



Update DRAFT 10.31.25

Austin Independent School District Turnaround Plan

Martin Middle School

I. District Information

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

II. Needs Assessment

2.1 Please indicate the type of needs assessment conducted	I assure that the campus named in this plan has conducted an on-site needs assessment that meets the requirements in Section 39A.053 of the Texas Education Code. (e.g. Texas Strategic Leadership Landscape Analysis, ESF Diagnostic, or an LNA.) If LNA: I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.
OSNA - Martin	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	Martin Principal: Edna Cortinas Kealing Principal: Timothy Estes DCSI: Anabel Garza Region 13 Contact: Elizabeth Deterra TEA Division of School Improvement: Dr. Monette Coleman Dr. LaTonia Amerson, Assistant Superintendent School Improvement
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**Martin Middle School
Closure/Reassign**



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	<p>Guillermo Tabasco - Assistant Principal John Hutka - Assistant Principal Substitute Keri Hetzel - Dept Chair ELAR Tatiana Guerrero - Science Eric Ramos - Social Studies Gloria Cortez - AVID Billie Jo Elbom - Fine Arts Michelle Scruggs - Math Moises Garcia - Athletics Rebekah Saucedo - Full Service Community Schools Patrice Wright - ACE Maricela Aleman - Parent Support Specialist Cynthia Garcia - Admin Assistant Veronica Sepeda - Instructional Specialist</p> <p>Kealing ILT Rolanda Williams - Administrator Ronda Jones - Administrator Adelina Coronado - Administrator Daniel Sweet - Administrator Anna Walker - Instructional Coach Melanie Krumrey - ELA Dept Chair Rianna Randolph - SS Dept Chair Patty Hill - Math Dept Chair Tania Tasneem - Science Dept Chair Elizabeth Russo - Special Education Dept Chair David Hinojosa - Fine Arts Dept Chair Jaime Brynie - PE Dept Chair Sarah Waggoner - Project Specialist Christopher Aparicio - Lead Counselor</p>
<p>Date(s) of written notice to all public meetings</p> <p><i>Include dates when 1) written notice of the public meetings were provided and 2) posted on campus website.</i></p>	<p>Martin Middle School</p> <ul style="list-style-type: none"> September 4, 2025 - District Written Communication September 9, 2025 - CAC Meeting September 11, 2025 - Principal Coffee September 11, 2025 - Staff Meeting September 11, 2025 - Community Meeting October 14, 2025 - CAC Meeting October 14, 2025 - Campus ILT Meeting October 16, 2025 - Principal Coffee October 21, 2025 - Principal Coffee with Superintendent Segura <p>Kealing Middle School</p> <ul style="list-style-type: none"> October 16, 2025 - CAC Meeting



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	<ul style="list-style-type: none">• October 17, 2025 - Principal Coffee• October 22, 2025 - TAP Staff Meeting• October 22, 2025 - TAP Community Meeting• October 23, 2025 - Campus ILT <p><i>I assure that the district provided notice to parents, the community, and stakeholders that each campus received an unacceptable performance rating for two consecutive years and is required to submit a campus turnaround plan and requested assistance from parents, the community, and stakeholders in developing the campus turnaround plan(s).</i></p>
Initial date of TAP being posted to the district website	October 6, 2025
Date of public hearing	November 20, 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 20, 2025
Written Comments from stakeholders	Round 1 Martin Survey Response Round 2 & 3 Martin Survey Responses <ul style="list-style-type: none">• Martin Summary Round 1 - 3 Round 2 & 3 Kealing Survey Responses <ul style="list-style-type: none">• Kealing Summary Round 2 & 3

