



Updated DRAFT 10.31.25

Austin Independent School District Turnaround Plan

Pecan Springs Elementary

I. District Information

School System Name	Austin ISD (227901)
School Name	Pecan Springs
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, and 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 - Pecan Springs	Yes

III. Stakeholder Engagement


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

Campus Intervention Team (CIT) Members	Principal: Andrea Williams DCSI: Courtney Colvin-Crawford Principal Supervisor, if not the DCSI: Region 13 Contact: Elizabeth Deterra TEA Division of School Improvement: Dr. Monette Coleman Assistant Superintendent of Elementary Schools: Jennifer Pace
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*Pecan Springs Elementary
District Managed Restart - ACE Model*



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	Laura Rodriguez Tenorio, Assistant Principal Melinda Rebello, Instructional Coach
Date(s) of written notice to all public meetings <i>Include dates when 1) written notice of the public meetings were provided and 2) posted on campus website.</i>	<ul style="list-style-type: none"> September 4, 2025 - District Communication September 23, 2025 - Staff Meeting September 23, 2025 - CAC Coffee September 23, 2025 - Community Meeting October 23, 2025 - Principal Coffee October 27, 2025 - Staff Meeting October 27, 2025 - CAC Meeting <p><i>I assure that the district provided notice to parents, the community, and stakeholders that each campus received an unacceptable performance rating for two consecutive years and is required to submit a campus turnaround plan and requested assistance from parents, the community, and stakeholders in developing the campus turnaround plan(s).</i></p>
Initial date of TAP being posted to the district website	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	<p>Round 1 Pecan Springs Survey Results</p> <ul style="list-style-type: none">  Pecan Springs Turnaround Plan Survey 3UA (Responses) - Form ... <p>Round 2 & 3 Pecan Springs Survey Responses</p> <p>Summary of Results Round 1 - 3</p>

IV. Student Outcome Goals

I assure that the campus included in this plan has	Yes
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set campus-wide goals for ELA/Reading and Math STAAR performance rates and scaled score goals for Domain III components (Academic Achievement, Growth Status, ELP Status, and Student Success Status) for the 2025–2026 school year.	
Enter the campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	<p>The Domain 1 goal across all grades and subject areas would be 75% of tests at Approaches and Above, 35% 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 SY2025-2026 and 2026-2027:</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. 45% of Emergent Bilingual students will achieve composite growth or advanced high on the TELPAS assessment. <and>3. All students, at minimum, earn 50% of points or more on every STAAR assessment they take.
Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	<p>Campus-wide goal for reading meets and above is 35%.</p> <p>Campus-wide goal for math meets and above is 35%.</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>



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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, 75%
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 at least minimal growth towards the interim target in both reading and math. Component score: 4/16, 25%

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"> <i>Accelerating Campus Excellence (ACE) Model / District Managed Restart</i>
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?	<p><i>Still considering what grants to apply for</i></p> <ul style="list-style-type: none"> <i>LIFT</i> <i>LIFT PLC Support</i> <i>School Improvement Curriculum and Instruction Support Grant</i> <i>School Action Fund Planning (Restart), School Action Fund Implementation (Restart)</i> <i>School Action Fund Planning (Reassign)</i> <i>School Action Fund Implementation (Reassign)</i> <i>School Action Fund Implementation (Redesign)</i> <i>School Action Fund Planning (Create New)</i> <i>School Action Fund Implementation (Create New)</i> <i>Effective Schools Framework Focused Support Grant 24-26</i> <i>Our school system has not been awarded a grant to support this strategy</i> <i>Other (must enter grant into text box)</i>
Please name any organizations you are working with to build	<p>TNTP</p> <p>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</p>



capacity and support strategy implementation	<p>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.</p> <p>Additional Strategies / Support:</p> <ul style="list-style-type: none"> Expanded TNTP Partnership for Spring 2026 Implement ACE Model for Fall 2026 Partner with Steady State Apply for the LASO grant 		
How many district staff members will you be reporting capacity building information for?	Seven staff members will support this plan.		
<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>	TBD	<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>	<p>TNTP - The New Teacher Project</p> <p>Summary of Partnership</p>

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?

