

Response Summary:



Targeted Improvement Plan and Turnaround Plan Form 25-26: School Year 2025-26

Before you begin, please ensure:

- You've completed the [Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26](#) for all campuses required to submit a Targeted Improvement Plan or Turnaround Plan.
- You've completed the [Targeted Improvement Plan and Turnaround Plan Form: Closure/ Reassign Form for School Year 25-26](#) for all campuses that are choosing Closure/Reassign as the school improvement strategy.

Please complete this form by **5 pm on November 21, 2025**. The survey should take approximately **30-90 minutes to complete**. To avoid losing progress, please set aside enough time to complete the submission in one sitting. If you have questions, please contact the School Improvement Division at SIDivision@TEA.Texas.Gov. Thank you for taking the time to engage in this submission and provide the requested information.

Upon submission, you will receive an email containing a submission confirmation of your Targeted Improvement Plan or Turnaround Plan responses. TEA will upload your responses into ISAM on the submissions table for your campus(es).

Reminder:

- Maximize your browser window for the best experience
- Complete the form in one sitting to avoid losing progress.

0.0. Will you be completing a Targeted Improvement Plan (TIP) or a Turnaround Plan (TAP) submission?

- Turnaround Plan (TAP)

1. School System Information

Before you continue, please ensure that all statutory requirements for on-site needs assessment, stakeholder engagement, and board approval are complete for the campus included in this plan.

1.1TAP. Please select the campus for this submission:

Region	1
District	1 ~ LA JOYA ISD-108912
Campus	1 ~ LA JOYA ISD-108912 ~ EVANGELINA GARZA EL-108912126

1.1aTAP. If the campus you are completing this submission for is not available in the list above, please enter the campus(es) CDCN number in the field below.

Please, ensure the CDCN number is complete with leading zeros when applicable.

Example: Campus 235467 should be entered as 00235467

N/A

1.2. Please enter your first and last name.

Nidia Ortiz

1.3. Please enter your email.

n.ortiz@lajoyaisd.net

1.4. Please select your role:

- District Coordinator of School Improvement

2. Needs Assessment and Stakeholder Engagement

NOTICE:

To proceed with this submission, all Needs Assessment and Stakeholder Engagement assurances (items 2.1–2.6) must be marked "Yes."

If any of these items are marked "No," you will be redirected to the end of the survey and must restart the submission once assurances 2.1–2.6 can be confirmed as "Yes."

2.1. I assure that all campuses named in this plan have conducted an on-site needs assessment that meets the requirements in [Section 39A.053](#) of the Texas Education Code. (For example: Texas Strategic Leadership Landscape Analysis, Effective Schools Framework Diagnostic, or a local needs assessment.)

- Yes

2.2. 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

2. Needs Assessment and Stakeholder Engagement

2.3. I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan/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

2. Needs Assessment and Stakeholder Engagement

2.4. 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

2. Needs Assessment and Stakeholder Engagement

2.5. 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 plan, and the board posted the plan(s) on the district website prior to the hearing.

- Yes

2. Needs Assessment and Stakeholder Engagement

2.6. Has the board approved this plan(s)?

- Yes

2. Needs Assessment and Stakeholder Engagement

2.7#1. Please select the date of board approval: - Month

Please Select:	November
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2.7#2. Please select the date of board approval: - Day

Please Select:	19
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2.7#3. Please select the date of board approval: - Year

Please Select:	2025
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2.8. As part of the TAP submission, all campuses must upload stakeholder comments. 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:

[\[Click here\]](#)

3. Student Outcome Goals

NOTICE:

To proceed with this submission, the Student Outcome Goals the 'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26' must be completed first, so assurance 3.1 can be marked 'Yes'. If you have not completed the 'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26', please do so before returning to complete the 'Targeted Improvement Plan and Turnaround Plan Form: School Year 25-26'.

If 'No' is marked for item 3.1 you will be redirected to the end of the survey and must restart the submission once assurance item 3.1 can be confirmed as "Yes."

3.1. I assure that all campuses included in this plan have set campus-wide goals for ELA/Reading and Math STAAR performance rates and scaled score goals for Domain III components (Academic Achievement, Growth Status, ELP Status, and Student Success Status) for the 2025–2026 school year.

- Yes

4. School Improvement Strategy

4.1. Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.

- Accelerating Campus Excellence (ACE) Model

4.2. Which, if any, grants has your school system been awarded to support this strategy?

- School Action Fund Implementation (Restart)

4.3. Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?

