

Garland Independent School District Turnaround Plan

Bussey Middle School

2026–2028

District Information

School System Name	Garland Independent School District (057909)
School Name	Bussey Middle School (042)
Superintendent	Dr. Ricardo Lopez
District Coordinator of School Improvement	Dr. Kristin Wolfkill
Principal	Amanda Ramos
Education Service Center	Region 10
Staff member completing this submission	Dr. Michael Arreola
Email and role of person completing this submission	marreola@garlandisd.net Assistant Superintendent of Leadership

Needs Assessment

Needs assessment	26-27 GISD TAP Needs Assessment & Stakeholder Engagement-Bussey
1.1 & 1.2: Type of assessment and completion assurance	I assure that the campus named in this plan has conducted an on-site needs assessment that meets the requirements in Section 39A.053 of the Texas Education Code. (e.g. Texas Strategic Leadership Landscape Analysis, ESF Diagnostic, or an LNA.) If LNA: I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request. Type: Local Needs Assessment Completion confirmed: Yes

1.3: I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TAP is likely to be denied.	No
1.4: Artifacts demonstrating a robust observation and feedback system: Success Criteria: A robust observation and feedback data system is aligned to district observation tools and enables campuses to monitor: - Observation and feedback frequency (weekly) - Action steps for teachers - Strong instructional delivery - Fidelity of high-quality instructional material implementation - Teacher growth	Garland ISD currently utilizes the Edugence walkthrough platform to document classroom observations and monitor instructional trends across campuses. The district selected the Edugence platform because it allows instructional leaders to conduct walkthroughs efficiently, capture instructional data quickly, and review trend reports during leadership meetings. This system is aligned to district instructional frameworks and enables consistent monitoring of: • Observation frequency • Actionable teacher feedback • Implementation fidelity of HQIM • Teacher growth over time • Instructional trends across the campus Observation & Feedback Cycle All classroom observations will follow a consistent, district-defined cycle: 1. Short-cycle classroom observation (10–15 minutes) 2. Evidence collection aligned to Instructional Driver Walkthrough Tool 3. Identification of one high-leverage action step 4. Feedback delivered within 48 hours 5. Teacher practice and coaching support provided 6. Follow-up observation within one week This cycle ensures feedback is actionable, timely, and directly tied to improving instructional practice.

1.5: I assure that the Campus Intervention Team (CIT) conducted a public meeting for this campus required to submit a Targeted Turnaround Plan with the campus principal, the members of the campus-level planning and decision-making committee, 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 plan.	Yes Meeting Date: 9/3/2026 *Stakeholders had the opportunity to provide feedback at the meeting however no feedback was given by stakeholders.
1.6: I assure that written notice of all public meetings was provided to parents and students of this campus, notice of the meeting was posted on the campus website, and this notice included the date, time, and place of the meeting.	Yes Meeting Notice Date: 8/27/2026

1.7: I assure that the board conducted a hearing regarding this campus identified for school improvement, in accordance with Texas Education Code (TEC) §§39A.055 and 39A.057, 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 plan; and the board posted the plan on the district website prior to the hearing.	Yes Posting date: October 7, 2026 Board Hearing Date: October 27, 2026
1.8: Please select the date of board approval:	Date: <i>Pending October 27, 2026 Board Meeting</i>
1.9: As part of the Turnaround Plan (TAP) submission, in accordance with Texas Education Code (TEC) §39A.104, the LEA must upload documentation of stakeholder feedback or the stakeholder engagement process. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted. Please upload a copy of public comments or additional documents explaining the lack of public comments:	Board Hearing Comments: <i>Pending Board Hearing, Insert link to responses</i>

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?

School improvement strategy	Intensive Curriculum and Instruction Improvements Strengthen instructional leadership systems by building leader capacity to observe instruction, provide actionable feedback and coaching, and monitor whether coaching results in improved teacher practice and student outcomes. This work builds upon the campus's prior implementation of Look Back PLCs by connecting student learning evidence to classroom observation and targeted teacher development.
Focused priorities	1. Strategic Staffing and Instructional Leadership 2. Teacher Development Through PLCs and Observation/Feedback 3. Data Practices for Student Goal Monitoring and Intervention
Which, if any, program is this campus engaged with for the 26-27 school year?	None
Which, if any, program is your school system interested in to support this strategy?	None
Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.	Region 10 TK Education Consulting
How many district staff members will be responsible for capacity building with this campus?	2
What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? (Name, Role, Percent)	Executive Director of RISE (Results-Improvement-Support-Excellence) Percentage of role: 50% Angela Nolan Assistant Principal (Part-Time) Percentage of role: 100%