IV. Student Outcome Goals

I assure that the campus included in this plan has set campus-wide goals for ELA/Reading and Math STAAR performance rates and scaled score goals for Domain III components (Academic Achievement,	Yes
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Growth Status, ELP Status, and Student Success Status) for the 2025–2026 school year.	
Enter the campus-wide goal for the All Grades	<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> <p>Below is a path to achieve an acceptable (C) rating in school years SY26-28:</p> <ol style="list-style-type: none"> 1. 70% of students achieve academic growth in Domain 2A, and by demographic groups evaluated in Domain 3. <and> 2. 35% of Emergent Bilingual students will achieve composite growth or advanced high on the TELPAS assessment. <and> 3. All students earn 50% of points or more on every STAAR assessment they take. (Optional, yet highly recommended) <p>For SY2026-2028, Kealing Middle School 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>Campus-wide goal for reading meets and above is 30%.</p> <p>Campus-wide goal for math meets and above is 30%.</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 at least minimal growth towards the interim target in both reading and math.</p> <p>Component points: 4 ELA, 4 Math - 8/32, 25%</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 - 24/32, 75%</p>
Enter the 2025-2026 Component Points campus goal for the ELP	<p>30% or more of students taking the TELPAS assessment will achieve composite growth.</p> <p>Component points: 3/4, 75%</p>



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Status Component of Domain III.	
Enter the 2025-2026 Component Points campus goal for the Student Success 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 show at least minimal growth towards the interim target in both reading and math.</p> <p>Component score: 4/16, 25%</p>

V. School Improvement Strategy

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

What strategy or strategies will you implement for this campus?	<ul style="list-style-type: none"> • Closure/reassign
Which, if any, grants has your school system been awarded to support this strategy?	<ul style="list-style-type: none"> • Our school system has not been awarded a grant to support this strategy
Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?	<ul style="list-style-type: none"> • Application for LASO
Please name any organizations you are working with to build capacity and support strategy implementation	<ul style="list-style-type: none"> • The New Teacher Project - TNTP <ul style="list-style-type: none"> ◦ District Partner • Austin ISD Office Teaching, Learning, and Leading <ul style="list-style-type: none"> ◦ Office of School Improvement ◦ Office of Secondary Leadership ◦ Office of Academics • Austin ISD - Talent Strategy Department <ul style="list-style-type: none"> ◦ Recruitment and Staffing ◦ Talent Development ◦ Instructional Coaching • Region 13 Service Center
How many district staff members will you be	<p>Eight staff members will support this plan.</p>



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reporting capacity building information for?			
<p>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 is dedicated to supporting implementation of the school improvement strategy?</p>	<ul style="list-style-type: none"> • Dr. LaTonia Amerson <ul style="list-style-type: none"> ◦ School Improvement Office - 100% • Dr. Angel Wilson <ul style="list-style-type: none"> ◦ Secondary Schools - 20% • Ms. Francine Taylor - Executive Director Secondary School 15% • Dr. Mary Ann Maxwell <ul style="list-style-type: none"> ◦ Academics - 50% • Dr. Steven Stapleton <ul style="list-style-type: none"> ◦ Staffing - 15% • Brandi Hosack - <ul style="list-style-type: none"> ◦ Senior Officer -30% • Denisha Presley <ul style="list-style-type: none"> ◦ Talent Development - 15% • David Reinhart <ul style="list-style-type: none"> ◦ Instructional Coaches - 40% 	<p>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 failing to meet standards to meeting and/or exceeding standards).</p>	Not Applicable.

VIII. Closure and Reassignment

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

<p>Sending Campus</p> <p>Please indicate the number of campuses that will be assigned students from the closing campus:</p>	Three campuses will be assigned students' from Bedicheck.
<p>Receiving Campus(es) Data</p> <ul style="list-style-type: none"> • Campus Name • CDCN • Most recent state accountability rating 	<p>Campus 1: Kealing Middle School</p> <ul style="list-style-type: none"> • CDCN #227901044 • A Rating • Current Enrollment 1,235 • Max Enrollment: 1,557 • Distance from closing campus: 1 mile • % of students from the closing campus to be assigned: 61%



