# Austin Independent School District Turnaround Plan
*Bertha Sadler Means YWLA*

## I. District Information

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| School System Name | Austin ISD (227901) |
| School Name | Bertha Sadler Means Young Women's Leadership Academy |
| Name of the staff member employed by the school system completing this plan submission | Joshua Jeon |
| Email | joshua.jeon@austinisd.org |
| What role applies to the person completing this submission? | Executive Director of Governance, Accountability & Board Services |

## II. Needs Assessment

| 2.1 Please indicate the type of needs assessment conducted | 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. |
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| OSNA - Sadler Means YWLA | **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: De'Sean Roby<br>DCSI: Francine Taylor<br>Principal Supervisor, if not the DCSI:<br>Region 13 Contact: Elizabeth Deterra<br>TEA Division of School Improvement: Dr. Monette Coleman<br>Dr. LaTonia Amerson, Assistant Superintendent of School Improvement<br>Dr. Angel Wilson, Assistant Superintendent of Secondary Schools<br>Suzie Tyson-Hatfield, Assistant Principal<br>Dr. Jeanne Spencer, Executive Coach<br>Charryse Mitchell, Project Specialist |

| | Travis Hall, CTE Teacher (Admin Intern)<br>David Deleon, Instructional Coach<br>Ariel Willis, Instructional Coach<br>Karen Terry, Lead Counselor<br>Kassandra Elizondo, Math Department Chair<br>Rebecca Corona, English Department Chair |
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| Date(s) of written notice to all public meetings<br><br>*Include dates when 1) written notice of the public meetings were provided and 2) posted on campus website.* | September X, 2025 - District Communication<br>    ●  September 12, 2025 - Principal Coffee<br>    ●  September 16, 2025 - CAC Meeting<br>    ●  September 22, 2025 - Staff Meeting<br><br>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). |
| Initial date of TAP being posted to the district website | October 3, 2025 |
| Date of public hearing | November 20, 2025<br><br>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 20, 2025 |
| Written Comments from stakeholders | [Sadler Means YWLA Survey 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, Bertha Sadler Means YWLA has 2 consecutive unacceptable campus ratings (Fs). Campuses with two consecutive unacceptable ratings are required to write a turnaround plan (19 Tex. Admin. Code § 97.1064 (a)).<br><br>Below is a path to achieve an acceptable (C) rating in school years 2025-26 – |
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2027-28:
1. 70% of students achieve academic growth in Domain 2A, and by demographic groups evaluated in Domain 3. <and>
2. 35% of Emergent Bilingual students will achieve composite growth or advanced high on the TELPAS assessment. <and>
3. All students earn 50% of points or more on every STAAR assessment they take. (Optional, yet highly recommended)

For 2025-26 Bertha Sadler Means YWLA 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.

| Year | Math Meets + | App. | Meets | Masters | **Domain 1** | Scale / Letter |
|---|---|---|---|---|---|---|
| 24-25 | 252 (DNM 112-44%) | 80 56% | 47 24% | 13 5% | **28** | 56/F |
| +/- | -42 | +31 | +3 | +17 | **+12** | +14 |
| 25-26 Goal | 222 (DNM 62-28%) | 89 72% | 33 32% | 38 12% | **40** | 70/C |

| Year | RLA Meets + | App. | Meets | Masters | Domain 1 | Scale / Letter |
|---|---|---|---|---|---|---|
| 24-25 | 255 (DNM - 107 42% | 55 58% | 54 36% | 39 15% | 37 | 69/D |
| +/- | −17 | +3 | +10 | +4 | +4 | +4 |
| 25-26 Goal | 222 (DNM 77 35%) | 51 - 65% | 56 42% | 38 17% | 41 | 73/C |

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 Bertha

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| | Sadler Means YWLA across all grades and subject areas would be 71% of tests at Approaches and Above, 36% of tests at Meets and above and 14% of tests at Masters.= 40 Raw score = Scales to 72C for Student Achievement (STAAR Component) |

| | PEIMS Tests | Does Not Meet | Approaches | Meets | Masters | Does Not Meet | Approaches | Meets | Masters | Domain 1 |
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| All | 702 | 205 | 245 | 154 | 98 | 29% | 71% | 36% | 14% | 40 |