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).	The Executive Director of RISE will have extensive experience leading and supporting school improvement efforts, including working directly with underperforming campuses to strengthen leadership, instruction, intervention, and progress-monitoring systems. The individual will have a demonstrated track record of supporting campuses in moving from failing accountability performance to meeting or exceeding state standards. This experience includes developing principals and leadership teams, implementing targeted improvement strategies, monitoring student and adult performance data, and making timely adjustments to accelerate improvement. The Executive Director will apply this proven turnaround experience to support the implementation and monitoring of the campus Turnaround Plan. Angela Nolan brings extensive leadership experience in Title I secondary schools, including serving as an Assistant Principal at South Garland, Naaman Forest, and North Garland high schools, before serving as Director of CCMR for Crandall ISD from 2020–2024. Her experience includes strengthening campus systems, student discipline, teacher support, and CCMR outcomes that directly impact school accountability, giving her a strong understanding of the challenges and opportunities facing high-need campuses.
Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.	Funding for Executive Director of RISE - Results, Improvement, Support, Excellence - Fund Source: (Title I funds); Amount: \$197,200 Funding for Teacher Professional Development - Fund Source: (district general funds- 199); Amount: \$2,000 Funding for Teacher Attendance Incentives - Fund Source: (district general funds- 199); Amount: \$2,000 Funding for Student Attendance Incentives - Fund Source: (district general funds- 199); Amount: \$2,000 Funding for Instructional Planning - Fund Source: (district general funds- 199); Amount: \$2,400 Funding for Student Intervention Tutorials - Fund Source: (district general funds- 199); Amount: \$1,600 Funding for EB TELPAS Bootcamps - Fund Source: (district general funds- 199); Amount: \$5,000 Funding for EB Tutoring - Fund Source: (Title 3 funds); Amount: 4,600.00 Funding for additional .5 AP - Fund Source: (district general funds- 199); Amount: \$50,110.56 Funding for additional staffing - Fund Source: (district general funds- 199); Amount: \$710,609.04 School improvement funds are also provided to Region 10 that provides professional learning, principal coaching, performance management, and technical assistance.

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?	This strategy is not supported by an additional grant. Campus leadership, in collaboration with the Executive Director of RISE and the Executive Director of Leadership, will ensure that the identified strategies continue to be implemented regardless of funding status.
How will the campus or district redistribute talent and resources to proportionately support this campus's needs?	Campus leadership, in collaboration with the Executive Director of RISE, will ensure that the identified strategies continue to be implemented regardless of funding status. Additional staffing allocations and priority hiring will address tested-area vacancies and support double-blocked reading and mathematics. The plan includes an additional instructional coach and a reliable pool of trained substitutes.

Curriculum & Instruction

Guiding Question: Does the plan increase the quality of instructional materials and provide adequate time and support for teachers to internalize materials and reflect on student performance?

Adopted curriculum-Math	Grades 6–8 Math: Locally Developed, Readiness, Set, Go, Curriculum Associates
Implemented for the duration of the plan?	Yes
New curriculum to be adopted	None
When will the district adopt the new curriculum?	N/A
Required instructional minutes per week	Grades 6–8 Mathematics: 450 minutes
Scheduled instructional minutes per week	Grades 6–8 Mathematics: 900 minutes
Does the amount of minutes meet the required/recommended number of minutes for this curriculum?	Yes
Adopted curriculum-RLA	RLA: Locally Developed, Curriculum Associates, Newsela, Savvas

Implemented for the duration of the plan?	Yes
New curriculum to be adopted	None
When will the district adopt the new curriculum?	N/A
Required instructional minutes per week	Grades 6–8 RLA: 450 minutes
Scheduled instructional minutes per week	Grades 6–8 RLA: 900 minutes
Does the amount of minutes meet the required/recommended number of minutes for this curriculum?	Yes
Instructional days in 2026–2027	175 days
If there are fewer than 165 instructional days in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028?	N/A
Assessment plan overview	Grades 6–8: BOY, MOY, and EOY i-Ready diagnostic assessments; daily demonstration of learning (DOL), three-week checkpoints in all core subjects; two curriculum-based assessments; STAAR Interim; and STAAR.

