

TAP-TIP Development Support Guide

District Name

Campus Name(s): Paredes Elementary

Case Manager: Nidia Ortiz

Date of Revision: 11/12/2025

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1.0 SCHOOL SYSTEM INFORMATION

01.01 School District Name	La Joya Independent School District
01.02 Name of the staff member employed by the school system completing this plan submission	Nidia Ortiz
01.03 Email	n.ortiz@lajoyaisd.net
01.04 What role applies to the person completing this submission? (Please type one of the following: Superintendent, District Coordinator of School Improvement (DCSI), Other (if other, please specify))	District Coordinator of School Improvement (DCSI)

2.0 PLAN TYPE

02.01 Please enter the type of plan you are submitting (Targeted Improvement Plan for one or more campuses; Turnaround Plan for one or more campuses)	Targeted Improvement Plan
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3.0 NA AND STAKEHOLDER INFORMATION

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

- The district assures that the Campus Intervention Team (CIT) conducted a public meeting at each campus identified for school improvement 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 targeted improvement plan.
- The district assures that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.
- The board conducted a hearing regarding the plans for each campus identified for school improvement.
- The board posted the plan on the district website prior to the hearing.
- The plan is approved by the board.
- Written comments from stakeholders, if any, are attached.

Question	Response
03.01a SI - Identified Campus Name	Paredes Elementary
03.02a Please indicate the type of needs assessment conducted for each SI-identified campus in the school system following the release of 2025 preliminary state and federal ratings. (Choose one of the following: ESF Diagnostic and Local Classroom Review, Locally Conducted Needs Assessment, Texas Strategic Leadership Landscape Analysis)	ESF Diagnostic
03.03a TIP Board Approval Date (Record the board approval date for each campus)	November 19, 2025

*Duplicate the table above for each campus

TAP/TIP SPECIFIC ASSURANCES

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.	YES
I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement 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
I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.	YES
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 targeted improvement plan, and the board posted the plan(s) on the district website prior to the hearing.	YES

TAP SPECIFIC ASSURANCES

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.	N/A
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).	N/A
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.	N/A

*Be prepared to upload written comments received from stakeholders

4.0 STUDENT OUTCOME GOALS

Question	Response
04.01a SI - Identified Campus Name	Paredes Elementary
04.02a Enter the campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	46%
04.03a Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	49%
04.04a Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	17/24
04.05a Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	12/24
04.06a Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	4/4
04.07a Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.	9/12

*Duplicate the table above for each campus.

5.0 SCHOOL IMPROVEMENT STRATEGY

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

- The school improvement strategy selected would reasonably improve student outcomes quickly enough that the campus would not be escalated to a sanction under Texas Education Code (TEC), Section 39A.111.
- There is appropriate support dedicated to strategy implementation and capacity building:
 - There is a team/organization with a track record of success in systems building and rapidly improving student outcomes dedicated to supporting the campus in strategy implementation (an ESC, SAPL vendor, program-vetted vendor, etc.); OR
- +If district or campus staff members are named as the capacity builder, there is evidence that these staff members:
 - Have a track record of success in school turnaround
 - At least 50% of their role is dedicated to the implementation of the strategy on the campus (cannot be current principal or AP, unless role was added specifically to support SI)

Question	Response
05.01a SI - Identified Campus Name	Paredes Elementary
05.02a Please enter the strategy or strategies you will implement for this campus/these campuses Please write one of the following: <i>Accelerating Campus Excellence (ACE) Model</i> <i>Closure/reassign</i> <i>Improve Graduation Rate</i> <i>Intensive Curriculum & Instruction Improvements</i> <i>School Model Change (excluding ACE)</i> <i>Turnaround Partnership (SB 1882)</i>	<i>Intensive Curriculum & Instruction Improvements</i> to dramatically improve student achievement, strengthen instructional practices, and build a positive, high-expectation culture through strategic staffing, extended learning time, and data-driven instruction.
05.03a Which, if any, grants has your school system been awarded to support this strategy? <i>Strong Foundations Implementation, SFI PLC Support, Instructional Leadership Pathways, School Action Fund Planning (Restart), School Action Fund Implementation (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Reassign), School Action Fund Planning (Redesign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), School Action Fund Implementation (Create New), Effective Schools Framework Focused Support Grant 24-26, Our school system has not been awarded a grant to support this strategy, Other (must enter grant into text box)</i>	<i>Strong Foundations Implementation,</i>
05.04a Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy? <i>LIFT, LIFT PLC Support, School Improvement Curriculum and Instruction Support Grant, School Action Fund Planning (Restart), School Action Fund Implementation (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Reassign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), School Action Fund Implementation (Create New), Effective Schools Framework Focused Support Grant 24-26, Our school system has not been awarded a grant to support this strategy, Other (must enter grant into text box)</i>	<i>LIFT PLC Support</i>
05.05a Please name any organizations you are currently working with to build capacity and support strategy implementation. <i>SAPL list, ESCs, District Staff, Campus Staff, Other (must include name)</i>	ESC Region One, District Staff, Campus Staff, District Management Group, Bluebonnet Consultants, Break Through Results External and internal partners collaborate to build instructional and leadership capacity and Bluebonnet HQIM frameworks.
05.06a What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy? <i>[ONLY COMPLETE IF DISTRICT OR CAMPUS STAFF NAMED in 5.5 above]</i>	Dr. Marcey Sorensen, Superintendent Joseph Niedziela, Chief of Staff Dr. Derek Little, Chief of Academics & School Leadership Dr. Sorenson – Superintendent of Schools Provides executive oversight of both academics and school leadership, ensuring system-wide alignment, resource allocation, and accountability structures that sustain campus improvement efforts. Dr. Little – Chief of Academics & School Leadership oversees, performance monitoring, and academic coaching across campuses. Nidia Ortiz – Network 3 Executive Director of School Leadership