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<ul style="list-style-type: none">• Current enrollment• Max enrollment• Distance from closing campus• % of students from the closing campus that will be assigned to this campus• % of teachers from the closing campus that will be assigned to this campus• % of administrators from the closing campus that will be assigned to this campus	<ul style="list-style-type: none">• % of teachers from the closing campus that will be assigned to this campus - 10% Teachers from the closing campus will need to meet "highly qualified" eligibility requirements to move to Kealing. These data points are currently under review to determine the number of teaching staff who meet that standard. Impacted employees will have the opportunity to share preferences for their next campus assignment. The Principals from other campuses will have discretion to hire staff. AISD is not immediately reassigning staff, rather, working through a system for voluntary transfers.• % of administrators from the closing campus that will be assigned to this campus - 0% Administrators from the sending campus will be reassigned to another school within the district. <p>Campus 2: Marshall Middle School</p> <ul style="list-style-type: none">• CDCN #227901063• D Rating• Current Enrollment 639• Max Enrollment: 915• Distance from closing campus: 5.5 miles• % of students from the closing campus to be assigned: 13%• % of teachers from the closing campus that will be assigned to this campus - Impacted employees will have the opportunity to share preferences for their next campus assignment. The Principals from other campuses will have discretion to hire staff. AISD is not immediately reassigning staff, rather, working through a system for voluntary transfers.• % of administrators from the closing campus that will be assigned to this campus - Administrators from the sending campus will be reassigned to another school within the district. <p>Campus 3: Lively Middle School</p> <ul style="list-style-type: none">• CDCN #227901043• D Rating• Current Enrollment 926• Max Enrollment: 1,088• Distance from closing campus: 2.4 miles• % of students from the closing campus to be assigned: 26%• % of teachers from the closing campus that will be assigned to this campus - Impacted employees will have the opportunity to share preferences for their next campus assignment. The Principals from other campuses will have discretion to hire staff. AISD is not immediately reassigning staff, rather, working through a system for voluntary transfers.• % of administrators from the closing campus that will be assigned to this campus - Administrators from the sending campus will be reassigned to another school within the district.
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Were A/B campuses considered for receiving students?	Yes
<p>Please select the adopted curriculum for each receiving campus.</p> <p>Is this the curriculum that will be implemented for the duration of the plan?</p>	<p>Campus 1: Kealing Middle School</p> <ul style="list-style-type: none"> 6-8 ELA: Savvas My Perspectives 6-8 Math: STEMscopes Math 6-8 Science: McGraw Hill Texas Science 6-12 Social Studies: Newsela English 1&2: McGraw Hill Study Sync Algebra 1: Maneuvering the Middle Biology: Savvas Science <p>Yes</p> <p>Campus 2: Marshall Middle School</p> <ul style="list-style-type: none"> 6-8 ELA: Savvas My Perspectives 6-8 Math: STEMscopes Math 6-8 Science: McGraw Hill Texas Science 6-12 Social Studies: Newsela English 1&2: McGraw Hill Study Sync Algebra 1: Maneuvering the Middle Biology: Savvas Science <p>Yes</p> <p>Campus 3: Lively Middle School</p> <ul style="list-style-type: none"> 6-8 ELA: Savvas My Perspectives 6-8 Math: STEMscopes Math 6-8 Science: McGraw Hill Texas Science 6-12 Social Studies: Newsela English 1&2: McGraw Hill Study Sync Algebra 1: Maneuvering the Middle Biology: Savvas Science <p>Yes</p>
If No above, what new curriculum will be adopted?	Not Applicable.
When will the district adopt the new curriculum?	The curriculum has been adopted.
How will the district ensure that each campus will meet the minimum	The district will ensure compliance through multiple aligned systems. Campuses are required to follow the 2025–26 Master Schedule Guidelines when designing their schedules. To support implementation, the district