Assessment Plan

Daily Demonstrations of Learning/Exit Tickets	Campus Tracked Weekly Purpose: Demonstrations of Learning/Exit Tickets are provided daily in both Math and Reading. Teachers are asked to track data weekly- the exit ticket that accompanies the lesson used for internalization in the PLC. Student learning data is used to determine Tier 2 and 3 interventions. Tier 1 adjustments are made based on common misconceptions. We will emphasize that in an upcoming lesson- concept development or practice in the problem set.
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3 & 6 Week Checkpoints	District 3 weeks Purpose: Measure unit-level mastery of taught standards. PLCs and campus leaders will review disaggregated results to identify trends, misconceptions, and root causes and plan corrective instruction, reteaching, or acceleration.
9 Week CBA	District assessment Frequency: Two in the first semester Purpose: Measure cycle-level mastery of taught standards. PLCs and campus leaders will review disaggregated results to identify trends, misconceptions, and root causes and plan corrective instruction, reteaching, or acceleration.
STAAR Interim	District assessment Frequency: 2nd Semester Purpose: Measure student performance on STAAR-aligned standards and item types. Disaggregate results to monitor progress toward STAAR expectations, identify readiness gaps, and adjust instruction and targeted intervention.
Other-iReady	District assessment Frequency: BOY/MOY/EOY Purpose: Diagnose individual instructional gaps and monitor student growth over time. Use results to set measurable goals and provide differentiated instruction and targeted support for students with learning gaps.
Other-Curriculum Checkpoints	District assessment Frequency: Every 3 Weeks Purpose: Provide ongoing formative evidence of student progress on recently taught standards. PLCs will identify misconceptions and students needing additional support or acceleration and make timely adjustments to instruction.
Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored	Student growth will be monitored through regular review of formative and summative assessment data, including daily demonstration of learning (DOL), 3 week checkpoints, common assessments, and STAAR. Campus and PLC teams will track individual student progress, identify students not demonstrating expected growth, and adjust instruction and interventions based on identified needs.
What is the campus plan for student intervention and supporting students below grade level and in special populations?	Students below grade level and students in special populations will receive targeted, data-driven interventions based on individual needs. PLC and campus teams will regularly monitor progress, adjust intervention strategies and instructional supports, and ensure appropriate accommodations and services are implemented with fidelity.

Will the campus implement a PLC structure? (Yes or No)	Yes
How will PLCs be organized (by grade level, content area, etc.)?	PLCs will be organized by both grade level and content area to ensure vertical and horizontal alignment. This structure allows teachers to collaborate with peers who teach the same content while also ensuring consistency and coherence across grade levels.
PLC frequency	Look Forward Planning: daily during common planning time. Look Back Student Work Analysis: every three weeks using a district common assessment. Goals Monitoring: quarterly, based on district-provided assessments.
Who will facilitate PLCs?	Campus administrators and instructional coaches will jointly facilitate PLCs. Administrators will serve as instructional leaders by coming prepared with a clear understanding of the standards, curriculum, pacing, and assessed content. They will help teachers identify what students need to learn, examine evidence of learning, and make decisions about instruction and intervention. Instructional coaches will support standards unpacking, lesson planning, and analysis of student work and assessment data.
Who is required to attend PLCs?	All teachers in the designated grade level or content area, campus administrators, and the instructional coach are required to attend. Administrators will actively participate in the discussion and decisions, monitor follow-through, and help remove barriers to implementation.
PLC protocols: Please describe the PLC protocol you use at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.	The campus team will engage in three structured PLC formats. Look Forward Planning PLCs: Teams come together to Internalize upcoming learning, anticipate student thinking, and plan for rigorous instruction. Planning is anchored in the district's instructional drivers, Align, Engage, and Respond, to strengthen how teachers plan for rigor, student thinking, and responsive instruction. This PLC is structured to occur daily during a common planning time. Look Back Student Work Analysis PLCs: Teams identify learning gaps, analyze misconceptions, and make informed instructional adjustments. Through collective analysis, teachers improve their ability to respond to student needs and ensure learning gaps are addressed before they compound. This PLC is scheduled to occur every three weeks using a common assessment provided by the District. Goals Monitoring PLC: Teams systematically review student performance against goals, then identify students who are off-track, determine root causes, and coordinate targeted interventions. This process promotes collective responsibility for student success and ensures resources are aligned to student needs. This PLC is scheduled to occur quarterly based on District-provided assessments.