	Provides direct supervision and coaching to the principal, supporting daily instructional coaching, PLC facilitation, and the implementation of targeted intervention systems. Bluebonnet Learning Advisors (Region One Support Team) Delivers High-Quality Instructional Materials (HQIM) coaching in RLA and Math, supporting data analysis, instructional planning, and alignment to district expectations.
05.07a 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). <i>[ONLY COMPLETE IF THE ORGANIZATION NAMED in 5.5 above IS NOT AN ESC OR ON THE STATE APPROVED PROVIDER LIST (SAPL).]</i>	Region One ESC & Bluebonnet Learning Advisors (HQIM Implementation Partners), District Management System Region One ESC and Bluebonnet Learning Advisors bring a strong record of supporting campuses across South Texas by: • Designing and coaching HQIM-aligned instructional systems (RLA/Math) that raise rigor and lesson internalization fidelity. • Building data-driven PLCs with tight progress-monitoring cycles (plan → instruct → assess → reflect → re-teach). • Calibrating instructional walkthroughs and feedback to strengthen explicit instruction and intervention structures. • Supporting campuses to move from failing/IR to meeting standards within 1–2 years through sustained leadership coaching and ESF-aligned routines. District & Campus Leadership Capacity La Joya ISD's central office and campus leadership teams actively monitor Domain I/II/III indicators, staff the most effective teachers in tested grades, and align resources (time, tutoring, Saturday RBIS) to ensure measurable gains in Meets and Growth. Dr. Marcey Sorensen, Superintendent Joseph Niedziela, Chief of Staff Dr. Derek Little, Chief of Academic & School Leadership Principal Leadership History —Tanya Vasquez • Role & Tenure: Principal at Paredes Elementary beginning 2024 • Turnaround Work: Implemented district learning protocols, PLC/data cycles, intervention blocks; tightened progress monitoring for EB students (TELPAS) and prioritized Meets-level instruction in Reading and Math. • Sustainability: Built teacher capacity (feedback cycles, model lessons, data tracking) and campus routines (arrival to dismissal) that sustained gains beyond initial implementation.

*Duplicate the table above for each campus

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?

- The campus will increase the quality of the instructional materials to be used at the campus (if not already implementing SBOE-approved HQIM or OER).
- The district has allocated sufficient instructional time for delivery of HQIM and has a calendar with a minimum of 165 instructional days.
- The campus will have weekly (at a minimum) high-quality PLCs to support instructional delivery and respond to student outcomes
- The PLC protocol includes time for lesson internalization and student work analysis.

COMPLETE THE TABLE BELOW ONLY IF YOU SELECTED C&I, ACE, SCHOOL MODEL CHANGE, OR 1882 AS YOUR SCHOOL IMPROVEMENT STRATEGY

Question	Response
06.01a SI - Identified Campus Name (excluding Texas Partnership schools)	Paredes Elementary
06.02a Please enter the adopted curriculum	Bluebonnet Learning Math K-5/ Bluebonnet Learning K-5 Reading Language Arts
06.03a Is this the curriculum that will be implemented for the duration of the plan? Yes or No Entered yes, go to 6.7 Entered no, go to 6.4	Yes, Bluebonnet Learning will be implemented for the duration of the plan.
06.04a What new curriculum will be adopted?	N/A
06.05a When will the district adopt the new curriculum?	N/A
06.06a How many instructional minutes per week are required/recommended for implementation of this curriculum?	450
06.07a How many instructional minutes per week are in the master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?	RLA: 90 min= 450 minutes MATH- 60 minutes a day x 5 days =300 minutes a week
06.08a How many instructional days are included in the 2025-2026 calendar?	180 instructional days
06.09a 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?	NA- Calendar meets the state requirement DistrictCalendar2025-202677777 (1).pdf
06.10a Please describe the assessment plan for the impacted campus(es)	Paredes Elementary follows the La Joya ISD District Assessment Calendar and established assessment protocols to ensure consistency, alignment, and data integrity across all grade levels and content areas. The assessment plan includes a combination of formative, interim, and summative assessments aligned to the TEKS and High-Quality Instructional Materials (HQIM). These include district benchmarks, Bluebonnet unit assessments, NWEA MAP Growth assessments, TELPAS, and STAAR. Data from each assessment is analyzed during PLCs, DMG, and ILT meetings to identify trends, monitor progress toward student outcome goals, and inform instructional adjustments and interventions. All assessments are administered and monitored according to district protocols to maintain fidelity and accuracy in reporting.
06.11a Will the campus(es) implement a PLC structure?	Yes.Paredes Elementary will implement weekly high-quality Professional Learning Communities (PLCs) focused on lesson internalization, student data analysis, and collaborative problem-solving. These PLCs will serve as the primary structure for teachers to plan instruction using HQIM resources, monitor student progress through

	formative and summative assessments, and adjust instruction to meet the needs of all learners.
06.12a How will PLCs be organized (by grade level, content area, etc.)?	PLCs will be organized by grade level to ensure alignment of instruction, pacing, and assessment practices across all classrooms within each grade.
06.13a How frequently will PLCs occur?	PLCs will occur twice weekly—every Tuesday and Thursday—following the district assessment calendar and instructional priorities to allow for consistent reflection, data review, and lesson preparation.
06.14a Who will facilitate PLCs?	PLCs will be facilitated by campus instructional leaders, including the Principal), Assistant Principals, and Lead Teachers, in collaboration with Bluebonnet Learning Advisors and District Instructional Departments as needed. Facilitators guide the PLC process using lesson internalization, student progress monitoring, and alignment to HQIM and instructional priorities.
06.15a Who is required to attend PLCs?	All classroom teachers, lead teachers, interventionists, and special program teachers (Special Education, Bilingual/ESL, and Dyslexia) are required to attend PLCs. Support staff, including instructional aides and campus specialists, participate as needed to ensure consistent instructional alignment, effective intervention planning, and collective ownership of student outcomes.
06.16a Please describe the PLC protocol to be used	Paredes Elementary will implement a structured PLC protocol aligned to the La Joya ISD Instructional Framework and the Lesson Internalization process to ensure every teacher plans and delivers rigorous, high-quality instruction that meets the needs of all students. Each PLC follows a Plan → Instruct → Assess → Reflect cycle anchored in the district framework and grounded in collaborative, data-informed decision-making. The structure ensures teachers deeply internalize lessons, anticipate misconceptions, and plan purposeful instruction that drives student mastery. PLC Protocol Components: 1. Plan (Lesson Internalization) ○ Teachers unpack the HQIM lesson by identifying the key learning objectives, aligned TEKS, and success criteria. ○ Collaborative discussion focuses on exemplar responses, misconceptions, and scaffolds to ensure readiness for all learners. ○ Teachers rehearse and align instructional moves (modeling, questioning, and checks for understanding) consistent with the district's Explicit Instruction model. 2. Instruct ○ Teachers share implementation strategies, engagement techniques, and differentiation aligned to the Power Zone expectations of the La Joya ISD Instructional Framework. 3. Assess ○ Teachers review formative, interim, and summative data (unit assessments, MAP, STAAR, Bluebonnet checkpoints) to identify trends and gaps by standard and subgroup. ○ Teams develop re-teach plans and adjust pacing to ensure mastery for all students. This PLC protocol ensures every planning session leads to intentional, data-driven instruction and that teachers internalize lessons in alignment

	with the district's Instructional Framework, and Bluebonnet HQIM fidelity structures .25-26 LJISD PLC Rubric Vertical - Table 1.pdf 25-26 Lesson Structure (1).pdf La Joya ISD Strategic Plan-1P.pdf
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*Duplicate the table above for each campus

