

Zavala Elementary Turnaround Plan (paired with Austin Elementary) Pecos-Barstow-Toyah ISD 2025-2027

Because Austin Elementary does not have a STAAR-tested grade level, its accountability rating is linked to Zavala Elementary. While this plan is for both campuses, some activities and goals are focused on Zavala Elementary.

Plan Development and Stakeholder Engagement

Criteria for Success
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.

Plan Developed by: Zavala Elementary Principal and Instructional Leadership Team, District Coordinator of School Improvement/Chief Academic Officer, and Director of Curriculum and Instruction

Plan Development Supported by: Austin Elementary administration, members of the curriculum and instruction team, Zavala and Austin Elementary teachers, and Zavala stakeholders

Plan Development Process:

- An Effective Schools Framework Diagnostic was conducted by ESC 18 in March of 2024 to determine campus strengths and weaknesses. A key area of concern was the rigor of the curriculum being used.
- During the spring of 2025, additional local assessments were completed at the campus level with the support of the curriculum and instruction team and the Chief Academic Officer in the spring of 2025. This assessment also noted the lack of rigor in the current curriculum. The campus level assessment will be repeated during the spring of 2026.
- The implementation of Bluebonnet Learning curriculum resources was determined to be the primary school improvement strategy, as there was a clear need for a better-aligned,

more rigorous curriculum. Teachers provided feedback on the curriculum in December of 2024, and the Board of Trustees approved the resource in January 2025.

- Parents and other stakeholders were provided information regarding accountability and the school improvement plan at a meeting following Open House on October 6, 2025. Eighteen parents attended, and there were no questions or comments.
- This Turnaround Plan was made available on the District's website and to the Board of Trustees on November 10, 2025. A notice of a public hearing was published on the District website and in the local newspaper. The hearing and board approval are scheduled for 6:30 pm on November 17, 2025.

Plan Submitted to TEA by: Karen Matt, Ed.D. - Chief Academic Officer and District Coordinator of School Improvement.

Student Outcome Goals for Zavala Elementary

Criteria for Success
- Campus-wide goal for All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year. - Campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year. - Component Points campus goal for the Academic Achievement Component of Domain III. - 2025-2026 Component Points campus goal for the Growth Status Component of Domain III. - 2025-2026 Component Points campus goal for the ELP Status Component of Domain III. - Component Points campus goal for the Student Success Status Component of Domain III.

- The percentage of 3rd-5th grade students at Zavala Elementary who score Meets or Masters on the ELA STAAR will increase from 34% in June 2025 to 38% in June 2026.
- The percentage of 3rd-5th grade students at Zavala Elementary who score Meets or Masters on the Math STAAR will increase from 32% in June 2025 to 38% in June 2026.
- The number of Component Points earned in Domain III Academic Achievement will increase from 6 of 32 points (19%) in June 2025 to 10 of 32 points (31%) in June 2026. This is a 12% increase.
- The number of Component Points earned in Domain III Academic Growth will increase from 7 of 32 points (21.9%) in June 2025 to 10 of 32 points (31.25%) in June 2026. This is a 9% increase.
- The number of Component Points earned in Domain III English Language Proficiency (ELP) Status will increase from 2 of 4 points (50%) in June 2025 to 3 of 4 points (75%) in June 2026. This is a 25% increase.
- The number of Component Points earned in Domain III Student Success will increase from 4 of 16 points (25%) in June 2025 to 5 of 16 points (31%) in June 2026. This is a 6% increase.

School Improvement Strategy

Criteria for Success

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)

The designated school improvement strategy is ***“Intensive Curriculum and Instruction Improvements”*** which will be accomplished through the implementation of Bluebonnet Learning curriculum resources for Kindergarten - 5th Grade Reading and Math.

Funding Source:

- LASO 3 Grant for Strong Foundations Planning - Math
- LASO 3 Grant for Strong Foundations Implementation - Reading (training and materials)
- Local and Instructional Material Allotment (IMA) funds for Math implementation (training and materials)
- The District is applying for LASO 4 grant funds to continue implementation efforts for the next three years.

Organizations Supporting School Improvement Efforts:

- Education Service Center (ESC) 18 for Strong Foundations Planning in Math - developed a K-12 Math Learning Framework for PBTISD
- EDpact for leadership and teacher capacity building. EDpact has been supporting teacher and leadership capacity for 5 years. EDpact is a LASO 4 approved provider.
- Solution Tree for Professional Learning Community (PLC) support. Solution Tree is a leading organization in PLC work and has been supporting PBTISD for 5 years. Supports include multiple trainings, including the "15 Day Challenge," Tier 2 Interventions, and PLC coaching.
- District staff for curriculum, instruction, PLC, and teacher and leadership capacity support.
 - Dr. Karen Matt, Chief Academic Officer/District Coordinator of School Improvement, was the principal of two campuses that showed tremendous growth in the first year she served as principal. One campus went from “Acceptable” to “Exemplary” in one year. The other campus went from

“Improvement Required” to a “B” rating. She also supported Crockett Middle School in her first year as Chief Academic Officer, and the campus moved from an “F” rating to a “C” rating that year.

- Mr. Samuel Wyatt, Director of Curriculum and Instruction, was the superintendent of a district that improved from a “Met Standard” rating to an “A” rating during his tenure.
- Shanna Flores, Elementary RLA and Social Studies Curriculum Coordinator, and Dr. Lyndsey Zingerman, Elementary Math and Science Curriculum Coordinator, have received extensive training for Bluebonnet Learning implementation and are a direct source for teachers.

Curriculum and Instruction

Criteria for Success
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.

Zavala and Austin Elementaries are using Bluebonnet Learning curriculum resources for Kindergarten-5th grade Reading and Math.

Curriculum Instructional Minute Requirements:

- Kindergarten-3rd grade Reading requires 600 minutes of instruction each week.
- 4th-5th-grade Reading requires 450 minutes per week.
- Kindergarten-5th-grade math requires 450 minutes per week.

Instructional Minutes in Pecos-Barstow-Toyah ISD:

- Kindergarten-5th grade Reading is scheduled for 480 minutes per week.
- Kindergarten-5th grade Math is scheduled for 480 minutes per week.
- Each grade level has an additional 120 minutes of intervention each week to support struggling learners. This allows PBTISD to meet the minimum-minute requirements for Kindergarten-3rd-grade Reading.
- Additionally, Friday tutorials and summer school are provided for struggling learners.

Instructional Days:

- The Instructional Calendar for 2025-2026 includes 153 days (75,735 minutes) of instruction. This calendar was approved in December of 2024, with a commitment to maintain a 4-day instructional week for at least 3 years.
- The Instructional Calendar for 2026-2027 includes 155 days (76,725 minutes) of instruction. This calendar was approved in October of 2025.

Adjustments Made to Accommodate Fewer than 165 Instructional Days:

- Our instructional calendar for this year was approved by our Board of Trustees, with a commitment to keep a four-day instructional week calendar for at least 3 years, before the SBOE approved Bluebonnet Learning in late November.
- The positive impacts of a 4-day instructional week have already been numerous:
 - A significant number of qualified teaching applicants began applying to PBTISD once the 4-day instructional week was announced. Because Pecos is such a remote location, recruiting qualified teachers is a challenge. These applicants must be willing to move to Pecos. Grade levels and subject areas that were weak in previous years now have much stronger teams due to the experienced educators who were willing to move for a 4-day instructional week.
 - Student attendance has improved across all campuses on a 4-day instructional week. During the first 13 weeks of school in 2024-2025 compared to 2023-2024, campus attendance rates improved anywhere from 0.54% to 1.54%.

Campus	Attendance Rate Aug 14-Nov 8, 2024	Attendance Rate Aug 11-Nov 6, 2025	Increase
Austin (PK-1st)	91.50%	93.04%	1.54%
Zavala (2nd-5th)	94.32%	94.86%	0.54%
Crockett (6th-8th)	93.5%	94.96%	1.46%
Pecos HS (9th-12th)	91.09%	91.79%	0.70%

- Teachers participate in one Professional Learning Friday each month with the exception of December and April. (Students attend school five days a week during these months to allow adequate time to complete state testing.) These Fridays are available for professional development as well as additional PLC time to support lesson and unit internalization, student data analysis, and a review of student work samples. These are also days when special education teachers can participate in PLCs without taking time from students.
- Fridays when students are not at school are called Independent Learning Days. Students are encouraged to work on IXL or assigned projects, complete make-up work, read, or research something of interest to them. At Zavala Elementary, these days are also used for Friday tutorials for struggling learners as identified through unit assessments and IXL progress data.
- The scope and sequence for Bluebonnet Learning was thoroughly reviewed before school began, and we discussed with teachers and administrators the need to make every minute count.
- Teachers began using Bluebonnet Learning on the first day of school, and extracurricular activities such as assemblies and field trips are not allowed to interfere with Bluebonnet Learning time.
- Math has a 120-minute block each day, as does 4th and 5th-grade RLA. These are additional minutes, and our scheduled intervention times provide even more time to

ensure the curriculum is covered thoroughly and that students learn what is expected of them.