Capacity Building

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

Principal Manager

Training and professional development	Summer PD on Observation, Feedback, and Coaching Review of PD for implementation, monitoring, and coaching Summer PD on PLCs Review of the PD for implementation, monitoring, and coaching
Delivered by	TK Ed Consulting + District Academics EDs TK Ed Consulting through CDT Meetings TK Ed Consulting+ District Academics EDs TK Ed Consulting through CDT Meetings
Attended by	ED of RISE EDs from Academics Assistant Superintendent of School Leadership

Principal

Training and professional development	Summer PD on Observation, Feedback, and Coaching Review of PD for implementation, monitoring, and coaching Summer PD on PLCs Review of the PD for implementation, monitoring, and coaching Job-embedded support: on-site planning, coaching and implementation visits.
Delivered by	TK Ed Consulting LASO visit mini PDs TK Ed Consulting Monthly Instructional Leadership PD (CAPD) Monthly EDL learning sessions LASO visit mini PDs
Attended by	Principals Assistant Principals ED of RISE EDs from Academics Assistant Superintendent of School Leadership

Teacher

Training and professional development	Instructional Drivers Curriculum Updates Campus reinforcement sessions Differentiated support for developing teachers
Delivered by	EDs from Academics Instructional Specialists
Attended by	Teachers Campus Administrators Instructional Specialists

Other Campus Administrators and Staff

Training and professional development	Summer PD on Observation, Feedback, and Coaching Review of PD for implementation, monitoring, and coaching Summer PD on PLCS Review of the PD for implementation, monitoring, and coaching
Delivered by	EDs from Academics TK Ed Consulting Monthly Instructional Leadership PD (CAPD)
Attended by	Principals Assistant Principals Instructional Specialists ED of RISE EDs from Academics Assistant Superintendent of School Leadership

Assistant Principals

Training and professional development	In addition to above, assistant principals engage with specialized leadership development opportunities, align to Leading People, Leading Systems, and Leading Instruction.
Delivered by	District Team focused on leadership pipeline work
Attended by	ED of RISE Assistant Principals

Capacity Building continued

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?	Campus leaders will use classroom walkthrough evidence and student learning data to group teachers by support needs. Inexperienced and/or ineffective teachers and leaders will receive additional coaching, modeling, targeted professional learning, and more frequent feedback based on identified areas of need. This includes Saturday planning sessions and additional after school development sessions focused on content and pedagogy.
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?	T-TESS-aligned classroom walkthrough and coaching tools will be used to monitor implementation. Walkthroughs are aligned to the District's instructional drivers and focus on the alignment and rigor of instruction, the extent to which all students are doing the cognitive work, and how teachers use evidence of student learning to provide feedback and adjust instruction.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback? (Weekly, Bi-Weekly, or Monthly)	Teachers will receive regular walkthroughs and feedback, with a minimum of monthly feedback. Teachers requiring additional support will receive targeted observations and coaching twice a week. Frequency for coaching and feedback is aligned to their level of support needed: Unaware Stage - twice/week support Conscious Stage - weekly support Action Stage - bi-weekly support Refinement Stage - once every 3 weeks support
What capacity building supports related to supporting students in special populations will teachers and administrators receive?	Teachers and administrators will receive ongoing training and coaching focused on differentiation, accommodations, specially designed instruction, language supports, progress monitoring, and effective instructional practices for students in special populations. Resource teachers will participate in PLCs to support lesson internalization, planning, and instructional responses for students in special populations. Teachers will also implement the recently provided training on pre-teaching to proactively address prerequisite skills and provide students greater access to grade-level instruction. These supports will be reinforced through PLCs, area meetings, monthly professional development for administrators, and individual coaching.

Milestones

Guiding Question: Are there clear milestones to implement the strategy over the two-year planning period?

Planning period: August 2026–August 2028. The plan includes 10 Year 1 milestones and 8 Year 2 milestones.

The implementation months identify the planned actions. The checkpoint dates below preserve the review windows listed for each milestone.

