

ROSAMOND-SHERLEY ELEMENTARY SCHOOL

TURNAROUND PLAN (TAP)

District Information	
District Name	Anna Independent School District
Name of the person completing this form	Kelly Williams
Email of responder	kelly.williams@annaisd.org
Role of the responder	DCSI, Director of Accountability, Assessment, School Improvement
Name of Campus requiring a Turnaround Plan	Rosamond Sherley Elementary School

Needs Assessment	Please indicate the type of needs assessment conducted for each SI-identified campus in the school system following the release of 2025 preliminary state and federal ratings. <i>ESF Diagnostics from July 1, 2022 to present are valid.</i>	Prioritized Focus Areas for Improvement based on the ESF Diagnostic
	ESF Diagnostic - Spring, 2024 Site Visit - 03/21/2024	Essential Action 1.1 - Develop Campus Instructional Leaders Essential Action 5.3 - Data-Driven Instruction

Stakeholder Engagement	I assure that the district provided notice to parents, the community, and stakeholders for assistance and feedback in the development of the TAP.	I assure that the Board conducted a hearing regarding the TAP, solicited public comment, and posted the TAP on the district website prior to the hearing.	Be prepared to upload comments received from stakeholders.	Board approval date
	Yes	Yes	Stakeholder Feedback	November 17, 2025

STAAR Student Outcome Goals for 2025-2026	Meets Grade Level or above in RLA (grades 3-5):	Meets Grade Level or above in Math (grades 3-5):	Domain III Academic Achievement in RLA and Math component score:	Domain III Academic Growth in RLA and Math component score:	Domain III ELP Status component score:	Domain III Student Success component score:
	50%	40%	59 (19 of 32 points)	96 (23 of 24 points)	3 of 4 (75)	7 of 16 (44)

School Improvement Strategy	Strategies implemented for this campus:	Grants awarded to support strategies:	Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?	Organizations working with to build capacity and support strategy implementation:
	<ul style="list-style-type: none"> -Observation & Feedback Cycle -Data-Driven Instruction (DDI) & Student Work Analysis Protocol (SWAP) -Lesson Internalization (Bluebonnet Math) 	<ul style="list-style-type: none"> -Strong Foundations Implementation (SFI) -Effective School Framework (ESF) Texas Instructional Leadership (TIL) 	Considering LASO 4 Grants	Region 10

Curriculum and Instruction	Adopted Math/RLA curriculum:	Will the curriculum be implemented for the duration of the plan?	Required instructional minutes per week.	Instructional minutes per week in the master schedule.	Number of instructional days included in the 2025-2026 calendar.	Describe the assessment plan for the impacted campus(es).
	<ul style="list-style-type: none"> -Math - Bluebonnet Learning (K-5) -RLA - HMH (K-5) 	<ul style="list-style-type: none"> -Math - yes -RLA - yes 	<ul style="list-style-type: none"> -Math - 240 minutes -RLA - 480 minutes 	<ul style="list-style-type: none"> -Math - 400 minutes -RLA - 500 minutes 	Students - 150 days, 505 minutes per day, 75,750 minutes per school year (exceeds the required 75,600 minutes per school year)	<ul style="list-style-type: none"> -Math - end-of-module assessments provided by Bluebonnet Math -Reading - end-of-module assessments provided by HMH

Curriculum and Instruction: PLC	Will the campus implement a PLC structure?	How will PLCs be organized?	How frequently will PLCs occur?	Who will facilitate PLCs?	Who is required to attend PLCs?	Please describe the PLC protocol to be used.

	Yes	PLCs are organized by grade level/ content area.	Weekly	Instructional coordinators will facilitate PLCs with support from campus administrators.	-Instructional coordinators - Campus administrators - Grade-level teachers	Lesson internalization meetings: -understand lesson purpose and objectives -analyze sequence and pacing of activities -activity deep dive -resource organization Student Work Analysis PLCs: -develop know/show charts -determine success criteria -analyze and sort student work -develop action steps
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Capacity Building	Campus principal name:	Years of experience as a campus principal:	Campus principal turnaround experience:	DCSI name:	Years of experience as a DCSI:	DCSI turnaround experience:	Teacher experience:
	Robin Latham	7 years	3 years	Kelly Williams	3 years	3 years	-92% 2 or more years of experience -96% certified -22% TIA designated

Capacity Building: Training and Feedback	Training/PD sessions:	Differentiated training for inexperienced/ ineffective teachers:	Walkthrough tool used to identify teacher growth opportunities and implementation of Bluebonnet Math:	Classroom walkthroughs and feedback:	Capacity building supports provided to campus administrators and teachers related to supporting students in special populations (special education, EB):
	District/Campus Administrators/ Instructional Coordinators: -Region 10 provided monthly TIL training on the observation/ feedback cycle, data-driven instruction, and development of campus instructional leadership. -Region 10 provided training on the effective implementation of Bluebonnet Math, including training	Campus principals and instructional coordinators provide individualized coaching sessions with inexperienced/ ineffective teachers throughout the school year. These teachers receive additional	District-developed walkthrough form is based on the Get Better Faster Scope & Sequence and the 1st/2nd year implementation indicators for	Each teacher will have a classroom observation with feedback provided at least one time every two weeks by the campus administrators or instructional coordinators. Each campus administrator coaches three teachers	Directors and instructional coordinators of Special Education and EB will participate in campus walkthroughs two times per semester to determine how best to support teachers, as well as provide