Please select the adopted curriculum	<p>K-5 Reading: HMH Into Reading/Arriba la lectura</p> <p>K-5 Math: STEMscopes Math</p> <p>K-5 Social Studies: Studies Weekly</p> <p>K-5 Science: McGraw Hill Texas Science</p> <p>Yes</p>
Is this the curriculum that will be implemented for the duration of the plan?	Yes



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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?	
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** **Includes transition times 110 minutes for other activities The amount of minutes meets the required/recommended number of minutes.		
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)	<u>Elementary Curriculum Based Assessments</u> <i>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.</i> <i>At the elementary level, Curriculum-Based Assessments (CBAs) will be given</i>		



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	<p><i>throughout the year in alignment with curriculum pacing:</i></p> <ul style="list-style-type: none">• Math:<ul style="list-style-type: none">• Grade 3 (Sept, Nov, Dec, Feb, Mar);• Grade 4 (Sept, Nov, Jan, Feb, Mar);• Grade 5 (Sept, Oct, Dec, Feb)• ELA:<ul style="list-style-type: none">• Grades 3–5 (Oct, Nov, Jan, Mar)• Science: Grade 5 (Oct, Nov, Jan, Feb, Mar) <p><i>This schedule ensures multiple data points across subjects and grade levels, supporting targeted interventions and instructional adjustments to accelerate student learning.</i></p>
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 5th 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)
Please describe the PLC protocol to be used	<p>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.</p> <p>Lesson Preparation PLC:</p> <ul style="list-style-type: none">-Start with the end in mind-Lesson Preparation-Create an action plan



	<p>-Example Lesson Preparation PLC Agenda</p> <p>Data Analysis PLC:</p> <ul style="list-style-type: none"> -Identify trends and outliers -Gather a holistic view of student achievement -Instructional Planning <p>-Example Data Analysis PLC Agenda</p> <p>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 template and STEMscopes Math Lesson Preparation template.</p>
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VII. ACE

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

Has this campus (or this set of campuses) completed a planning year for the SAF grant for the ACE model?	No, this campus was not awarded the SAF grant.
(Optional) Upload your school design plan. This plan must meet the criteria in TEC Section 39A.105(b).	Pecan Spring School Design Plan
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.	<p>Implementation progress will be reviewed bi-weekly, focusing on key data points and improvement levers:</p> <ul style="list-style-type: none"> ● 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).



	<p>Instructional Quality: Walkthrough data, observation rubrics, lesson internalization protocols, and PLC implementation.</p> <p>Student Engagement: Attendance, discipline, and participation rates in extended learning opportunities.</p> <p>Family & Community Engagement: Frequency and quality of family engagement events, parent conferences, and partnerships.</p> <ul style="list-style-type: none">• Dashboards will be developed to track these indicators over time, ensuring trends are visible and actionable.• Austin ISD leaders will meet with Steady State, technical partner, to monitor progress
What targets will the district set to identify which teachers and administrators are highly effective?	<p>Principals</p> <ul style="list-style-type: none">• 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. <p>Teachers</p> <ul style="list-style-type: none">• 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.<ul style="list-style-type: none">◦ PPfT Rubric <p>One Pager</p> <ul style="list-style-type: none">• Teacher/Leader Expectations
Please describe the incentives the district will offer to high-performing principal or teacher to remain at the campus.	Pending Final Decision
Has the district made a minimum three-year commitment to continue incentives for the principal and teachers?	<p>The district has a two-year agreement for the district-managed restart ACE-Aligned model</p> <ul style="list-style-type: none">• Teacher agreement
How will the district ensure that the principal	<ul style="list-style-type: none">• Resume screening• Reference Checks



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assigned to each ACE campus has demonstrated a history of improvement in student academic growth at campuses in which the principal has previously worked?	<ul style="list-style-type: none"> • Data review of schools in which the principal previously worked • Rigorous Interview Process <ul style="list-style-type: none"> ○ 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 instructional effectiveness during the previous school year?	<p>Talent Strategy will secure talent based utilizing the following staffing resources:</p> <ul style="list-style-type: none"> • Certifications and Growth Data • Highly Qualified Lists • Teacher Effectiveness Analysis • Priority Placement
Describe how the campus will implement research-based instructional strategies.	<ul style="list-style-type: none"> • HQIM professional development for all teachers and leaders. <ul style="list-style-type: none"> ○ 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.	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • School-wide PBIS systems • Character Strong Curriculum • Culture Walks with a rubric



XIII. Milestones

Guiding Question: How will the strategy be implemented?