- Learning walks through Strong Foundation Implementation indicate that we are on pace to complete the necessary curriculum.
- Making these adjustments and removing the pause days leaves us confident we can complete the required curriculum in the allotted time.
- Additional learning takes place on some Fridays for Zavala students and in June for all struggling students. These students are identified through unit assessment data and IXL data. These opportunities are in addition to the 155 day Instructional Calendar.

Campus Assessment Plan:

- Students participate in the IXL Level Up Diagnostic for Reading and Math in August of each year. This allowed us to benchmark student levels and develop individualized learning plans without having to stop for additional testing at the middle and end of the school year. This data is shared monthly with the Chief Academic Officer and Superintendent, and twice a year with the Board of Trustees.
- Classes where a teacher does not receive a Value Added Measure (VAM) score participate in TEKS Ready assessments at the beginning and end of the year for Teacher Incentive Allotment (TIA) documentation.
- With the exception of Foundation Reading Assessments, all other unit assessments are completed online through Eduphoria at the appropriate time in the scope and sequence. This allows for easy data access and analysis for teachers, campus administrators, members of the curriculum and instruction team as well as the Chief Academic Officer and Superintendent.
- 3rd-grade students participate in STAAR interim assessments, as this will be their first year to take STAAR tests. This data is then reviewed by teachers, campus administrators, the curriculum and instruction team and the Chief Academic Officer.
- Depending on unit assessment data, other grade levels / subjects may also elect to participate in interim assessments. We are mindful of balancing instructional time with assessments. We want to ensure that the data we are getting from assessments is truly valuable and impacts instruction.
- PBTISD was selected for STAAR field testing, which will be completed in February of 2025.
- Students will take the STAAR Reading and Math assessments in April of 2026 and 2027.
- All assessment data is reviewed at the student, teacher, and grade levels by teachers during weekly PLCs and Professional Learning Fridays. The curriculum and instruction team reviews unit assessment and IXL data by teacher and grade level each month. This monthly data is shared with the Chief Academic Officer and Superintendent.

Professional Learning Communities (PLCs):

- The master schedule includes weekly PLC meetings at both Zavala and Austin Elementaries. Most PLCs also meet on their own during conference periods and after school. Weekly PLCs are scheduled for 45-50 minutes.

- Our instructional calendar includes eight Professional Learning Fridays during the school year for additional PLC time. This provides teachers with an extended period of time to internalize units and lessons, review student data, and evaluate student work. Because these are not held during a school day, special education teachers can participate alongside general education and bilingual teachers.
 - PLCs at Zavala and Austin Elementaries are organized by grade level and content. There are 5-6 teachers in each PLC. Bilingual teachers are included in the grade-level and core content PLCs. Special education teachers participate in weekly PLCs as their schedules allow.
 - All core teachers assigned to that PLC are required to attend the weekly meetings and the eight designated Professional Learning Fridays.
 - A lead teacher facilitates PLCs. These leaders have attended multiple Solution Tree institutes, and they meet monthly with the curriculum and instruction team for training and support. Campus administrators and members of the curriculum and instruction team attend weekly PLCs to support teachers, but they do not lead the meetings.
 - The campus principal works with the curriculum and instruction team to designate focus areas for weekly PLC activities and Professional Learning Fridays.
 - PLC protocols are based on Strong Foundations Implementation and provide a structure for teachers to ensure student success. Specific protocols include
 - unit and lesson internalization,
 - annotation based on Bluebonnet Learning Strong Foundation guidelines,
 - collaborative planning, feedback and refinement,
 - student work analysis
 - data analysis (primarily unit assessments and IXL), and
 - Bluebonnet Learning Strong Foundation implementation support.
- Lesson rehearsal during PLCs will be incorporated during year 2 of implementation.

Capacity Building

Criteria for Success
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.

Leadership Capacity Building

- Mrs. Alicia Mitchell is the principal of Austin Elementary. She has 7 years of experience in campus administration. All principals meet monthly with the curriculum and instruction team, Chief Academic Officer and Superintendent in a leadership PLC. This time is spent sharing and brainstorming leadership practices, reviewing student data, and planning for the upcoming month as they prepare to support PLCs. Mrs. Mitchell's recent leadership trainings include: N2Learning Principal Academy, Leadership Coaching with EDpact (2 years), multiple Solution Tree, Fundamental Five and TASSP conferences, Capturing Kids' Hearts (National Showcase School), PBIS, Leadership Blueprint, Math and Reading RBIS, Strong Foundations Leadership Kick Off, on-going Bluebonnet Learning implementation support (ESC 18), and executive coaching (Holdsworth).
- Mrs. Lindsey Birch is the principal of Zavala Elementary. She has 4 years of experience in campus administration. Mrs. Birch was the ideal candidate for the principal position at Zavala because she had served as an assistant principal on campus since the school opened in the fall of 2023. She has always lived in Pecos and knows the community well. All principals meet monthly with the curriculum and instruction team, Chief Academic Officer and Superintendent in a leadership PLC. This time is spent sharing and brainstorming leadership practices, reviewing student data, and planning for the upcoming month as they prepare to support PLCs. Mrs. Birch's recent leadership trainings include: N2Learning Principal Academy, Leadership Coaching with EDpact (2 years), multiple Solution Tree, Fundamental Five and TASSP conferences, Capturing Kids' Hearts (National Showcase School), PBIS, Leadership Blueprint, Math and Reading RBIS, Strong Foundations Leadership Kick Off, on-going Bluebonnet Learning implementation support (ESC 18), and executive coaching (Holdsworth).
- All Assistant Principals for both campuses have multiple years of experience in campus leadership. Recent trainings include: multiple Solution Tree trainings and conferences, TASSP and Fundamental Five conferences; leadership coaching with EDpact, Leadership Matters (Will Parker), Math and Reading RBIS, Strong Foundations Leadership Kick Off, and ongoing Bluebonnet Learning implementation support (ESC 18). An assistant principal at Zavala is also participating in Holdsworth's Aspiring Principal Academy. All assistant principals attend monthly meetings with the Chief Academic Officer and Director of Curriculum and Instruction to discuss academic and PLC supports.
- Dr. Karen Matt is the Chief Academic Officer (CAO) of PBTISD and also serves as the District Coordinator of School Improvement (DCSI). She has more than 29 years of experience in education at all levels, from PreK 3 to adult learners as an adjunct professor in a university doctoral program. Dr. Matt served as a campus administrator for more than 17 years and has five years of district leadership experience. Two campuses where she served as principal saw significant improvement during her first year. During her first year as CAO, she supported Crockett Middle School as it moved from an "F" rated campus to a "C" rating the following year. Recent trainings include:

multiple TASA and TASB conferences with a focus on school improvement; National Rural Education Association conference with a focus on school improvement; Holdsworth's 2 year Campus Leadership Program, Math and Reading RBIS, Strong Foundations Leadership Kick Off, on-going Bluebonnet Learning implementation support (ESC 18), Leadership Matters (Will Parker), Lone Star Governance, district leadership cohort training (TASA and Center for School Governance), Raise Your Hand Leadership training (Harvard), and executive coaching (Holdsworth). It is anticipated that at least 20% of Dr. Matt's role will be dedicated to the school improvement process.