	<p>sessions and campus coaching sessions.</p> <p>Teachers:</p> <ul style="list-style-type: none"> -Campus administrators trained teachers on the Get Better Faster Scope & Sequence. -Region 10 provided Reading and Math RBIS training. -Instructional coordinators provide weekly support to teachers during lesson internalization meetings. 	<p>walkthroughs and coaching opportunities.</p> <p>District and campus support is provided to new teachers through District New Teacher Academy and campus Peer-Partner Mentorships.</p>	<p>Bluebonnet Math.</p> <p>Official T-TESS walkthrough data is based on the T-TESS rubric and recorded in TEEMS.</p>	<p>and each instructional coordinator coaches two teachers utilizing the specific TIL observation/feedback cycle.</p>	<p>coaching to teachers for improvement.</p>
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Milestones	Key Milestones for TIL Observation/ Feedback Cycle:	Key Milestones for Lesson Internalization:	Key Milestones for Data-Driven Instruction:
	<p>2025-2026</p> <ul style="list-style-type: none"> -Each campus administrator and instructional coordinator will formally coach at least three teachers utilizing the TIL observation/feedback cycle. -Campus administrators will complete monthly calibration walks. -Campus administrative team will discuss campus trends and concerns from walkthrough data weekly during team meetings. <p>2026-2027 Additions</p> <ul style="list-style-type: none"> -Increase the number of teachers being formally coached utilizing the TIL observation/feedback cycle to at least four. <p>2027-2028 Additions</p> <ul style="list-style-type: none"> -Increase the number of teachers being formally coached utilizing the TIL observation/feedback cycle to at least five. 	<p>2025-2026</p> <ul style="list-style-type: none"> -Adopted Bluebonnet Math curriculum. -Region 10 initially trained the Bluebonnet Leadership Team (district staff, lead Math administrator, instructional coordinators) on proper implementation. -Region 10 provides monthly training to the Bluebonnet Leadership Team. -Region 10 trained teachers on proper implementation at the beginning of the year. -Region 10 Bluebonnet product advisors support campus teachers through monthly planning meetings, lesson internalizations, walkthroughs, and focused strategies. -Region 10 Bluebonnet Implementation Advisor leads learning walks during the fall and spring semesters. <p>2026-2027 - 2027-2028</p> <ul style="list-style-type: none"> -Campus administrators and instructional coordinators will continue to facilitate and monitor lesson internalization and proper implementation of Bluebonnet Math. -District and campus administrators, along with instructional coordinators, will complete monthly walks to track fidelity of implementation and determine campus trends. 	<p>2025-2026</p> <ul style="list-style-type: none"> -Region 10 provided year 2 TIL training with an emphasis on data-driven instruction and the use of the Student Work Analysis Protocol (SWAP). -Campus administrators and instructional coordinator have selected one grade level to implement the DDI-SWAP protocol. This protocol will be utilized during an upcoming visit from Region 10 to observe the process. The feedback will be used to improve the process before adding additional grade levels. -Campus administrators and instructional coordinators will add two grade levels to participate in the DDI-SWAP protocol by May, 2026. <p>2026-2027 - 2027-2028</p> <ul style="list-style-type: none"> -Beginning in the fall of 2026, all grade levels will utilize the DDI-SWAP protocol during PLCs.

Performance Management	How will district and campus leaders monitor the successful implementation of the TAP?	Who will be responsible for reviewing milestone progress?	How frequently will milestone progress be reviewed?	How will milestone progress data be collected?	How will milestone progress data be shared with district leadership and other relevant stakeholders?
	District and campus administrators, as well as instructional coordinators, will perform weekly walkthroughs and attend weekly planning meetings.	District and campus administrators, as well as instructional coordinators, will consistently review milestone progress.	Campus administrators will review milestone progress twice per month.	Progress will be collected through the campus walkthrough form and PLC agendas.	Milestone progress will be shared with district leadership one time per semester.

Resources	Please share the required costs to implement the plan and source of funds.	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?
	<p>ESF Grant: \$70,000 - Texas Instructional Leadership program provided by Region 10. \$10,405 - Math 180 and Math 180 Flex \$ 1,600 - RBIS training provided by Region 10 \$ 9,600 - IXL Reading and Science for K-5 \$ 6,619 - HMH Dedicated Stage A Independent Reading Library \$ 1,776 - Supplemental RLA and Math materials</p> <p>SFI Grant: \$107,500 - Bluebonnet Math implementation and product supports provided by Region 10. \$107,500 - Bluebonnet Math Implementation Coordinator salary</p>	<p>Anna ISD would use Title funds to support our school improvement strategies if we were not awarded grant funds. We utilize a rank and serve methodology for Title I, II, and III funds. This methodology uses economically disadvantaged percentages, as well as school improvement identification, for funding decisions.</p>