Date	Key Milestones (through the end of SY 26-28)
June - August 2026	Summer professional learning: <ul style="list-style-type: none">Detailed posted schedules



	<ul style="list-style-type: none"> • 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	<p><u>Engagement & Communication</u></p> <ul style="list-style-type: none"> • Monthly Principal Coffee • Monthly CAC Meeting • Monthly PTA Meeting <p><u>Assessments</u></p> <ul style="list-style-type: none"> • 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 <p><u>Professional Learning</u></p> <ul style="list-style-type: none"> • ALL LEVELS - SPED Teachers <ul style="list-style-type: none"> ◦ 2 Hour Frontline Training - Progress Reports (Virtual) • ELEMENTARY - All Staff <ul style="list-style-type: none"> ◦ HB3 Mental Health Training - 2 Total Hours ◦ 1 hour in-person + 1 hour Safeschools • ELEMENTARY - K-5 <ul style="list-style-type: none"> ◦ 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) <p><u>Progress Monitoring</u></p> <ul style="list-style-type: none"> • 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	<p><u>Engagement & Communication</u></p> <ul style="list-style-type: none"> • Monthly Principal Coffee • Monthly CAC Meeting • Monthly PTA Meeting • Literacy Night <p><u>Assessments</u></p> <ul style="list-style-type: none"> • 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 <p><u>Professional Learning</u></p>



	<ul style="list-style-type: none">• TNTP Lighthouse/Learning Lab #5• Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) <p><u>Progress Monitoring</u></p> <ul style="list-style-type: none">• 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	<p><u>Engagement & Communication</u></p> <ul style="list-style-type: none">• Monthly Principal Coffee• Monthly CAC Meeting• Monthly PTA Meeting <p><u>Assessments</u></p> <ul style="list-style-type: none">• <i>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</i> <p><u>Professional Learning</u></p> <ul style="list-style-type: none">• ELEMENTARY - K-5<ul style="list-style-type: none">○ 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) <p><u>Progress Monitoring</u></p> <ul style="list-style-type: none">• 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	<p><u>Engagement & Communication</u></p> <ul style="list-style-type: none">• Monthly Principal Coffee• Monthly CAC Meeting• Monthly PTA Meeting <p><u>Assessments</u></p> <ul style="list-style-type: none">• NWEA MAP Reading and Math universal screeners to measure growth and identify intervention needs• <i>Curriculum-Based Assessments (CBAs) will be given throughout the year in alignment with curriculum pacing: Math: Grade 3, Grade 4, and Grade 5</i> <p><u>Professional Learning</u></p> <ul style="list-style-type: none">• Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers)



	<p><u>Progress Monitoring</u></p> <ul style="list-style-type: none">• 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	<p><u>Engagement & Communication</u></p> <ul style="list-style-type: none">• Monthly Principal Coffee• Monthly CAC Meeting• Monthly PTA Meeting <p><u>Assessments</u></p> <ul style="list-style-type: none">• <i>Curriculum-Based Assessments (CBAs)</i> will be given throughout the year in alignment with curriculum pacing: Math: Grade 4 ELA: Grades 3–5 Science: Grade 5 <p><u>Professional Learning</u></p> <ul style="list-style-type: none">• Campus Staff Development• TNTP Lighthouse/Learning Lab #7• Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) <p><u>Progress Monitoring</u></p> <ul style="list-style-type: none">•
February	<p><u>Engagement & Communication</u></p> <ul style="list-style-type: none">• Monthly Principal Coffee• Monthly CAC Meeting• Monthly PTA Meeting• Literacy Night <p><u>Assessments</u></p> <ul style="list-style-type: none">• <i>STAAR Interim Assessments</i> will be administered in Reading, Math, Science and Social Studies to provide predictive data aligned to state standards. <p><u>Professional Learning</u></p> <ul style="list-style-type: none">• TNTP Lighthouse/Learning Lab #8• Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) <p><u>Progress Monitoring</u></p> <ul style="list-style-type: none">• 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	<p><u>Engagement & Communication</u></p> <ul style="list-style-type: none">• Monthly Principal Coffee• Monthly CAC Meeting• Monthly PTA Meeting