School Year 1 — 2026–2027

Milestone 1 Year 1	Leadership & Systems — August: Establish the campus instructional leadership team with clear roles, teacher/caseload assignments, protected instructional leadership time, and a consistent leadership team meeting routine focused on instructional priorities, shared problem-solving, and coordinated next steps. Responsible roles: Principal Checkpoints: December 2026
Evidence of completion	Instructional Leadership Team roster with clearly defined roles/responsibilities • Administrator/leader-to-teacher caseload assignments • Leadership calendars showing protected instructional leadership time • Recurring leadership team agenda/minutes showing instructional priorities, decisions, owners, and next steps
Support needed	ILT roles/responsibility template; protected leadership calendars; leadership team agenda/monitoring template; principal coaching on establishing effective instructional leadership routines.

Milestone 2 Year 1	Strategic Staffing & Scheduling — August: Establish a strategic staffing and master schedule that places qualified staff in high-need areas and protects daily common planning time for teacher teams. Responsible roles: Principal Checkpoints: December 2026
Evidence of completion	Staffing roster showing qualified staff in tested areas and vacancies filled • Master schedule showing double-blocked RLA/math and daily common planning time
Support needed	Provide additional staffing allocations and priority hiring support to eliminate vacancies in tested areas and increase the number of core reading and mathematics teachers needed to implement double-blocked instruction. Assign an additional AP (.5) to support discipline and minimize instructional disruptions.
Milestone 3 Year 1	Leadership & Systems — September: Establish a consistent campus leadership monitoring cycle that uses three-week checkpoint data, documented teacher action steps, and evidence of follow-through to evaluate the impact of feedback and coaching on instructional practice and student learning. Use the evidence to make data-informed adjustments to PLCs, coaching, and differentiated teacher support. Responsible roles: Principal, APs, Instructional Coach Checkpoints: December 2026
Evidence of completion	Three-week checkpoint data review/analysis • Teacher action-step tracker showing current action steps and evidence of follow-through • Leadership monitoring meeting agenda/minutes showing analysis of student results + teacher practice + coaching support • Documentation of resulting adjustments to PLC focus, coaching intensity, feedback, or differentiated support
Support needed	Three-week checkpoint reports/dashboard; coaching support for analyzing the relationship between student results, teacher practice, and support provided.
Milestone 4 Year 1	Instructional Practice — September: Campus leaders demonstrate consistent use of the district instructional drivers/look-fors and regularly calibrate on evidence collection, action steps, feedback, and coaching. Responsible roles: Principal, APs, Instructional Coach Checkpoints: December 2026
Evidence of completion	Completed district instructional driver walkthrough/look-for tools • Leader calibration agendas, protocols, or notes • Samples of calibrated evidence, action steps, and feedback -Calibration data showing increasing consistency among campus leaders

Support needed	District instructional driver walkthrough tools and scoring guide; exemplars of evidence/action steps/feedback; regular calibration walks; coaching and feedback training for campus leaders.
Milestone 5 Year 1	Look Forward PLC — October: Look Forward PLCs consistently internalize upcoming learning, anticipate student thinking and misconceptions, use exemplars, define clear success criteria, and plan rigorous instruction aligned to Align, Engage, and Respond. Responsible roles: Principal, APs, Instructional Coach Checkpoints: December 2026
Evidence of completion	Look Forward PLC agenda and notes - Annotated exemplars with key understandings/success criteria - Evidence of anticipated student responses and misconceptions - Instructional plans showing planned Align, Engage, and Respond moves
Support needed	District Look Forward PLC protocol; HQIM/curriculum resources; PLC leader coaching on effective facilitation; content specialist support with standards and rigor.
Milestone 6 Year 1	Look Back PLC — October: Look Back PLCs consistently use student work, assessment data, and exemplars to identify gaps, plan reteach/intervention, and monitor student mastery. Responsible roles: Principal, APs, Instructional Coach Checkpoints: December 2026
Evidence of completion	Completed Look Back/SWA PLC agenda and notes - Documented misconceptions/root causes and planned instructional response - Reteach/intervention plans with evidence of subsequent mastery checks
Support needed	District Look Back protocol; three-week checkpoints; data dashboard; PLC facilitation coaching around guiding teachers to uncover misconceptions and planning meaningful reteach lessons.
Milestone 7 Year 1	Instructional Practice — November/December: All teachers receive regular walkthrough → feedback → coaching support, with priority attention to Tier 3/at-risk teachers; campus leaders demonstrate consistent implementation of the instructional look-fors. Responsible roles: Principal, APs, Instructional Coach Checkpoints: May 2027
Evidence of completion	Feedback/coaching logs with documented action steps - Tiered Teacher Tracker showing differentiated frequency/intensity of support - Follow-up evidence demonstrating implementation/progress on teacher action steps
Support needed	Leadership team coaching on providing feedback using discussion, modeling, practice, and follow-up.