- LIFT PLC Support

4.4. Please name any organizations you are currently working with to build capacity and support strategy implementation.

[SAPL List for LASO 3](#)

[SAPL List for LASO 4](#)

- External Vendor on the State Approved Provider (SAPL) list

5. Curriculum and Instruction

5.1. Please select the adopted curriculum for: K-5 Math

- Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matemáticas K-5, Edición 1

5.2. Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

- Yes

5.5. How many instructional minutes per week are required/recommended for implementation of this curriculum?

300

5.6. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

450

5.7. Please select the adopted curriculum: K-5 RLA

- Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edición 1

5.8. Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

- Yes

5.11. How many instructional minutes per week are required/recommended for implementation of this curriculum?

450

5.12. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

450

5.13. Please select the adopted curriculum for: 6-8 Math

- Not applicable

5.19. Please select the adopted curriculum for: 6-8 RLA

- Not applicable

5.25. Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

- Not applicable

5.31. Please select the adopted curriculum for: 9-12 RLA

- Not applicable

5.37. How many instructional days are included in the 2025-2026 calendar?

180

5.38. 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?

N/A

5.39. Please describe the assessment plan for the impacted campus(es).

Evangelina Garza 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.

5.40. Will the campus(es) implement a PLC structure?

- Yes

5.41. 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.

5.42. 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. This frequency will continue for 25-26, 26-27 and 27-28.

5.43. Who will facilitate PLCs?

PLCs will be facilitated by campus instructional leaders, including the Principal (Rosa Gonzalez Vela), Assistant Principals (Elizabeth Garza and Alejandro Martinez), 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 ACE instructional priorities.

5.44. 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.

5.45. Please describe the PLC protocol to be used.

Evangelina Garza 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:

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.

Instruct

Teachers share implementation strategies, engagement techniques, and differentiation aligned to the Power Zone expectations of the La Joya ISD Instructional Framework.

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, ACE expectations, and Bluebonnet HQIM fidelity structures.

6. ACE

6.1. Has this campus (or this set of campuses) completed a planning year for the SAF grant for the ACE model?

- No

6.3. Would you like to provide more detail about the implementation of your ACE model? (Select yes if your School Design Plan does not meet the criteria in TEC Section 39A.105(b).)

- No

6.4. Please describe the system the district will use to track teacher and administrator effectiveness at campuses implementing the ACE model.

La Joya ISD Multi-Measure Effectiveness System

La Joya ISD will utilize a multi-measure effectiveness system that combines quantitative and qualitative data sources to monitor teacher and administrator performance. Metrics include:

TTESS and TPESS evaluation data aligned to district instructional priorities.

Student growth data from MAP, Bluebonnet unit assessments, and STAAR outcomes.

Walkthrough and observation data collected by district and campus leadership teams using the La Joya ISD Instructional Framework look-for.

PLC and coaching evidence, including lesson internalization artifacts, data trackers, and implementation feedback.

In addition, upper district administration conducts ongoing sprints, spot checks, and coaching cycles to provide targeted feedback and support to both administrative teams and teachers.

Sprints are conducted once a month and include district staff and principals, focusing on instructional priorities, lesson structure, and HQIM implementation.

Spot checks are also conducted six times per year to monitor progress, calibrate leadership expectations, and ensure alignment between instructional practices and district goals.

This system ensures that effectiveness ratings reflect both instructional impact and leadership behaviors that drive student success under the ACE model, fostering a culture of continuous improvement, accountability, and instructional excellence across La Joya ISD.

6.5. What targets will the district set to identify which teachers and administrators are highly effective?

Highly effective teachers and administrators will meet the following targets:

Demonstrate at least one year of student academic growth on MAP or STAAR (Domain I).

Achieve a TTESS or TPESS overall rating of "Proficient" or higher with evidence of growth in Domain 2 (Instruction) and Domain 3 (Learning Environment).

Meet or exceed campus performance targets (e.g., 45% Meets in Reading, 40% Meets in Math).

Demonstrate fidelity in HQIM implementation and consistent alignment to the district's Instructional Framework.

These criteria ensure that instructional effectiveness is both measurable and aligned to district turnaround goals.

6.6. Please describe the incentives the district will offer to high-performing principals or teachers to remain at the campus.