- Mr. Samuel Wyatt is the Director of Curriculum and Instruction for PBTISD and has 15 years of administrative experience, including serving as a High School Principal and Superintendent. During his time as Superintendent, his district moved to an "A" rating and became the highest-performing district in ESC 18. Recent training for Mr. Wyatt and the entire curriculum and instruction team includes: multiple Solution Tree, Lead4Ward, and Fundamental Five conferences, Capturing Kids' Hearts (National Showcase District), PBIS, Leadership Blueprint, Math and Reading RBIS, Strong Foundations Leadership Kick Off, and ongoing Bluebonnet Learning implementation support (ESC 18). Mr. Wyatt has also participated in executive coaching through Holdsworth. It is anticipated that 30% of Mr. Wyatt's role will be dedicated to the school improvement process.
- Dr. Matt and Mr. Jaco meet with each principal at least 4 times a year, generally following the 9-week grading periods. This time is spent reviewing campus data and goals, discussing personnel and program concerns, and planning for the next nine weeks. Each of these meetings ends by observing multiple classes together. At the end of each observation, the principal shares what strengths they observed and areas where the teacher may need coaching. These sessions are designed to build principals' instructional leadership capacity. Principals are evaluated using the T-PESS rubric with goal setting and goal review in August, January and June of each year.
- Dr. Matt and Mr. Wyatt meet twice a month to review student performance data and teacher observation data. Effort and improvement from both students and teachers is noted, and specific plans for intervention are discussed.

Teacher Capacity Building

- Zavala Elementary has a total of 62 teachers:
 - 89% (55) have more than 2 years of experience,
 - 81% (50) are fully certified in the content area they are teaching, and
 - 13% (8) are designated TIA teachers.
- Recent training for Zavala and Austin teachers include:
 - Fundamental Five Instructional Strategies (Lead Your School),
 - multiple PLC conferences and in person coaching sessions (Solution Tree),
 - ILT coaching support (EDpact),
 - understanding the Accountability System with a focus on Domain III (Dr. Matt),
 - RBIS training for Reading and Math (ESC 18),
 - 2 days of Bluebonnet Learning product training per subject (ESC 18),

- Monthly Professional Learning Series training and observations with feedback through Strong Foundations Implementation (ESC 18),
- Differentiation and intervention supports (Solution Tree and EDpact),
- the 15 Day Challenge (Solution Tree),
- student engagement (EDpact, Solution Tree and Seidlitz),
- Capturing Kids' Hearts - both campuses are National Showcase Schools (The Flippen Group)
- PBIS, and
- Content and language supports for all students, including Emerging Bilinguals (Seidlitz).

New and Ineffective Teacher Capacity Building

- New Teacher Orientation introduces all new teachers to PBTISD.
- First-year teachers participate in monthly New Teacher Academy sessions led by a retired teacher who was trained by Lead4Ward. Training topics include
 - characteristics of an effective teacher,
 - classroom management and organization,
 - students in special populations,
 - data analysis,
 - tier 2 intervention strategies,
 - parent conferences,
 - creating a positive culture, and more.

These teachers receive observations and feedback from the retired teacher who leads the program. Dr. Matt also supports this program.

- Each teacher is also assigned a trained mentor who is compensated for monthly meetings with specific agenda items. Dr. Matt has a background in new teacher retention and trains and supports these mentors.
- We anticipate applying for the mentorship allotment through LASO 4, which would provide Texas Mentorship Training to teacher mentors as well as a second year of mentorship for new teachers.
- Ineffective teachers are supported by campus administration, an instructional coach, and the curriculum and instruction team.
 - Observations are held weekly using the Strong Foundations walk-through tool, the PowerWalk tool, and/or the T-TESS walk-through tool.
 - Teachers receive feedback from each observation.
 - One or two areas of focus are chosen for each teacher, and milestones are established to measure their progress. These milestones are assessed by the administrator or instructional coach most appropriate to help the teacher reach their goals.

Capacity Building Directly Tied to Instruction

- Pecos-Barstow-Toyah has been implementing Fundamental Five instructional practices since 2021. The five “look fors” are research-based and high-yield:

1. Framing the Lesson: this includes a student-friendly daily learning objective and a closing question, product, or task that demonstrates students' learning (an exit ticket).
 2. Work in the Power Zone: this is about proximity to students to manage their behavior and easily identify those who may be struggling.
 3. Frequent, Small-Group, Purposeful Talk—these are “turn and talk” opportunities throughout the lesson. Teachers are encouraged to use higher-order thinking questions that extend students' understanding of the concept being taught.
 4. Recognize and Reinforce: It is essential to recognize achievement and progress in academics, behavior, and social interactions. This encourages repetition of desired behaviors.
 5. Write Critically: Writing is expected in every classroom in PBTISD, including electives and CTE courses. This can be done through exit tickets, a formal writing assignment, and quick writes.
- To measure Fundamental Five practices, campus and district administrators conduct a minimum of 15 PowerWalks each semester to look for these five strategies in each teacher's classroom. Once a semester, campus administrators use this data in a coaching conversation with the teacher to identify strengths and areas of concern and to set goals for the following semester. This data is also reviewed monthly by principals, the curriculum and instruction team, and the Chief Academic Officer.
 - All teachers receive a full 45-minute T-TESS observation with a pre-conference and post-conference during the fall semester. T-TESS walk-throughs are held throughout the school year.
 - Each teacher receives a Bluebonnet Learning walk-through using the designated walk-through form at least once every two weeks. Struggling teachers receive more frequent walk-throughs. Data is analyzed with the teacher to provide ongoing support. Key “look fors” include RBIS implementation, curriculum pacing and alignment, implementation fidelity, instructional strategies, and student engagement and growth.
 - Unit assessment data is reviewed regularly with teachers as part of the PLC process. Areas of focus for teachers, students, and the grade level are identified, and interventions/reteaching are planned accordingly.

Capacity Building for Special Programs

- All Special Education teachers participate in monthly district-wide PLCs based on their assignment (life skills, ICS, etc). These PLCs are led by the Director and Assistant Director of Special Education. They also participate in the Professional Learning Fridays with general education and bilingual teachers, and in weekly department / grade level PLCs as their schedules allow.
- In addition to content and grade level PLCs, all elementary bilingual and ESL teachers participate in an additional monthly PLC on their campus. These PLCs are led by the Elementary Bilingual/ESL Coordinator and provide an opportunity to discuss vertical alignment and different levels of support for students based on their level of language acquisition.

- Administrators receive ongoing training so they are equipped to lead ARD meetings and understand student data. These trainings are held during the summer and in monthly Principals and AP meetings.
- All teachers and campus administrators received student engagement and content and language training with Seidlitz this summer. This prepared them to better support our EB students.

Intensive Curriculum and Instruction Improvement Milestones

Criteria for Success
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, ongoing support and coaching touchpoints, and student assessment cycles. -Milestones cover, at a minimum, the two school years during which the campus is required to implement the plan.

School Improvement Strategy: Intensive Curriculum and Instruction Improvement

Process for Implementation:

- Full implementation of Bluebonnet Learning curriculum resources in K-5 Reading and Math with ongoing coaching and support
- Professional Learning Communities that focus on lesson internalization, student work analysis, and data review to determine needed intervention supports and measure student growth
- Creation and distribution of the K-12 Math Learning Framework
- Capacity Building of teachers, district, and campus leaders
 - Teachers - PLCs, observations and coaching, and professional development provided by EDpact, ESC 18, Solution Tree, Seidlitz, and Panorama
 - District and Campus Leaders - professional development and coaching provided by ESC 18, EDpact, N2Learning, Holdsworth, Solution Tree, and 1:1 executive coaching

Year 0 (2024-2025)

Fall 2024

- Teachers received in-depth training on the state accountability system, with a strong focus on Domain III—Student Progress. Each teacher calculated the campus score for 2024 and identified areas of focus for the 2024-2025 school year. This contributed to a 27-point gain in Domain III for Zavala during the following school year.

November 2024

- Bluebonnet Learning approved by the State Board of Education.
- PBTISD Board of Trustees adopted the 2025-2026 Instructional Calendar.

December 2024

- Applied for the LASO 3 grant to support planning and implementation of Bluebonnet Learning.

January 2025

Strong Foundations Implementation

- The School Board approved implementing Bluebonnet Learning for K-5 Reading and Math in August 2025.
- Materials were ordered from ESC 4 to ensure they would be here for the beginning of the 2025-2026 school year.
- The grant has not yet been awarded, but the district is committed to implementation with or without it.

Capacity Building

- Teachers used middle-of-the-year NWEA MAP-Growth data to provide a rough determination of the campus's Domain III data score if the data relied solely on the growth of their students during the fall semester. Teachers identified this as a powerful exercise.
- The Principal and DCSI participated in 1:1 executive coaching.
- The Superintendent and DCSI participated in Holdsworth leadership training.
- The Campus Instructional Leadership Team received overviews of the Bluebonnet and Internationalization Protocols.

