Targeted Improvement Plan (TIP) Template 2025-2026

Campus Name:

Buice Elementary

SECTION 1: SCHOOL SYSTEM INFORMATION

School System Name

Ector County ISD

Name of the staff member employed by the school system completing this plan submission:

Cheryl Wilson

Email:

cheryl.wilson@ectorcountyisd.org

What role applies to the person completing this submission?

District Coordinator of School Improvement

SECTION 2: PLAN TYPE

Targeted Improvement Plan for one or more campuses; Turnaround Plan for one or more campuses:

Targeted Improvement Plan (TIP)

SECTION 3: STAKEHOLDER ENGAGEMENT

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.

ESF Diagnostic and Local Classroom Review

SECTION 4: STUDENT OUTCOME GOALS

Enter the campus-wide goal for the All Grades ELA/Reading meets grade level or above STAAR performance rate for the 2025-2026 school year.

43%

Enter the campus-wide goal for the All Grades Math meets grade level or above STAAR performance rate for the 2025-2026 school year.

39%

Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.

50%

Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.

50%

Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.

50%

Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.

50%

SECTION 5: SCHOOL IMPROVEMENT STRATEGY

Please select the strategy or strategies you will implement for this campus/these campuses: Accelerating Campus Excellence (ACE) Model, Closure/reassign, Improve Graduation

Rate, Intensive Curriculum & Instruction Improvements School Model Change (excluding ACE) Turnaround Partnership (SB 1882).

> Intensive Curriculum & Instruction Improvements

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

> Our school system does not intend to apply for a grant to support this strategy

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

> Our school system does not intend to apply for a grant to support this strategy

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

> Darryl Williams – Get Better Faster / Teach Like a Champion

How many district staff members will you be reporting capacity building information for?

> 1

What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

> Julie Marshall, Executive Director of Leadership– 50%

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Julie Marshall -
Julie Garner Marshall is a district instructional leader with 35 years of experience in public education. She has worked extensively with TEA turnaround campuses serving high-needs student populations and leading comprehensive school improvement efforts. In a previous district role, she contributed to the development and monitoring of Campus Improvement Plans, Improvement Required Plans, and TEA Turnaround Plans, providing direct support to multiple middle schools engaged in turnaround processes. Her career includes service as a Principal, Curriculum Facilitator, District ELA Coordinator, and Success Coach at campuses with high economic disadvantage, including Zavala Elementary and Blackshear Elementary. She holds a Master of Science in Counseling and Principal Certification from the University of Texas Permian Basin, as well as two bachelor's degrees from Texas Tech University. Her leadership experience demonstrates a strong record of coaching, data-driven improvement, and elevating instructional quality on struggling campuses.

Darryl Williams -
Uncommon Schools / Teach Like a Champion - Darryl Williams - Darryl Williams and the Teach Like a Champion team bring a strong record of success in school turnaround through their work with Uncommon Schools and initiatives such as TurnNJ, which produced significant, measurable gains in student achievement in historically underperforming schools. Under Williams's leadership and coaching, schools have implemented proven instructional and leadership practices that moved campuses from struggling to exceeding state standards. Their data-driven, teacher development–focused approach has been independently validated for closing achievement gaps and sustaining high performance across diverse, high-need student populations.

SECTION 6: CURRICULUM AND INSTRUCTION

Please select the adopted curriculum:

RLA: HMH Into Reading
 Math: enVision Math

Is this the curriculum that will be implemented for the duration of the plan? If Yes, how many instructional minutes per week are required/recommended for implementation of this curriculum?

Yes

If No, what new curriculum will be adopted?

n/a

When will the district adopt the new curriculum?

n/a

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

HMH Into Reading - 450-600 minutes per week
SAVVAS Math - 300-375 minutes per week

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

Kindergarten: Students receive 795 minutes of Reading Language Arts (RLA), 550 minutes of Math, 135 minutes of Science, and 60 minutes of Social Studies each week.

1st Grade: Students receive 795 minutes of RLA, 550 minutes of Math, 135 minutes of Science, and 60 minutes of Social Studies each week.

2nd Grade: Students receive 720 minutes of RLA, 575 minutes of Math, 135 minutes of Science, and 60 minutes of Social Studies each week.