Milestone 8 Year 1	Student Goals Monitoring PLC —November: Student-level trackers identify current performance, goals, skill gaps, interventions, providers, frequency, and progress; teams routinely identify students who are off track and adjust support. Responsible roles: Principal, APs, Instructional Coach, Teachers Checkpoints: May 2027
Evidence of completion	Current student-level goal/progress trackers • Goals Monitoring PLC agendas/protocols • Documentation identifying students who are on track/off track and likely root causes • Leader monitoring rosters of students off track
Support needed	Student-level goal tracker; Goals Monitoring PLC protocol; intervention resources; training in root-cause analysis and progress monitoring; MTSS/assessment support for students who are off track.
Milestone 9 Year 1	Midyear Systems Review — February: Complete a formal TAP progress review using implementation evidence and student outcome data; identify what is working, what is not, and make adjustments to staffing and teacher assignments, instructional leadership capacity, resources, professional learning, and campus systems as needed. Responsible roles: ED of RISE, Principal, APs, Instructional Coach Checkpoints: May 2027
Evidence of completion	Midyear TAP progress review/scorecard showing milestone and implementation progress. • Staffing and capacity review examining vacancies, certification, teacher assignments, leadership caseloads, and support allocations. • Leadership team review notes identifying what is working, what is not, and likely root causes. • Midyear action plan documenting adjustments to staffing, PLCs, coaching, interventions, professional learning, and support with owners and timelines.
Support needed	TAP progress-monitoring tool/scorecard; staffing and capacity data; district/EDL facilitation and coaching to analyze progress, identify root causes, and determine midyear adjustments.
Milestone 10 Year 1	Sustain & Institutionalize Effective Practices — June: Evaluate the impact of Year 1 turnaround strategies and identify the leadership routines, PLC practices, coaching systems, instructional practices, and intervention structures that will be sustained, refined, or scaled for the following school year. Responsible roles: ED of RISE, Principal, APs, Instructional Coach Checkpoints: August 2027

Evidence of completion	Year 1 TAP impact review identifying effective and ineffective strategies • Student, teacher, and implementation outcome data demonstrating impact • Next-year implementation plan identifying practices, structures, owners, and resources to continue
Support needed	Year 1 TAP impact-review protocol; district/ED of RISE facilitation to determine what to sustain, refine, scale, or discontinue and assign ownership for the following year.
Milestone 11 Year 1	Intervention & Student Support — September: Establish and implement a comprehensive intervention system that ensures students who are not on track receive timely, targeted support. Students will receive intervention during the instructional day whenever possible. Students who cannot receive sufficient intervention during the school day, or who require additional support, will be assigned to structured before-school, after-school, and/or Saturday intervention based on identified skill gaps and student performance data. The system will clearly identify students, intervention focus, provider, frequency, schedule, attendance, and progress-monitoring expectations. Responsible roles: Principal, APs, Instructional Coach, Teachers, ED of RISE Checkpoints: October 2026
Evidence of completion	Campus intervention system and master schedule identifying when and how intervention occurs during and outside the instructional day. • Student intervention tracker identifying students, skill gaps, intervention focus, provider, frequency, schedule, attendance, and progress-monitoring data. • Intervention rosters/groupings demonstrating students are assigned to targeted support based on identified skill gaps and student performance data. • Progress-monitoring and intervention review evidence showing student response to intervention and adjustments to intervention groups, frequency, or intensity based on results.
Support needed	Student intervention tracking tool; master scheduling support to create protected intervention time during the instructional day; district/ED of RISE and Academics support to establish student identification criteria, intervention groupings, progress-monitoring expectations, and protocols for adjusting intervention based on student response.