La Joya ISD will provide financial and professional incentives to recruit and retain highly effective educators at ACE campuses:

Performance stipends for principals, assistant principals, and classroom teachers based on student growth, attendance, and instructional outcomes.

Priority professional development opportunities through District Management Group, Region One and Bluebonnet Learning.

Recognition programs (Teacher and Staff of the Month, attendance and academic celebrations) to promote morale and retention.

These incentives are designed to reward excellence, stabilize staffing, and maintain high expectations campus-wide.

6.7. Has the district made a minimum three-year commitment to continue incentives for the principal and teachers?

- Yes

6.8. 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?

The district ensures that each ACE campus principal has a proven record of improving student outcomes through demonstrated instructional leadership and data-driven practices.

Principal Rosa Gonzalez Vela served as Principal of Zapata Elementary from 2015 through 2023, leading the campus through eight years of consistent improvement and system-building that strengthened both academic outcomes and school culture. Under her leadership, Zapata Elementary:

Improved overall STAAR performance and moved from low-performing status to meeting accountability standards through data-informed decision-making and targeted intervention systems.

Established structured PLCs and progress monitoring routines that became models for district alignment.

Built sustainable systems of progress monitoring and family engagement that contributed to long-term student growth.

This track record of sustained academic improvement and instructional coherence serves as clear evidence of Ms. Gonzalez Vela's capacity to lead an ACE turnaround campus. Her experience directly aligns to the expectations of the Accelerating Campus Excellence model and provides the leadership foundation necessary to move Evangelina Garza Elementary from an "F" rating toward sustained academic success.

6.9. Will the principal have final authority over personnel decisions at each campus implementing the ACE model?

- Yes

6.10. 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?

The district ensures compliance with this ACE staffing requirement through:

Strategic staffing protocols, requiring teacher selection based on prior-year TTESS ratings, student growth data, and demonstrated instructional impact.

Leadership interviews and demonstration lessons to confirm alignment with ACE expectations and HQIM fidelity.

Collaboration between Human Capital, School Leadership, and Academics to ensure placement of high-performing teachers in tested grades and critical content areas.

This process guarantees that at least 60% of teachers are rated effective or higher and that all staff are committed to the ACE turnaround mission.

6.11. Describe how the campus(es) will implement research-based instructional strategies.

Evangelina Garza Elementary will implement research-based instructional strategies embedded in the La Joya ISD Instructional Framework and Bluebonnet HQIM materials, including:

Explicit Instruction with intentional modeling, interactive practice, and checks for understanding.

Scaffolded supports for Emergent Bilingual and Special Education students, ensuring that all learners can access rigorous, grade-level content. Supports include:

For Emergent Bilingual students: integration of language objectives within content lessons, use of sentence stems, structured oral practice, visual supports, and opportunities for translanguaging to build conceptual understanding.

Teachers intentionally embed vocabulary development, use anchor charts, and employ the ELPS (English Language Proficiency Standards) to guide instruction and monitor language growth.

For Special Education students: implementation of individualized instructional strategies aligned with IEP goals, use of co-teaching and small-group instruction, differentiated assignments, and incorporation of assistive technology and manipulatives to support conceptual understanding. Teachers collaborate with special education staff to ensure accommodations and modifications are fully integrated into Tier 1 instruction.

Structured academic discourse to promote oral language development, comprehension, and critical thinking through accountable talk and student collaboration.

Use of exemplars and success criteria to clarify expectations for mastery and provide models of high-quality student work.

Instructional leaders conduct weekly walkthroughs and provide targeted feedback and coaching to ensure these strategies are consistently implemented and aligned with the district's high-leverage practices.

In addition, campus and district instructional support teams collaborate to monitor the progress of Emergent Bilingual and Special Education students by:

Reviewing individualized education plans (IEPs), language proficiency levels, and TELPAS growth goals during PLCs.

Analyzing MAP and Bluebonnet assessment data to identify learning gaps and determine targeted interventions.

Providing ongoing professional learning and coaching focused on language acquisition strategies, specially designed instruction (SDI), and effective use of HQIM scaffolds.

Evangelina Garza Elementary will implement research-based instructional strategies (RBIS) in both Mathematics and Reading Language Arts (RLA) through the use of the La Joya ISD Instructional Framework and Bluebonnet Learning HQIM materials.