7.0 ACE

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

- The plan provides for the assignment of a principal to the campus who has demonstrated a history of improvement in student academic growth at campuses in which the principal has previously worked and gives the principal final authority over personnel decisions at the campus.
- The plan provides that at least 60 percent of the classroom teachers assigned to the campus are teachers who demonstrated instructional effectiveness during the previous school year, with instructional effectiveness determined by:
 - for a teacher who taught in the district during the previous school year:
 - the teacher's impact on student growth as determined using a locally developed value added model that measures student performance on at least one assessment selected by the district.
 - an evaluation of the teacher based on classroom observation.
 - for a teacher who did not teach in the district during the previous school year, data and other evidence indicating that if the teacher had taught in the district during the previous school year, the teacher would have performed in the top half of teachers in the district.
- The plan includes a detailed description of the employment and compensation structures for the principal and classroom teachers, which must include:
 - significant incentives for a high-performing principal or teacher to remain at the campus.
 - a three-year commitment by the district to continue incentives for the principal and teachers.
- The plan includes policies and procedures for the implementation of best practices on the campus, including:
 - data-driven instructional practices
 - a system of observation of and feedback for classroom teachers
 - positive student culture on the campus
 - family and community engagement, including partnerships with parent and community groups
 - extended learning opportunities for students, which may include service or workforce learning opportunities
 - providing student services before or after the instructional day that improve student performance, which may include tutoring, extracurricular activities, counseling services, and offering breakfast, lunch, and dinner to all students at the campus
- The plan includes assistance by a third-party provider that is approved by the commissioner in the development and implementation of the district's plan.

COMPLETE THE TABLE BELOW ONLY IF YOU SELECTED ACE AS YOUR SCHOOL IMPROVEMENT STRATEGY

Question	Response
07.01a SI - Identified Campus Name	Paredes Elementary
07.02a Has this campus (or this set of campuses) completed a planning year for the SAF grant for the ACE model?	N/A
07.03a (Optional) Did you upload your school design plan? This plan must meet the criteria in TEC Section 39A.105(b).	N/A
07.04a Would you like to provide more detail about the implementation of your ACE model? (Enter yes if your School Design Plan does not meet the criteria in TEC Section 39A.105(b).)	N/A
07.05a Please describe the system the district will use to track teacher and administrator effectiveness at campuses implementing the ACE model.	N/A
07.06a What targets will the district set to identify which teachers and administrators are highly effective?	N/A
07.07a Please describe the incentives the district will offer to high-performing principal or teacher to remain at the campus.	N/A
07.08a Has the district made a minimum three-year commitment to continue incentives for the principal and teachers?	N/A
07.09a How will the district ensure that the principal assigned to each ACE campus has demonstrated a history of improvement in student academic growth at campuses in which the principal has previously worked?	N/A
07.10a Will the principal have final authority over personnel decisions at each campus implementing the ACE model?	N/A
07.11a How will the district ensure that at least 60 percent of the classroom teachers assigned to the campus are teachers who demonstrated instructional effectiveness during the previous school year?	N/A

07.12a Describe how the campus will implement research-based instructional strategies.	N/A
07.13a Describe how the campus will implement data-driven instructional practices.	N/A
07.14a Describe how the campus will implement positive student culture on the campus.	N/A
07.15a Describe how the campus will implement family and community engagement, including any partnerships with parent and community groups.	N/A
07.16a Describe how the campus will implement extended learning opportunities for students, which may include service or workforce learning opportunities.	N/A
07.17a Describe how the campus will provide student services before or after the instructional day that improve student performance (for example, tutoring, extracurricular activities, counseling services, and offering breakfast, lunch, and dinner to all students at the campus).	N/A

*Duplicate the table above for each campus.

8.0 CLOSURE AND REASSIGNMENT

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

- All students from the closing campus are assigned to a campus with an acceptable (C or better) performance rating.
- All receiving campuses will increase the quality of the instructional materials to be used at the campus (if not already implementing SBOE-approved HQIM or OER).
- All receiving campuses have a capacity building plan that includes upfront training and ongoing coaching for campus leaders and teachers.
- The capacity building/professional development (PD) plan for all receiving campuses matches the state of talent at each receiving campus after the reassignment of staff is complete.
 - There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that are new (in their first two years) to their role.
 - There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that do not have a demonstrated track record of success.
 - There is a plan to differentiate and/or increase support for uncertified teachers.
- Teachers and administrators receive capacity building support related to supporting students in special populations that is aligned with the student population at the campus.

REASSIGNMENT LANDSCAPE ANALYSIS

Question	Campus #1
08.01 Campus Name	N/A
08.02 Campus CDCN	N/A
08.03 Most recent state accountability rating	N/A
08.04 Current enrollment of the campus	N/A
08.05 Maximum enrollment for the campus	N/A
08.06 Distance from the campus to the closing campus	N/A
08.07 % of students from the closing campus that will be assigned to this campus	N/A
08.08 % of teachers from the closing campus that will be assigned to this campus	N/A
08.09 % of administrators from the closing campus that will be assigned to this campus	N/A

*Duplicate the campus name column for multiple reassigned campuses.

RECEIVING CAMPUSES

Question	Campus #1
08.10 Campus Name	N/A
08.11 Please type the adopted curriculum for each receiving campus.	N/A
08.12 Is this the curriculum that will be implemented for the duration of the plan?	N/A
08.13 What new curriculum will be adopted?	N/A
08.14 When will the district adopt the new curriculum?	N/A
08.15 How will the district ensure that each campus meets the minimum instructional minutes required to implement the curriculum?	N/A
08.16 Please describe your planned training/PD sessions (and who delivers and attends) for: Principal manager, Principal, Other campus admin (assistant principals, instructional coaches), Teachers	N/A
08.17 How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?	N/A
08.18 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?	N/A
08.19 How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	N/A
8.20 What capacity building supports related to supporting students in special populations will teachers and administrators receive?	N/A

*Duplicate the campus name column for multiple receiving campuses.

