Austin Independent School District Turnaround Plan
Wooldridge Elementary School

I. District Information

School System Name	Austin ISD (227901)
School Name	Wooldridge Elementary School
Name of the staff member employed by the school system completing this plan submission	Juan Cardenas Patricia De Luna
Email	juan.cardenas@austinisd.org patricia.deluna@austinisd.org
What role applies to the person completing this submission?	Principal Executive Director of Elementary Schools

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_WOOLDRIDGE EL_OSNA Report	Yes / No

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	Interim Principal: DCSI: Patricia De Luna Region 13 Contact: Elizabeth Deterra *Optional - teachers or other principals:*
Date(s) of written notice to all public meetings	Community meeting notice sent September 4, 2025, September 9, 2025 *Coffee chat & CAC notice sent on 8/26/2025* Oct. 3 – Share/post Draft TAP on district & campus websites.

Include dates when 1) written notice of the public meetings were provided and 2) posted on campus website.	*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).*
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 24 @ 3:30 pm, library Community Meeting, Sept. 24, 2025, 5:00 pm, cafeteria CAC Meeting, September 5, 2025, 3:30 pm, library Principal Coffee, September 5, 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 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.*
Date of board approval	November 6, 2025
Written Comments from stakeholders	⊞ *Wooldridge Turnaround Plan Survey 3UA (Responses)*

IV. Student Outcome Goals

Enter the campus-wide goal for the All Grades	Reason identified and what improvements need to be made to achieve a C. Upon the release of the 2025 State Accountability Ratings, Paredes 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)). Below is a path to achieve an acceptable (C) rating in school years 2025-26 – 2027-28: 1. 70% of students achieve academic growth in Domain 2A, and by demographic groups evaluated in Domain 3. <and>

	2. 45% 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)

For 2025-26 campuses will focus on the student growth metrics, outlined above, not specific achievement rates at meets and above. |
| 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. | In year one and two of the implementation of the campus turnaround plan campuses will leverage student growth, Domain 2A and Domain 3, in order to achieve a C rating. By year three campuses should start growing students significantly enough so that student achievement in Domains 1 and 2B is at a C level in those Domains. Starting with SY 2027-28 the Domain 1 goal for Paredes Middle School 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. | 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.
Component points: 3 ELA/3 Math Total 6/24 |
| Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III. | 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
Component points: 9 ELA/9 Math Total 18/24 |
| Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III. | 40% or more of students taking the TELPAS assessment will achieve composite growth.
Component points: 3/4 |
| Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III. | 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.
Component score: 3/12 |

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:* ● *Accelerating Campus Excellence (ACE) Model / District Managed Restart*
Which, if any, grants has your school system been awarded to support this strategy?	*N/A*
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:* ● *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)*
Please name any organizations you are working with to build capacity and support strategy implementation	**TNTP** 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. **Additional Strategies / Support:** ● Expanded TNTP Partnership for Spring 2026 ● Implement ACE Model for Fall 2026 ● Partner with Steady State ● Apply for the LASO grant

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		**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 campus from	**TNTP** - The New Teacher Project Summary of Partnership

is dedicated to supporting implementation of the school improvement strategy?		failing to meet standards to meeting and/or exceeding standards).	

VI. Curriculum & Instruction

Guiding Question: 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? ONLY IF YOU SELECTED C&I, **ACE**, SCHOOL MODEL CHANGE, OR 1882 AS YOUR SCHOOL IMPROVEMENT STRATEGY

Please select the adopted curriculum	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 Yes		
Is this the curriculum that will be implemented for the duration of the plan?	Yes		
What new curriculum will be adopted?	N/A		
If Yes, when will the district adopt the new curriculum? When will the district adopt the new curriculum?	Previously adopted	If No, how many instructional minutes per week are required/recommended for implementation of this curriculum?	N/A
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?	330 minutes of instructional time for Language Arts, Math, Science, Social Studies, and Intervention** 110 minutes for other activities Yes		
How many instructional days are included in the 2025-2026 calendar?	169		

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?	Not applicable.

Please describe the assessment plan for the impacted campus(es)	_Elementary Curriculum Based Assessments_
	
	The district will implement a comprehensive assessment system to monitor student progress and inform instruction. All students K-5 will participate in the NWEA MAP Reading and Math **universal screeners** three times per year (September, December, and May) to measure growth and identify intervention needs. In addition, **STAAR Interim Assessments** will be administered in February and March in Reading, Math, Science and Social Studies to provide predictive data aligned to state standards.
	
	At the elementary level, **Curriculum-Based Assessments (CBAs)** will be given throughout the year in alignment with curriculum pacing:
	
	    ● _**Math:**_
	    ● _Grade 3 (Sept, Nov, Dec, Feb, Mar);_
	    ● _Grade 4 (Sept, Nov, Jan, Feb, Mar);_
	    ● _Grade 5 (Sept, Oct, Dec, Feb)_
	    ● _**ELA:**_
	    ● _Grades 3–5 (Oct, Nov, Jan, Mar)_
	    ● _**Science:** Grade 5 (Oct, Nov, Jan, Feb, Mar)_
	
	This schedule ensures multiple data points across subjects and grade levels, supporting targeted interventions and instructional adjustments to accelerate student learning.

Will the campus(es) implement a PLC structure?	Yes, each campus will implement a PLC structure focused on improving instruction and student outcomes.
How will PLCs be organized (by grade level, content area, etc.)?	K-5: Grade Level
How frequently will PLCs occur?	PLCs occur at least weekly in Kindergarten through 8th grade. Many schools have identified opportunities to meet biweekly to engage in PLCs.