In Mathematics, teachers will utilize explicit instruction that includes modeling, guided and interactive practice, and checks for understanding. Lessons will follow a structured problem-solving process emphasizing conceptual understanding, procedural fluency, and application of skills. Students will engage in academic discourse to explain their reasoning, use manipulatives and visual models to deepen conceptual understanding, and reflect on problem-solving strategies through error analysis and goal setting.

In RLA, teachers will implement the Gradual Release of Responsibility model with intentional modeling of reading comprehension strategies, think-alouds, and structured academic discussions. Research-based strategies such as text-dependent questioning, vocabulary development, writing in response to reading, and fluency routines will be embedded within HQIM lesson structures.

Across both content areas, instruction will be differentiated based on ongoing formative assessments and data from MAP, Bluebonnet, and classroom assessments. Tiered intervention cycles will target student mastery and growth.

Principals and instructional leaders will conduct classroom observations and coaching cycles to ensure instructional strategies are implemented with fidelity and aligned to student learning goals.

6.12. Describe how the campus(es) will implement data-driven instructional practices.

Data-driven instruction is a cornerstone of the ACE model at Evangelina Garza Elementary. The campus implements:

*Weekly PLCs focused on data analysis (MAP, Bluebonnet, and classroom assessments).

*ILT data meetings every three weeks to monitor progress toward campus goals.

*Student data trackers and data folders used by teachers and students to set and monitor learning goals.

*Tiered intervention cycles that adjust instruction based on evidence of mastery and growth.

This approach ensures every instructional decision is informed by real-time data and directly linked to student outcomes.

6.13. Describe how the campus(es) will implement positive student culture on the campus.

Evangelina Garza Elementary promotes a positive, safe, and supportive campus culture through consistent PBIS and ACE culture systems.

Key components include:

Clear expectations and routines taught and reinforced schoolwide.

*Positive recognition systems (Husky Digital Paw Points, PBIS Class of the Week, Attendance Celebrations).

*SEL and character education lessons embedded into daily routines.

*Family engagement events that build school pride and community partnerships.

*Restorative practices and mentoring supports to strengthen student relationships and behavior ownership.

Together, these systems cultivate a culture where students feel valued, connected, and motivated to achieve — aligning directly with the ACE model's commitment to academic excellence and holistic student success.

As a result of the weekly PLC data analysis, instructional adjustments are made to refine lesson internalization, pacing, and small-group instruction. Teachers implement targeted reteach plans, and differentiation strategies are embedded to support all learners, including Emergent Bilingual and Special Education students. Principals and assistant principals conduct follow-up classroom observations to ensure the identified instructional adjustments are implemented effectively. Observation feedback and evidence of implementation are then reviewed during subsequent PLCs and ILT meetings to confirm instructional impact and continuous improvement.

6.14. Describe how the campus(es) will implement family and community engagement, including any partnerships with parent and community groups.

Evangelina Garza Elementary will implement a comprehensive family and community engagement plan aligned to the ACE model and La Joya ISD's Family and Community Engagement Framework.

Key strategies include:

Monthly family engagement events (Curriculum Nights, Literacy and Math Nights, Attendance Celebrations, and Student of the Month Celebrations) that connect parents to instructional priorities and student learning goals.

*Parent communication systems through ClassDojo, flyers, and social media updates to maintain transparent two-way communication between school and home.

*Parent-teacher conferences

*Community partnerships with local organizations, such as Juarez-Lincoln High School and 21st Century ACE to provide mentorship, enrichment, and school beautification support.

*A Parent Advisory Council (PAC) and Parent Volunteers Program to strengthen collaboration, gather feedback, and build shared ownership of student success.

Through these initiatives, families and community partners are engaged as active collaborators in improving student outcomes and sustaining a positive campus culture.

6.15. Describe how the campus(es) will implement extended learning opportunities for students, which may include service or workforce learning opportunities.

Evangelina Garza Elementary will provide extended learning opportunities designed to reinforce academic growth, build leadership, and promote real-world connections to learning.

Key initiatives include:

*After-school tutoring and enrichment programs targeting priority TEKS in Reading, Math, and Science.

*Extended Day academic hour (ACE requirement) focused on targeted instruction, STEAM activities, TELPAS activities, academic support, and enrichment aligned with the district's Extended Learning Plan.

*Collaborative learning experiences with Juarez-Lincoln High School and community partners that expose students to teamwork, athletics, and career readiness activities (e.g., soccer mentorships, STEAM projects).

Service-learning opportunities that build responsibility and community pride, such as campus beautification projects and student leadership roles during school events.