9.0 GRADUATION RATE

How will the campus provide individualized supports to students at risk of dropping out?

- The campus and district track individual, student-level data including, at a minimum, absences, grade retention, and academic outcomes.
- Individual, student-level data is reviewed at least once per semester.
- Campus staff or mentors assigned to students receive training related to the needs of students who are at risk of dropping out.
- The plan includes strategies to improve student attendance.

ONLY COMPLETE THIS SECTION IF YOU NAMED IMPROVE GRADUATION RATE AS YOUR SCHOOL IMPROVEMENT STRATEGY

Question	Response
09.01a SI - Identified Campus Name using "improve graduation rate" as a school improvement strategy	N/A
09.02a Please describe the overall strategy to improve the graduation rate at this campus.	N/A
09.03a What student level data points will the campus track?	N/A
09.04a How frequently will student level data be reviewed and who will review the data?	N/A
09.05a What training will campus staff or mentors receive?	N/A
09.06a What is the attendance rate at the campus?	N/A
09.07a What strategies will the district implement to improve student attendance?	N/A

*From section 5, duplicate the table above for each campus using "improve graduation rate" as a school improvement strategy.

10.0 SCHOOL MODEL CHANGE

ONLY COMPLETE THIS SECTION IF YOU NAMED SCHOOL MODEL CHANGE AS YOUR SCHOOL IMPROVEMENT STRATEGY FROM SECTION 5.

Question	Response
10.01a SI - Identified Campus Name using "ACE" as a school improvement strategy below	N/A
10.02a Please provide a brief overview (2-3 sentences) of your school model change.	N/A

*From section 5, duplicate the table above for each campus using "ACE" as a school improvement strategy.

11.0 TEXAS PARTNERSHIPS

Is the district preparing to engage in quality authorizing?

- A representative from the district has attended or is signed up for TEA-approved authorizer training.
- The district has adopted a local charter authorizing board policy.
- The district is in the process of applying for or has received approval for Texas Partnerships (SB 1882) benefits.
- The operating partner of the campus has a track record of successful school turnaround.

Question	Response
11.01a SI - Identified Campus Name using "Texas Partnerships" as a school improvement strategy.	N/A
11.02a Please share the name and role of any district staff members that have completed TEA-approved authorizer training.	N/A
11.03a Please share the name and role of any district staff members that are signed up for or are currently enrolled in TEA-approved authorizer training.	N/A
11.04a Has the district adopted a local charter authorizing board policy?	N/A
11.05a Date the board approved or will vote on approving partnership	N/A
11.06a Has the district been approved for Texas Partnerships benefits?	N/A
11.07a Please describe the proposed or approved operating partner's track record of successful school turnaround.	N/A

*From section 5, duplicate the table above for each campus using "Texas Partnerships" as a school improvement strategy.

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

- Administrators responsible for the campus (including the principal and principal manager) receive upfront/initial training on key elements of the school improvement strategy.
- Teachers receive upfront/initial training on key elements of the school improvement strategy.
- Teachers receive an observation-and-feedback round from an instructional leader or coach at least biweekly.
- The observation tool includes research-based instructional strategies (RBIS) look fors.
- The observation tool includes look fors related to implementation of approved curriculum.
- The capacity building/professional development (PD) plan matches the current state of talent at the campus.
 - There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that are new (in their first two years) to their role.
 - There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that do not have a demonstrated track record of success.
 - There is a plan to differentiate and/or increase support for uncertified teachers.

DO NOT INCLUDE TEXAS PARTNERSHIP STRATEGY, ACE, OR GRADUATION RATE STRATEGY CAMPUSES

Question	Response
12.01a SI - Identified Campus Name, excluding Texas Partnership, ACE, or Graduation Rate	Paredes Elementary
12.02a Campus Principal Name	Tanya Vasquez
12.03a Years of experience as a campus principal	2 years total • Paredes Elementary: 2024–Present
12.04a Campus principal turnaround experience	At Paredes Elementary (2024–2025), she implemented data-driven instructional systems, structured PLCs, and progress monitoring protocols that led to growth in student performance and overall campus achievement. Under her leadership, the campus demonstrated consistent improvement across multiple accountability areas, establishing strong instructional coherence, teacher accountability systems, and a culture of high expectations that continues to drive sustained success.
12.05a Principal Manager name	Nidia Ortiz
12.06a Years of experience as a Principal manager	Two
12.07a Principal manager turn around experience	Seven years - Middle School Campus Principal- turnaround campus from a D to an A.
12.08a % of teachers on the campus who have more than 2 years experience	100%
12.09a % of teachers on the campus who are certified	100%
12.10a % of teachers on the campus who are TIA designated teachers	3/34=.08%
12.11a Please describe your planned training/PD sessions (and who delivers and attends) for Principal manager	Focus Areas: Instructional leadership, Lesson Structure Implementation, Data coaching calibration, and HQIM alignment. Delivered by: La Joya ISD Office of School Leadership, Region One ESC, and Bluebonnet Learning Advisors. Attendees: Executive Directors and Network Leaders. Frequency: Bi-Weekly professional learning sessions and quarterly calibration walks.