Who will facilitate PLCs?	Every campus has identified PLC leads for each PLC group (grade level or content area). PLC Leads consist of school leaders, instructional specialists, content interventions, and/or teacher leaders. PLC Leads have been trained on the lesson internalization PLC protocol.
Who is required to attend PLCs?	IC, Principal or AP, teachers (general and special education). Instructional coach and content interventionists as needed.
Please describe the PLC protocol to be used	During PLCs, teachers work in structured teams to improve instruction through collaboration and a shared goal of consistency across classrooms. This way, no matter the teacher, students will get a version of the same lesson, anchored in the same standards. In PLCs, teachers and leaders come together to analyze student data and work samples, decide how to address individual student needs, and apply strategies in class the next day. Teachers always leave a PLC meeting with clear, actionable steps to improve instruction. Through structured conversations, instructional leaders reinforce shared school expectations and identify variations in teacher or student performance. Lesson Preparation PLC: -Start with the end in mind -Lesson Preparation -Create an action plan **-*Example Lesson Preparation PLC Agenda*** Data Analysis PLC: -Identify trends and outliers -Gather a holistic view of student achievement -Instructional Planning **-*Example Data Analysis PLC Agenda*** Best practices for both PLCs include consistent agendas, pre-work expectations, and alignment with district vision and instructional priorities. Instructional leaders and principal supervisors will monitor PLC implementation and reinforce priorities through classroom observations and feedback. Use of HMH Lesson Preparation- Teacher Use of HMH Lesson Preparation template and STEMscopes Math Lesson Preparation template.

VII. ACE
Guiding Question: Does the plan meet the requirements outlined in Texas Education Code, Section 39A.105(b)?
COMPLETE THIS ONLY IF YOU SELECTED ACE AS YOUR SCHOOL IMPROVEMENT STRATEGY

Has this campus (or this set of campuses) completed a planning	No, this campus was not awarded the SAF grant.

year for the SAF grant for the ACE model?	
(Optional) Upload your school design plan. This plan must meet the criteria in TEC Section 39A.105(b).	
Would you like to provide more detail about the implementation of your ACE model? (Select yes if your School Design Plan does not meet the criteria in TEC Section 39A.105(b).)	No, the school design plan meets the criteria in TEC Section 39A.105(b).
Please describe the system the district will use to track teacher and administrator effectiveness at campuses implementing the ACE model.	Implementation progress will be reviewed bi-weekly, focusing on key data points and improvement levers: ● **Academic Performance**: STAAR results (by domain and subgroup), STAAR Interim data in Science and Social Studies, MAP Reading and Math BOY/MOY results, and ongoing Curriculum-Based Assessments (CBAs). **Instructional Quality**: Walkthrough data, observation rubrics, lesson internalization protocols, and PLC implementation. **Student Engagement**: Attendance, discipline, and participation rates in extended learning opportunities. **Family & Community Engagement**: Frequency and quality of family engagement events, parent conferences, and partnerships. ● Dashboards will be developed to track these indicators over time, ensuring trends are visible and actionable.
What targets will the district set to identify which teachers and administrators are highly effective?	**Principals** ● Principals should demonstrate a record of improving student outcomes and cultivating a strong, positive school culture ● The principal should have a minimum of three years of experience at a turnaround campus ● The overall school improvement should have increased by two letter grades within two years. **Teachers**

	● Effective teachers are identified using a combination of student growth data and administrator evaluations. ● Overall teacher proficiency will be measured by Austin ISD's local evaluation tool, PPfT. ○ PPfT Rubric **One Pager** ● Teacher/Leader Expectations
Please describe the incentives the district will offer to high-performing principal or teacher to remain at the campus.	
Has the district made a minimum three-year commitment to continue incentives for the principal and teachers?	The district has a two-year agreement for the district-managed restart ACE-Aligned model ● Teacher agreement

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?	● Resume screening
	● Reference Checks
	● Data review of schools in which the principal previously worked
	● Rigorous Interview Process
	   ○ Panel Interview
	   ○ Interview with Interim Leader or Teaching, Learning, and Leading
	   ○ Interview with Chief of Staff
	   ○ Interview with Superintendent

Will the principal have final authority over personnel decisions at each campus implementing the ACE model?	Yes, the principal will have final authority over personnel decisions.
How will the district ensure that at least 60 percent of the classroom teachers assigned to the campus are teachers who demonstrated	Talent Strategy will secure talent based utilizing the following staffing resources: ● Certifications and Growth Data ● Highly Qualified Lists ● Teacher Effectiveness Analysis ● Priority Placement

instructional effectiveness during the previous school year?	
Describe how the campus will implement research-based instructional strategies.	- HQIM professional development for all teachers and leaders. - RBIS are embedded in the curriculum materials - Incorporate RBIS into lesson planning, internalization, and rehearsals during the PLC process - Observation, feedback, and coaching to monitor implementation
Describe how the campus will implement data-driven instructional practices.	- Checks for Understanding (CFU's) for in-class adjustments during instructional delivery daily - Formative assessment analysis protocol to identify trends in misconceptions and determination which concepts need to be spiraled and how. - Data analysis of CBA results using a streamlined data protocol - SOP provided for leaders and teachers to assist in accessing data in Euphoria - PLCs to review data and create action plans - PLCs to review analyze student work
Describe how the campus will implement positive student culture on the campus.	- School-wide PBIS systems - Character Strong Curriculum - Culture Walks with a rubric
Describe how the campus will implement family and community engagement, including any partnerships with parent and community groups.	- Parent Support Specialists - Campus Advisory Council (CAC) - CAC+ - VOLY - sign up form for volunteers - Monthly engagement activities - Dual Capacity Framework - Academic Parent Teacher Teams (APTT)
Describe how the campus will implement extended learning opportunities for students, which may include service or workforce learning opportunities.	- ACE Program - Boys/Girls Club - After-school tutorials - Saturday school
Describe how the campus will provide student services before or after the instructional	To enrich student life, the district will assess interests and establish new after-school clubs, creating a comprehensive program for broader engagement. Arts-based activities will be strategically implemented to foster community among students, faculty, and families, with partnerships