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instructional minutes required to implement the curriculum?	<p>provided professional development during summer 2025 on expectations for detailed and posted schedules. Ongoing monitoring will occur through principal supervisors and campus instructional leadership teams, who will conduct classroom observations and instructional rounds to verify adherence and provide support where adjustments are needed.</p> <ul style="list-style-type: none">• ELAR 450 minutes per week• Math - 450 minutes per week• Science - 180 minutes per week• Social Studies - 180 minutes per week• Students who have not met criteria for the STAAR will be double blocked for ELA/Math
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).	Kealing Middle School Marshall Middle School Lively Middle School
Will the campus(es) implement a PLC structure?	Kealing Middle School Marshall Middle School Lively Middle School
How will PLCs be organized (by grade level, content area, etc.)?	Kealing Middle School Marshall Middle School Lively Middle School
How frequently will PLCs occur?	Kealing Middle School Marshall Middle School Lively Middle School
Who will facilitate PLCs?	Kealing Middle School Marshall Middle School Lively Middle School
Who is required to attend PLCs?	Kealing Middle School Marshall Middle School



	Lively Middle School
Please describe the PLC protocol to be used.	Kealing Middle School Marshall Middle School Lively Middle School

XII. Capacity Building

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

<p>Please describe your planned training/PD sessions (and who delivers and attends) for:</p> <ul style="list-style-type: none"> -Principal manager -Principal -Other campus admin (assistant principals, instructional coaches) -Teachers 	<p>Learning Lab</p> <p>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.</p> <p>District Wide PD: Monthly Principal Session: HQIM Implementation and MTSS Monthly AP Session: HQIM Implementation and MTSS Monthly IC Session: HQIM Implementation and MTSS</p> <p>Progress Monitoring: TNTP will support the district in monitoring progress toward literacy and math goals through formal classroom observations. TNTP will collect and analyze the progress monitoring data and facilitate two continuous improvement sessions to identify trends, guide strategy, and strengthen (Bi)Literacy instruction and math across the district and facilitate Continuous Improvement sessions for district leaders.</p> <p>Learning Labs: As Austin ISD and TNTP seek to expand the Lighthouse model in 2025-2026, all selected Lighthouse Schools will serve as sites for Learning Labs. To accelerate instructional leadership and improve student outcomes, Learning Labs are grounded in the belief that effective leader development must be strategic, consistent, and sequenced over time. Peer and cohort learning play a critical role in sustainable growth by fostering collaboration, shared problem-solving, and the exchange of best practices among leaders facing similar challenges. Differentiating leader development based on individual needs and school contexts ensures that learning is relevant, actionable, and responsive to each community's unique priorities. By engaging leaders in</p>
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	<p>practical, real-time learning experiences within similar contexts and providing immediate opportunities to apply new skills, this approach not only deepens professional growth but also creates direct, positive impacts for students in their classrooms and school communities. Leaders participating in monthly Learning Labs will be supported with skill and knowledge building, authentic practice, and pre and post work.</p> <p>Executive Director Professional Learning: TNTP proposes a comprehensive approach to developing Executive Directors through monthly professional learning sessions and ongoing wraparound support. These sessions will focus on equipping Executive Directors to lead consistent cycles of support for their principals, grounded in data-driven coaching conversations, frequent instructional observations, and accountability for student outcomes. By building skills that are applicable across all content areas and grade levels, this learning will strengthen Executive Directors' ability to drive instructional leadership, support principal growth, and ensure every school maintains a clear focus on improving teaching and learning.</p> <p>Curriculum-Based Professional Learning: Teachers participate in professional learning sessions delivered by the academics department based on HQIM and the district adopted instructional resources in language arts and math. 6-8 teachers began attending content area sessions in September, where they received in-person learning on using HQIM, RBIS, and had opportunities to lesson prep and lesson practice with their teams. These sessions will be ongoing during district and campus designated professional learning days per the AISD calendar (November, January, and April). In November, teachers will also be offered various sessions 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.</p>
How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?	<p>We will implement a tiered professional development and support system based on experience level, performance data, and observed needs.</p> <p>Support for Inexperienced Staff (0–2 years in role) These educators and leaders will receive foundational development and structured coaching, including:</p> <p>New Teacher & New Leader Academy with sessions focused on:</p> <ul style="list-style-type: none">• Lesson planning aligned to TEKS & district curriculum• Classroom management systems & routines• Differentiation & accommodations for diverse learners• Data-driven instruction routines• Campus assessment & intervention systems