12.12a Please describe your planned training/PD sessions (and who delivers and attends) for Principal	Focus Areas: Effective Schools Framework leadership actions, lesson internalization coaching, and progress monitoring systems. Delivered by: Region One ESC, Bluebonnet Learning Advisors (Teaching Labs K-5 RLA- Great Minds K-5 Math), and District School Leadership. Attendees: Campus principal Frequency: Weekly coaching sessions with Network Executive Director, bi- weekly district leadership professional development. Leadership Development: Coaching from Executive Director/Principal Manager on campus improvement planning, data-driven decision making, and accountability. Instructional Leadership: T-TESS calibration, Instructional Framework, conducting effective walkthroughs, providing actionable teacher feedback. School Culture: Building positive climate, stakeholder engagement, conflict resolution, and equity-focused leadership. Operational Management: Compliance, scheduling, resource allocation, and staff evaluations. Professional Learning Communities (PLCs): Training on leading PLCs with a focus on student outcomes and collaborative teacher growth.
12.13a Please describe your planned training/PD sessions (and who delivers and attends) for other campus admin (assistant principals, instructional coaches)	Focus Areas: Lesson internalization facilitation, data meeting protocols, walkthrough calibration, and intervention scheduling. Delivered by: Principal, Bluebonnet Advisors, and District Academic Coaches. Attendees: Assistant Principals and instructional coaches. Frequency: Weekly ILT meetings and biweekly calibration sessions. Leadership Development: Coaching from Executive Director/Principal Manager on campus improvement planning, data-driven decision making, and accountability. Instructional Leadership: T-TESS calibration, Instructional Framework, conducting effective walkthroughs, providing actionable teacher feedback. School Culture: Building positive climate, stakeholder engagement, conflict resolution, and equity-focused leadership. Operational Management: Compliance, scheduling, resource allocation, and staff evaluations. Professional Learning Communities (PLCs): Training on leading PLCs with a focus on student outcomes and collaborative teacher growth.
12.14a Please describe your planned training/PD sessions (and who delivers and attends) for Teachers	Teachers at Paredes Elementary will engage in ongoing, high-quality professional development aligned to Bluebonnet HQIM implementation, and La Joya ISD Instructional Framework. Focus Areas: • Lesson Internalization and HQIM Fidelity: Deep dives into Bluebonnet RLA and Math modules emphasizing alignment to TEKS, exemplar use, and lesson delivery. • Data-Driven Instruction: Analyzing MAP, Bluebonnet unit, and district assessment data to plan re-teach and intervention cycles. • Explicit Instruction and RBIS (Research-Based Instructional Strategies): Building teacher capacity in modeling, guided practice, checks for understanding, and student discourse. • Progress Monitoring and Differentiation: Using data trackers and student folders to adjust instruction for EB, SPED, and At-Risk students. • Classroom Culture and Engagement: Integrating Power Zone strategies and positive reinforcement routines. Delivered by:

	• Bluebonnet Learning Advisors (HQIM and lesson internalization sessions) • Region One ESC and District Instructional Coaches (RBIS, explicit instruction, and intervention alignment) • Campus Instructional Leadership Team (weekly PLC-based PD and feedback cycles) Onsite Coaching Frequency Elementary • D-rated campuses: 6 onsite coaching days • F-rated campuses: 10 onsite coaching days • 11 flexible Attendees: All classroom teachers, interventionists, special program teachers, and instructional aides.
12.15a How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?	Training and support will be differentiated based on their level of proficiency. Teachers with a lower proficiency will receive more classroom visits with actionable feedback than teachers with a higher proficiency as determined by TTESS observations and student data. Developing teachers receive targeted coaching cycles including: • Weekly actionable feedback and model lessons by instructional coaches • Peer observations with reflection protocols if needed • Co-planning support during PLCs.
12.16a 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?	La Joya ISD Instructional Framework Walkthrough Spot Check Tool Spot Check Draft (10.15.25).pdf Purpose: These tools are used to evaluate the fidelity and effectiveness of instructional practices, ensuring alignment to district expectations for Explicit Instruction, Lesson Internalization, and Demonstration of Learning (DOL). Look-Fors Include: • Lesson Internalization: Aligned objectives, exemplar responses, success criteria, and intentional planning evident in delivery. • Checks for Understanding: Frequent, strategic questioning and real-time adjustments based on student responses. • Demonstration of Learning (DOL): Evidence that students can independently apply the day's learning objective through written, verbal, or performance-based tasks. • Student Engagement and Academic Discourse: Students actively participating, using academic language, and engaging in meaningful discussion or problem-solving. • Use of Data Trackers and Re-Teach Plans: Teachers consistently tracking student progress and adjusting instruction to address misconceptions or gaps.

	Monitoring Process: Walkthrough data is collected weekly by the campus instructional leadership team and reviewed during ILT and PLC meetings. Data trends are used to calibrate feedback, refine professional development plans, and ensure continuous improvement in instructional delivery and student mastery.
12.17a How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	Campus admin will work collaboratively to group teachers into three tiers. The frequency of classroom observations with actionable feedback will be as follows: Tier 1: 5 classroom visits with actionable feedback Tier 2: 10 classroom visits with actionable feedback Tier 3: 20 classroom visits with actionable feedback Each teacher receives: • 2 TIA Observations: 2 per semester • Formal observations: one for the year • Informal walkthroughs: Weekly by instructional leaders.
12.18a What capacity building supports related to supporting students in special populations will teachers and administrators receive?	Teachers and administrators receive ongoing capacity-building support for Special Education, Emergent Bilingual, and At-Risk students through: • District training on inclusion, EB scaffolds, and specially designed instruction. • Campus-led PDs on differentiation, small-group intervention, and progress monitoring. • Collaborative PLCs including special program teachers to align accommodations and data tracking. • Capacity Builder blends model lessons, job-embedded Teaching Labs, and district coaching to make Bluebonnet K–5 RLA's scaffolded supports classroom-ready. Bluebonnet already includes a coherent scope & sequence, daily lesson plans, and core connections that build background, and explicit scaffolds for language and skill development; our PD shows teachers how to use those materials step-by-step (model, rehearse, debrief) so scaffolds become routine instructional moves. • In practice, through rigorous and customized professional learning and tailored intensive school leadership coaching, we deliver radically responsive support that leverages frequent formative checks and tight coaching cycles so teachers can trial differentiation strategies and monitor progress in real time. • For English learners, the program and our aligned professional learning emphasize and uphold ELPS-aligned strategies (explicit vocabulary, first-language connections, and leveled supports embedded in lessons). For students with IEPs, our professional learning and coaching emphasizes the power and importance of explicit modeling, co-teaching, small-group planning, and targeted intervention sequences drawn from the lesson design so grade-level content is accessible without diluting standards. • Bluebonnet's built-in scaffolds are actionable through explicit instruction, a standardized lesson structure, clearly defined demonstration of learning for each lesson, ample at-bats for students to wrestle with and practice critical skills and concepts, and follow-up coaching so teachers consistently deliver rigorous, accessible RLA instruction to all learners. These supports ensure all subpopulations receive equitable, data-informed instruction aligned to the campus's goals.

*Duplicate the table above for each campus that does not have Texas Partnership, ACE, or Graduation Rate as a school improvement strategy.

13.0 MILESTONES

How will the strategy be implemented?

- Milestones include all activities needed to fully implement the program or strategy, covering planning and implementation stages.
- Milestones include all upfront capacity building, implementation action steps, and ongoing support and coaching touchpoints, and student assessment cycles.
- Milestones cover, at a minimum, the two school years that the campus is required to implement the plan.