XII. Capacity Building
Guiding Question: Does the plan ensure that administrators and teachers receive appropriate job-embedded training?
DO NOT INCLUDE TEXAS PARTNERSHIP STRATEGY, ACE, OR GRADUATION RATE STRATEGY CAMPUSES

Campus Principal Name	Juan Cardenas
Years of experience as a campus principal	In 4th year as a campus Principal
Campus principal turnaround experience	0
Principal Manager name	Patricia De Luna
Years of experience as a Principal manager	4th Year
Principal manager turn around experience	3
% of teachers on the campus who: -have more than 2 years experience -are certified -are TIA designated teachers	More than 2 years: 83% Certified: 97.2% TIA designated: 11%

| Please describe your planned training/PD sessions (and who delivers and attends) for:
-Principal manager
-Principal
-Other campus admin (assistant principals, instructional coaches)
-Teachers | Lighthouse Schools:
School Leader Professional Learning and Embedded Coaching Supports:
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 & feedback cycles. This development will occur biweekly, in alignment with the Learning Lab model.

District Wide PD led by Academics team and TNTP:
Monthly Principal Session: HQIM Implementation and MTSS
Monthly AP Session: HQIM Implementation and MTSS
Monthly IC Session: HQIM Implementation and MTSS

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.

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.

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. **Curriculum-Based Professional Learning:** Teachers participated in professional learning sessions delivered by the academics department based on HQIM and the district adopted instructional resources. In literacy, math, and science, all K-5 teachers attended content area sessions during August teacher inservice days where they received in person learning on using HQIM, RBIS, and had opportunities to lesson prep and lesson practice with their teams. In September, teachers participated in a required session regarding PLC data protocols using beginning of year screening data and curriculum-based assessment data. In November, teachers will receive various sessions 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. Additional sessions regarding HQIM and RBIS will be ongoing during district and campus designated professional learning days per the AISD calendar (November, January, and April)
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 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 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 guide support at the district level.
How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	On a regular week at least one grade level is observed by the Instructional Leadership team. The feedback loop is completed that week to ensure quick and immediate feedback. Each administrator observes at least 3 teachers per week and offers feedback loops. The instructional coach works with at least 6 teachers per week according to their need
What capacity building supports related to supporting students in special populations will teachers and administrators receive?	**Monthly Professional Learning Community (PLC) Focus for Special Education Teachers** 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. ● **Standards-Based IEP Development (SB IEP):** 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. ● **Explicit Instructional Practices (SDI):** 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.

Ongoing Administrative Support for Principals

Monthly individualized touchpoints for principals (led by the special education campus support coordinators) will ensure high-level oversight and compliance in the following areas:

- **Scheduling Services for Students with Disabilities:** 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.
- **Building and Enhancing Family Engagement:** Strategies for fostering collaborative partnerships with families of students receiving special education services to improve outcomes.
- **Federal and State Compliance Requirements:** Focus on maintaining timely ARD meetings (annual, initial, and re-evaluation meetings), ensuring all services for students with disabilities are appropriately scheduled and delivered.
- **Additional Focus on Monitoring Results Driven Accountability (RDA)**: Prioritization of student performance and appropriate placement.
  - **Academic Outcomes:** 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.
  - **Reduction in Out-of-School Placements:** 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 instances of disciplinary or instructional removals to settings outside the general education campus.

XIII. Milestones
Guiding Question: How will the strategy be implemented?

Date	Key Milestones (through the end of SY 27-28)
June - August 2025	Summer professional learning: ● 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)

Wooldridge Elementary
District Managed Restart - ACE Model

September	Engagement & Communication

	• Coffee with the Principal 9/5/2025.
	• CAC Meeting on 9/10/2025
	• Back to School Night 9/18/2025
	• Staff Meeting #2 9/24/2025
	• Community Meeting 9/24/2025.
	There are other community engagement events like Conchas with Caregivers (9/30)
	
	Assessments
	• MapGrowth
	  ○ BOY Reading (Spa) 9/3-9/8; Reading (eng) 9/16-9/19); Math 9/9-9/12
	
	• Curriculum Based Assessments for grades 3rd, 4th and 5th
	  ○ 4th and 5th Math 9/18 and 9/19
	  ○ 3rd Math 9/25 and 9/26
	
	Professional Learning
	PLC Focus:
	  ○ Week of 9/8-9/12: K-2 Foundational Skills model & Launching Stations expectations. 3-5 Math Stations Specificity with Imagine Math Pathways
	  ○ Week of 9/15-9/19: K-2 TEMI data and launching math interventions. 3-5- upcoming CBA & Eduphoria log in for testing
	  ○ Week of 9/29-10/3: K-2 module 1 assessment data. 3-5 CBA Data.
	
	• District PD Day 9/22: Humanities and STEM curriculum training.
	• Campus PD day 9/23: MapGrowth data dig and intervention planning
	
	Progress Monitoring
	• CST meetings based on MTSS data documentation
	• Campus and Classroom walkthroughs and feedback sessions
	• PLC Data digs
	• Student trackers based on CBA assessments. Adjust MTSS intervention groups.