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Assigned Mentor for weekly support, including:

- Co-planning and model lessons
- Classroom walkthroughs with real-time coaching
- Feedback cycles using campus observation tool (e.g., T-TESS or PPfT)

Increased PLC Support:

- Guided planning templates
- PLC modeling for data meetings, TEKS unpacking, and exemplar lesson design
- Monthly “New Educator Seminars” reinforcing core instructional priorities

Support for Identified Ineffective or At-Risk Educators

Teachers and leaders needing targeted growth will receive intensive, personalized improvement plans based on data and observation trends:

- Individualized Growth Plan aligned to PPfT indicators
- Bi-weekly coaching cycles with modeling, guided practice, and observation

Focused PD Modules based on areas of need (examples):

- Lesson rigor & TEKS alignment
- Checks for understanding and monitoring student learning
- Small-group instruction & intervention routines
- Classroom culture and student engagement
- Peer coaching or learning walks to observe exemplar classrooms
- Progress monitoring checkpoints every 3–6 weeks, with adjustment of supports based on growth data

Whole-Staff Alignment

To maintain consistency across all experience levels:

- Campus PD calendar will embed recurring training on core practices (DOL/CFU routines, structured student talk, literacy strategies, classroom expectations)
- Leaders will calibrate weekly using a shared feedback tool & look-fors
- PLC agendas include practice, feedback, and data reflection

Expected Outcomes

By differentiating training and support, we will ensure:

- Clear pathways for educator growth
- Improved instructional quality and consistency
- Higher student achievement and stronger clas



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	<ul style="list-style-type: none">• sroom culture• Retention of developing teachers and growth of future instructional leaders
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><i>MTSS Literacy Walkthrough Tool</i></p> <p>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.</p> <p><i>MTSS Math Walkthrough Tool</i></p> <p>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.</p> <p><i>PLC Leader Feedback Tool</i></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><i>Critical Deliverables Review and Feedback</i></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>
How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	<p>Each teacher will receive frequent, structured observations paired with timely feedback to ensure consistent growth and alignment with instructional goals. Teachers will be observed by an instructional leader or coach on a bi-weekly basis (every two weeks), with priority for weekly observations for new teachers (less than two years of experience) or those identified as ineffective. Each observation will be followed by a feedback conversation within 48 hours, focusing on one or two high-leverage action steps that can be implemented immediately.</p> <p>In addition, informal walkthroughs will occur multiple times per week to provide real-time coaching and monitor progress on previously identified goals. This rhythm of frequent observation, immediate feedback, and follow-up monitoring</p>



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	<p>ensures that professional learning is ongoing, actionable, and directly tied to improved student outcomes.</p> <p>Each teacher will receive a total of 5 observations per year:</p> <ul style="list-style-type: none">• 4 informal walkthroughs – two in the fall and two in the spring• 1 formal observation <p>This means each teacher will receive feedback at least five times per year, following each observation (4 informal + 1 formal), typically delivered through Perform and with their assigned appraiser.</p>
What capacity building supports related to supporting students in special populations will teachers and administrators receive?	<p>Teachers and administrators will receive targeted capacity-building supports to strengthen their ability to meet the needs of students in special populations, including English Learners (ELs), students receiving Special Education services, and those identified as gifted and talented. Professional development will focus on differentiated instructional strategies, including scaffolding, use of visuals and language supports for ELs, and accommodations and modifications for students with IEPs. Staff will also be trained on Universal Design for Learning (UDL) and culturally responsive teaching practices to ensure lessons are accessible and inclusive for all learners.</p> <p>In addition, teachers will receive coaching on data-driven decision-making, learning how to analyze student progress monitoring data, disaggregate results by subgroup, and use that information to plan interventions. Administrators will be trained in compliance and program monitoring, including ARD/IEP implementation, 504 supports, and requirements under federal and state law, while also developing their capacity to provide effective feedback to teachers around inclusive practices.</p> <p>Both teachers and leaders will also participate in collaborative planning sessions with specialists such as interventionists, special education teachers, and ESL coordinators to ensure consistency of all supports and shared accountability for student growth. Finally, the school will prioritize ongoing coaching cycles and peer observations where staff can see effective inclusive practices in action, reinforcing professional learning and building a sustainable culture of support for special populations.</p>

XIII. Milestones

Guiding Question: How will the strategy be implemented?