February 2025

Strong Foundations Planning

- PBTISD was awarded a Strong Foundations Planning Grant for math and selected ESC 18 as our approved provider.

Strong Foundations Implementation

- Began working with ESC 18 to draft contracts to support Bluebonnet implementation for reading and math.
- Local funds were designated if we did not receive the implementation grant.

Capacity Building

- The Principal and DCSI participate in 1:1 executive coaching.
- The Superintendent and DCSI participated in Holdsworth leadership training.
- The Campus Instructional Leadership Team was provided professional development on aligning PLC practices with HQIM implementation.

March 2025

Strong Foundations Implementation

- Began working with ESC 18 to draft contracts to support Bluebonnet implementation for RLA and math.
- Training dates and locations were set with ESC 18, and PBTISD offered to host training and include other area districts.

Capacity Building

- The Principal and DCSI participate in 1:1 executive coaching.
- The Superintendent and DCSI participated in Holdsworth leadership training.

April 2025

Strong Foundations Planning

- PBTISD was awarded a Strong Foundations Implementation Grant for reading language arts and selected ESC 18 as our approved provider.
- District administrators began RBIS and Bluebonnet Learning training with ESC 18.

Capacity Building

- The Principal and DCSI participate in 1:1 executive coaching.
- The Superintendent and DCSI participated in Holdsworth leadership training.

May 2025

Strong Foundations Planning

- The District's Strong Foundations Planning Leadership Team attended Math Framework training and began drafting our K-12 Math Learning Framework.

Strong Foundations Implementation

- The District's Strong Foundations Implementation Leadership Team did an initial review of the self-assessment provided by TEA to determine support and needs for Bluebonnet Learning implementation.

Capacity Building

- The Principal and DCSI participate in 1:1 executive coaching.
- The Superintendent and DCSI participated in Holdsworth leadership training.

June 2025

Strong Foundations Planning

- Work continued on the K-12 Math Learning Framework.

Strong Foundations Implementation

- K-5 teachers received training on RBIS and Bluebonnet Learning products.
- Secondary math and RLA teachers were invited to attend RBIS training.

Capacity Building

- The Superintendent and DCSI completed Holdsworth leadership training.
- Summer professional development opportunities were offered to all teachers and instructional paraprofessionals.

Year 1 (2025-2026)

July 2025

Strong Foundations Planning

- Work continued on the K-12 Math Learning Framework.
- The expanded District committee, which included at least one math teacher and administrator from each campus, was presented with a draft of the vision and belief statements for feedback.

Strong Foundations Implementation

- Newly hired K-5 teachers received training on RBIS and Bluebonnet Learning products.
- After months of learning and preparing, the District leadership team reviewed the Bluebonnet Learning self-assessment again before submitting it to TEA.

Capacity Building

- Campus leadership training to support curriculum implementation and leadership systems with EDpact was conducted virtually.
- Campus administrators and the District Bluebonnet Learning Implementation Team (DCSI, Director of Curriculum and Instruction, instructional coach, and curriculum coordinators) attended two days of Leadership Launch at ESC 18.
- Identified teachers and administrators attended the Solution Tree PLC Institute.
- Summer professional development opportunities were offered to all teachers and instructional paraprofessionals.

August 2025

Zavala moved to Comprehensive School Improvement PROGRESS and was notified by TEA of state school improvement and the need for a Turnaround Plan.

Strong Foundations Planning

- Final RBIS training was completed for the expanded District Strong Foundations Planning Committee.
- The expanded committee was provided a draft of the final K-12 Math Learning Framework for feedback.

Strong Foundations Implementation

- Newly hired K-5 teachers received training on RBIS and Bluebonnet Learning products.
- Bluebonnet Learning was fully implemented for K-5 RLA and math.

Student Data, Intervention, and Progress

- The intervention program at Zavala Elementary was restructured to focus on students' individual needs by skill.
- All students completed the IXL Level Up Diagnostic in reading and math to determine BOY student performance levels. Data was reviewed in August PLC meetings and again on the September 12, 2025 Professional Learning Friday to determine intervention needs.
- Teachers set individual student goals in reading and math based on IXL data.
- Bluebonnet Learning module and unit assessments began with PLCs analyzing data to determine student intervention needs.
- STAAR reading and math data from 2025 were presented to the Board of Trustees.

Adult Capacity Building

- Teachers completed an evaluation of their PLC practices using a continuum rubric provided by Solution Tree. Teachers then used this data to identify focus areas as they improved their PLC practices.
- Campus and district administrators conducted classroom Fundamental Five Instructional Strategy PowerWalks.
- The Zavala leadership team had a two-day, in-person coaching visit with EDpact.
- The Principal participated in a goal-setting conference and campus walk with the DCSI/principal supervisor.

September 2025

Strong Foundations Planning

- The District's K-12 Math Learning Framework was finalized and submitted.

- Plans were made to share the document with teachers.

Strong Foundations Implementation

- Every RLA and some math classrooms were observed by ESC 18 and campus administrators. Data was gathered regarding the implementation of the Bluebonnet Learning curriculum resources. Data indicate we are on track with curriculum pacing.
- Campus and district administrators conducted Bluebonnet Learning Implementation Walks and calibrated their results.
- All Bluebonnet Learning teachers were surveyed to measure their perceived level of success and comfort with Bluebonnet Learning, and the results were analyzed to determine areas of needed support.

Student Data, Intervention, and Progress

- A meeting was held with Zavala interventionists to review student progress and discuss the effectiveness of recent changes.
- Bluebonnet Learning module and unit assessments were administered, and data were analyzed in PLCs to determine student intervention needs.
- IXL data were analyzed by teachers in PLCs to determine student performance levels and progress. Intervention needs were discussed, and information was shared with the Chief Academic Officer.
- Individual parent-teacher conferences were held to discuss student BOY data and student goals.
- Friday tutorials were held for struggling learners based on IXL and unit assessment data.
- Beginning-of-the-year IXL reading data for K-5 was presented to the Board of Trustees.

Adult Capacity Building

- All K-5 RLA and math teachers participated in the Bluebonnet Learning Professional Learning Series provided by ESC 18.
- Feedback and coaching was provided to all teachers following observations by ESC 18 and campus and district administrators.
- Campus and district administrators conducted classroom Fundamental Five Instructional Strategy PowerWalks.
- A Professional Learning Friday was held to solidify the lesson internalization process for Bluebonnet Learning and review unit assessment and IXL data. Intervention needs were discussed and a plan was established.
- The Zavala principal attended N2Principalship cohort training.
- One of the Zavala assistant principals attended Holdsworth's Aspiring Principal cohort training.
- T-TESS pre-conferences, 45-minute observations, and post-conferences continued.

October 2025

Strong Foundations Planning

- The K-12 Math Learning Framework was introduced to all core teachers.
- TEA notified ESC 18 that our learning framework received a perfect score!

Strong Foundations Implementation

- A Strong Foundation Implementation meeting was held with ESC 18 and the District Implementation Team which includes the Chief Academic Officer and members of the curriculum and instruction team.
- The Superintendent and DCSI participated in implementation walks with ESC 18 and campus administrators. Data was analyzed for calibration, implementation fidelity, curriculum pacing and to identify areas of support needed. Observation feedback was shared with teachers.
 - 93% of teachers were using Bluebonnet Learning during the observation (one teacher was engaged in a “pre-teaching” activity to support student success on the Bluebonnet Learning lesson).
 - 100% of teachers were within five instructional days of the Bluebonnet Learning pacing guide.
 - 62% of teachers clearly demonstrated understanding of the lesson's flow and purpose, with 35% demonstrating it somewhat.
 - 72% of students clearly demonstrated increasing familiarity with embedded routines and strategies. 24% demonstrated this somewhat.
 - 48% of students were allowed to talk, write, practice, and productively grapple with grade-level content. Another 48% were observed demonstrating these activities to some extent. The least observed activity was writing.
- A campus stakeholder meeting was held following Open House to gather feedback on the Turnaround Plan. Eighteen parents attended, and there were no questions or comments.
- The Board of Trustees approved the 2026-2027 Instructional Calendar.