October	Engagement & Communication • Community engagement event: Makerspace night (10/2) • Coffee Talk 10/3 • District Parent Conference Day (10/20) • Wooldridge Art Show @ Little Walnut Creek Library (10/25) Assessments:

	Curriculum Based Assessments: 3rd-5th ● 3rd Reading CBA #1 (10/9) ● 4th Reading CBA #1 (10/9) ● 5th Reading CBA #1 (10/8) ● 5th Science CBA (10/16) ● 5th Math CBA (10/23) PLC Focus: ● Week of 10/6-10/10: K-2 (El proximo paso training/El camino). 3-5 (review HMH intervention plan (comprehension focus) ● Week of 10/13-1010/17: K-2 Reading intervention finalizing and launching. 3rd-5th Reading CBA data dig ● Week of 10/20-10/24: Grade level curriculum planning and prep/lesson internalization, lesson modeling. 5th science CBA data dig ● Week of 10/27-10/31: Grade level curriculum planning and prep/lesson internalization, lesson modeling. 5th Math CBA data dig Progress Monitoring ● CST meetings based on MTSS data documentation ● Campus and Classroom walkthroughs and feedback sessions ● PLC Data digs ● Student trackers based on CBA assessments and STAAR interim . Adjust MTSS intervention groups.
November	Engagement & Communication ● Fall Fest (11/7) ● Coffee Talk (11/14) Assessments ● 5th Stamp Test ○ Reading & Writing (11/5) Listening & Speaking (11/6) Curriculum Based Assessments: 3rd-5th ○ 3rd Math CBA #2 (11/6) ○ 3rd ELAR/SLAR CBA #2 (11/20) ○ 4th Math CBA #2 (11/13) ○ 4th ELAR/SLAR CBA #2 (11/20) ○ 5th ELAR/SLAR CBA #2 (11/20) ○ 5th Science CBA (11/20) ● Week of 11/17-11/21 (Fall Interim Assessment administration) Professional Learning ○ District PD Day (11/4)

	PLC Focus:
	
	    ● Week of 11/3-11/7: Grade level curriculum planning and/ prep/lesson internalization, lesson modeling
	
	    ● Week of 11/10-11/14: 3rd grade: cba #2 Data dig: Grade level curriculum planning and/ prep/lesson internalization, lesson modeling
	
	    ● Week of 11/17-11/2: 4th grade cba #2 Data dig:Grade level curriculum planning and/ prep/lesson internalization, lesson modeling
	
	    ● Week of 11/24-11/28: Fall Break
	
	Progress Monitoring
	    ● CST meetings based on MTSS data documentation
	    ● Campus and Classroom walkthroughs and feedback sessions
	    ● PLC Data digs
	    ● Student trackers based on CBA assessments and STAAR interim . Adjust MTSS intervention groups.

December	Engagement & Communication
	    ● Coffee Talk (12/12)
	
	Assessments
	    ● MOY MapGrowth (12/1-12/19)
	        ○ MOY Reading (Spa) 12/1-12/3; Reading (Eng) 12/9-12/12); Math 12/4-12/5
	Curriculum Based Assessments: 3rd-5th
	        ○ 3rd Math CBA #3 (12/11)
	        ○ 5th Math CBA #3 (12/11)
	PLC Focus:
	    ● Week of 12/1-12/5: 3rd-5th: Staar fall interim data dig. K-2: Grade level curriculum planning and/ prep/lesson internalization, lesson modeling
	
	    ● Week of 12/8-12-12: Grade level curriculum planning and/ prep/lesson internalization, lesson modeling
	
	    ● Week of 12/15-12/19: 3rd/5th grade cba #3 data dig: Grade level curriculum planning and/ prep/lesson internalization, lesson modeling
	
	Progress Monitoring
	    ● CST meetings based on MTSS data documentation
	    ● Campus and Classroom walkthroughs and feedback sessions
	    ● PLC Data digs
	    ● Student trackers based on CBA assessments and MOW MapGrowth.

	Adjust MTSS intervention groups.
January	**Engagement & Communication** ● CAC (1/14) **Assessments** ● 1st Dyslexia Screener (1/12-1/16) **Curriculum Based Assessments: 3rd-5th** ● 3rd Reading CBA #3 (1/22) ● 4th Reading CBA #3 (1/22) ● 4th Math CBA #3 (1/29) ● 5th Reading CBA #3 (1/22) ● 5th Science CBA (1/22) **PLC Focus:** ● Week of 1/12-1/16: Grade level curriculum planning and/ prep/lesson internalization, lesson modeling ● Week of 1/19-1/23: Grade level curriculum planning and/ prep/lesson internalization, lesson modeling ● Week of 1/19-1/23: Grade level curriculum planning and/ prep/lesson internalization, lesson modeling ● Week of 1/26 - 1/30: 3rd- 5th cba data dig: K-2nd Grade level curriculum planning and/ prep/lesson internalization, lesson modeling **Progress Monitoring** ● CST meetings based on MTSS data documentation ● Campus and Classroom walkthroughs and feedback sessions ● PLC Data digs ● Student trackers based on CBA assessments. Adjust MTSS intervention groups.
February	**Engagement & Communication** ● Coffee Talk (2/6) ● District PArent Conference Day (2/17) **Assessments** ● STAAR Interim Rdg (2/4) ● STAAR Interim Math (2/11) **Curriculum Based Assessments: 3rd-5th** ● 3rd Math CBA #4 2/12 ● 4th Math CBA #4 2/17 ● 5th Math CBA #4 2/20 ● 5th Science CBA #4 2/27