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| Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III. | By June 2026, Sadler Means will earn 20/32 or more Component Points in Domain III Academic Achievement by:<br><br>● Raising STAAR Meets to at least 45% RLA and 40% Math overall, and<br><br>● Ensuring ≥80% of evaluated student groups meet or exceed their Academic Achievement targets.<br><br>Progress will be monitored each interim via subgroup trackers, with HQIM fidelity (myPerspectives/STEMscopes), protected small-group instruction, and the Language Lab (Summit K12) driving TEKS-aligned reteach |
| Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III. | By June 2026, Sadler Means will earn 24/32 or more Component Points in Domain III Growth Status by meeting or exceeding 85% of RLA and Math growth targets across evaluated student groups.<br><br>**How we'll get there:** TEKS-aligned reteach from MAP/Interim growth bands; protected small-group minutes; HQIM fidelity (myPerspectives, STEMscopes); Language Lab with Summit K12; and tight progress checks via PPfT walkthroughs, TNTP Instructional Rounds (new this year), and 12-day coaching cycles. |
| Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III. | 2025–2026 Campus Goal — Domain III: ELP Status (Component Points)<br> By June 2026, Sadler Means will earn 4/4 Component Points in ELP Status by ensuring 60% of Emergent Bilinguals meet or exceed TELPAS progress targets (composite growth or proficiency).<br><br>Key drivers: daily language objectives, protected EB small groups, Language Lab with Summit K12 paths, TELPAS calibration/coaching, and biweekly progress checks in PLCs. |
| Enter the 2025-2026 Component Points campus goal for the Student Success Status | **2025–2026 Campus Goal — Domain III: Student Success Status (Component Points)**<br><br> By June 2026, Sadler Means will earn 4/16 Component Points in Student Success Status by meeting or exceeding targets across evaluated student |

| Component of Domain III. | groups (e.g., chronic absenteeism and other SQSS indicators as applicable).<br><br>**How we'll get there:** tiered attendance interventions, weekly advisory "data talks," family outreach, protected small-group minutes, and HQIM fidelity (myPerspectives/STEMscopes), monitored through PPfT walkthroughs, TNTP Instructional Rounds, and PLC progress checks. |
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## V. School Improvement Strategy

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

| What strategy or strategies will you implement for this campus? | **Intensive Curriculum & Instruction Improvements**<br><br>**TEKS-Aligned, HQIM-First Instruction**<br><br>● Implement myPerspectives (ELA) and STEMscopes (Science) with fidelity checks in PLCs and PPfT walkthroughs.<br>● Use DOK calibration to right-size rigor; daily objective + success criteria in every lesson.<br>● Campus-wide Writing Across the Curriculum (RACE/constructed response) with weekly calibration.<br><br>**Small-Group Instruction & Language Lab**<br><br>● Protect daily small-group minutes in RLA/Math; leveled groups with explicit scaffolds.<br>● Launch the Language Lab: targeted EB supports, sentence frames, quick-writes, and Summit K12 personalized paths tied to TELPAS domains.<br><br>**Data-Driven Instruction (DDI)**<br><br>● MAP/Interim: reteach maps within 48 hours; exit-ticket checks daily; item analysis every 2–3 weeks.<br>● Student-facing PD ("Power-Up Week") so each student sets 2 TEKS + 1 TELPAS goal and a practice plan.<br><br>**Coaching, Rounds, and Feedback**<br><br>● 12-day coaching cycles for teachers (plan → practice → observe → feedback → re-observe).<br>● TNTP Instructional Rounds (new this year) and PPfT informal walkthroughs using low-inference notes and Fab Five look-fors. |
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|  | **MTSS & Special Populations Fidelity**<br><br>● Weekly PLC MTSS review of Tier 2/3; verify IEP/504 accommodations (read-aloud, chunking) and dyslexia supports.<br><br>● EB specialist runs language groups; SPED co-teach/co-plan institute each quarter.<br><br>**Attendance & Culture for Success**<br><br>● Tiered attendance interventions; advisory "data talks" and goal sheets after each assessment.<br><br>● House system incentives tied to growth, on-time work, and attendance.<br><br>**Progress Checks**<br><br>● Rounds/PPfT hit rate, SGI minutes logged, HQIM fidelity rubrics, student goal trackers, and TELPAS/STAAR growth dashboards reviewed biweekly in PLCs. | | |
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| Which, if any, grants has your school system been awarded to support this strategy? | ● Our school system has not been awarded a grant to support this strategy | | |
| Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy? | ● Expanded TNTP Partnership for Spring 2026<br>● Application for the LASO grant | | |
| Please name any organizations you are working with to build capacity and support strategy implementation | **TNTP**<br>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 | Not applicable. | **If the row above is NOT an ESC or on the SAPL:** Please describe the | **TNTP** - The New Teacher Project |

| 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? | | 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). | Summary of Partnership |
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## 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 | 6-8 ELA: Savvas My Perspectives<br>6-8 Math: STEMscopes Math<br>6-8 Science: McGraw Hill Texas Science<br>6-12 Social Studies: Newsela<br>English 1&2: McGraw Hill Study Sync<br>Algebra 1: Maneuvering the Middle<br>Biology: Savvas Science | | |
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| Is this the curriculum that will be implemented for the duration of the plan? | 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? | Not applicable. | 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? | The district will ensure compliance through multiple aligned systems. Campuses are required to follow the **2025–26 Master Schedule Guidelines** when designing their schedules. To support implementation, the district provided **professional development during summer 2025** on expectations for detailed and posted schedules. Ongoing monitoring will occur through **principal supervisors and campus instructional leadership teams**, who will conduct classroom observations and instructional rounds to verify adherence and provide support where adjustments are needed. | | |