Question	Response
13.01a SI - Identified Campus Name	Paredes Elementary
13.02a Please share the key milestones for this strategy (Timeframe is, at minimum, through end of SY 26-27 for TIP and through end of SY 27-28 for TAP.)	Adoption of HQIM • Summer 2025: Teachers participated in HQIM onboarding sessions and Lesson Internalization Boot Camps facilitated by Bluebonnet Learning Advisors • Summer 2025: The district developed pacing guides, exemplar banks, and alignment tools to ensure full curriculum implementation at the start of the 2025–2026 school year. Required Trainings to Prepare for Year 1 Implementation 2025-2026 Staff and leadership participated in a comprehensive series of professional learning sessions, including: • RBIS (Research-Based Instructional Strategies) – Explicit instruction, modeling, and checks for understanding. • Accountability and Domain Data Training – Understanding STAAR metrics, student growth, and performance targets. • HQIM Fidelity & Lesson Internalization Training – Focus on planning, anticipating misconceptions, and exemplar analysis. • School-wide Systems and Procedures – Attendance, PBIS, supervision, and safety. Family, Community, and Stakeholder Input Meetings • Fall 2025 Established the Parent Advisory Council (PAC) to serve as an ongoing feedback and communication forum for stakeholders throughout the implementation process. Strategy: <i>Data-driven decision making and coaching to improve student achievement</i>

Supports in Place and Leadership Trainings
To improve student outcomes, Paredes Elementary's leadership team participates in a comprehensive system of professional learning and coaching aligned to La Joya ISD's Effective Schools Framework.

Leadership Development and Training Calendar:

- District Leadership Institutes (Monthly): Led by Chief of Academics and School Leadership Dr. Little and Executive Directors Nidia Ortiz, Jodie Adair, Maria Chavez, focusing on data analysis protocols, walkthrough calibration, and instructional leadership development.
- Bluebonnet Leadership Coaching (Ongoing): Embedded coaching sessions targeting HQIM lesson internalization monitoring, teacher feedback systems, and lesson study routines.

These trainings ensure all administrators are calibrated on instructional look-fors, data monitoring, and feedback practices that directly influence student growth.

Capacity Building and Job-Embedded Coaching

- One-on-one coaching between the Principal (Tanya Vasquez) and Executive Director (Nidia Ortiz) centered on data outcomes, and staff effectiveness.
- Coaching Sessions led by Bluebonnet Advisors to deepen leadership capacity in HQIM implementation, data disaggregation, and PLC facilitation.
- Quarterly calibration walks with district leadership (Chief, Network EDs, and Academics team) to strengthen inter-rater reliability on instructional feedback.
- Leadership team members (Principal, APs, Lead Teachers) receive job-embedded coaching on conducting effective PLCs, delivering feedback aligned to HQIM, and leading instructional modeling sessions.

Implementation Action Steps (2025–2026)

1. Conduct weekly ILT meetings to review walkthrough data, student performance trends, and PLC outcomes.
2. Establish three-week data cycles integrating MAP, Bluebonnet, and formative assessment results into re-teach and intervention planning.

3. Monitor teacher performance and student progress through ILT dashboards and classroom DOL (Demonstration of Learning) artifacts.
4. Implement quarterly Data Summits to evaluate growth targets, intervention effectiveness, and campus accountability metrics.
5. Align leadership coaching and feedback to Domain I (student achievement) and Domain II (growth) indicators to ensure measurable progress toward TEA accountability goals.

Ongoing Support and Coaching Touchpoints

- Monthly: Principal coaching with Executive Director of School Leadership.
- Monthly: Bluebonnet and district instructional advisor walkthroughs and feedback sessions.
- Monthly: District leadership data meetings and calibration walks.
- Quarterly: ESF-aligned progress reviews. and leadership reflection sessions.

Ongoing Review of Student Data

- Data is reviewed weekly in PLCs and biweekly in ILT meetings using campus-wide dashboards tracking student progress by content area, grade level, and subgroup.
- Quarterly Data Summits assess growth toward campus goals (Reading 44% Meets, Math 36% Meets, TELPAS 100% Progress).
- Leadership uses data trends to adjust PD priorities, reallocate intervention staff, and refine instructional strategies, ensuring continuous improvement throughout.

Instructional Planning & Delivery

Strategy: Targeted academic support for increased student outcomes

Professional Development to Support HQIM Implementation

Paredes Elementary provides a comprehensive professional development system focused on high-quality instructional materials (HQIM) implementation, aligned to the Bluebonnet Learning Framework and La Joya ISD Instructional Expectations.

Key HQIM PD Components and Frequency:

- Bluebonnet HQIM PD Series (Monthly): Teachers engage in content-specific sessions for Reading Language Arts and Mathematics to strengthen understanding of unit goals, key lessons, and exemplar responses.
- Ongoing PLC-Based PD (Twice Weekly): PLCs (Tuesdays and Thursdays) are structured around lesson internalization, student data analysis, and collaborative planning using the Plan → Instruct → Assess → Reflect cycle.

Implementation Support:

- Instructional Coaches and Bluebonnet Advisors provide job-embedded modeling, co-planning, and co-teaching support during weekly classroom visits.
- Campus leaders conduct walkthroughs aligned to HQIM look-fors, ensuring consistent fidelity across classrooms.

Supports and Frequency for Lesson Internalization

Lesson internalization occurs twice weekly in PLCs, facilitated by Assistant Principal, Lead Teachers, and Bluebonnet Advisors, ensuring that each lesson is purposefully planned and aligned to learning objectives. Key components include:

1. Unpacking the Lesson: Identify learning goals, TEKS alignment, and success criteria.
2. Anticipating Misconceptions: Plan scaffolds and strategies for struggling learners and EB students.
3. Rehearsal and Modeling: Teachers practice delivery and question sequencing using exemplars.
4. Planning DOLs (Demonstration of Learning): Define what student mastery looks like and how it will be measured.

These sessions build teacher confidence, consistency, and clarity, leading to improved instructional quality and student performance across all grade levels.

Observation, Feedback, and Coaching

- Walkthroughs: Conducted by the Principal, Assistant Principal using the La Joya ISD Instructional Framework Tool to observe lesson

internalization fidelity and DOL execution.