School Year 2 — 2027–2028

Milestone 1 Year 2	Strategic Staffing — July: Use student performance, teacher effectiveness, and implementation data to evaluate staffing needs and strategically plan teacher assignments, leadership capacity, and instructional support for the upcoming school year. Responsible roles: Principal Checkpoints: December 2027
Evidence of completion	Teacher assignment/staffing plan aligned to student and content needs • Leadership and instructional support assignments showing roles/caseloads • Master schedule reflecting strategic staffing and instructional priorities

Support needed	Year 1 student/teacher effectiveness data; staffing and certification data; master scheduling support; HR/district leadership support for strategic assignments, retention, and allocation of instructional capacity.
Milestone 2 Year 2	Build Distributed Instructional Leadership Capacity — August: Develop teacher leaders capacity to facilitate PLCs, lead professional development, and model instructional practices on campus. Create an ongoing system to meet with teacher leaders for input, alignment to strategic priorities, review progress and provide feedback. Responsible roles: Principal, APs, Instructional Coach, Teacher Leaders Checkpoints: December 2027
Evidence of completion	Teacher leader roles and responsibilities with assigned teams/content areas • Teacher leader development plan/calendar for PLC facilitation, modeling, and PD • Recurring teacher leader meeting agendas/notes showing alignment, progress review, and feedback • Evidence of teacher-led PLCs, modeling, or professional learning
Support needed	Coaching for principal/APs on developing teacher leaders and providing feedback to teacher leaders.
Milestone 3 Year 2	Connect PLCs, Observation & Feedback, and Student Learning — September: Create an integrated improvement cycle in which student learning and PLC evidence inform observation priorities; observation evidence informs coaching; and coaching and classroom evidence inform future PLC learning and planning. Responsible roles: Principal, APs, Instructional Coach Checkpoints: December 2027
Evidence of completion	Leadership monitoring agendas/notes connecting student, PLC, and walkthrough evidence • PLC agendas/plans adjusted based on classroom observation and coaching evidence • Teacher action-step tracker showing alignment between identified needs and support
Support needed	Coaching support to identify cross-system trends and translate them into PLC and coaching priorities.
Milestone 4 Year 2	Instructional Practice — October: Teachers consistently use evidence of student learning during instruction to identify understanding and misconceptions, provide meaningful feedback, adjust instruction, and select an appropriate response while ensuring students continue to do the cognitive work. Responsible roles: Principal, APs, Instructional Coach, Teachers Checkpoints: May 2028

Evidence of completion	Walkthrough data showing implementation of Respond practices • Student work/evidence showing use of feedback to revise or improve learning • Teacher action steps and coaching evidence focused on responsive instruction • Teacher monitoring sheets documenting trends in learning and student progress
Support needed	Respond instructional-driver tools/action steps; model videos of District lead teacher implementing academic monitoring
Milestone 5 Year 2	Strengthen Student Ownership of Learning — October: Teachers consistently communicate clear learning expectations and success criteria, engage students in monitoring their progress, and provide opportunities for students to use feedback to revise and strengthen their learning. Responsible roles: Principal, APs, Instructional Coach, Teachers Checkpoints: May 2028
Evidence of completion	Student goal/progress-monitoring tools showing students tracking their learning • Student reflection samples: self-assessments, goal reflections, or revision reflections showing students can identify their goal, progress and next steps.
Support needed	Student-level goal tracker; student goal/reflection tools
Milestone 6 Year 2	Strengthen MTSS & Targeted Intervention Cycles — November: Teams consistently identify students requiring Tier II and Tier III support, establish targeted intervention plans with measurable goals, monitor student response, and adjust, intensify, fade, or exit support based on evidence of progress. Responsible roles: Principal, APs, Instructional Coach Checkpoints: May 2028
Evidence of completion	MTSS/student intervention plans with measurable goals and identified supports • Progress-monitoring data showing student response to intervention • MTSS meeting agendas/notes documenting decisions and next steps • Evidence of intervention adjustments, intensification, fading, or exit based on progress
Support needed	MTSS framework/protocol; intervention planning templates; evidence-based intervention resources; progress-monitoring tools; protected intervention time; MTSS/content specialist support for matching, monitoring, and adjusting interventions.
Milestone 7 Year 2	Strengthen Outcomes for Special Populations— December/January: PLCs, teachers, and intervention teams routinely disaggregate and monitor the progress of special populations and use evidence to strengthen accommodations, language supports, specially designed instruction, differentiation, and targeted interventions to accelerate student growth. Responsible roles: Principal, APs, Instructional Coach Checkpoints: May 2028