*Bertha Sadler Means YWLA*
*Intensive Curriculum & Instruction Improvements*

| | **Instructional Minutes**<br>● ELAR 450 minutes per week<br>● Math - 450 minutes per week<br>● Science - 270 Minutes per week<br>● Social Studies - 270 Minutes<br>● Social Studies 450 Minutes (8th Grade)<br>  ○ Bell Schedule |
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| 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) | ● **AISD 25/26 District Assessment Calendar**<br>● **Secondary Curriculum-Based Assessments:**<br><br>In September, students take the **MAP Growth** tests in math and reading, followed by more CBE testing for secondary students. October features Curriculum-Based Assessments (CBA) for Algebra, as well as fall post-assessments. In December, students again take MAP Growth tests (winter session), along with the Integrated Performance Assessment (IPA) and a second CBA for Algebra. The new year, January, starts with a third CBE testing window. February and March are focused on STAAR Interim Assessments for math and RLA and a fourth CBE window, and more post-assessments.<br><br>**Curriculum-Based Assessments (CBAs)** will be given throughout the year in alignment with curriculum pacing:<br><br>● **Math:** Grade 6 (Sept, Oct, Nov, Dec, Jan, Feb, Mar, Apr); Grade 7 (Sept, Oct, Nov, Dec, Feb, Mar, Apr); Grade 8 (Sept, Oct, Nov, Dec, Jan, Feb, Mar, Apr); Algebra 1 (Sept, Oct, Nov, Dec, Jan, Feb, Mar, Apr)<br>● **ELA:** Grades 6-8 (Sept, Oct, Nov, Dec, Feb, Mar)<br>● **Science:** Grade 8 (Sept, Oct, Nov, Dec, Jan, Feb, Mar)<br>● **Social Studies:** Grade 8 (Sept, Oct, Nov, Dec, Feb, Mar, Apr, May)<br><br>This schedule ensures multiple data points across subjects and grade levels, supporting targeted interventions and instructional adjustments to accelerate |

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| | student learning. |
| Will the campus(es) implement a PLC structure? | Yes, the campus will implement a PLC structure focused on improving instruction and student outcomes. |
| How will PLCs be organized (by grade level, content area, etc.)? | 6-8: Content Area |
| How frequently will PLCs occur? | PLCs occur at least weekly 6th through 8th grade. Many schools have identified opportunities to meet biweekly to engage in PLCs. |
| Who will facilitate PLCs? | Every campus has identified PLC leads for each PLC group (grade level or content area). PLC Leads consist of school leaders, instructional specialists, content interventions, and/or teacher leaders. PLC Leads have been trained on the lesson internalization PLC protocol. |
| Who is required to attend PLCs? | IC, Principal or AP, teachers (general and special education) |
| 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.<br><br>Lesson Preparation PLC:<br>-Start with the end in mind<br>-Lesson Preparation<br>-Create an action plan<br><br><br>Data Analysis PLC:<br>-Identify trends and outliers<br>-Gather a holistic view of student achievement<br>-Instructional Planning<br><br>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. |

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| | ● **Lighthouse School Teacher Lesson Preparation Guide**<br>● **Teacher Facing Document** |

## XII. Capacity Building

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

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| Campus Principal Name | De'Sean Roby |
| Years of experience as a campus principal | Six years |
| Campus principal turnaround experience | Six years |
| Principal Manager name | Francine Taylor |
| Years of experience as a Principal manager | 1 year |
| Principal manager turn around experience | Six years - Dallas ISD - H Grady Spruce HS |
| % of teachers on the campus who:<br>-have more than 2 years experience<br>-are certified<br>-are TIA designated teachers | 23 teachers total - 100% of teachers have 2 or more years of experience<br>16 teachers are certified<br>1 TIA designated teacher |
| Please describe your planned training/PD sessions (and who delivers and attends) for:<br>-Principal manager<br>-Principal<br>-Other campus admin (assistant principals, instructional coaches)<br>-Teachers | Lighthouse Schools:<br>**School Leader Professional Learning and Embedded Coaching Supports:**<br>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.<br><br>**District Wide PD:**<br>Monthly Principal Session: HQIM Implementation and MTSS<br>Monthly AP Session:  HQIM Implementation and MTSS<br>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. |
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| How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ? | **Lighthouse Schools**<br>**Teacher Coaching:**<br>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*<br>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.<br><br>*MTSS Math Walkthrough Tool*<br>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.<br><br>*PLC Leader Feedback Tool*<br>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.<br><br>*Critical Deliverables Review and Feedback*<br>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.<br><br>Principal Supervisors will observe campus PLCs and gather data on this tool to |

