-Based Professional Learning:</b> Precision in lesson delivery of curriculum from accredited Montessori certification program. Consistency in lesson planning and lesson delivery. Reading comprehension strategies (turn and talk, randomization, ACES writing model). Math-problem solving skill building using district HQIM. Developing Math proficiency scales and assessments.</p>
How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?	<p>Lighthouse Schools:</p> <p><b>2026-2027 Teacher Coaching:</b> Throughout the school year, select teachers will receive biweekly 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</p>





	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?	<p><b>MTSS Literacy Walkthrough Tool</b></p> <p>The AISD Literacy Classroom Walk Through tool is designed to support instruction in both Tier I and Tiers II &amp; 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.</p> <p><b>MTSS Math Walkthrough Tool</b></p> <p>The AISD MTSS Math Classroom Walk Through tool is designed to support instruction in both Tier 1 and Tiers 2 &amp; 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.</p> <p><b>PLC Leader Feedback Tool</b></p> <p>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.</p> <p><b>Critical Deliverables Review and Feedback</b></p> <p>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.</p> <p>Principal Supervisors will observe campus PLCs and gather data using a SI PLC Observation Tool to guide support at the district level.</p>
How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	Weekly
What capacity building supports related to supporting students in special populations will	<b>Monthly Professional Learning Community (PLC) Focus for Special Education Teachers</b>



teachers and administrators receive?	<p>In addition to one virtual PLC required for all special education teachers, case managers will attend another PLC dedicated to high quality IEP development and high leverage practices.</p> <ul style="list-style-type: none"><li>● <b>Standards-Based IEP Development (SB IEP):</b> Special Education teachers will receive intensive, data-driven training on the SB IEP process. The focus will be on utilizing comprehensive data to write high-quality, measurable Present Levels of Academic Achievement and Functional Performance (PLAAFPs) statements and goals that are rigorously aligned with grade-level TEKS. Training will be guided by the Austin ISD IEP Rubric and the TEA Cyclical Monitoring Guide Rubric.</li><li>● <b>Explicit Instructional Practices (SDI):</b> Special Education teachers will receive sustained professional development on high-leverage instructional strategies and the principles of Explicit Instruction to ensure that Specially Designed Instruction (SDI) is delivered systematically and with fidelity across all settings. This will significantly strengthen the campus's overall Multi-Tiered System of Supports (MTSS) and will revisit concepts from TEA Tier Learn coursework.</li></ul> <p><b>Ongoing Administrative Support for Principals</b></p> <p>Monthly individualized touchpoints for principals (led by the special education campus support coordinators) will ensure high-level oversight and compliance in the following areas:</p> <ul style="list-style-type: none"><li>● <b>Scheduling Services for Students with Disabilities:</b> Review best practices for creating master schedules that prioritize LRE and maximize student access to high-quality Specially Designed Instruction (SDI) within general education settings.</li><li>● <b>Building and Enhancing Family Engagement:</b> Strategies for fostering collaborative partnerships with families of students receiving special education services to improve outcomes.</li><li>● <b>Federal and State Compliance Requirements:</b> Focus on maintaining timely ARD meetings (annual, initial, and re-evaluation meetings), ensuring all services for students with disabilities are appropriately scheduled and delivered.</li><li>● <b>Additional Focus on Monitoring Results Driven Accountability (RDA):</b> Prioritization of student performance and appropriate placement.<ul style="list-style-type: none"><li>● <b>Academic Outcomes:</b> Monitor and analyze data on the academic progress and achievement for students with disabilities, particularly in math, reading, and science, to ensure continuous improvement and closing of achievement gaps.</li><li>● <b>Reduction in Out-of-School Placements:</b> Review current placement data and strategies to ensure students are being educated in the Least Restrictive Environment (LRE). Develop and implement strategies to increase inclusion and reduce</li></ul></li></ul>
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	instances of disciplinary or instructional removals to settings outside the general education campus.
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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)
June - August 2025	<p>Summer professional learning:</p> <ul style="list-style-type: none"> <li>Detailed posted schedules</li> <li>Leadership roles &amp; responsibilities (core calendar, coaching caseload, observation &amp; feedback tracker)</li> <li>Professional learning plans (PLC protocols, ILT protocols, 1:1 meetings, and instructional rounds protocols)</li> </ul>
September	<p>Engagement &amp; Communication</p> <ul style="list-style-type: none"> <li>Family Dinners, CAC Meetings, PTA, Breakfast with Mrs. Bridget</li> <li>Watch Me Work Nights (student-led conferences) which showcase their learning/skills, District Community Turn Around meeting</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>MAP/Campus Based Assessments</li> <li>Grade 3, 4, 5 Math CBA</li> </ul> <p>Professional Learning</p> <ul style="list-style-type: none"> <li>District professional development, and campus PD</li> </ul> <p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>PLC agenda notes, Observation/feedback tracker notes</li> </ul>
October	<p>Engagement &amp; Communication</p> <ul style="list-style-type: none"> <li>Family Dinners, CAC Meetings, PTA, Breakfast with Mrs. Bridget</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li>3-5th ELA and 5th Science and Math CBA</li> </ul> <p>Professional Learning</p> <ul style="list-style-type: none"> <li>Learning Labs, Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers)</li> </ul> <p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>PLCs and Observation and Feedback Notes</li> </ul>
November	<p>Engagement &amp; Communication</p> <ul style="list-style-type: none"> <li>Family Dinners, CAC Meetings, PTA, Breakfast with Mrs. Bridget</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li><b>3rd/4th Math CBA 5th Science CBA and 3-5th ELA CBA</b></li> </ul> <p>Professional Learning</p> <ul style="list-style-type: none"> <li>Learning Labs, Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers)</li> </ul> <p>Progress Monitoring</p>