Evidence of completion	Disaggregated student progress data for identified special populations • Walkthrough/student work evidence of accommodations, language supports, differentiation, and specially designed instruction • Progress-monitoring evidence showing adjustments based on student response
Support needed	SPED/ML specialist support; accommodation and language-support resources; professional learning/coaching on differentiation and progress monitoring for special populations.
Milestone 8 Year 2	Sustain & Institutionalize Effective Practices — June: Evaluate the impact of Year 2 turnaround strategies and identify the leadership routines, PLC practices, coaching systems, instructional practices, and intervention structures that will be sustained, refined, or scaled for the following school year. Responsible roles: ED of RISE, Principal, APs, Instructional Coach Checkpoints: August 2028
Evidence of completion	Year 2 TAP impact review identifying effective and ineffective strategies • Student, teacher, and implementation outcome data demonstrating impact • Next-year implementation plan identifying practices, structures, owners, and resources to continue
Support needed	Year 2 TAP impact-review protocol; district/EDL facilitation to determine what to sustain, refine, scale, or discontinue and assign ownership for the following year.

Performance Management

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

How will district and campus leaders monitor successful implementation?	District and campus leaders will use a daily, weekly, monthly, and quarterly performance management cycle to monitor implementation and impact. Campus leaders will monitor teacher readiness, PLCs and lesson internalization, classroom implementation, student progress, intervention, and teacher action steps. District leaders will review evidence of observation and feedback, principal coaching, intervention progress, TAP milestones, implementation evidence, and student outcomes to identify gaps and adjust support.
Who will review progress toward milestones?	Executive Director of RISE: Provides direct supervision, coaching, and accountability for the principal and monitors implementation of the Turnaround Plan. Campus Principal: Leads campus implementation, monitors teacher practice and student progress, and ensures timely follow-through on action steps. Campus Leadership Team: Reviews implementation, student progress, interventions, and evidence of impact. District Academic Support Staff, as needed: Provide content-specific support and collaborate with campus and district leaders to address identified instructional needs.

How frequently will progress be reviewed?	Daily: Teacher readiness, PLC/lesson internalization, exit tickets, classroom walkthroughs, teacher feedback, and evidence of follow-through. Weekly: Student progress, interventions, teacher action steps, coaching follow-up, student work and misconceptions, checkpoint data, and student attendance. Monthly: TAP milestones, walkthrough and coaching evidence, implementation progress, teacher action steps, common assessment data, and adjustments to district support. Quarterly: Student-level goals, students on/off track, intervention effectiveness, overall student outcomes, TAP progress, and system-level adjustments.
How will milestone progress data be collected?	Evidence will be collected through classroom walkthrough and observation forms, teacher feedback and action steps, coaching logs, PLC and lesson internalization evidence, student work and exit tickets, intervention and attendance data, checkpoint and common assessment data, TAP milestone trackers, and campus leadership team documentation. These sources will allow leaders to connect implementation evidence with changes in adult practice and student outcomes.
How will progress data be shared with district leadership and stakeholders?	Monthly Reviews: The Executive Director of RISE and principal will review TAP milestone progress, implementation evidence, student data, and needed adjustments. Quarterly District Performance Reviews: The Executive Director of RISE will provide district leadership with an update on student outcomes, TAP progress, implementation trends, and recommended system adjustments. Campus Leadership Team Reviews: Principals will routinely share progress with campus leadership teams to maintain transparency, collective ownership, and accountability for next steps.

The plan is reviewed and updated monthly. Related documentation and data sources are maintained locally and made available for audit or upon request by the Texas Education Agency.

Student Outcome Goals

School year	2026–2027
2026-2027 RLA STAAR goals	Approaches Grade Level: 60% Meets Grade Level: 45% Masters Grade Level: 15%
2026-2027 Mathematics STAAR goals	Approaches Grade Level: 65% Meets Grade Level: 47% Masters Grade Level: 15%
2026-2027 Campus-wide STAAR goals	Approaches Grade Level: 60% Meets Grade Level: 45% Masters Grade Level: 15%

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?	75 component points
Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?	3 component points
2027-2028 RLA STAAR goals	Approaches Grade Level: 65 Meets Grade Level: 50 Masters Grade Level: 20
2027-2028 Mathematics STAAR goals	Approaches Grade Level: 70 Meets Grade Level: 52 Masters Grade Level: 20
2027-2028 Campus-wide STAAR goals	Approaches Grade Level: 65% Meets Grade Level: 50% Masters Grade Level: 20%
Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 27-28?	75 Component points
Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 27-28?	4 component points
Will this campus have a graduation class for the 2025-2026 school year?	No
Success criteria and additional information	STAAR goals reflect a two-year outcome for TAPs that will grant the campus a C or higher rating, using the A-F Estimator Tool.