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| | guide support at the district level. |
| How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback? | Weekly for ELAR & Math teachers<br>ED instructional walks occur weekly - ELAR & Math with coaching/debrief with campus principal<br>AP Intern, Sub. AP, Principal, and Instructional Coaches, Project Specialist - Calibration with Principal weekly - rotation with the ED rotation calibration walk. |
| What capacity building supports related to supporting students in special populations will teachers and administrators receive? | Teachers and admins get job-embedded support for SPED, 504, Dyslexia, EB, and GT: co-planning/co-teaching labs, IEP/504 clinics, UDL/accommodations practice, EB small-group/TELPAS calibration, and behavior supports (FBAs/BIPs, restorative routines). PLCs use MTSS protocols and progress monitoring (MAP, CBAs, IXL/MyPath, running records) to target reteach, with coaches modeling small-group instruction and language scaffolds.<br><br>Leaders build skill through TNTP Instructional Rounds, PPfT informal walkthroughs, and low-inference notes for clear, actionable feedback. APs and coaches run 12-day coaching cycles with look-fors and practice, while the EB specialist monitors language groups and TELPAS growth. Admin joins one Analysis PLC weekly to verify Tier-3 minutes/eCST follow-through and remove barriers to fidelity.<br><br>Teachers and leaders will strengthen support for Emergent Bilinguals through data-driven differentiation in a Language Lab model, using targeted small-group instruction to scaffold ELA content and Summit K12 personalized learning paths aligned to TEKS/TELPAS. |

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

| Date | Key Milestones |
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| | From August through December 2025, the campus engaged in a focused cycle of professional learning aimed at improving instructional quality and raising the accountability rating to a "C" or higher. Teachers and leaders participated in TNTP Learning Labs, content-specific trainings in ELA, Math, and Science, and ongoing PLCs centered on high-leverage instructional practices. Data-driven planning sessions utilized STAAR heat maps, TEKS mapping, and interim assessments to guide instructional adjustments, while MTSS training supported differentiated instruction. These efforts created a unified focus on instructional alignment, data-informed decision-making, and targeted teacher support. |

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| EOM January 2026 | In tandem, the campus emphasized strong systems for progress monitoring and communication. Tools such as Campus Data Documents, student data trackers, and TNTP walk-through trends were used to monitor progress and drive coaching decisions aligned to ESF 5.3 and 5.4. Weekly Dragon Express and Dragon Weekly Madness updates, along with monthly PTA/CAC nights, ensured transparent, two-way communication with families and staff. Assessments like District CBAs and MOY MAP informed instructional shifts, while standardized TELPAS exemplars and data use led to strategic schedule adjustments and resource allocation, all reinforcing a data-driven culture focused on student growth.<br><br>Engagement & Communication<br>   ● Dragon Weekly Madness live each Sunday (ESF: 3,1) (Staff)<br>   ● Parent PTA + CAC nights (monthly, joint) — ((ESF: 3)<br>   ● Dragon Express live every Sunday (Parents) (ESF: 3)<br>Assessments<br>   ● District CBAs (ESF:5)<br>Professional Learning<br>   ● Dragon Surge: EB/TELPAS Routines in Every Class<br>      ○ Language objectives; sentence frames; structured talk (two turns/student); quick-write claims-evidence.<br>   ● Power-Up Week: Heat Check<br>      ○ Focus for students in advisory for their status and what they need to work on<br>Progress Monitoring<br>   ● Campus Data Documents (ESF 5.3)<br>   ● Links to Newsletters<br>   ● PLC Agenda Notes<br>   ● TNTP Walk-Through Summaries and Trends (ESF 5.4)<br>   ● Example of student data sheets<br>   ● TELPAS writing exemplars (high/med/low)<br>   ● Adjust scheduling for student groups |
| EOM February 2026 | Engagement & Communication<br>   ● Dragon Weekly Madness live each Sunday (ESF: 3,1) (Staff)<br>   ● Parent PTA + CAC nights (monthly, joint) — ((ESF: 3)<br>   ● Dragon Express live every Sunday (Parents) (ESF: 3)<br>Assessments<br>   ● District CBAs (ESF:5)<br>   ● STAAR Interim<br>      ○ Reading  & Math<br>      ○ NAEP<br>   ● TELPAS<br>Professional Learning<br>   ● Dragon Mode: Countdown to Mastery<br>      ○ TELPAS, camps, STAAR checkpoints; spring playbook & STAAR |