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	<ul style="list-style-type: none"> <li>PLCs and Observation and Feedback Notes</li> </ul>
December	<p>Engagement &amp; Communication</p> <ul style="list-style-type: none"> <li>Family Dinners, CAC Meetings, PTA, Breakfast with Mrs. Bridget</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li><b>3rd/5th Math CBA and MoY MAP</b></li> </ul> <p>Professional Learning</p> <ul style="list-style-type: none"> <li>Learning Labs, Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers)</li> </ul> <p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>MAP Data</li> </ul>
January	<p>Engagement &amp; Communication</p> <ul style="list-style-type: none"> <li>Family Dinners, CAC Meetings, PTA, Breakfast with Mrs. Bridget, Transition Meetings</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li><b>4th Math CBA, 5th Science CBA, 3-5th ELA CBA</b></li> </ul> <p>Professional Learning</p> <ul style="list-style-type: none"> <li>Learning Labs, Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers)</li> </ul> <p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>MAP Data, PLC agenda notes, Observation/feedback tracker notes</li> </ul>
February	<p>Engagement &amp; Communication</p> <ul style="list-style-type: none"> <li>Transition Meetings</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li><b>STAAR Interim, 3-5th Math CBA, 5th Science CBA</b></li> </ul> <p>Professional Learning</p> <ul style="list-style-type: none"> <li>Learning Labs, Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers), SEL best practices</li> </ul> <p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>PLC agenda notes, Observation/feedback tracker notes,</li> </ul>
March	<p>Engagement &amp; Communication</p> <ul style="list-style-type: none"> <li>Transition Meetings</li> </ul> <p>Assessments</p> <ul style="list-style-type: none"> <li><b>Staar Interim, 3/4th Math CBA, 5th Science CBA, 3-5th ELA CBA</b></li> </ul> <p>Professional Learning</p> <ul style="list-style-type: none"> <li>Learning Labs, Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers)</li> </ul> <p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>Assessment Data, Observation/feedback tracker notes</li> </ul>
April	<p>Engagement &amp; Communication</p> <ul style="list-style-type: none"> <li>Transition Meetings, social events</li> </ul>