Student Data, Intervention, and Progress

- The intervention program at Zavala Elementary was assessed for effectiveness by reviewing scheduling and student progress on IXL for the targeted skills.
- Bluebonnet Learning module and unit assessments were administered, and data were analyzed by teachers in PLCs to determine student intervention needs.
- IXL data was analyzed by teachers in PLCs to assess student performance levels and progress.
- Friday tutorials were held for struggling learners based on unit assessment data and IXL performance.
- Beginning-of-the-year IXL math data for K-5 was presented to the Board of Trustees.

Adult Capacity Building

- All K-5 RLA and math teachers participated in the Bluebonnet Learning Professional Learning Series provided by ESC 18.
- Feedback and coaching was provided to all teachers following observations by ESC 18 and campus and district administrators.
- Campus and district administrators conducted classroom Fundamental Five Instructional Strategy PowerWalks and data were analyzed for district and campus administrators.

- A Professional Learning Friday was held to solidify the lesson internalization process for Bluebonnet Learning and review unit assessment and IXL data, as well as student work samples. This information was shared with the Chief Academic Officer.
- A Solution Tree coach spent a day and a half on campus observing and coaching PLCs and providing leadership support.
- The Zavala principal attended N2Principalship cohort training.
- One of the Zavala assistant principals attended Holdsworth's Aspiring Principal cohort training.
- T-TESS pre-conferences, 45-minute observations, and post-conferences will continue.
- Principals participated in goal meetings and campus walks with the DCSI/principal supervisor and the Superintendent.
- The Zavala principal participated in virtual leadership coaching and systems implementation check-in with EDpact.

November 2025

Strong Foundations Implementation

- Bluebonnet Learning Implementation walks were conducted by district and campus administrators. Data was analyzed to ensure full implementation and pacing and to identify any needed support. Information was shared with the Chief Academic Officer.
- The TAP, which includes the full implementation of Bluebonnet Learning for K-5 RLA and math, was made available to the public on the District website and to the Board of Trustees in their board meeting packet before the required public hearing.
- A notice of the public hearing was published in the local newspaper and on the District Website.
- In accordance with all required guidelines, a public hearing was held to solicit stakeholder feedback.
- The Board of Trustees approved the TAP, which was submitted to TEA before the deadline.
- Student and teacher data will be evaluated to determine potential application areas for the LASO 4 grant.

Student Data, Intervention, and Progress

- Bluebonnet Learning module and unit assessments were administered, and data were analyzed in PLCs to determine student intervention needs. This data was shared with the CAO.
- IXL data was analyzed in PLCs to assess student performance levels and progress. Data was shared with the CAO.
- Friday tutorials were held for struggling learners based on unit assessment and IXL data.

Adult Capacity Building

- All K-5 RLA and math teachers participated in the Bluebonnet Learning Professional Learning Series provided by ESC 18. Grade levels could request that specific parts of lessons be modeled for them. These requests were presented to ESC 18 in advance.
- Feedback and coaching were provided to all teachers following observations by ESC 18, campus, and district administrators.

- Campus and district administrators conducted classroom Fundamental Five Instructional Strategy PowerWalks. This data was reviewed at the monthly principal meeting.
- A Professional Learning Friday was held to solidify the lesson internalization process for Bluebonnet Learning and review unit assessment and IXL data, as well as student work samples. EDpact provided professional development for teachers on how to differentiate within Bluebonnet implementation. Panorama provided additional training to support teachers' use of data to make intervention decisions.
- EDpact spent a day and a half on campus observing PLCs, providing leadership coaching, and providing feedback and support to the Campus Instructional Leadership Team (ILT).
- All RLA and math teachers' T-TESS pre-conferences, 45-minute observations, and post-conferences were completed. Completing these in the first semester supports the identification of teachers in need of additional support with time to intervene.

December 2025

Strong Foundations Implementation

- District and campus administrators will conduct Bluebonnet Learning implementation walks. Data will be analyzed by the C&I team and the CAO to ensure full implementation and pacing and to identify any needed supports.

Student Data, Intervention, and Progress

- The intervention program at Zavala Elementary will be assessed by the CAO for effectiveness by reviewing student progress on unit assessments and IXL.
- Bluebonnet Learning module and unit assessments will be given, and the data will be analyzed by teachers in PLCs to determine student intervention needs. This data will be shared with the C&I team and the CAO.
- IXL data will be analyzed in PLCs to determine student performance levels and progress. Data will be shared with the C&I and CAO.

Adult Capacity Building

- Campus and district administrators will conduct classroom Fundamental Five Instructional Strategy PowerWalks and data will be analyzed by the C&I team and the CAO for teacher effectiveness.
- All reading and math teachers will participate in a coaching conversation with a campus administrator. The coaching conversation will be based on the teacher's documented use of the Fundamental Five instructional practices as gathered through frequent PowerWalks. Teachers will set a goal for the use of these instructional strategies during the second semester.
- EDpact will conduct a virtual coaching session with campus leadership to discuss the implementation of Bluebonnet Learning as well as campus systems and processes.
- All RLA and math teachers' T-TESS pre-conferences, 45-minute observations, and post-conferences will be completed by the end of the month. Completing these in the first semester helps identify teachers needing additional support with time to intervene.

January 2026

Strong Foundations Implementation

- District and campus administrators will conduct Bluebonnet Learning implementation walks. Data will be analyzed by campus administrators, the C&I team and the CAO to ensure full implementation and pacing and to identify any needed supports.
- A survey of all Bluebonnet Learning teachers will be conducted to measure their perceived success and comfort level with the new curriculum resources. The data will be analyzed to determine the needed support.

Student Data, Intervention, and Progress

- The intervention program at Zavala Elementary will be assessed by the CAO for effectiveness using unit assessment and IXL data.
- Bluebonnet Learning module and unit assessments will be given, and the data will be analyzed in PLCs to determine student intervention needs. This data will be shared with the C&I team and the CAO.
- IXL data will be analyzed in PLCs to determine student performance levels and progress. This data will be shared with the C&I team and the CAO.
- Friday tutorials will be held for struggling learners as determined by unit assessments and IXL data.
- Middle-of-the-year, IXL RLA data will be presented to the Board of Trustees.

Adult Capacity Building

- All K-5 RLA and math teachers participated in the Bluebonnet Learning Professional Learning Series provided by ESC 18. This will ensure teacher effectiveness, implementation fidelity, pacing, and student engagement.
- Campus and district administrators will conduct classroom Fundamental Five Instructional Strategy PowerWalks and data will be reviewed by the C&I team and the CAO.
- A Solution Tree coach will spend a day and a half on campus observing and coaching PLC practices. Any needed follow-up training will be provided by the Solution Tree coach on the Professional Learning Friday.
- Each PLC will complete a mid-year self-evaluation utilizing the PLC continuum rubric, evaluate the data for improvements they made during the first semester, and identify areas of focused improvement for the second semester.
- A Professional Learning Friday will be held to allow time for lesson internalization and review of unit assessment and IXL data and student work samples.
- Principals will participate in a mid-year goal review and campus walk with the DCSI/principal supervisor and Superintendent.
- EDpact will conduct a two-day leadership coaching session, including support for the campus ILT. Specific area of focus will be determined based on data review.
- The Zavala principal will attend N2Principalship cohort training.
- One of the Zavala assistant principals will attend Holdsworth's Aspiring Principal cohort training.

February 2026

Strong Foundations Implementation

- District and campus administrators, the Superintendent, and DCSI will conduct Bluebonnet Learning Implementation walks. Data will be analyzed to ensure full implementation and pacing and to identify any needed support.

Student Data, Intervention, and Progress

- Bluebonnet Learning module and unit assessments will be given, with data being analyzed in PLCs to determine student intervention needs. This data will be shared with the C&I team and the CAO.
- 3rd grade students will participate in Reading and Math Interim Assessments as a way to support these first time testers. Data will be analyzed in PLCs and at the District level to determine which students need interventions during the school day and on tutorial Fridays.
- IXL data will be analyzed in PLCs to determine student performance levels and progress. This data will be shared with the C&I team and the CAO.
- Friday tutorials will be held for struggling learners.
- Middle-of-the-year IXL math data will be presented to the Board of Trustees.