	<p><u>Assessments</u></p> <ul style="list-style-type: none">• STAAR Interim Assessments will be administered in Reading, Math, Science and Social Studies to provide predictive data aligned to state standards. <p><u>Professional Learning</u></p> <ul style="list-style-type: none">• TNTP Lighthouse/Learning Lab #9• Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) <p><u>Progress Monitoring</u></p> <ul style="list-style-type: none">• 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	<p><u>Engagement & Communication</u></p> <ul style="list-style-type: none">• Monthly Principal Coffee• Monthly CAC Meeting• Monthly PTA Meeting <p><u>Assessments</u></p> <ul style="list-style-type: none">• STAAR <p><u>Professional Learning</u></p> <ul style="list-style-type: none">• Campus Staff Development• TNTP Lighthouse/Learning Lab #10• Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) <p><u>Progress Monitoring</u></p> <ul style="list-style-type: none">• 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	<p><u>Engagement & Communication</u></p> <ul style="list-style-type: none">• Monthly Principal Coffee• Monthly CAC Meeting• Monthly PTA Meeting <p><u>Assessments</u></p> <ul style="list-style-type: none">• NWEA MAP Reading and Math universal screeners three times per year to measure growth and identify intervention needs. <p><u>Professional Learning</u></p> <ul style="list-style-type: none">• TNTP Lighthouse/Learning Lab #11• Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) <p><u>Progress Monitoring</u></p>



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	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Detailed posted schedules Leadership roles & responsibilities (core calendar, coaching caseload, observation & feedback tracker) Professional learning plans (PLC protocols, ILT protocols, 1:1 meetings, and instructional rounds protocols)
September	<p><u>Engagement & Communication</u></p> <ul style="list-style-type: none"> Monthly Principal Coffee Monthly CAC Meeting Monthly PTO Meeting Back to School Night <p><u>Assessments</u></p> <ul style="list-style-type: none"> <i>NWEA MAP Reading and Math universal screeners to measure growth and identify intervention needs</i> <i>Curriculum-Based Assessments (CBAs) will be given throughout the year in alignment with curriculum pacing: Math: Grade 3, Grade 4, and Grade 5</i> <p><u>Professional Learning</u></p> <ul style="list-style-type: none"> ALL LEVELS - SPED Teachers <ul style="list-style-type: none"> 2 Hour Frontline Training - Progress Reports (Virtual) ELEMENTARY - All Staff <ul style="list-style-type: none"> HB3 Mental Health Training - 2 Total Hours 1 hour in-person + 1 hour Safeschools ELEMENTARY - K-5 <ul style="list-style-type: none"> 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) <p><u>Progress Monitoring</u></p> <ul style="list-style-type: none"> 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	<p><u>Engagement & Communication</u></p> <ul style="list-style-type: none"> Monthly Principal Coffee



	<ul style="list-style-type: none">• Monthly CAC Meeting• Monthly PTO Meeting• Parent/Teacher Conference• National Night Out• PTerry Spirit Night <p><u>Assessments</u></p> <ul style="list-style-type: none">• <i>Curriculum-Based Assessments (CBAs)</i> will be given throughout the year in alignment with curriculum pacing: Math: Grade 5 ELA: Grades 3–5 Science: Grade 5 <p><u>Professional Learning</u></p> <ul style="list-style-type: none">• TNTP Lighthouse/Learning Lab #5• Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) <p><u>Progress Monitoring</u></p> <ul style="list-style-type: none">• 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	<p><u>Engagement & Communication</u></p> <ul style="list-style-type: none">• Monthly Principal Coffee• Monthly CAC Meeting• Monthly PTO Meeting• Book Fair• Thanksgiving Parent Luncheon <p><u>Assessments</u></p> <ul style="list-style-type: none">• <i>Curriculum-Based Assessments (CBAs)</i> will be given throughout the year in alignment with curriculum pacing: Math: Grade 3, Grade 4 ELA: Grades 3–5 Science: Grade 5 <p><u>Professional Learning</u></p> <ul style="list-style-type: none">• ELEMENTARY - K-5<ul style="list-style-type: none">○ 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) <p><u>Progress Monitoring</u></p> <ul style="list-style-type: none">• 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	<p><u>Engagement & Communication</u></p>