	<p>Assessments</p> <ul style="list-style-type: none"> <li>• Campus based assessments</li> </ul> <p>Professional Learning</p> <ul style="list-style-type: none"> <li>• Learning Labs, Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers), STAAR/TELPAS</li> </ul> <p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>• PLC agenda notes, Observation/feedback tracker notes,</li> </ul>
May	<p>Summer professional learning:</p> <ul style="list-style-type: none"> <li>• Detailed posted schedules</li> <li>• Leadership roles &amp; responsibilities (core calendar, coaching caseload, observation &amp; feedback tracker)</li> <li>• Professional learning plans (PLC protocols, ILT protocols, 1:1 meetings, and instructional rounds protocols)</li> </ul>
June - August 2026	<p><b>Summer professional learning:</b></p> <ul style="list-style-type: none"> <li>• Detailed posted schedules</li> <li>• Leadership roles &amp; responsibilities (core calendar, coaching caseload, observation &amp; feedback tracker)</li> <li>• Professional learning plans (PLC protocols, ILT protocols, 1:1 meetings, and instructional rounds protocols)</li> </ul>
September	<p><b><u>Engagement &amp; Communication</u></b></p> <ul style="list-style-type: none"> <li>• Monthly Principal Coffee</li> <li>• Monthly CAC Meeting</li> <li>• Monthly PTO Meeting</li> <li>• Back to School Night</li> </ul> <p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>• <b><i>NWEA MAP Reading and Math universal screeners</i></b> to measure growth and identify intervention needs</li> <li>• <b><i>Curriculum-Based Assessments (CBAs)</i></b> will be given throughout the year in alignment with curriculum pacing: <b>Math:</b> Grade 3, Grade 4, and Grade 5</li> </ul> <p><b><u>Professional Learning</u></b></p> <ul style="list-style-type: none"> <li>• ALL LEVELS - SPED Teachers <ul style="list-style-type: none"> <li>◦ 2 Hour Frontline Training - Progress Reports (Virtual)</li> </ul> </li> <li>• ELEMENTARY - All Staff <ul style="list-style-type: none"> <li>◦ HB3 Mental Health Training - 2 Total Hours</li> <li>◦ 1 hour in-person + 1 hour Safeschools</li> </ul> </li> <li>• ELEMENTARY - K-5 <ul style="list-style-type: none"> <li>◦ Core Teachers - Assessments and the Instructional Cycle</li> <li>◦ Non-Core Teachers - Job-Alike Learning</li> </ul> </li> <li>• SPED Teacher Assistant Professional Learning - Behavior</li> <li>• Campus Staff Development</li> <li>• TNTP Lighthouse/Learning Lab #4</li> </ul>



	<ul style="list-style-type: none"> <li>Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers)</li> </ul> <p><b><u>Progress Monitoring</u></b></p> <ul style="list-style-type: none"> <li>Executive Director Weekly Coaching visits (Instructional Rounds-Observation &amp; Feedback, PLC Observation &amp; Coaching, Leadership Framework Coaching / Strategic Leadership Development Plan progress, Data Review)</li> <li>ILT, and/or TNTP/District Academic Instructional rounds</li> </ul>
<b>October</b>	<p><b><u>Engagement &amp; Communication</u></b></p> <ul style="list-style-type: none"> <li>Monthly Principal Coffee</li> <li>Monthly CAC Meeting</li> <li>Monthly PTO Meeting</li> <li>Parent/Teacher Conference</li> <li>National Night Out</li> <li>PTerry Spirit Night</li> </ul> <p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li><b><i>Curriculum-Based Assessments (CBAs) will be given throughout the year in alignment with curriculum pacing: <b>Math:</b> Grade 5 <b>ELA:</b> Grades 3–5 <b>Science:</b> Grade 5</i></b></li> </ul> <p><b><u>Professional Learning</u></b></p> <ul style="list-style-type: none"> <li>TNTP Lighthouse/Learning Lab #5</li> <li>Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers)</li> </ul> <p><b><u>Progress Monitoring</u></b></p> <ul style="list-style-type: none"> <li>Executive Director Weekly Coaching visits (Instructional Rounds-Observation &amp; Feedback, PLC Observation &amp; Coaching, Leadership Framework Coaching / Strategic Leadership Development Plan progress, Data Review)</li> <li>ILT, and/or TNTP/District Academic Instructional rounds</li> </ul>
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<b>April</b>	<p><b><u>Engagement &amp; Communication</u></b></p> <ul style="list-style-type: none"> <li>Monthly Principal Coffee</li> </ul>