Date	Key Milestones (minimum: through the end of SY 27-28)
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	<i>The plan is structured around the two academic years (SY 26-27 and SY 27-28), using the natural cadence of the school calendar</i>
EOM January 2026	Campus staffing begins for all positions; highly-qualified teacher placement
EOM January 2026	Review MOY student and teacher data
EOM February 2026	Create individualized coaching plans for teachers; revise and adjust instructional supports
	Targeted Recruitment Fairs for Internal Candidates
EOM March 2026	Review student data from the third quarter
	Complete staffing assignments for 2026-2027
EOM April 2026	Traditional hiring for SY 26-27
EOM May 2026	Review EOY attendance and discipline data, disaggregated by grade, content area, and sub-population
	Review EOY student outcome data by teacher, as well as EOY observation data
	Review EOY family and parent engagement data, disaggregated by grade, content area, and sub-population
EOM June 2026	Create data-informed plans for summer PD
	Prepare summer PD focused on school-wide policies and procedures, HQIM implementation and internalization, and DDI systems.
	Identify key data points to be tracked throughout the implementation year
EOM July 2026	Adjust family engagement plan based on feedback
	Adjust after-school enrichment schedule based on feedback
	Develop an engagement plan anchored on partnerships between parents, teachers, students, and community partners
EOM August 2026	<ul style="list-style-type: none"> Detailed posted schedules Leadership roles & responsibilities (core calendar, coaching caseload, observation & feedback tracker) Professional learning plans (PLC protocols, Instructional Leadership Team (ILT) protocols, 1:1 meetings, and instructional rounds protocols)
EOM September 2026	Engagement & Communication <ul style="list-style-type: none"> Hornet Staff Notes published each Monday (ESF: 3,1) (Staff) Parent PTA + CAC nights (monthly, joint) — ((ESF: 3)



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	<ul style="list-style-type: none">• Hornet Herald newsletter is published every Sunday (Parents) (ESF: 3)• Kealing Parent Learning Series (Parents) (ESF:3) <p>Assessments</p> <ul style="list-style-type: none">• District CBAs (ESF:5)• BOY MAP Testing <p>Progress Monitoring</p> <ul style="list-style-type: none">• Campus Data Documents• Links to Newsletters• PLC Agenda Notes• ILT Agenda Notes• Lesson Plans & SE Calendar• TNTP Walk-Through Summaries and Trends
EOM October 2026	<p>Engagement & Communication</p> <ul style="list-style-type: none">• Hornet Staff Notes published each Monday (ESF: 3,1) (Staff)• Parent PTA + CAC nights (monthly, joint) — (ESF: 3)• Hornet Herald newsletter is published every Sunday (Parents) (ESF: 3) <p>Assessments</p> <ul style="list-style-type: none">• District CBAs (ESF:5) <p>Professional Learning</p> <ul style="list-style-type: none">• TNTP Learning Lab #2 (ED + Principal)<ul style="list-style-type: none">◦ Focus: Alignment & DOK look-fors in live classrooms; stamp one highest-leverage action per visit.• MTSS Small Group Instruction Strategies• Data Day & Strategies:<ul style="list-style-type: none">◦ How are our students performing: Deep Dive into MAP Data◦ What's tested vs. what's taught: TEKS mapping◦ Understand by Design (Backwards Design) <p>Progress Monitoring</p> <ul style="list-style-type: none">• Campus Data Documents (ESF 5.3)• Links to Newsletters• ILT Agenda Notes• PLC Agenda Notes• TNTP Walk-Through Summaries and Trends• Lesson plans & Calendar
EOM November 2026	<p>Engagement & Communication</p> <ul style="list-style-type: none">• Hornet Staff Notes published each Monday (ESF: 3,1) (Staff)• Parent PTA + CAC nights (monthly, joint) — (ESF: 3)• Hornet Herald newsletter is published every Sunday (Parents) (ESF: 3)• Kealing Parent Learning Series (Parents) (ESF:3) <p>Assessments</p> <ul style="list-style-type: none">• District CBAs (ESF:5)• STAAR Interim Assessment <p>Professional Learning</p> <ul style="list-style-type: none">• TNTP Learning Lab #2 (ED + Principal)



