Austin Independent School District Turnaround Plan
Jordan Elementary School

I. District Information

School System Name	Austin ISD (227901)
School Name	Jordan Elementary
Name of the staff member employed by the school system completing this plan submission	Gerardo Medina-Executive Director Dany'a Traylor-Principal
Email	gerardo.medina@austinisd.org danya.l.traylor@austinisd.org
What role applies to the person completing this submission?	Executive Director - Gerardo Medina Principal - Danya Traylor

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.
On site needs assessment (OSNA)	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: Dan'ya Traylor DCSI: Gerardo Medina Principal Supervisor, if not the DCSI: Gerardo Medina Region 13 Contact: Elizabeth Deterra *Teacher - GaNiece Denali* *Teacher - Niya Roberts-Berrios* *Instructional Coach - Kelly McIntyre-Salas* *Instructional Coach - Lenyka Howard* *Assistant Principal - Rhonda Demps* *Assistant Principal - Erin Eastman*

Date(s) of written notice to all public meetings *Include dates when 1) written notice of the public meetings were provided and 2) posted on campus website.*	The district assures that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting. ● CAC meeting notice: September 8th, 2025 at 3:30 pm Library ● PTA meeting notice: September 8th, 2025 at 4:45 Library ● Principal Chat meeting notice: September 8th, 2025 at 9 am Library ● Community meeting notice: September 16, 2025 at 4 pm Library (held per parent survey results) *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.*	*This meeting must be with the campus principal, the members of the campus-level planning and decision-making committee (e.g. CAC), parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the TAP.* ● Meeting 1-CAC: September 18th, 2025 at 3:30 pm Library ● Meeting 2-PTA meeting: September 18th, 2025 at 4:45 Library ● Meeting 3-Principal Chat: September 19th, 2025 at 9 am Library ● Meeting 4-Community meeting: September 23rd, 2025 at 4 pm Library
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	📗 **JORDAN Turnaround Plan Survey 2UA (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, **Jordan Elementary has 2** consecutive unacceptable campus ratings (Fs). Campuses with **2** 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 Jordan Elementary 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. The Domain 1 goal across all grades and subject areas would be 70% of tests at Approaches and Above, 30% of tests at Meets and above and 15% of tests at Masters.
Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	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: 4 ELA/4 Math Total 8/32
Enter the 2025-2026 Component Points	Every group evaluated (All, Lowest performing racial/ethnic group, Lowest performing racial/ethnic group, High Focus Group) will meet the 2025-26 target

campus goal for the Growth Status Component of Domain III.	in both reading and math. Component points: 12 ELA/12 Math Total 24/32
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: 4/16

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?	● *Intensive Curriculum & Instruction Improvements*
Which, if any, grants has your school system been awarded to support this strategy?	● *TEA LASO Instructional Leadership Grant*
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.		
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?	Not applicable.	**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).	**TNTP** - The New Teacher Project Summary of Partnership

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	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		
Is this the curriculum that will be implemented for the duration of the plan?I	Yes		
What new curriculum will be adopted?	Not applicable.		
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 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-2 by grade level 3-5 - by content 5th ESL - grade level (self-contained)
How frequently will PLCs occur?	PLCs occur two times each week, K-5.
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	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- template STEMscopes Math Lesson Preparation template.

XII. Capacity Building

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

Campus Principal Name	Dan'ya Traylor
Years of experience as a campus principal	1
Campus principal turnaround experience	0
Principal Manager name	Gerardo Medina
Years of experience as a Principal manager	0
Principal manager turn around experience	1
% of teachers on the campus who: -have more than 2 years experience -are certified -are TIA designated teachers	43% teachers with more than 2 years 40% are certified 3% teacher is TIA designated
Please describe your planned training/PD sessions (and who delivers and attends) for: -Principal manager -Principal -Other campus admin (assistant principals, instructional coaches) -Teachers	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:** 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 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.
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 <u>on this tool</u> to guide support at the district level.
How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	Bi-weekly
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

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<tr><td></td><td>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.

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XIII. Milestones

Guiding Question: How will the strategy be implemented?

Date	Key Milestones (minimum: through the end of SY 27-28)
June - August 2025	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** ● Hispanic Heritage Celebration(s) ● Principal Chats ● Campus Action Council ● PTA ● Back-To-School Event ● Counselor's Corner **Assessments** ● BOY MAP ● 3rd-5th Math CBA **Professional Learning** ● TNTP Learning Lab - 9/9 ● Kagan - 9/23

	● District Curriculum - 9/22 **Progress Monitoring** ● TNTP - 9/4 ● BOY Student Data Trackers ● eCST Monthly Documentation ● Daily Interventions ● Formative Assessments ● DATA Weekly PLCs ● Coaching Cycles
October	**Engagement & Communication** ● Fall Festival ● Principal Chats ● Campus Action Council ● PTA ● Teacher Aide Appreciation ● Custodian Appreciation ● Counselor's Corner ● Report Cards ● Staff Meeting ● Team Lead Meeting ● Front Office Staff Meeting ● Leadership Team Meeting ● Instructional Leadership Meeting ● Awards Assembly **Assessments** ● 3rd-5th ELA CBA ● 5th Math CBA ● 5th Science CBA ● TX KEA ● GT Screener **Professional Learning** ● TNTP Learning Lab 10/17 ● KAGAN **Progress Monitoring** ● BOY Student Data Trackers ● eCST Monthly Documentation ● Daily Interventions ● Formative Assessments ● DATA Weekly PLCs ● Coaching Cycles
November	**Engagement & Communication** ● Principal Chats