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| | camps.<br>Progress Monitoring<br>   ● Campus Data Documents (ESF 5.3)<br>   ● Links to Newsletters<br>   ● PLC Agenda Notes<br>   ● ILT Agenda Notes<br>   ● TNTP Walk-Through Summaries and Trends (ESF 5.4) |
| EOM March 2026 | Engagement & Communication<br>   ● Dragon Weekly Madness live each Sunday (ESF: 3,1) (Staff)<br>   ● Parent PTA + CAC nights (monthly, joint) — ((ESF: 3)<br>   ● Dragon Express live every Sunday (Parents) (ESF: 3)<br>Assessments<br>   ● District CBAs (ESF:5)<br>   ● STAAR Interim (Science & Social Studies)<br>Professional Learning<br>   ● Target Lock: STAAR + TELPAS<br>   ● PLC Learning Series<br>Progress Monitoring<br>   ● Campus Data Documents (ESF 5.3)<br>   ● Links to Newsletters<br>   ● ILT Agenda Notes<br>   ● PLC Agenda Notes<br>   ● TNTP Walk-Through Summaries and Trends (ESF 5.4) |
| EOM April 2026 | Engagement & Communication<br>   ● Dragon Weekly Madness live each Sunday (ESF: 3,1) (Staff)<br>   ● Parent PTA + CAC nights (monthly, joint) — ((ESF: 3)<br>   ● Dragon Express live every Sunday (Parents) (ESF: 3)<br>Assessments<br>   ● STAAR<br>Professional Learning<br>   ● Dragon Mode: Finish Strong, Focus Forward<br>   ● STAAR Readiness & Test Security<br>Progress Monitoring<br>   ● Links to Newsletters<br>   ● ILT Agenda Notes<br>   ● PLC Agenda Notes<br>   ● TNTP Walk-Through Summaries and Trends (ESF 5.4) |
| EOM May 2026 | Engagement & Communication<br>   ● Dragon Weekly Madness live each Sunday (ESF: 3,1) (Staff)<br>   ● Parent PTA + CAC nights (monthly, joint) — ((ESF: 3)<br>   ● Dragon Express live every Sunday (Parents) (ESF: 3)<br>Assessments<br>   ● MAP EOY |

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| | Professional Learning<br>● Reflection & 30-60-90<br>  ○ Focus: What moved Meets/Growth; summer work; first-30 for next year.<br>Progress Monitoring<br>● Links to Newsletters<br>● ILT Agenda Notes<br>● PLC Agenda Notes<br>● TNTP Walk-Through Summaries and Trends (ESF 5.4)<br>● Preliminary Data Dig for EOC Algebra |
| June - August 2026 | Summer professional learning: Detailed posted schedules<br>● Leadership roles & responsibilities (core calendar, coaching caseload, observation & feedback tracker)<br>● Professional learning plans (PLC protocols, ILT protocols, 1:1 meetings, and instructional rounds protocols)<br>● Campus Focus: **Dragon Blueprint: The Proof of Cultural Wealth**<br>  ○ UbD Stage 1 + Cultural Wealth lens (asset maps).<br>  ○ Refining Depth of Knowledge<br>  ○ Stage Five:  The Fab Five |
| EOM September 2026 | Engagement & Communication<br>● Dragon Weekly Madness live each Sunday (ESF: 3,1) (Staff)<br>● Parent PTA + CAC nights (monthly, joint) — ((ESF: 3)<br>● Dragon Express live every Sunday (Parents) (ESF: 3)<br>Assessments<br>● District CBAs (ESF:5)<br>● BOY MAP Testing<br>Professional Learning<br>● **Blueprint On**<br>  ○ Equitable Evidence & Rubric Calibration<br>  ○ Learning Plan & Engagement Routines<br>Progress Monitoring<br>● Campus Data Documents<br>● Links to Newsletters<br>● PLC Agenda Notes<br>● ILT Agenda Notes<br>● Lesson Plans & SE Calendar<br>● TNTP Walk-Through Summaries and Trends |
| EOM October 2026 | Engagement & Communication<br>● Dragon Weekly Madness live each Sunday (ESF: 3,1) (Staff)<br>● Parent PTA + CAC nights (monthly, joint) — ((ESF: 3)<br>● Dragon Express live every Sunday (Parents) (ESF: 3)<br>Assessments<br>● District CBAs (ESF:5) |

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| | Professional Learning<br>- **Framing Inspection**<br>  - Feedback that Moves Work (All about the Student)<br>Progress Monitoring<br>- Campus Data Documents (ESF 5.3)<br>- Links to Newsletters<br>- ILT Agenda Notes<br>- PLC Agenda Notes<br>- TNTP Walk-Through Summaries and Trends<br>- Lesson plans & Calendar |
| EOM November 2026 | Engagement & Communication<br>- Dragon Weekly Madness live each Sunday (ESF: 3,1) (Staff)<br>- Parent PTA + CAC nights (monthly, joint) — ((ESF: 3)<br>- Dragon Express live every Sunday (Parents) (ESF: 3)<br>Assessments<br>- District CBAs (ESF:5)<br>- STAAR Interim Assessment<br>Professional Learning<br>- **Proof in Progress**<br>  - Interim 1 Data → Reteach Design<br>  - Small-Group Playbook Deep Dive<br>Progress Monitoring<br>- Campus Data Documents (ESF 5.3)<br>- Links to Newsletters<br>- Bubble lists<br>- Reteach Calendar<br>- ILT Agenda Notes<br>- PLC Agenda Notes<br>- TNTP Walk-Through Summaries and Trends (ESF 5.4) |
| EOM December 2026 | Engagement & Communication<br>- Dragon Weekly Madness live each Sunday (ESF: 3,1) (Staff)<br>- Parent PTA + CAC nights (monthly, joint) — ((ESF: 3)<br>- Dragon Express live every Sunday (Parents) (ESF: 3)<br>Assessments<br>- District CBAs (ESF:5)<br>- MOY MAP testing<br>Professional Learning<br>- **Gallery of Learning**<br>  - Performance Task Upgrade<br>  - Semester Gallery Walk<br>Progress Monitoring<br>- Campus Data Documents (ESF 5.3)<br>- Links to Newsletters<br>- ILT Agenda Notes |