	<ul style="list-style-type: none">• Monthly Principal Coffee• Monthly CAC Meeting• Monthly PTO Meeting <p><u>Assessments</u></p> <ul style="list-style-type: none">• 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 <p><u>Professional Learning</u></p> <ul style="list-style-type: none">• Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) <p><u>Progress Monitoring</u></p> <ul style="list-style-type: none">• 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	<p><u>Engagement & Communication</u></p> <ul style="list-style-type: none">• Monthly Principal Coffee• Monthly CAC Meeting• Monthly PTO Meeting• Winter Performance <p><u>Assessments</u></p> <ul style="list-style-type: none">• 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 <p><u>Professional Learning</u></p> <ul style="list-style-type: none">• Campus Staff Development• TNTP Lighthouse/Learning Lab #7• Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) <p><u>Progress Monitoring</u></p> <ul style="list-style-type: none">• 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	<p><u>Engagement & Communication</u></p> <ul style="list-style-type: none">• Monthly Principal Coffee• Monthly CAC Meeting• Monthly PTO Meeting• Parent/Teacher Conference <p><u>Assessments</u></p>



	<ul style="list-style-type: none">● STAAR Interim Assessments will be administered in Reading, Math, Science and Social Studies to provide predictive data aligned to state standards. <p><u>Professional Learning</u></p> <ul style="list-style-type: none">● TNTP Lighthouse/Learning Lab #8● Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) <p><u>Progress Monitoring</u></p> <ul style="list-style-type: none">● 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	<p><u>Engagement & Communication</u></p> <ul style="list-style-type: none">● Monthly Principal Coffee● Monthly CAC Meeting● Monthly PTO Meeting <p><u>Assessments</u></p> <ul style="list-style-type: none">● STAAR Interim Assessments will be administered in Reading, Math, Science and Social Studies to provide predictive data aligned to state standards. <p><u>Professional Learning</u></p> <ul style="list-style-type: none">● TNTP Lighthouse/Learning Lab #9● Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) <p><u>Progress Monitoring</u></p> <ul style="list-style-type: none">● 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	<p><u>Engagement & Communication</u></p> <ul style="list-style-type: none">● Monthly Principal Coffee● Monthly CAC Meeting● Monthly PTO Meeting <p><u>Assessments</u></p> <ul style="list-style-type: none">● STAAR <p><u>Professional Learning</u></p> <ul style="list-style-type: none">● Campus Staff Development● TNTP Lighthouse/Learning Lab #10● Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) <p><u>Progress Monitoring</u></p>



	<ul style="list-style-type: none"> 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	<p><u>Engagement & Communication</u></p> <ul style="list-style-type: none"> Monthly Principal Coffee Monthly CAC Meeting Monthly PTO Meeting Promotion Ceremonies <p><u>Assessments</u></p> <ul style="list-style-type: none"> NWEA MAP Reading and Math universal screeners three times per year to measure growth and identify intervention needs. <p><u>Professional Learning</u></p> <ul style="list-style-type: none"> TNTP Lighthouse/Learning Lab #11 Monthly Principals' Meeting Session (Academics, Special Education, MTSS, and Effective Schools Framework Levers) <p><u>Progress Monitoring</u></p> <ul style="list-style-type: none"> 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 2028	<p>Summer professional learning:</p> <ul style="list-style-type: none"> Detailed posted schedules Leadership roles & responsibilities (core calendar, coaching caseload, observation & feedback tracker) Professional learning plans (PLC protocols, ILT protocols, 1:1 meetings, and instructional rounds protocols)

XIV. Performance Management

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

Please describe how district and campus leaders will monitor the successful implementation of this plan.	<p>District and campus leaders will monitor assessment results of universal screeners, curriculum based assessments, and STAAR Interim assessments.</p> <p>Principal supervisors will visit the campus weekly to observe instruction, PLCs, and ILTs and monitor meeting agenda record and observation and feedback trackers with principals.</p> <p>TNTP will collect progress monitoring data in the fall, winter, and spring on the implementation of HQIM as intended.</p>
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Updated DRAFT 10.31.25

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. Milestone progress data will be collected and linked to a Campus Profile Sheet. Artifacts and resources will be reviewed to ensure fidelity of the implementation.
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. <ul style="list-style-type: none"> • Project Plan reviewed in senior leadership meetings • Biweekly check-ins with Steady State, Project Manager <ul style="list-style-type: none"> ○ Project Plan ○ District leaders and relevant stakeholders participate in the meetings

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

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: <ul style="list-style-type: none"> • 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
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	<p>application to build instructional leadership capacity.</p> <ul style="list-style-type: none">• 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.
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Appendix

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

Turnaround Plan Submission Timeline SY 2025-2026