These opportunities extend learning beyond the classroom and foster the development of lifelong learners prepared for future success.

6.16. Describe how the campus(es) 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).

Evangelina Garza Elementary provides comprehensive student services that address both academic and social-emotional needs before, during, and after school to ensure equitable access to support systems for all students. Key services include:

*After-school tutoring programs focused on closing learning gaps and providing targeted interventions in Reading, Math and Science.

*Extracurricular clubs and activities (Cheer, Choir, Robotics, and STEAM Clubs) that enhance student engagement, leadership, and school connectedness.

*Full meal program offering free breakfast, lunch, and dinner to all students daily under the district's Child Nutrition Program.

*Counseling and guidance services that provide academic, behavioral, and social-emotional support, including SEL lessons and small-group interventions.

*Attendance incentives and assemblies that promote motivation, positive behavior, and campus pride.

These wraparound services ensure students are physically nourished, emotionally supported, and academically empowered—aligning with the ACE model's commitment to whole-child development and improved performance outcomes.

12. Milestones

12.1. Please share the key milestones for this strategy from August 2025 to August 2026 for TIP, key milestones from August 2026 to August 2028 for TAP Development, and key milestones from August 2025 to August 2027 for TAP Development AND Implementation. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.

Timeframe and Activities Completed During the Year to Support ACE Implementation 2025–2026

Spring 2025: District and campus leadership teams conducted readiness assessments, stakeholder meetings, and ACE orientation sessions to establish foundational systems.

Summer 2025: Campus leadership team attended ACE Leadership Launch and completed Region One ESC Turnaround Leadership Training, focusing on data-driven decision-making and ESF-aligned leadership practices.

Summer 2025: The district developed implementation calendars, PLC structures, and assessment routines to ensure readiness for Year 1 ACE execution.

Leadership & Staffing

Spring 2025: Principal Rosa Gonzalez Vela was appointed as campus principal for the ACE launch year, bringing a proven record of campus turnaround and sustained academic improvement.

Spring 2025: Collaboration occurred between La Joya ISD Human Capital, School Leadership, and Academics Departments to ensure strategic staffing—prioritizing high-performing, mission-aligned teachers with demonstrated instructional effectiveness.

Spring 2025: Campus leadership identified lead teachers and instructional coaches to support fidelity in lesson internalization, PLC facilitation, and data analysis cycles.

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 for Years 1 -3 Implementation 2025-2026, 2026-2027, 2027-2028

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 aligned to ACE expectations.

Family, Community, and Stakeholder Input Meetings

Spring 2025: Hosted Family ACE Information Nights to share the purpose, expectations, and benefits of ACE

implementation.

Spring 2025: Conducted Community Listening Sessions with parents, staff, and local partners to gather input on extended learning time, communication systems, and family engagement needs.

Fall 2025 Established the Parent Advisory Council (PAC) to serve as an ongoing feedback and communication forum for stakeholders throughout the implementation process.

ACE Implementation Milestones: Through 27-28SY

Campus Leadership Support

Strategy: Data-driven decision making and coaching to improve student achievement

Supports in Place and Leadership Trainings

To ensure strong implementation of the ACE model and improved student outcomes, Evangelina Garza Elementary's leadership team participates in a comprehensive system of professional learning and coaching aligned to La Joya ISD's Effective Schools Framework and ACE fidelity expectations.

Leadership Development and Training Calendar:

ACE Leadership Launch (Summer 2025): Focused on instructional excellence, strategic staffing, and data-driven accountability systems.

District Leadership Institutes (Monthly): Led by Chief Academic Officer Dr. Little and Executive Director Nidia Ortiz, 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 (Rosa Gonzalez Vela) and Executive Director (Nidia Ortiz) centered on ACE milestones, 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 (Cabinet, Network EDs, and Academics team) to strengthen inter-rater reliability on instructional feedback and consistency across ACE campuses.

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, weekly.

Implementation Action Steps (2025–2028)

Conduct weekly ILT meetings to review walkthrough data, student performance trends, and PLC outcomes.

Establish three-week data cycles integrating MAP, Bluebonnet, and formative assessment results into re-teach and intervention planning.

Monitor teacher performance and student progress through ILT dashboards and classroom DOL (Demonstration of Learning) artifacts.

Implement quarterly ACE Data Summits to evaluate growth targets, intervention effectiveness, and campus accountability metrics.