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| | - PLC Agenda Notes<br>- TNTP Walk-Through Summaries and Trends (ESF 5.4) |
| EOM January 2027 | Engagement & Communication<br>- Dragon Weekly Madness live each Sunday (ESF: 3,1) (Staff)<br>- Parent PTA + CAC nights (monthly, joint) — ((ESF: 3)<br>- Dragon Express live every Sunday (Parents) (ESF: 3)<br>Assessments<br>- District CBAs (ESF:5)<br>Professional Learning<br>- **Systems Check**<br>   ○ Midyear Tune-Up<br>   ○ Checks-for-Understanding that Predict the Task<br>Progress Monitoring<br>- Campus Data Documents (ESF 5.3)<br>- Links to Newsletters<br>- PLC Agenda Notes<br>- TNTP Walk-Through Summaries and Trends (ESF 5.4)<br>- Example of student data sheets<br>- TELPAS writing exemplars (high/med/low)<br>- Adjust scheduling for student groups |
| EOM February 2027 | Engagement & Communication<br>- Dragon Weekly Madness live each Sunday (ESF: 3,1) (Staff)<br>- Parent PTA + CAC nights (monthly, joint) — ((ESF: 3)<br>- Dragon Express live every Sunday (Parents) (ESF: 3)<br>Assessments<br>- District CBAs (ESF:5)<br>- STAAR Interim<br>Professional Learning<br>- **Assets Amplified**<br>   ○ Equity Audit of Assessments<br>   ○ Feedback Conferences with Students<br>Progress Monitoring<br>- Campus Data Documents (ESF 5.3)<br>- Links to Newsletters<br>- PLC Agenda Notes<br>- ILT Agenda Notes<br>- TNTP Walk-Through Summaries and Trends (ESF 5.4) |
| EOM March 2027 | Engagement & Communication<br>- Dragon Weekly Madness live each Sunday (ESF: 3,1) (Staff)<br>- Parent PTA + CAC nights (monthly, joint) — ((ESF: 3)<br>- Dragon Express live every Sunday (Parents) (ESF: 3)<br>Assessments<br>- District CBAs (ESF:5) |

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| | • STAAR Interim (Science & Social Studies)<br>Professional Learning<br>• **Load Test**<br>    ○ Building-Wide Calibration Round 2<br>    ○ Talk & Write for Transfer<br>Progress Monitoring<br>• Campus Data Documents (ESF 5.3)<br>• Links to Newsletters<br>• ILT Agenda Notes<br>• PLC Agenda Notes<br>• TNTP Walk-Through Summaries and Trends (ESF 5.4) |
| EOM April 2027 | Engagement & Communication<br>• Dragon Weekly Madness live each Sunday (ESF: 3,1) (Staff)<br>• Parent PTA + CAC nights (monthly, joint) — ((ESF: 3)<br>• Dragon Express live every Sunday (Parents) (ESF: 3)<br>Assessments<br>• STAAR<br>Professional Learning<br>• **North Star to STAAR**<br>    ○ Final Mile Planning<br>    ○ Student Self-Assessment & Proof Portfolios<br>Progress Monitoring<br>• Links to Newsletters<br>• ILT Agenda Notes<br>• PLC Agenda Notes<br>• TNTP Walk-Through Summaries and Trends (ESF 5.4) |
| EOM May 2027 | Engagement & Communication<br>• Dragon Weekly Madness live each Sunday (ESF: 3,1) (Staff)<br>• Parent PTA + CAC nights (monthly, joint) — ((ESF: 3)<br>• Dragon Express live every Sunday (Parents) (ESF: 3)<br>Assessments<br>• MAP EOY<br>Professional Learning<br>• **Certificate of Mastery**<br>    ○ Proof Fair<br>    ○ Playbook Writing Sprint<br>Progress Monitoring<br>• Links to Newsletters<br>• ILT Agenda Notes<br>• PLC Agenda Notes<br>• TNTP Walk-Through Summaries and Trends (ESF 5.4)<br>• Preliminary Data Dig for EOC Algebra |
| June - August 2027 | Summer professional learning: |