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	<ul style="list-style-type: none">• Interim Playbook: From Data to Action (Fall Interim)<ul style="list-style-type: none">◦ Focus: Choose 2 priority SEs; mastery labs plan, family data share. <p>Progress Monitoring</p> <ul style="list-style-type: none">• Campus Data Documents (ESF 5.3)• Links to Newsletters• Bubble lists• Reteach Calendar• ILT Agenda Notes• PLC Agenda Notes• TNTP Walk-Through Summaries and Trends (ESF 5.4)
EOM December 2026	<p>Engagement & Communication</p> <ul style="list-style-type: none">• Hornet Staff Notes published each Monday (ESF: 3,1) (Staff)• Parent PTA + CAC nights (monthly, joint) — (ESF: 3)• Hornet Herald newsletter is published every Sunday (Parents) (ESF: 3) <p>Assessments</p> <ul style="list-style-type: none">• District CBAs (ESF:5)• MOY MAP testing <p>Professional Learning</p> <ul style="list-style-type: none">• TNTP Learning Lab #3 (ED + Principal)• High Leverage Action Steps (Departmental Planning) <p>Progress Monitoring</p> <ul style="list-style-type: none">• Campus Data Documents (ESF 5.3)• Links to Newsletters• ILT Agenda Notes• PLC Agenda Notes• TNTP Walk-Through Summaries and Trends (ESF 5.4)
EOM January 2027	<p>Engagement & Communication</p> <ul style="list-style-type: none">• Hornet Staff Notes published each Monday (ESF: 3,1) (Staff)• Parent PTA + CAC nights (monthly, joint) — ((ESF: 3)• Hornet Herald newsletter is published every Sunday (Parents) (ESF: 3)• Kealing Parent Learning Series (Parents) (ESF:3) <p>Assessments</p> <ul style="list-style-type: none">• District CBAs (ESF:5) <p>Professional Learning</p> <ul style="list-style-type: none">• Project Based Learning for Everyone• Writing Across Content Areas• Power-Up Week: Heat Check<ul style="list-style-type: none">◦ Focus for students in advisory for their status and what they need to work on <p>Progress Monitoring</p> <ul style="list-style-type: none">• Campus Data Documents (ESF 5.3)• Links to Newsletters• PLC Agenda Notes