	<ul style="list-style-type: none"> <li>• Monthly CAC Meeting</li> <li>• Monthly PTO Meeting</li> </ul> <p><b><u>Assessments</u></b></p> <ul style="list-style-type: none"> <li>• STAAR</li> </ul> <p><b><u>Professional Learning</u></b></p> <ul style="list-style-type: none"> <li>• Campus Staff Development</li> <li>• TNTP Lighthouse/Learning Lab #10</li> <li>• Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers)</li> </ul> <p><b><u>Progress Monitoring</u></b></p> <ul style="list-style-type: none"> <li>• Executive Director Weekly Coaching visits (Instructional Rounds-Observation &amp; Feedback, PLC Observation &amp; Coaching, Leadership Framework Coaching / Strategic Leadership Development Plan progress, Data Review)</li> <li>• ILT, and/or TNTP/District Academic Instructional rounds</li> </ul>
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<b>June- August 2027</b>	<p><b>Summer professional learning:</b></p> <ul style="list-style-type: none"> <li>• Detailed posted schedules</li> <li>• Leadership roles &amp; responsibilities (core calendar, coaching caseload, observation &amp; feedback tracker)</li> <li>• Professional learning plans (PLC protocols, ILT protocols, 1:1 meetings, and instructional rounds protocols)</li> </ul>
<b>September</b>	<p><b><u>Engagement &amp; Communication</u></b></p> <ul style="list-style-type: none"> <li>• Monthly Principal Coffee</li> <li>• Monthly CAC Meeting</li> <li>• Monthly PTO Meeting</li> <li>• Back to School Night</li> </ul>



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## Draft 10.3.25

	<ul style="list-style-type: none"> <li>• TNTP Lighthouse/Learning Lab #11</li> <li>• Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers)</li> </ul> <p><b>Progress Monitoring</b></p> <ul style="list-style-type: none"> <li>• Executive Director Weekly Coaching visits (Instructional Rounds-Observation &amp; Feedback, PLC Observation &amp; Coaching, Leadership Framework Coaching / Strategic Leadership Development Plan progress, Data Review)</li> <li>• ILT, and/or TNTP/District Academic Instructional rounds</li> </ul>
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### 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 towards the milestones described in the previous section?	<p>Principal</p> <p>Principal supervisors/DCSI</p> <p>Assistant Superintendent</p>
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	<p>Cost associated with: TBD</p> <ul style="list-style-type: none"><li>• Staff: assistant principal (2), instructional coach academics (2), instructional coach behavior (1), content interventionist (2), academic coaching specialist (shared), PSS, counselor (2)</li><li>• Modified staffing formula</li></ul>
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?	<ul style="list-style-type: none"><li>• Local funds</li><li>• Title I funds</li></ul>

#### XVI: Additional Info

(Optional) Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents.	<p><b>Key Implementation Strategies/Supports:</b></p> <ul style="list-style-type: none"><li>• Partner with TNTP to increase campus leaders' instructional leadership capacity through the Lighthouse &amp; Learning Lab professional development and coaching program.</li><li>• Utilize leadership core calendars, leadership team meeting protocols, instructional rounds, coaching caseloads, observation and feedback trackers, one to one coaching, and hands on professional learning and application to build instructional leadership capacity.</li><li>• Provide monthly professional development to campus leaders, coaches, and interventionists on HQIM resources and implementation.</li><li>• Provide weekly to biweekly observation and feedback alongside curriculum focused on effective implementation of HQIM, increasing frequency for uncertified teachers.</li><li>• Provide coaching visits with principals and supervisors weekly, and increase frequency for novice leaders.</li><li>• Follow a posted, detailed, daily schedule that maximizes instructional time and allows for PLC meetings twice a week, to plan for instruction and respond to student outcome data.</li></ul>
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## Appendix

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

### Turnaround Plan Submission Timeline SY 2025-2026