	Professional Learning: ● District PLED Day. PLC Focus ● Week of 2/2-2/6: Grade level curriculum planning and/ prep/lesson internalization, lesson modeling ● Week of 2/9-2/13: Grade level curriculum planning and/ prep/lesson internalization, lesson modeling ● Week of 2/16-2/20: CBA data dig 3rd. K-2, 4,5 Grade level curriculum planning and/ prep/lesson internalization, lesson modeling ● Week of 2/23-2/27: CBA data dig 4th-5th. K-2 Grade level curriculum planning and/ prep/lesson internalization, lesson modeling Progress Monitoring ● CST meetings based on MTSS data documentation ● Campus and Classroom walkthroughs and feedback sessions ● PLC Data digs ● Student trackers based on CBA assessments. Adjust MTSS intervention groups.
March	Engagement & Communication ● Coffee Talk (3/13) Assessments Curriculum Based Assessment ● 3rd Reading CBA #4 (3/5) PLC Focus ● Week of 3/2-3/6: Grade level curriculum planning and/ prep/lesson internalization, lesson modeling ● Week of 3/9-3/13: K-2: Grade level curriculum planning and/ prep/lesson internalization, lesson modeling. 3rd-5th: Grade level plan/prep for target STAAR review launch for reading/math/science ● Week of 3/16-3/20: Spring Break ● Week of 3/30-4/3: Grade level curriculum planning and/ prep/lesson internalization, lesson modeling Progress Monitoring ● CST meetings based on MTSS data documentation ● Campus and Classroom walkthroughs and feedback sessions

	● PLC Data digs ● Student trackers based on CBA assessments. Adjust MTSS intervention groups.

April	Engagement & Communication
	● Coffee Talk (4/3)
	
	Assessments
	● Kinder Dyslexia screener (4/1-4/10)
	● STAAR Reading (4/8)
	● STAAR Science (4/15)
	● STAAR Math (4/22)
	Curriculum Based Assessments: 3rd-5th
	    ● 3rd Math CBA #5 (4/2)
	    ● 4TH Math CBA #5 (4/2)
	    ● 5th Math CBA #5 (4/2)
	    ● 5th Science CBA (4/2)
	
	Professional Learning
	● Campus PD Day (4/6): K-2/ Intervention data checkup 3-5: finalize STAAR plan and prep
	
	PLC Focus
	● Week of 3/30-4/3: Grade level curriculum planning and/ prep/lesson internalization, lesson modeling
	
	● Week of 4/6-4/10: Grade level curriculum planning and/ prep/lesson internalization, lesson modeling
	
	● Week of 4/13-4/17: Grade level curriculum planning and/ prep/lesson internalization, lesson modeling
	
	● Week of 4/20-4/24: Grade level curriculum planning and/ prep/lesson internalization, lesson modeling
	
	Progress Monitoring
	● CST meetings based on MTSS data documentation
	● Campus and Classroom walkthroughs and feedback sessions
	● PLC Data digs
	● Student trackers based on CBA assessments. Adjust MTSS intervention groups.

May	Engagement & Communication ● Coffee Talk (5/1) ● CAC (5/13)

	Assessments ● EOY MapGrowth (5/4-5/22) ○ EOY Reading (Spa) 5/4-5/6; Reading (Eng) 5/12-5/15; Math 5/7-5/11 PLC Focus ● Week of 5/4-5/8: Grade level curriculum planning and/ prep/lesson internalization, lesson modeling ● Week of 5/11-5/15: Grade level curriculum planning and/ prep/lesson internalization, lesson modeling ● Week of 5/18-5/22: Grade level curriculum planning and/ prep/lesson internalization, lesson modeling Progress Monitoring ● CST meetings based on MTSS data documentation ● Campus and Classroom walkthroughs and feedback sessions ● PLC Data digs ● Student data folders and vertical team meetings for SY 26-27.
June - August 2026	**Summer professional learning:** ● 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)

September	**<u>Engagement & Communication</u>**
	● Monthly Principal Coffee
	● Monthly CAC Meeting
	● Monthly PTO Meeting
	● Back to School Night
	<u>Assessments</u>
	● ***NWEA MAP Reading and Math universal screeners*** *to measure growth and identify intervention needs*
	● ***Curriculum-Based Assessments (CBAs)*** *will be given throughout the year in alignment with curriculum pacing:* ***Math:*** *Grade 3, Grade 4, and Grade 5*
	<u>Professional Learning</u>
	● ALL LEVELS - SPED Teachers
	  ○ 2 Hour Frontline Training - Progress Reports (Virtual)
	● ELEMENTARY - All Staff
	  ○ HB3 Mental Health Training - 2 Total Hours
	  ○ 1 hour in-person + 1 hour Safeschools
	● ELEMENTARY - K-5
	  ○ Core Teachers - Assessments and the Instructional Cycle
	  ○ Non-Core Teachers - Job-Alike Learning
	● SPED Teacher Assistant Professional Learning - Behavior