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	<ul style="list-style-type: none"> • TNTP Walk-Through Summaries and Trends (ESF 5.4) • Example of student data sheets • TELPAS writing exemplars (high/med/low) • Adjust scheduling for student groups
EOM February 2027	<p>Engagement & Communication</p> <ul style="list-style-type: none"> • Hornet Staff Notes published each Monday (ESF: 3,1) (Staff) • Parent PTA + CAC nights (monthly, joint) — (ESF: 3) • Hornet Herald newsletter is published every Sunday (Parents) (ESF: 3) <p>Assessments</p> <ul style="list-style-type: none"> • District CBAs (ESF:5) • STAAR Interim <ul style="list-style-type: none"> ○ Reading ○ Math • NAEP • TELPAS <p>Professional Learning</p> <ul style="list-style-type: none"> ○ Meeting our students where they are: STAAR Interventions ○ Implementing Restorative Circles <p>Progress Monitoring</p> <ul style="list-style-type: none"> • Campus Data Documents (ESF 5.3) • Links to Newsletters • PLC Agenda Notes • ILT Agenda Notes • TNTP Walk-Through Summaries and Trends (ESF 5.4)
EOM March 2028	<p>Engagement & Communication</p> <ul style="list-style-type: none"> • Hornet Staff Notes published each Monday (ESF: 3,1) (Staff) • Parent PTA + CAC nights (monthly, joint) — (ESF: 3) • Hornet Herald newsletter is published every Sunday (Parents) (ESF: 3) • Kealing Parent Learning Series (Parents) (ESF:3) <p>Assessments</p> <ul style="list-style-type: none"> • District CBAs (ESF:5) • STAAR Interim (Science & Social Studies) <ul style="list-style-type: none"> ○ Science: ○ Social Studies: <p>Professional Learning</p> <ul style="list-style-type: none"> • Target Lock: STAAR + TELPAS • PLC Learning Series <p>Progress Monitoring</p> <ul style="list-style-type: none"> • Campus Data Documents (ESF 5.3) • Links to Newsletters • ILT Agenda Notes • PLC Agenda Notes • TNTP Walk-Through Summaries and Trends (ESF 5.4)



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EOM April 2028	<p>Engagement & Communication</p> <ul style="list-style-type: none"> • Hornet Staff Notes published each Monday (ESF: 3,1) (Staff) • Parent PTA + CAC nights (monthly, joint) — (ESF: 3) • Hornet Herald newsletter is published every Sunday (Parents) (ESF: 3) <p>Assessments</p> <ul style="list-style-type: none"> • STAAR 2026 (Reading, Science, Social Studies, Math) <p>Professional Learning</p> <ul style="list-style-type: none"> ◦ Interventions & Extensions ◦ EOY Student Engagement • STAAR Readiness & Test Security <p>Progress Monitoring</p> <ul style="list-style-type: none"> • Links to Newsletters • ILT Agenda Notes • PLC Agenda Notes • TNTP Walk-Through Summaries and Trends (ESF 5.4)
EOM May 2028	<p>Engagement & Communication</p> <ul style="list-style-type: none"> • Hornet Staff Notes published each Monday (ESF: 3,1) (Staff) • Parent PTA + CAC nights (monthly, joint) — (ESF: 3) • Hornet Herald newsletter is published every Sunday (Parents) (ESF: 3) <p>Assessments</p> <ul style="list-style-type: none"> • MAP EOY <p>Professional Learning</p> <ul style="list-style-type: none"> • Reflection & 30-60-90 <ul style="list-style-type: none"> ◦ Focus: What moved Meets/Growth; summer work; first-30 for next year. <p>Progress Monitoring</p> <ul style="list-style-type: none"> • Links to Newsletters • ILT Agenda Notes • PLC Agenda Notes • TNTP Walk-Through Summaries and Trends (ESF 5.4) • Preliminary Data Dig for EOC Algebra
Ongoing	<ul style="list-style-type: none"> • ILT every week (Principal leads): calibrate look-fors; organize Rounds; track CBA/Interim hits and misses. • PLCs twice per week (Coaches lead; admin present once per week in the Analysis meeting): • Plan meeting: TEKS–task alignment; script 3–5 DOK 3/4 questions; place cold-call moments; select exemplars (objective, model, exit). • Analysis meeting (admin present): work sort (high/med/low); set cut scores; build SGI groups • Learning Walks every week + 10-minute Huddles: low-inference notes; one transferable action step stamped per teacher. • CBAs every two weeks (Oct–Apr): analysis occurs in the second weekly PLC; reteach is planned within 48 hours. • Interims: Fall (week of Nov 10) and Spring (Feb 28–Mar 6), each followed



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	by teacher and student reflection.
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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.	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 agendas, records and observation/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?	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	<ul style="list-style-type: none">● Pending final decision.
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If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

- Pending final decision.