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| | <ul><li>Detailed posted schedules</li><li>Leadership roles & responsibilities (core calendar, coaching caseload, observation & feedback tracker)</li><li>Professional learning plans (PLC protocols, ILT protocols, 1:1 meetings, and instructional rounds protocols)</li></ul> |
| EOM September 2027 | **Engagement & Communication**<ul><li>Dragon Weekly Madness live each Sunday (ESF: 3,1) (Staff)</li><li>Parent PTA + CAC nights (monthly, joint) — ((ESF: 3)</li><li>Dragon Express live every Sunday (Parents) (ESF: 3)</li></ul>**Assessments**<ul><li>District CBAs (ESF:5)</li><li>BOY MAP Testing</li></ul>**Professional Learning**<ul><li>**September 10th, 2025** TNTP Learning Lab #1 (ED + Principal, Campus leadership)</li><li>**September 22nd - September 23rd, 2025:** TNTP HQIM: ELA/Math (ESF: 4)</li><li>**September 23rd, 2025 -** K-12 Summit Science Training (Science)</li><li>**September 29th, 2025** - Planning & Realignment to Data ELA</li><li>**September 30th, 2025** - Planning & Realignment to Data Math</li></ul>**Progress Monitoring**<ul><li>Campus Data Documents</li><li>Links to Newsletters</li><li>PLC Agenda Notes</li><li>ILT Agenda Notes</li><li>Lesson Plans & SE Calendar</li><li>TNTP Walk-Through Summaries and Trends</li></ul> |
| EOM October 2027 | **Engagement & Communication**<ul><li>Dragon Weekly Madness live each Sunday (ESF: 3,1) (Staff)</li><li>Parent PTA + CAC nights (monthly, joint) — ((ESF: 3)</li><li>Dragon Express live every Sunday (Parents) (ESF: 3)</li></ul>**Assessments**<ul><li>District CBAs (ESF:5)</li></ul>**Professional Learning**<ul><li>**Oct 6, 2025:** TNTP Learning Lab #2 (ED + Principal)<ul><li>Focus: Alignment & DOK look-fors in live classrooms; stamp one highest-leverage action per visit.</li></ul></li><li>**October 7, 2025**-MTSS for Teachers (Campus) Delivers: Ms. Tyson (lead), Ms. Goodman (co-facilitator)</li><li>**Oct 20, 2025** – Data Day & Strategies: "No TEK Left Behind"<ul><li>What's tested vs. what's taught; TEKS mapping<ul><li>Mastering the TEK (Using STAAR 2025 Heat Map)</li></ul></li><li>Understand by Design (Backwards Design)</li><li>Merging it All together - Stemscopes</li></ul></li></ul> |

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| | Progress Monitoring<br>● Campus Data Documents (ESF 5.3)<br>● Links to Newsletters<br>● ILT Agenda Notes<br>● PLC Agenda Notes<br>● TNTP Walk-Through Summaries and Trends<br>● Lesson plans & Calendar |
| EOM November 2027 | Engagement & Communication<br>● Dragon Weekly Madness live each Sunday (ESF: 3,1) (Staff)<br>● Parent PTA + CAC nights (monthly, joint) — ((ESF: 3)<br>● Dragon Express live every Sunday (Parents) (ESF: 3)<br>Assessments<br>● District CBAs (ESF:5)<br>● STAAR Interim Assessment<br>Professional Learning<br>● TNTP Learning Lab #2 (ED + Principal)<br>● Interim Playbook: From Data to Action (Fall Interim)<br>   ○ Focus: Choose 2 priority SEs; mastery labs plan, family data share.<br>Progress Monitoring<br>● Campus Data Documents (ESF 5.3)<br>● Links to Newsletters<br>● Bubble lists<br>● Reteach Calendar<br>● ILT Agenda Notes<br>● PLC Agenda Notes<br>● TNTP Walk-Through Summaries and Trends (ESF 5.4) |
| EOM December 2027 | Engagement & Communication<br>● Dragon Weekly Madness live each Sunday (ESF: 3,1) (Staff)<br>● Parent PTA + CAC nights (monthly, joint) — ((ESF: 3)<br>● Dragon Express live every Sunday (Parents) (ESF: 3)<br>Assessments<br>● District CBAs (ESF:5)<br>● MOY MAP testing<br>Professional Learning<br>● **Dec 2, 2025** — TNTP Learning Lab #3 (ED + Principal)<br>● **Dec PLCs-** High Leverage Action Steps (Departmental Planning)<br>Progress Monitoring<br>● Campus Data Documents (ESF 5.3)<br>● Links to Newsletters<br>● ILT Agenda Notes<br>● PLC Agenda Notes<br>● TNTP Walk-Through Summaries and Trends (ESF 5.4) |