	● Campus Staff Development ● TNTP Lighthouse/Learning Lab #4 ● Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) **Progress Monitoring** ● Executive Director Weekly Coaching visits (Instructional Rounds-Observation & Feedback, PLC Observation & Coaching, Leadership Framework Coaching / Strategic Leadership Development Plan progress, Data Review) ● ILT, and/or TNTP/District Academic Instructional rounds
October	**Engagement & Communication** ● Monthly Principal Coffee ● Monthly CAC Meeting ● Monthly PTO Meeting ● Parent/Teacher Conference ● National Night Out ● PTerry Spirit Night **Assessments** ● *Curriculum-Based Assessments (CBAs) will be given throughout the year in alignment with curriculum pacing: Math: Grade 5 ELA: Grades 3–5 Science: Grade 5* **Professional Learning** ● TNTP Lighthouse/Learning Lab #5 ● Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) **Progress Monitoring** ● Executive Director Weekly Coaching visits (Instructional Rounds-Observation & Feedback, PLC Observation & Coaching, Leadership Framework Coaching / Strategic Leadership Development Plan progress, Data Review) ● ILT, and/or TNTP/District Academic Instructional rounds
November	**Engagement & Communication** ● Monthly Principal Coffee ● Monthly CAC Meeting ● Monthly PTO Meeting ● Book Fair ● Thanksgiving Parent Luncheon **Assessments** ● *Curriculum-Based Assessments (CBAs) will be given throughout the year in alignment with curriculum pacing: Math: Grade 3, Grade 4 ELA: Grades 3–5 Science: Grade 5* **Professional Learning** ● **ELEMENTARY - K-5** ○ Core Teachers - Assessments and the Instructional Cycle

	○ Non-Core Teachers - Job-Alike Learning ● SPED Teacher Assistant Professional Learning - Behavior ● TNTP Lighthouse/Learning Lab #6 ● Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) **PProgress Monitoring** ● Executive Director Weekly Coaching visits (Instructional Rounds-Observation & Feedback, PLC Observation & Coaching, Leadership Framework Coaching / Strategic Leadership Development Plan progress, Data Review) ● ILT, and/or TNTP/District Academic Instructional rounds
December	**Engagement & Communication** ● Monthly Principal Coffee ● Monthly CAC Meeting ● Monthly PTO Meeting **Assessments** ● *NWEA MAP Reading and Math **universal screeners** to measure growth and identify intervention needs* ● ***Curriculum-Based Assessments (CBAs)** will be given throughout the year in alignment with curriculum pacing: **Math:** Grade 3, Grade 4, and Grade 5* **Professional Learning** ● Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) **Progress Monitoring** ● Executive Director Weekly Coaching visits (Instructional Rounds-Observation & Feedback, PLC Observation & Coaching, Leadership Framework Coaching / Strategic Leadership Development Plan progress, Data Review) ● ILT, and/or TNTP/District Academic Instructional rounds
January	**Engagement & Communication** ● Monthly Principal Coffee ● Monthly CAC Meeting ● Monthly PTO Meeting ● Winter Performance **Assessments** ● ***Curriculum-Based Assessments (CBAs)** will be given throughout the year in alignment with curriculum pacing: **Math:** Grade 4 **ELA:** Grades 3–5 **Science:** Grade 5* **Professional Learning** ● Campus Staff Development ● TNTP Lighthouse/Learning Lab #7 ● Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) **Progress Monitoring**

	● Executive Director Weekly Coaching visits (Instructional Rounds-Observation & Feedback, PLC Observation & Coaching, Leadership Framework Coaching / Strategic Leadership Development Plan progress, Data Review) ● ILT, and/or TNTP/District Academic Instructional rounds
February	**Engagement & Communication** ● Monthly Principal Coffee ● Monthly CAC Meeting ● Monthly PTO Meeting ● Parent/Teacher Conference **Assessments** ● ***STAAR Interim Assessments*** *will be administered in Reading, Math, Science and Social Studies to provide predictive data aligned to state standards.* **Professional Learning** ● TNTP Lighthouse/Learning Lab #8 ● Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) **Progress Monitoring** ● Executive Director Weekly Coaching visits (Instructional Rounds-Observation & Feedback, PLC Observation & Coaching, Leadership Framework Coaching / Strategic Leadership Development Plan progress, Data Review) ● ILT, and/or TNTP/District Academic Instructional rounds
March	**Engagement & Communication** ● Monthly Principal Coffee ● Monthly CAC Meeting ● Monthly PTO Meeting **Assessments** ● ***STAAR Interim Assessments*** *will be administered in Reading, Math, Science and Social Studies to provide predictive data aligned to state standards.* **Professional Learning** ● TNTP Lighthouse/Learning Lab #9 ● Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) **Progress Monitoring** ● Executive Director Weekly Coaching visits (Instructional Rounds-Observation & Feedback, PLC Observation & Coaching, Leadership Framework Coaching / Strategic Leadership Development Plan progress, Data Review) ● ILT, and/or TNTP/District Academic Instructional rounds
April	**Engagement & Communication** ● Monthly Principal Coffee

	● Monthly CAC Meeting ● Monthly PTO Meeting **Assessments** ● STAAR **Professional Learning** ● Campus Staff Development ● TNTP Lighthouse/Learning Lab #10 ● Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) **Progress Monitoring** ● Executive Director Weekly Coaching visits (Instructional Rounds-Observation & Feedback, PLC Observation & Coaching, Leadership Framework Coaching / Strategic Leadership Development Plan progress, Data Review) ● ILT, and/or TNTP/District Academic Instructional rounds
May	**Engagement & Communication** ● Monthly Principal Coffee ● Monthly CAC Meeting ● Monthly PTO Meeting ● Promotion Ceremonies **Assessments** ● *NWEA MAP Reading and Math* **universal screeners** *three times per year to measure growth and identify intervention needs.* **Professional Learning** ● TNTP Lighthouse/Learning Lab #11 ● Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) **Progress Monitoring** ● Executive Director Weekly Coaching visits (Instructional Rounds-Observation & Feedback, PLC Observation & Coaching, Leadership Framework Coaching / Strategic Leadership Development Plan progress, Data Review) ● ILT, and/or TNTP/District Academic Instructional rounds
June- August 2027	**Summer professional learning:** ● 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)
September	**Engagement & Communication** ● Monthly Principal Coffee ● Monthly CAC Meeting ● Monthly PTO Meeting ● Back to School Night