Adult Capacity Building

- All K-5 RLA and math teachers participated in the Bluebonnet Learning Professional Learning Series provided by ESC 18. This will ensure implementation fidelity, teacher effectiveness, pacing, and student engagement. This data will be shared with the C&I team and the CAO.
- Campus and district administrators will conduct classroom Fundamental Five Instructional Strategy PowerWalks. This data will be shared with the C&I team and the CAO.
- A Professional Learning Friday will be held to allow time for lesson internalization and review of unit assessment and IXL data and student work samples.
- The Zavala principal will attend N2Principalship cohort training.
- One of the Zavala assistant principals will attend Holdsworth's Aspiring Principal cohort training.
- EDpact will conduct a virtual coaching session with campus leadership. The training topic will be determined based on recent student and observation data.

March 2026

Strong Foundations Implementation

- District and campus administrators, the Superintendent, and DCSI will conduct Bluebonnet Learning Implementation walks. Data will be analyzed to ensure full implementation and pacing and to identify any needed support.

Student Data, Intervention, and Progress

- Bluebonnet Learning module and unit assessments will be given, with data being analyzed in PLCs to determine student intervention needs. This data will be shared with the C&I team and the CAO.
- IXL data will be analyzed in PLCs to determine student performance levels and progress. This data will be shared with the C&I team and the CAO.

- Friday tutorials will be held for struggling learners as determined by unit assessments and IXL data.

Adult Capacity Building

- Campus and district administrators will conduct classroom Fundamental Five Instructional Strategy PowerWalks. This data will be shared with the C&I team and the CAO.
- A Professional Learning Friday will be held to allow time for lesson internalization and review of unit assessment, IXL data, and student work samples.
- One of the Zavala assistant principals will attend Holdsworth's Aspiring Principal cohort training.
- Principals will participate in a campus walk with the DCSI/principal supervisor.
- EDpact will provide two days of leadership training, including support of the campus ILT.

April 2026

Strong Foundations Implementation

- Bluebonnet Learning Implementation walks will be conducted by district and campus administrators. Data will be analyzed to ensure full implementation and pacing and identify needed support. This data will be shared with the C&I team and the CAO.

Student Data, Intervention, and Progress

- Bluebonnet Learning module and unit assessments will be given, with data being analyzed in PLCs to determine student intervention needs. This data will be shared with the C&I team and the CAO.
- IXL data will be analyzed in PLCs to determine student performance levels and progress. This data will be shared with the C&I team and the CAO.
- IXL and unit assessment data will be used to determine which students would benefit from additional learning time in June. Parents will be contacted in late April or early May.

Adult Capacity Building

- Campus and district administrators will conduct classroom Fundamental Five Instructional Strategy PowerWalks. This data will be shared with the C&I team and the CAO.
- Summative T-TESS conferences will be held. Goals for 2026-2027 will be discussed.
- EDpact will conduct a virtual leadership coaching session. The topic will be determined based on recent student and teacher observation data.

May 2026

Strong Foundations Implementation

- Bluebonnet Learning Implementation walks will be conducted by district and campus administrators. Data will be analyzed to ensure full implementation and pacing and to identify any needed support. This data will be shared with the C&I team and the CAO.
- All Bluebonnet Learning teachers will be surveyed to measure their perceived success and comfort level with the new curriculum resources. The data will be analyzed to determine support needed for the following school year. This data will be shared with the C&I team and the CAO.

Student Data, Intervention, and Progress

- Bluebonnet Learning module and unit assessments will be given, with data being analyzed in PLCs to determine student intervention needs for the following school year. This data will be shared with the C&I team and the CAO.
- IXL data will be analyzed in PLCs to determine current student performance levels and whether or not annual goals were met. This data will be shared with the C&I team and the CAO.
- Parents of students identified for June extended learning will be reminded of instructional times and dates.
- End-of-Year IXL reading data will be presented to the Board of Trustees.

Adult Capacity Building

- All reading and math teachers will participate in a coaching conversation with a campus administrator. The conversation will be based on the teacher's documented use of the Fundamental Five instructional practices, as gathered through frequent PowerWalks. Teachers will set a goal for using these instructional strategies during the next school year.
- A Professional Learning Friday will be held to allow time for lesson internalization, review of unit assessment and IXL data, and student work samples. Plans and needs for 2026-2027 will be evaluated. This data will be shared with the C&I team and the CAO.
- Each PLC will complete an end-of-the-year self-evaluation utilizing the PLC continuum rubric and evaluate their progress this year. Areas of focus for next school year will be identified.
- EDpact will conduct a virtual leadership coaching session based on needs as determined by student and teacher observation data.
- The Zavala principal will attend N2Principalship cohort training.

June 2026

Strong Foundations Implementation

- RBIS and Bluebonnet Learning product training will be provided to newly hired teachers and campus administrators.

Student Data, Intervention, and Progress

- Students identified for extended learning support will attend school in June.
- STAAR data will be reviewed, and plans will be finalized for interventions, staff reassignments, and needed support during the 2026-2027 school year.
- End-of-Year IXL math data will be presented to the Board of Trustees.

Adult Capacity Building

- Summer professional development opportunities will be provided for all teachers and instructional paraprofessionals.
- Identified teachers and administrators will attend the Solution Tree PLC Institute.
- Campus Principals will attend end-of-year goal conferences with the DCSI/principal supervisor and the Superintendent. Goals for the 2026-2027 school year will be discussed.

Year 2 (2026-2027)

July 2026

Strong Foundations Implementation

- RBIS and Bluebonnet Learning product training will be provided to newly hired teachers and campus administrators.
- During the second year of Bluebonnet Learning, there will be a focus on deeper implementation of the curriculum including the use of multiple data sources and ongoing job-embedded and curriculum focused professional development. Teachers will understand the guidelines for instructional flexibility to tailor instruction for individual student needs. Teachers will continue to focus on professional learning and growth.

Student Data, Intervention, and Progress

- Student interventions for the 2026-2027 school year will be finalized based on prior year performance.

Adult Capacity Building

- Summer professional development opportunities will be provided for all teachers and instructional paraprofessionals.
- Identified teachers and administrators will attend the Solution Tree PLC Institute.

August 2026

Strong Foundations Planning

- The K-12 Math Learning Framework will be reintroduced to teachers, and plans for a greater level of implementation will be discussed before the school year begins.

Strong Foundations Implementation

- Newly hired K-5 teachers will receive RBIS and Bluebonnet Learning product training.
- Bluebonnet Learning implementation year 2 will begin.

Student Data, Intervention, and Progress

- All students will complete the IXL Level Up Diagnostic in reading and math to determine BOY student performance levels. This data will be shared with the C&I team and the CAO.
- Based on IXL data, teachers will set individual student goals in reading and math.
- Bluebonnet Learning module and unit assessments will begin with data being analyzed in PLCs to determine student intervention needs. This data will be shared with the C&I team and the CAO.
- STAAR reading and math data from 2026 will be presented to the Board of Trustees.

Adult Capacity Building

- Teachers will complete an evaluation of their PLC practices using a continuum rubric provided by Solution Tree. Teachers then use this data to identify focus areas to improve their PLC practices.
- Campus and district administrators will conduct classroom Fundamental Five Instructional Strategy PowerWalks. This data will be shared with the C&I team and the CAO.
- The Principal participated in a goal-setting conference and campus walk with the DCSI/principal supervisor.

September 2026

Strong Foundations Implementation

- Campus and district administrators will observe every RLA and math classroom and gather data on how the Bluebonnet Learning curriculum resources are being implemented. This data will be shared with the C&I team and the CAO.
- Bluebonnet Learning Implementation Walk data will be calibrated to ensure fidelity. This data will be shared with the C&I team and the CAO.
- All Bluebonnet Learning teachers will be surveyed to measure their perceived success and comfort with Bluebonnet Learning and analyzed to determine areas of needed support.

Student Data, Intervention, and Progress

- The intervention program at Zavala Elementary was assessed for effectiveness based on unit assessment and IXL progress.
- Bluebonnet Learning module and unit assessments will be given, and the data will be analyzed in PLCs to determine student intervention needs. This data will be shared with the C&I team and the CAO.
- IXL data will be analyzed in PLCs to determine current student performance levels and progress. This data will be shared with the C&I team and the CAO.
- Individual parent-teacher conferences will be held to discuss student BOY data and goals.
- Friday tutorials will be held for struggling learners as determined by unit assessment and IXL data.
- IXL reading data for K-5 will be presented to the Board of Trustees at the beginning of the year.