	● Campus Action Council ● Counselor's Corner ● Team Lead Meeting ● Front Office Staff Meeting ● Leadership Team Meeting ● Instructional Leadership Meeting ● Literacy Night **Assessments** ● 3rd and 4th Math CBA ● 5th Science CBA ● 3rd-5th ELA ● STAMP Test **Professional Learning** ● District Staff Development **Progress Monitoring** ● BOY Student Data Trackers ● eCST Monthly Documentation ● Daily Interventions ● Formative Assessments ● DATA Weekly PLCs ● Coaching Cycles
December	**Engagement & Communication** ● Principal Chat ● Campus Action Council ● Counselor's Corner ● Team Lead Meeting ● Front Office Staff Meeting ● Leadership Team Meeting ● Instructional Leadership Meeting ● SPED Staff Appreciation Week ● Report Cards **Assessments** ● MOY MAP ● 3rd and 5th Math **Professional Learning** ● TNTP Learning Lab **Progress Monitoring** ● BOY Student Data Trackers ● eCST Monthly Documentation ● Daily Interventions ● Formative Assessments ● DATA Weekly PLCs ● Coaching Cycles

January	**Engagement & Communication** ● Principal Chat ● Campus Action Council ● Counselor's Corner ● Team Lead Meeting ● Front Office Staff Meeting ● Leadership Team Meeting ● Instructional Leadership Meeting ● African American Heritage Recognition ● School Counselor Appreciation Week ● School Resource Officer Appreciation Week ● Food Service/Warehouse Appreciation Week **Assessments** ● 4th Math CBA ● 5th Science CBA ● 3rd-5th ELA CBA ● Dyslexia Screener **Professional Learning** ● Campus PD Day - Data ● CIRCLE Assessment **Progress Monitoring** ● BOY Student Data Trackers ● eCST Monthly Documentation ● Daily Interventions ● Formative Assessments ● DATA Weekly PLCs
February	**Engagement & Communication** ● JAG Night (CATCH) ● African American Heritage Recognition ● School Counselor Appreciation Week ● School Resource Officer Appreciation Week ● Food Service/Warehouse Appreciation Week ● Parent Conference Day **Assessments** ● 3rd-5th Math CBA ● STAAR Interim (Reading, Math, Science) ● 5th Science CBA ● TELPAS **Professional Learning** ● TNTP Learning Lab **Progress Monitoring** ● BOY Student Data Trackers ● eCST Monthly Documentation

	● Daily Interventions ● Formative Assessments ● DATA Weekly PLCs ● Coaching Cycles
March	**Engagement & Communication** ● Women's HIstory Month ● Principal Chat ● Campus Action Council ● Counselor's Corner ● Team Lead Meeting ● Front Office Staff Meeting ● Leadership Team Meeting ● Instructional Leadership Meeting ● Social Worker Appreciation Week ● PSS Appreciation Week **Assessments** ● 3rd and 4th Math CBA ● 5th Science CBA ● 3rd-5th ELA CBA ● STAAR Interim - Science ● STAAR Alt 2 **Professional Learning** ● TNTP Learning Lab **Progress Monitoring** ● BOY Student Data Trackers ● eCST Monthly Documentation ● Daily Interventions ● Formative Assessments ● DATA Weekly PLCs ● Coaching Cycles
April	**Engagement & Communication** ● Arab American Heritage Month ● School Librarian Appreciation Week ● Admin Professional Appreciation Week ● School Volunteer Appreciation Week ● Principal Chat ● Campus Action Council ● Counselor's Corner ● Team Lead Meeting ● Front Office Staff Meeting ● Leadership Team Meeting ● Instructional Leadership Meeting ● AP Appreciation Week ● Awards Assembly

	Assessments ● Dyslexia Screener ● STAAR **Professional Learning** ● Campus Staff Development ● Learning Lab **Progress Monitoring** ● BOY Student Data Trackers ● eCST Monthly Documentation ● Daily Interventions ● Formative Assessments ● DATA Weekly PLCs ● Coaching Cycles
May	**Engagement & Communication** ● Jewish American Heritage Month ● Teacher Appreciation Week ● Nurse Appreciation Week ● Awards Assembly ● Principal Chat ● Campus Action Council ● Counselor's Corner ● Team Lead Meeting ● Front Office Staff Meeting ● Leadership Team Meeting ● Instructional Leadership Meeting **Assessments** ● EOY MAP ● STAAR **Professional Learning** ● TNTP Learning Lab **Progress Monitoring** ● BOY Student Data Trackers ● eCST Monthly Documentation ● Daily Interventions ● Formative Assessments ● DATA Weekly PLCs ● Coaching Cycles

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	**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
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 Elementary Director Assistant Superintendent
How frequently will progress toward milestones be reviewed?	Completion notes and artifacts will be linked in the shared campus TAP folder. TNTP DELIVERABLES FOLDER
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), counselor (2), PSS (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	**Key Implementation Strategies/Supports:** ● Partner with TNTP to increase campus leaders' instructional

strategy that was not included in the prior sections. You may also upload documents.	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

Turnaround Plan Submission Timeline SY 2025-2026

Submission Deadline
- District submits its initial turnaround plan by **November 14, 2025.**

Initial Notificaiton
- TEA will notify the district of plan approval or initial rejection with feedback if revisions are needed by **January 16,2026.**

Final Resubmission Deadline
- If the plan was rejected the district must submit a revised plan addressing TEA's concerns by **March 17, 2026.**

Final TEA Notification
- TEA issues a final decision on the revised plan (approval or rejection) by **April 1, 2026.**

Governance Action Initiated bythe Commissioner
- If the turnaround plan is rejected and the district does not submit an acceptable revised plan, or if the campus continues to underperform, the Commissioner may inititiate governance interventions.