	Assessments
	● ***NWEA MAP Reading and Math universal screeners*** *to measure growth and identify intervention needs*
	● ***Curriculum-Based Assessments (CBAs)*** *will be given throughout the year in alignment with curriculum pacing:* **Math:** *Grade 3, Grade 4, and Grade 5*
	Professional Learning
	● ALL LEVELS - SPED Teachers
	  ○ 2 Hour Frontline Training - Progress Reports (Virtual)
	● ELEMENTARY - All Staff
	  ○ HB3 Mental Health Training - 2 Total Hours
	  ○ 1 hour in-person + 1 hour Safeschools
	● ELEMENTARY - K-5
	  ○ Core Teachers - Assessments and the Instructional Cycle
	  ○ Non-Core Teachers - Job-Alike Learning
	● SPED Teacher Assistant Professional Learning - Behavior
	● Campus Staff Development
	● TNTP Lighthouse/Learning Lab #4
	● Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers)
	Progress Monitoring
	● Executive Director Weekly Coaching visits (Instructional Rounds-Observation & Feedback, PLC Observation & Coaching, Leadership Framework Coaching / Strategic Leadership Development Plan progress, Data Review)
	● ILT, and/or TNTP/District Academic Instructional rounds

October	**Engagement & Communication** ● Monthly Principal Coffee ● Monthly CAC Meeting ● Monthly PTO Meeting ● Parent/Teacher Conference ● National Night Out ● PTerry Spirit Night **Assessments** ● ***Curriculum-Based Assessments (CBAs)*** *will be given throughout the year in alignment with curriculum pacing:* **Math:** *Grade 5* **ELA:** *Grades 3–5* **Science:** *Grade 5* **Professional Learning** ● TNTP Lighthouse/Learning Lab #5 ● Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) **Progress Monitoring**

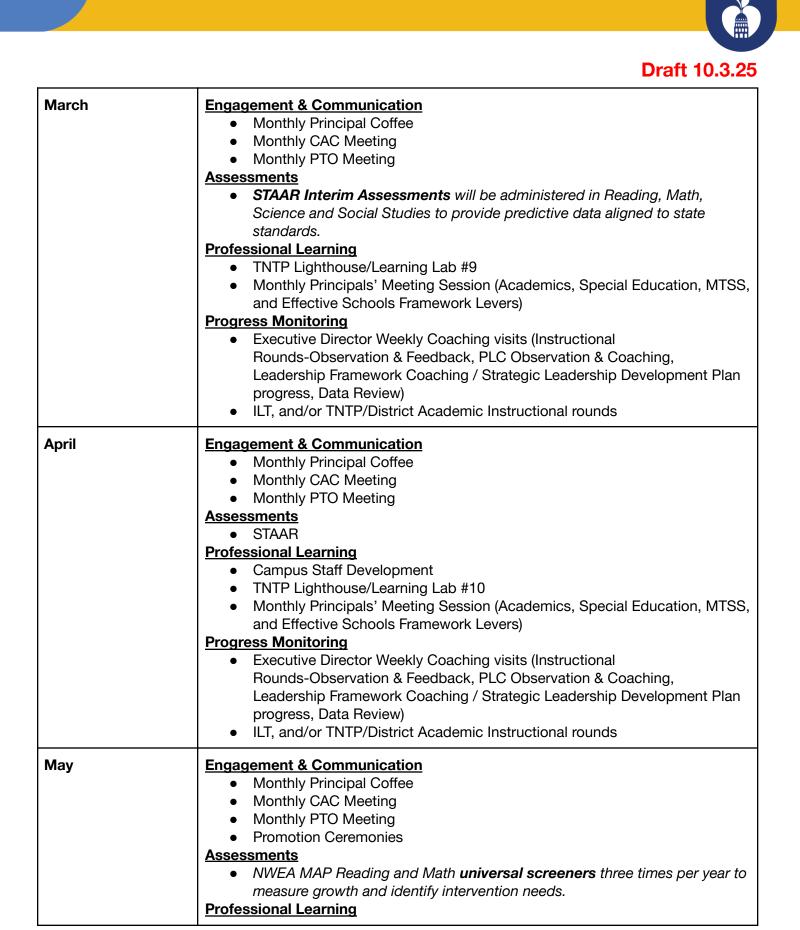|	
	- Executive Director Weekly Coaching visits (Instructional Rounds-Observation & Feedback, PLC Observation & Coaching, Leadership Framework Coaching / Strategic Leadership Development Plan progress, Data Review) - ILT, and/or TNTP/District Academic Instructional rounds
November	**Engagement & Communication** - Monthly Principal Coffee - Monthly CAC Meeting - Monthly PTO Meeting - Book Fair - Thanksgiving Parent Luncheon **Assessments** ***Curriculum-Based Assessments (CBAs)*** *will be given throughout the year in alignment with curriculum pacing:* ***Math:*** *Grade 3, Grade 4* ***ELA:*** *Grades 3–5* ***Science:*** *Grade 5* **Professional Learning** **ELEMENTARY - K-5** - Core Teachers - Assessments and the Instructional Cycle - Non-Core Teachers - Job-Alike Learning - SPED Teacher Assistant Professional Learning - Behavior - TNTP Lighthouse/Learning Lab #6 - Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) **PProgress Monitoring** - Executive Director Weekly Coaching visits (Instructional Rounds-Observation & Feedback, PLC Observation & Coaching, Leadership Framework Coaching / Strategic Leadership Development Plan progress, Data Review) - ILT, and/or TNTP/District Academic Instructional rounds
December	**Engagement & Communication** - Monthly Principal Coffee - Monthly CAC Meeting - Monthly PTO Meeting **Assessments** *NWEA MAP Reading and Math* **universal screeners** *to measure growth and identify intervention needs* ***Curriculum-Based Assessments (CBAs)*** *will be given throughout the year in alignment with curriculum pacing:* ***Math:*** *Grade 3, Grade 4, and Grade 5* **Professional Learning** - Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) **Progress Monitoring**