- Feedback Cycles: Teachers receive actionable written and verbal feedback within 48 hours, with follow-up coaching meetings to refine instructional delivery.
- Biweekly Coaching Sessions: Focus on modeling instructional strategies, deepening questioning techniques, and improving checks for understanding.
- Quarterly Calibration Walks: Conducted with the Network Executive Director and District Leadership to ensure consistency and rigor in instructional expectations.

Assessment Cycle and Data Review

Paredes Elementary follows the La Joya ISD Assessment Calendar, integrating district, campus, and HQIM assessment checkpoints throughout the year:

Assessment Type	Frequency	Purpose
MAP Growth (BOY, MOY, EOY)	3x per year	Measure growth and identify Tier 2/3 needs.
Bluebonnet Unit Assessments	Every 4–6 weeks	Monitor HQIM mastery by unit and adjust instruction.
Weekly Exit Tickets & DOLs	Weekly	Gauge immediate understanding and inform small-group reteach.
ILT/PLC Data Reviews	Every 3 weeks	Evaluate progress toward Meets targets and refine instruction.
Quarterly Data Summits	4x per year	Review cumulative growth data, assess interventions, and celebrate progress.

All assessment data is analyzed during PLCs and ILT meetings, where teachers and leaders identify trends, plan reteach lessons, and adjust interventions to ensure all students demonstrate academic growth.

Teacher Capacity

Strategy: *Targeted professional development to build teacher capacity*

PLC Implementation Trainings
 Paredes Elementary implements structured PLC systems aligned to the La Joya ISD Instructional Framework

- Teachers participate in PLC Launch Trainings at the start of the school year and receive quarterly calibration refreshers.
- Each PLC follows the Plan → Instruct → Assess → Reflect cycle, emphasizing lesson internalization, data-driven instruction, and collaborative problem-solving.
- PLCs occur twice weekly (Tuesdays and Thursdays) and are facilitated by Assistant Principal, Lead Teachers, and Bluebonnet Advisors, ensuring a consistent focus on instructional excellence and student outcomes.

Data-Driven Instruction (DDI) Practices

- Teachers use MAP, Bluebonnet unit, and classroom assessment data every three weeks to identify trends, reteach needs, and intervention priorities.
- ILT and teachers collaboratively analyze subgroup data (EB, SPED, At-Risk) to ensure targeted support.
- Each data cycle concludes with a reteach plan and progress monitoring check-in during PLCs.
- Teachers maintain student data trackers and data folders that guide goal setting and formative feedback conversations with students.

Teacher Practice: Lesson Internalization and Rehearsal

- Teachers engage in lesson internalization twice weekly to unpack TEKS, anticipate misconceptions, and align exemplars.
- Rehearsal and modeling sessions allow teachers to practice instructional delivery, transitions, and questioning techniques.
- Leadership provides feedback on alignment, clarity, and student engagement during internalization sessions and classroom walkthroughs.

Student Outcomes: Student Discourse and Productive Struggle

- Instructional PD emphasizes strategies that promote academic discourse and productive

struggle to deepen understanding.

- Leaders and Bluebonnet Advisors monitor student talk-to-teacher talk ratios, ensuring classrooms reflect high engagement and cognitive rigor.

Student Work Analysis

- Teachers review student work samples weekly in PLCs to identify evidence of mastery and misconceptions.
- ILT uses Bluebonnet rubrics and exemplar comparisons to calibrate expectations and align instruction to grade-level standards.
- Findings from student work analysis inform reteach plans, small-group instruction, and intervention group adjustments.

RBIS (Research-Based Instructional Strategies) Implementation in the Classroom

- All teachers are trained in RBIS frameworks through Region One ESC and district PD, emphasizing explicit instruction, modeling, guided practice, and checks for understanding.
- Implementation is reinforced during walkthroughs and coaching sessions.
- Ongoing feedback supports teachers in embedding RBIS strategies into daily lessons to strengthen Tier 1 instruction.

Observation, Feedback, Action Steps, and Coaching

- Weekly walkthroughs by administrators and Bluebonnet Advisors provide targeted feedback aligned to HQIM.
- Teachers receive written feedback within 48 hours, followed by coaching conversations to address action steps.
- Coaching Cycles (biweekly) include observation, feedback, and modeling support for reteach or lesson delivery refinement.
- Coaching is differentiated based on teacher experience and performance trends, ensuring tailored support for all staff.

Special Populations and Classroom Visits

- Instructional leaders and specialists conduct focused classroom visits for SPED, EB, and At-Risk students, ensuring instructional alignment and appropriate accommodations.
- Walkthrough tools include look-fors related to differentiation, language scaffolds, and evidence of specially designed instruction (SDI).
- ILT reviews subgroup progress data monthly to adjust supports and interventions.

Bilingual and Emergent Bilingual (EB) Trainings

- Teachers participate in Region One Bilingual/ESL Academies (Fall and Spring) focused on dual language pedagogy, language acquisition strategies, and TELPAS integration.
- Campus-led EB calibration sessions occur quarterly to review TELPAS writing samples and progress monitoring.
- Instructional coaches model language scaffolding strategies during PLCs and classroom observations.

Special Education Trainings

- Teachers receive PD led by the La Joya ISD Special Education Department on inclusion, accommodations, and differentiation.
- Collaborative planning sessions between general and special education teachers ensure SDI and IEP implementation fidelity.
- Six Weeks: SPED/RTI data reviews ensure all students receiving special services are making measurable progress.
- Student Experience
 - Strategy: Student ownership of their academic progress
 - Opportunities to involve students in their own progress
 - Student-led/Parent conferences
 - Weekly progress monitoring

Student Experience

Strategy: *Student ownership of their academic progress*

Opportunities to Involve Students in Their Own Progress
Paredes Elementary fosters a culture of student ownership, accountability, and self-efficacy through intentional structures that empower students to monitor and reflect on their academic growth.

- Students maintain individual data folders and goal-setting trackers for Reading, Math, and Attendance, reviewed weekly during classroom data talks.
- Teachers use student-friendly rubrics and DOL (Demonstration of Learning) to help students understand success criteria and mastery expectations.
- Classroom data walls visually display grade-level progress toward Meets and Growth targets, promoting transparency and motivation.
- Students participate in self-assessment activities aligned to Bluebonnet HQIM lessons, using success criteria to evaluate their work and set next-step goals.