Adult Capacity Building

- Feedback and coaching will be provided to teachers based on data from the Bluebonnet Learning Implementation Walks.
- Campus and district administrators conducted classroom Fundamental Five Instructional Strategy PowerWalks. This data will be shared with the C&I team and the CAO.
- A Professional Learning Friday will be held to solidify the lesson internalization process for Bluebonnet Learning and review unit assessment and IXL data.
- T-TESS pre-conferences, 45-minute observations, and post-conferences will continue.

October 2026

Strong Foundations Implementation

- District and campus administrators, the Superintendent, and DCSI will conduct Bluebonnet Learning Implementation walks. Data will be analyzed to ensure full implementation and pacing and identify needed support.
- A campus stakeholder meeting will be held with Open House to update stakeholders on campus accountability ratings and get feedback regarding the Turnaround Plan.

Student Data, Intervention, and Progress

- The intervention program at Zavala Elementary will be assessed for effectiveness by analyzing unit assessment and IXL data for students in the program.

- Bluebonnet Learning module and unit assessments will be given, with data being analyzed in PLCs to determine student intervention needs. This data will be shared with the C&I team and the CAO.
- IXL data will be analyzed in PLCs to determine student performance levels and progress. This data will be shared with the C&I team and the CAO.
- Friday tutorials will be held for struggling learners as determined by unit assessments and IXL data.
- IXL math data for K-5 will be presented to the Board of Trustees at the beginning of the year.

Adult Capacity Building

- Feedback and coaching will be provided to all teachers following Bluebonnet Learning Implementation walks.
- Campus and district administrators conducted classroom Fundamental Five Instructional Strategy PowerWalks. This data will be shared with the C&I team and the CAO.
- A Professional Learning Friday will be held to support the lesson internalization process for Bluebonnet Learning and review unit assessment and IXL data as well as student work samples. This data will be shared with the C&I team and the CAO.
- T-TESS pre-conferences, 45-minute observations, and post-conferences will continue.
- Principals will participate in goal meetings and campus walks with the DCSI/principal supervisor.

November 2026

Strong Foundations Implementation

- Bluebonnet Learning Implementation walks will be conducted by district and campus administrators. Data was analyzed to ensure full implementation and pacing and to identify needed support. This data will be shared with the C&I team and the CAO.

Student Data, Intervention, and Progress

- Bluebonnet Learning module and unit assessments will be given, with data being analyzed in PLCs to determine student intervention needs. This data will be shared with the C&I team and the CAO.
- IXL data will be analyzed in PLCs to determine student performance levels and progress. This data will be shared with the C&I team and the CAO.
- Friday tutorials will be held for struggling learners as determined by unit assessment and IXL data.

Adult Capacity Building

- Feedback and coaching will be provided to all teachers following Bluebonnet Learning Walk observations.
- Campus and district administrators will conduct classroom Fundamental Five Instructional Strategy PowerWalks. This data will be shared with the C&I team and the CAO.
- A Professional Learning Friday will be held to support the lesson internalization process for Bluebonnet Learning and review unit assessment, IXL data, and student work samples. This data will be shared with the C&I team and the CAO.

- All RLA and math teachers' T-TESS pre-, 45-minute observations, and post-conferences will be completed. Completing these in the first semester helps identify teachers who need additional support with time to intervene.

December 2026

Strong Foundations Implementation

- Bluebonnet Learning Implementation walks will be conducted by district and campus administrators. Data will be analyzed to ensure full implementation and pacing and identify needed support. This data will be shared with the C&I team and the CAO.

Student Data, Intervention, and Progress

- The intervention program at Zavala Elementary will be assessed for effectiveness by reviewing the progress of identified students on unit assessments and IXL.
- Bluebonnet Learning module and unit assessments will be given with data being analyzed in PLCs to determine student intervention needs. This data will be shared with the C&I team and the CAO.
- IXL data will be analyzed in PLCs to determine current student performance levels and progress. This data will be shared with the C&I team and the CAO.

Adult Capacity Building

- Campus and district administrators will conduct classroom Fundamental Five Instructional Strategy PowerWalks. This data will be shared with the C&I team and the CAO.
- All reading and math teachers will participate in a coaching conversation with a campus administrator. The coaching conversation will be based on the teacher's documented use of the Fundamental Five instructional practices gathered through frequent PowerWalks. Teachers will set a goal for these instructional strategies during the second semester.
- All RLA and math teachers' T-TESS pre-conferences, 45-minute observations, and post-conferences will be completed by the end of the month. Completing these in the first semester helps identify teachers needing additional support with time to intervene.

January 2027

Strong Foundations Implementation

- Bluebonnet Learning Implementation walks will be conducted by district and campus administrators. Data will be analyzed to ensure full implementation and pacing and to identify any needed support. This data will be shared with the C&I team and the CAO.
- All Bluebonnet Learning teachers will be surveyed to measure their perceived success and comfort level with the new curriculum resources. The data will be analyzed to determine the needed support.

Student Data, Intervention, and Progress

- The intervention program at Zavala Elementary will be assessed for effectiveness by analyzing the progress of identified students on IXL and unit assessments.
- Bluebonnet Learning module and unit assessments will be given with data being analyzed in PLCs to determine student intervention needs. This data will be shared with the C&I team and the CAO.

- IXL data will be analyzed in PLCs to determine student performance levels and progress. This data will be shared with the C&I team and the CAO.
- Friday tutorials will be held for struggling learners as determined by IXL and unit assessment data.
- Mid-year, IXL RLA data will be presented to the Board of Trustees.

Adult Capacity Building

- Campus and district administrators will conduct classroom Fundamental Five Instructional Strategy PowerWalks. This data will be shared with the C&I team and the CAO.
- Each PLC will complete a mid-year self-evaluation utilizing the PLC continuum rubric, evaluate the data for improvements they made during the first semester, and identify areas of focused improvement for the second semester.
- A Professional Learning Friday will be held to allow time for lesson internalization and review of unit assessment, IXL data, and student work samples. This data will be shared with the C&I team and the CAO.
- Principals will participate in a middle of the year goal review and campus walk with the DCSI/principal supervisor.

February 2027

Strong Foundations Implementation

- District and campus administrators, the Superintendent, and DCSI will conduct Bluebonnet Learning Implementation walks. Data will be analyzed to ensure full implementation and pacing and identify needed support.

Student Data, Intervention, and Progress

- Bluebonnet Learning module and unit assessments will be given, with data being analyzed in PLCs to determine student intervention. This data will be shared with the C&I team and the CAO.
- 3rd grade students will participate in Reading and Math Interim Assessments as a way to support these first time testers. Data will be analyzed in PLCs and at the District level to determine which students need interventions during the school day and on tutorial Fridays. This data will be shared with the C&I team and the CAO.
- IXL data will be analyzed in PLCs to determine student performance levels and progress. This data will be shared with the C&I team and the CAO.
- Friday tutorials will be held for struggling learners as determined by IXL and unit assessment data.
- Mid-year, IXL math data will be presented to the Board of Trustees.

Adult Capacity Building

- Campus and district administrators will conduct classroom Fundamental Five Instructional Strategy PowerWalks. This data will be shared with the C&I team and the CAO.
- A Professional Learning Friday will be held to allow time for lesson internalization and review of unit assessment and IXL data as well as student work samples. This data will be shared with the C&I team and the CAO.

March 2027

Strong Foundations Implementation

- District and campus administrators, the Superintendent, and DCSI will conduct Bluebonnet Learning Implementation walks. Data will be analyzed to ensure full implementation and pacing and to identify any needed support.

Student Data, Intervention, and Progress

- Bluebonnet Learning module and unit assessments will be given, with data being analyzed in PLCs to determine student intervention needs. This data will be shared with the C&I team and the CAO.
- IXL data will be analyzed in PLCs to determine student performance levels and progress. This data will be shared with the C&I team and the CAO.
- Friday tutorials will be held for struggling learners as determined by IXL and unit assessment data.

Adult Capacity Building

- Campus and district administrators will conduct classroom Fundamental Five Instructional Strategy PowerWalks. This data will be shared with the C&I team and the CAO.
- A Professional Learning Friday will be held to allow time for lesson internalization and review of unit assessment, IXL data, and student work samples. This data will be shared with the C&I team and the CAO.
- One of the Zavala assistant principals will attend Holdsworth's Aspiring Principal cohort training.
- Principals will participate in a campus walk with the DCSI/principal supervisor.