	• Executive Director Weekly Coaching visits (Instructional Rounds-Observation & Feedback, PLC Observation & Coaching, Leadership Framework Coaching / Strategic Leadership Development Plan progress, Data Review) • ILT, and/or TNTP/District Academic Instructional rounds
January	**Engagement & Communication** • Monthly Principal Coffee • Monthly CAC Meeting • Monthly PTO Meeting • Winter Performance **Assessments** • ***Curriculum-Based Assessments (CBAs)*** *will be given throughout the year in alignment with curriculum pacing:* **Math:** *Grade 4* **ELA:** *Grades 3–5* **Science:** *Grade 5* **Professional Learning** • Campus Staff Development • TNTP Lighthouse/Learning Lab #7 • Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) **Progress Monitoring** • Executive Director Weekly Coaching visits (Instructional Rounds-Observation & Feedback, PLC Observation & Coaching, Leadership Framework Coaching / Strategic Leadership Development Plan progress, Data Review) • ILT, and/or TNTP/District Academic Instructional rounds
February	**Engagement & Communication** • Monthly Principal Coffee • Monthly CAC Meeting • Monthly PTO Meeting • Parent/Teacher Conference **Assessments** • ***STAAR Interim Assessments*** *will be administered in Reading, Math, Science and Social Studies to provide predictive data aligned to state standards.* **Professional Learning** • TNTP Lighthouse/Learning Lab #8 • Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) **Progress Monitoring** • Executive Director Weekly Coaching visits (Instructional Rounds-Observation & Feedback, PLC Observation & Coaching, Leadership Framework Coaching / Strategic Leadership Development Plan progress, Data Review) • ILT, and/or TNTP/District Academic Instructional rounds

March	**Engagement & Communication** ● Monthly Principal Coffee ● Monthly CAC Meeting ● Monthly PTO Meeting **Assessments** ● ***STAAR Interim Assessments*** *will be administered in Reading, Math, Science and Social Studies to provide predictive data aligned to state standards.* **Professional Learning** ● TNTP Lighthouse/Learning Lab #9 ● Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) **Progress Monitoring** ● Executive Director Weekly Coaching visits (Instructional Rounds-Observation & Feedback, PLC Observation & Coaching, Leadership Framework Coaching / Strategic Leadership Development Plan progress, Data Review) ● ILT, and/or TNTP/District Academic Instructional rounds
April	**Engagement & Communication** ● Monthly Principal Coffee ● Monthly CAC Meeting ● Monthly PTO Meeting **Assessments** ● STAAR **Professional Learning** ● Campus Staff Development ● TNTP Lighthouse/Learning Lab #10 ● Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) **Progress Monitoring** ● Executive Director Weekly Coaching visits (Instructional Rounds-Observation & Feedback, PLC Observation & Coaching, Leadership Framework Coaching / Strategic Leadership Development Plan progress, Data Review) ● ILT, and/or TNTP/District Academic Instructional rounds
May	**Engagement & Communication** ● Monthly Principal Coffee ● Monthly CAC Meeting ● Monthly PTO Meeting ● Promotion Ceremonies **Assessments** ● *NWEA MAP Reading and Math **universal screeners** three times per year to measure growth and identify intervention needs.* **Professional Learning**

	• TNTP Lighthouse/Learning Lab #11 • Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) **Progress Monitoring** • Executive Director Weekly Coaching visits (Instructional Rounds-Observation & Feedback, PLC Observation & Coaching, Leadership Framework Coaching / Strategic Leadership Development Plan progress, Data Review) • ILT, and/or TNTP/District Academic Instructional rounds

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.	District and campus leaders will monitor assessment results of universal screeners, curriculum based assessments, and STAAR Interim assessments. 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. TNTP will collect progress monitoring data in the fall, winter, and spring on the implementation of HQIM as intended.
Who will be responsible for reviewing progress towards the milestones described in the previous section?	Principal Principal supervisors/DCSI Assistant Superintendent
How frequently will progress toward milestones be reviewed?	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	Cost associated with: TBD ● Staff: assistant principal (2), instructional coach (2), content interventionist (2), academic coaching specialist (shared) ● Modified staffing formula
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?	Local funds Title I funds

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.	**Key Implementation Strategies/Supports 2025-2026:** ● Partner with TNTP to increase campus leaders' instructional leadership capacity through the Lighthouse & Learning Lab professional development and coaching program. ● 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. ● Provide monthly professional development to campus leaders, coaches, and interventionists on HQIM resources and implementation. ● Provide weekly to biweekly observation and feedback alongside curriculum focused on effective implementation of HQIM, increasing frequency for uncertified teachers. ● Provide coaching visits with principals and supervisors weekly, and increase frequency for novice leaders. ● 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.

Appendix

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