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| EOM January 2028 | Engagement & Communication<br>● Dragon Weekly Madness live each Sunday (ESF: 3,1) (Staff)<br>● Parent PTA + CAC nights (monthly, joint) — ((ESF: 3)<br>● Dragon Express live every Sunday (Parents) (ESF: 3)<br>Assessments<br>● District CBAs (ESF:5)<br>Professional Learning<br>● Dragon Surge: EB/TELPAS Routines in Every Class<br>   ○ Language objectives; sentence frames; structured talk (two turns/student); quick-write claims-evidence.<br>● Power-Up Week: Heat Check<br>   ○ Focus for students in advisory for their status and what they need to work on<br>Progress Monitoring<br>● Campus Data Documents (ESF 5.3)<br>● Links to Newsletters<br>● PLC Agenda Notes<br>● TNTP Walk-Through Summaries and Trends (ESF 5.4)<br>● Example of student data sheets<br>● TELPAS writing exemplars (high/med/low)<br>● Adjust scheduling for student groups |
| EOM February 2028 | Engagement & Communication<br>● Dragon Weekly Madness live each Sunday (ESF: 3,1) (Staff)<br>● Parent PTA + CAC nights (monthly, joint) — ((ESF: 3)<br>● Dragon Express live every Sunday (Parents) (ESF: 3)<br>Assessments<br>● District CBAs (ESF:5)<br>● STAAR Interim<br>   ○ Reading & Math<br>   ○ NAEP<br>● TELPAS<br>Professional Learning<br>● Dragon Mode: Countdown to Mastery<br>   ○ TELPAS, camps, STAAR checkpoints; spring playbook & STAAR camps.<br>Progress Monitoring<br>● Campus Data Documents (ESF 5.3)<br>● Links to Newsletters<br>● PLC Agenda Notes<br>● ILT Agenda Notes<br>● TNTP Walk-Through Summaries and Trends (ESF 5.4) |
| EOM March 2028 | Engagement & Communication<br>● Dragon Weekly Madness live each Sunday (ESF: 3,1) (Staff)<br>● Parent PTA + CAC nights (monthly, joint) — ((ESF: 3) |

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| | • Dragon Express live every Sunday (Parents) (ESF: 3)<br>Assessments<br>• District CBAs (ESF:5)<br>• STAAR Interim (Science & Social Studies)<br>   ○ Science:<br>   ○ Social Studies:<br>Professional Learning<br>• Target Lock: STAAR + TELPAS<br>• PLC Learning Series<br>Progress Monitoring<br>• Campus Data Documents (ESF 5.3)<br>• Links to Newsletters<br>• ILT Agenda Notes<br>• PLC Agenda Notes<br>• TNTP Walk-Through Summaries and Trends (ESF 5.4) |
| | Engagement & Communication<br>• Dragon Weekly Madness live each Sunday (ESF: 3,1) (Staff)<br>• Parent PTA + CAC nights (monthly, joint) — ((ESF: 3)<br>• Dragon Express live every Sunday (Parents) (ESF: 3)<br>Assessments<br>• STAAR  2026<br>   ○ Reading, Science, Social Studies, Math<br><br>Professional Learning<br>• — Dragon Mode: Finish Strong, Focus Forward<br>• — STAAR Readiness & Test Security<br>Progress Monitoring<br>• Links to Newsletters<br>• ILT Agenda Notes<br>• PLC Agenda Notes<br>• TNTP Walk-Through Summaries and Trends (ESF 5.4) |
| EOM April 2028 | Engagement & Communication<br>• Dragon Weekly Madness live each Sunday (ESF: 3,1) (Staff)<br>• Parent PTA + CAC nights (monthly, joint) — ((ESF: 3)<br>• Dragon Express live every Sunday (Parents) (ESF: 3)<br>Assessments<br>• MAP EOY<br>Professional Learning<br>• — Reflection & 30-60-90<br>   ○ Focus: What moved Meets/Growth; summer work; first-30 for next year.<br>Progress Monitoring<br>• Links to Newsletters<br>• ILT Agenda Notes |

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| | <ul><li>PLC Agenda Notes</li><li>TNTP Walk-Through Summaries and Trends (ESF 5.4)</li><li>Preliminary Data Dig for EOC Algebra</li></ul> |
| EOM May 2028 | Review EOY attendance and discipline data, disaggregated by grade, content area, and sub-population |
| | Review EOY student outcome data by teacher, as well as EOY observation data |

## XIV. Performance Management

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

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| 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.<br><br>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.<br><br>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<br>Principal supervisors/DCSI<br>Elementary Director<br>Assistant Superintendent |
| How frequently will progress toward milestones be reviewed? | Bi-weekly |
| How will milestone progress data be collected? | Completion notes and artifacts will be linked in the shared campus TAP folder. |
| How will milestone progress data be shared with district leadership and other relevant stakeholders? | Completion notes and artifacts will be linked in the shared campus TAP folder. |

## XV.  Resources

**Guiding Question:** Has the district identified all resources needed to implement the SI strategy?

| Please share the required costs to implement plan and source of funds | Pending Final Decision |
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| If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy? | Pending Final Decision |

## Appendix

TEA's 2025-2026 <u>Intervention Guidance & Tools</u>



# Turnaround Plan Submission Timeline SY 2025-2026

**TEA** Texas Education Agency

| Submission Deadline | Initial Notificaiton | Final Resubmission Deadline | Final TEA Notification | Governance Action Initiated bythe Commissioner |
|---|---|---|---|---|
| • District submits its initial turnaround plan by **November 14, 2025.** | • TEA will notify the district of plan approval or initial rejection with feedback if revisions are needed by **January 16,2026.** | • If the plan was rejected the district must submit a revised plan addressing TEA's concerns by **March 17, 2026.** | • TEA issues a final decision on the revised plan (approval or rejection) by **April 1, 2026.** | • 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. |