April 2027

Strong Foundations Implementation

- Bluebonnet Learning Implementation walks will be conducted by district and campus administrators. Data will be analyzed to ensure full implementation and pacing and identify needed support. This data will be shared with the C&I team and the CAO.

Student Data, Intervention, and Progress

- Bluebonnet Learning module and unit assessments will be given, with data being analyzed in PLCs to determine student intervention needs. This data will be shared with the C&I team and the CAO.
- IXL data will be analyzed in PLCs to determine student performance levels and progress. This data will be shared with the C&I team and the CAO.
- IXL and unit assessment data will be used to determine which students would benefit from additional learning time in June. Parents will be contacted in late April.

Adult Capacity Building

- Campus and district administrators will conduct classroom Fundamental Five Instructional Strategy PowerWalks. This data will be shared with the C&I team and the CAO.
- A Professional Learning Friday will be held to allow time for lesson internalization and review of unit assessment, IXL data, and student work samples. This data will be shared with the C&I team and the CAO.

- Summative T-TESS conferences will be held. Goals for 2027-2028 will be discussed.

May 2027

Strong Foundations Implementation

- Bluebonnet Learning Implementation walks will be conducted by district and campus administrators. Data will be analyzed to ensure full implementation and pacing and to identify any needed support. This data will be shared with the C&I team and the CAO.
- All Bluebonnet Learning teachers will be surveyed to measure their perceived success and comfort level with the new curriculum resources. The data will be analyzed to determine the needed support for the following school year.

Student Data, Intervention, and Progress

- Bluebonnet Learning module and unit assessments will be given, with data being analyzed in PLCs to determine student intervention needs for the following school year. This data will be shared with the C&I team and the CAO.
- IXL data will be analyzed in PLCs to determine current student performance levels and whether or not annual goals were met. This data will be shared with the C&I team and the CAO.
- Parents of students identified for June extended learning will be reminded of instructional times and dates.
- End-of-Year IXL reading data will be presented to the Board of Trustees.

Adult Capacity Building

- All reading and math teachers will participate in a coaching conversation with a campus administrator. The conversation will be based on the teacher's documented use of the Fundamental Five instructional practices, as gathered through frequent PowerWalks. Teachers will set a goal for using these instructional strategies during the next school year.
- A Professional Learning Friday will be held to allow time for lesson internalization and review of unit assessment, IXL data, and student work samples. Plans and needs for 2027-2028 will be evaluated. This data will be shared with the C&I team and the CAO.
- Each PLC will complete an end-of-the-year self-evaluation utilizing the PLC continuum rubric and evaluate their progress this year. Areas of focus for the next school year will be identified. This data will be shared with the C&I team and the CAO.

June 2027

Strong Foundations Implementation

- RBIS and Bluebonnet Learning product training will be provided to newly hired teachers and campus administrators.
- We will celebrate the completion of the TAP.

Student Data, Intervention, and Progress

- Students identified for extended learning support will attend school in June.
- STAAR data will be reviewed, and plans will be finalized for interventions, staff reassignments, and needed support during the 2027-2028 school year.
- End-of-Year IXL math data will be presented to the Board of Trustees.

July 2027

Strong Foundations Implementation

- RBIS and Bluebonnet Learning product training will be provided to newly hired teachers and campus administrators.
- Professional development will continue as we prepare for the third year of Bluebonnet Learning implementation. There will be a focus on deeper implementation of the curriculum including the use of multiple data sources and ongoing job-embedded and curriculum focused professional development. Teachers will understand the guidelines for instructional flexibility to tailor instruction for individual student needs. Teachers will continue to focus on professional learning and growth.

Student Data, Intervention, and Progress

- Student interventions for the 2027-2028 school year will be finalized based on prior year performance.

Adult Capacity Building

- RBIS and product training will be provided for all newly hired teachers and campus administrators.
- Summer professional development opportunities will be provided for all teachers and instructional paraprofessionals.
- Identified teachers and administrators will attend the Solution Tree PLC Institute.

August 2027

Strong Foundations Planning

- The K-12 Math Learning Framework will be reintroduced to teachers, and plans for a greater level of implementation will be discussed before the school year begins.

Strong Foundations Implementation

- Newly hired K-5 teachers and administrators will receive RBIS and Bluebonnet Learning product training.
- Bluebonnet Learning implementation year 3 will begin.

Student Data, Intervention, and Progress

- All students will complete the IXL Level Up Diagnostic in reading and math to determine BOY student performance levels. This data will be shared with the C&I team and the CAO.
- Based on IXL data, teachers will set individual student goals in reading and math.
- Bluebonnet Learning module and unit assessments will begin with data being analyzed in PLCs to determine student intervention needs. This data will be shared with the C&I team and the CAO.
- STAAR reading and math data from 2027 will be presented to the Board of Trustees.

Adult Capacity Building

- Summer professional development opportunities will be provided for all teachers and instructional paraprofessionals.
- Identified teachers and administrators will attend the Solution Tree PLC Institute.
- Campus Principals will participate in end-of-year goal conferences with the DCSI/principal supervisor. Goals for the 2027-2028 school year will be discussed.

Performance Management

Criteria for Success

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

Data will be reviewed weekly by teachers, and at least monthly by campus administrators, the DCSI, and the curriculum and instruction team to ensure progress towards milestones and full implementation of Bluebonnet Learning curriculum resources. Student performance data will also be reviewed regularly to ensure progress towards student outcome goals. Data to be reviewed includes:

- Unit assessments and mid-module assessments are given based on curriculum pacing (usually every 4-6 weeks). Data are collected in Eduphoria and reviewed by teachers, campus administrators, and curriculum and instruction staff monthly. Data is shared with the Chief Academic Officer.
- IXL progress is reviewed monthly by teachers, campus administrators, and curriculum and instruction staff to analyze student growth and mastery of skills. Data is shared with the Chief Academic Officer.
- Bluebonnet Learning Walk data that includes depth of implementation and pacing is reviewed monthly by campus administrators and the curriculum and instruction staff. Data is shared with the Chief Academic Officer.
- Fundamental Five PowerWalk data, which looks for fidelity of implementation, is reviewed monthly by campus administrators and the curriculum and instruction team. Data is shared with the Chief Academic Officer.
- T-TESS data is reviewed each semester by campus administrators, the Director of Curriculum and Instruction, and the Chief Academic Officer.
- Teacher Perception Surveys are conducted in September, January and May of each year to determine teacher confidence in Bluebonnet Learning and their perceived level of comfort. Data is analyzed by the curriculum and instruction team and Chief Academic Officer to determine areas of needed support. Professional development is planned accordingly.
- PLC observation notes are taken by the campus administrators and members of the curriculum and instruction team who support PLCs. This data is used to determine teams that need additional support and to identify exemplar PLCs. This data is shared with the Chief Academic Officer
- PLC self-assessments are conducted in August, January and May of each year. This allows campus and district administrators to determine whether or not they agree with

the self-assessment and to identify specific needs to strengthen PLCs. This data is shared with the Chief Academic Officer, Superintendent, and Board of Trustees.

The Chief Academic Officer meets twice a month with the Director of Curriculum and Instruction to review student performance data and teacher observation data. The Superintendent is provided reports quarterly with more frequent reports if an area of need is identified.

Additional Resources

Criteria for Success
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.

The district was awarded three grants to support our school improvement strategy of intensive curriculum and instruction improvements.

- LASO 3, part A - Strong Foundations Planning (math) - \$140,000
- LASO 3, part B - Strong Foundations Implementation (reading) - \$254,000
- LASO 3, part C - Additional funding - \$45,000

Resources needed to ensure full implementation of Bluebonnet Learning include:

- Instructional materials (funded through LASO grant, Instructional Materials Allotment, and local funds - \$118,200)
- Substitute teachers to allow classroom teachers to attend training (funded through LASO grant - \$25,000)
- Summer training (funded through LASO grant with additional compensation provided through Exchange Days - \$10,000)
- Professional development, observation support and ongoing coaching from ESC 18 (funded through LASO grant - \$197,000)
- Travel expenses to attend training outside of the District (funded locally - \$5,000)

We are applying for a LASO 4 grant that would fund additional training and materials for the next three years. If we are not awarded the grant, we will use the Instructional Material Allotment and local funds to ensure our school improvement strategy is fully funded through the Targeted Improvement Plan period.