Weekly Progress Monitoring

- Students review weekly assessment results (exit tickets, Bluebonnet checkpoints, and DOLs) with their teachers to identify which skills have been mastered and which require additional practice.
- Teachers schedule mini-conferences during intervention or small-group time to discuss progress and next steps individually with students.
- Grade-level teams conduct weekly PLC reviews of student progress to adjust instruction, reteach plans, and intervention groups based on current data.

Through these systems, Paredes Elementary ensures every student is an active participant in their learning journey, understands their progress toward grade-level expectations, and develops the confidence and habits necessary to achieve long-term academic success.

Family & Community Engagement

Strategy: *Fostering Shared Responsibility*

Opportunities for Stakeholder Involvement and Timeframe
Paredes Elementary is committed to building strong, collaborative partnerships with families and community stakeholders to support student success and sustain a culture of shared accountability. The campus implements a

year-round calendar of engagement opportunities designed to connect families directly to instructional priorities, student progress, and school improvement goals.

Key Stakeholder Engagement Opportunities:

1. Parent Advisory Council (PAC) – Quarterly
 - Parents, community members, and staff meet each quarter to review student progress, attendance.
 - PAC members provide feedback on family engagement initiatives, extended learning opportunities, and school climate.
2. Family Academic Nights – Monthly/Quarterly
 - Curriculum Nights, Literacy and Math Nights, and STEAM Family Events give parents hands-on experiences with Bluebonnet HQIM materials and strategies they can use to support learning at home.
 - Events are offered in both English and Spanish to ensure equitable access for all families.
3. Attendance and Recognition Celebrations – Monthly/6 weeks
 - Families are invited to celebrate academic growth and positive behavior at monthly assemblies.
 - These events strengthen relationships and promote school pride.
4. Community Partnerships – Ongoing
 - Collaborations with the high school, local businesses, and community organizations provide mentorship, enrichment activities, and service-learning opportunities for students.
 - District departments support parent education workshops on topics such as literacy at home, technology use, and college readiness.
5. Parent Education Workshops – Fall & Spring Semesters
 - Offered through La Joya ISD's Family Engagement Office, sessions focus on social-emotional learning, attendance awareness, and academic support

	strategies. - Feedback from workshop participants informs future event planning and resource development. 6. Community Communication Systems – Ongoing - Consistent two-way communication through ClassDojo, newsletters, and social media ensures families receive timely updates about student progress, campus events. - The campus also maintains an open-door policy to encourage ongoing dialogue between families and campus leadership. Through these intentional and consistent engagement efforts, Paredes Elementary fosters a genuine sense of shared ownership and community pride—ensuring that families, staff, and community partners work collaboratively to achieve academic excellence.
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*Duplicate the table above for each campus.

14.0 PERFORMANCE MANAGEMENT

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

- There is a plan for plan performance management, including superintendent and other key leadership review of metrics and progress at a semesterly cadence.
- The response describes:
 - Who will review progress towards milestones,
 - How frequently progress is reviewed,
 - How progress data will be collected, and
 - How it is shared with district leadership and other relevant stakeholders.

Question	Response
14.01a SI - Identified Campus Name	Paredes Elementary
14.02a Please describe how district and campus leaders will monitor the successful implementation of this plan.	District and campus leaders will monitor implementation through ongoing data-driven review cycles. Campus leadership will utilize weekly ILT meetings, PLC data analysis, and trackers to ensure that strategies are implemented with fidelity. The Executive Director, along with the Chief of Academics and School Leadership and Superintendent's Cabinet, will review progress and provide targeted support based on identified trends and needs. Each semester, a comprehensive progress review will be conducted to evaluate impact and determine next steps for refinement.
14.03a Who will be responsible for reviewing progress towards the milestones described in the previous section?	Progress will be reviewed collaboratively by the Superintendent, Chief of academics and school leadership, Executive Director, and campus principal) along with assistant principals and instructional coaches. The campus Instructional Leadership Team (ILT) will facilitate ongoing progress monitoring to ensure alignment between district-level expectations and classroom implementation.
14.05a How frequently will progress toward milestones be reviewed?	Weekly: Campus ILT reviews instructional implementation, walkthrough data, attendance, and assessment results. Monthly: District Executive Director conducts monitoring visits and data meetings with the campus principal and leadership team. Quarterly/Semester: Formal progress reviews are held with the Superintendent and Cabinet to evaluate progress on key performance indicators and milestone targets.
14.06a How will milestone progress data be collected?	Data will be collected through multiple aligned systems: • Walkthrough & Coaching Data: Collected using district-approved instructional rubrics. • Assessment Data: NWEA MAP, Bluebonnet HQIM assessments, and STAAR interim results tracked in Eduphoria and campus trackers. • Attendance & Behavior Data: Pulled from Skyward and PBIS systems. • Professional Learning Implementation: Monitored via PLC documentation, lesson internalization forms, and coaching logs. All data will be stored in campus and district dashboards to ensure consistency and accessibility.
14.07a How will milestone progress data be shared with district leadership and other relevant stakeholders?	Campus and district leadership teams will review data during scheduled meetings and semester reviews. Data summaries will be shared through district dashboards (DMAC), campus leadership reports, and quarterly updates to the Superintendent's Cabinet. Key findings and next steps will also be communicated to teachers during faculty meetings and PLCs to ensure transparency and shared accountability.

*Duplicate the table above for each campus.

15.0 RESOURCES

Has the district identified all resources needed to implement the SI strategy?

-The description lists all additional costs associated with implementing the school improvement strategy (e.g., stipends, instructional materials, training/professional development costs, costs for additional staff positions created to implement the strategy, etc.)

-Each cost described includes the source of funds.

Question	Response
15.01a SI - Identified Campus Name	Paredes Elementary
15.02a Please share the required costs to implement plan and source of funds	\$71,786.00 (211) \$40,913.00 (162)
15.03a 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?	All additional costs required to implement the district's School Improvement strategies—including stipends, professional learning, instructional materials, and specialized coaching—have been identified and assigned to specific funding sources. The plan leverages a combination of state grants (LASO, Strong Foundations, Bluebonnet), federal programs (Title II, part A), and Local Funding to ensure full and sustainable implementation. This alignment confirms that the district has adequately budgeted, identified, and secured the necessary resources to implement, monitor, and sustain each School Improvement initiative with fidelity through the 2025–2026 school year.

*Duplicate the table above for each campus.

16.0 ADDITIONAL INFORMATION

Question	Response
16.01a SI - Identified Campus Name	Paredes Elementary
(Optional) Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents.	N/A

*Duplicate the table above for each campus.