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 (2025–2028)

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, ACE coaching check-ins, and leadership reflection sessions.

Ongoing Review of Student Data(2025–2028)

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 45% Meets, Math 40% Meets, TELPAS 75% Progress).

Leadership uses data trends to adjust PD priorities, reallocate intervention staff, and refine instructional strategies, ensuring continuous improvement throughout the 2025–2028 ACE implementation period.

Instructional Planning & Delivery(2025–2028)

Strategy: Targeted academic support for increased student outcomes

Professional Development to Support HQIM Implementation

Evangelina Garza 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. This to support the work of Strong Foundations Implementation.

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: (2025–2028)

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 Principals, Lead Teachers, and Bluebonnet Advisors, ensuring that each lesson is purposefully planned and aligned to learning objectives.

Key components include:

Unpacking the Lesson: Identify learning goals, TEKS alignment, and success criteria.

Anticipating Misconceptions: Plan scaffolds and strategies for struggling learners and EB students.

Rehearsal and Modeling: Teachers practice delivery and question sequencing using exemplars.

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 (2025–2028)

Walkthroughs: Conducted by the Principal, Assistant Principals weekly 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 weekly 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 (2025–2028)

Evangelina Garza 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

Evangelina Garza Elementary implements structured PLC systems aligned to the La Joya ISD Instructional Framework and ACE model expectations.

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 Principals, 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 and ACE look-fors.

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) Walkthroughs . take place M-F for a total of 20 for each administrator. Feedback for supports are provided to teachers during weekly PLCs.

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 (2025–2028)

Strategy: Student ownership of their academic progress

Opportunities to Involve Students in Their Own Progress

Evangelina Garza 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, Evangelina Garza 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 (2025–2028)

Strategy: Fostering Shared Responsibility

Opportunities for Stakeholder Involvement and Timeframe

Evangelina Garza Elementary is committed to building strong, collaborative partnerships with families and community stakeholders to support student success and sustain a culture of shared accountability under the ACE model. 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:

Parent Advisory Council (PAC) – Quarterly

Parents, community members, and staff meet each quarter to review student progress, attendance, and ACE implementation milestones.

PAC members provide feedback on family engagement initiatives, extended learning opportunities, and school climate.

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.

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.

Community Partnerships – Ongoing

Collaborations with Juarez-Lincoln 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.

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.

Community Communication Systems – Ongoing- We constantly communicate with parents via thrillshare(district adopted communication system)

Consistent two-way communication through ClassDojo, newsletters, and social media ensures families receive timely updates about student progress, campus events, and ACE milestones.

The campus also maintains an open-door policy to encourage ongoing dialogue between families and campus leadership.

Through these intentional and consistent engagement efforts, Evangelina Garza Elementary fosters a genuine sense of shared ownership and community pride—ensuring that families, staff, and community partners work collaboratively to achieve academic excellence and sustain ACE model success.

13. Performance Management

13.1. 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 embedded in the ACE framework. Campus leadership will utilize weekly ILT meetings, PLC data analysis, and ACE milestone 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.

13.2. 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 (Rosa Gonzalez Vela), 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.

13.3. How frequently will progress toward milestones be reviewed?

- Weekly

13.4. How will milestone progress data be collected?

Data will be collected through multiple aligned systems:

Walkthrough & Coaching Data: Collected using district-approved instructional rubrics and ACE implementation tools.

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.

13.5. How will milestone progress data be shared with district leadership and other relevant stakeholders?

Campus and district leadership teams will review data during scheduled ACE implementation 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. Data will be reviewed for upcoming ACE implementation visits that are also scheduled for the 25-26, 26-27 and 27-28.

14. Resources

14.1. Please share the required costs to implement plan and source of funds:

\$97,812.00 (211), \$50,143.00 (162)

14.2. 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 federal grants (LASO 3/Strong Foundations Implementation & ACE Restart), 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, 2026-2027, 2027-2028 school year.

Stipend Amounts Allocated - 15,000 for principal, 12,500 for assistant principal, 10,000 teachers, 7,500 other instructional staff.

LASO Cycle 3 2025-2026 School Action Fund-Planning and Implementation \$375,000.00 (Two Campus Award)

LASO Cycle 3 2024-2025 Strong Foundation Implementation (RIDER)- \$1,160,000.00 (District Award)

15. Additional Information

15.1. Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

See artifact upload for more detailed

15.2. Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

[\[Click here\]](#)