3rd Grade: Students receive 770 minutes of RLA, 570 minutes of Math, 135 minutes of Science, and 60 minutes of Social Studies each week.

4th Grade: Students receive 720 minutes of RLA, 500 minutes of Math, 225 minutes of Science, and 75 minutes of Social Studies each week.

5th Grade: Students receive 720 minutes of RLA, 500 minutes of Math, 225 minutes of Science, and 60 minutes of Social Studies each week.

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

175

If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?

n/a

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

Campuses begin the year with NWEA MAP Growth assessments. Week of: 9/2/25

 Campuses will participate in District Checkpoint assessments directly tied to the scope and sequence of each grade level / content area. These are administered in the 5th week and 9th week of each 9-week grading period.
Weeks of: 9/8/25, 10/6/25, 11/10/25, 12/15/25, 2/2/26, 3/2/2026, 4/13/26, 5/18/26
 These assessments are designed to take no more than a single class period and assess recently covered material.

Campuses will participate in interim assessments in STAAR Tested Grade levels / content areas Week of: 1/21/26-2/6/26

Campuses will design and conduct regular Common Formative Assessments (CFAs) through PLCs. (Ongoing)

Campuses will participate in STAAR Assessments (Window). 4/7/26-5/1/26

Campuses will take the NWEA MAP Growth assessments at the end of the year. Week of 5/4/26

Will the campus(es) implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

PLCs are organized by grade level K-5, after an initial whole group section, departmentalized teams split off for content area time.

How frequently will PLCs occur?

PLCs meet for 45 minutes weekly during a weekly protected timeslot.

Who will facilitate PLCs?

K-2 is facilitated by AP Bowen, 3-5 is facilitated by Principal Moran with support from AP Pierce.

Who is required to attend PLCs?

> Content grade level teachers are required to attend as well as the designated campus administrator for each PLC.

Please describe the PLC protocol to be used.

> Campuses use a district created 9-week PLC cycle and protocol -
> https://docs.google.com/document/d/1jsQ_5Fesx0K59arwaqoDDPBlc7-QrIrLvm5DNelExIw/edit?usp=sharing
>
> This framework outlines a 9-week PLC model implemented twice per semester, integrating DuFour's PLC guiding questions with high-impact practices from Bambrick-Santoyo and other research-based models.
>
> Campuses cycle collect study data, determine standards to be addressed, design formative assessments, and determine next steps for students based on the results.

SECTION 7: CAPACITY BUILDING

Please describe your planned training/PD sessions (and who delivers and attends) for: -Principal manager –Principal –Other campus admin (assistant principals, instructional coaches) -Teachers

> Name: Teach Like a Champion / Get Better Faster / Bamrick-Santoyo Training
> Description: Darryl Williams, CEO of Teach Like a Champion trainings EDLs, Principals, APs, and Multi-classroom leaders monthly on best practices for school leadership and coaching teachers. Topics covered include: developing systems and processes, school culture, tiering teachers for support, coaching and providing effective feedback, and implementing aggressive monitoring.
> Delivered By: Darryl Williams
> Audience: Principal Managers, Principals, Assistant Principals, Multi-classroom Leaders
> Timeframe: Monthly
>
> Name: Data Tours
> Description: Campus and District Leaders participate in data tours that enhance leaders' data literacy for major data points used throughout the district. The goal of each data tour is to deeply understand the data provided as well as its impact on accountability and next steps for the campus team. Each data tour has components that start with the 30,000 ft view and lead to individual student level interventions.
> Delivered by: Executive Director of Accountability & School Improvement, Cheryl Wilson; Accountability Team
> Audience: Principals, Principal Managers, Principals turn these around with campus

leadership teams
 Timeframe: Data Tours are completed after each of the following major data points: A-F Accountability Results- August; District Checkpoint Assessments (Closing the Loop - September & Domain III) - October, Interim Assessments - February.

Name: Academic Tours
 Description: Academic tours are designed to roll out academic initiatives and information to campus leadership and teachers. This includes the district PLC process, use of district curriculum documents, and the districtwide instructional framework.
Delivered by: Executive Director of Academics, Dr. Kristen Vesely, Academic Content Coordinators
 Audience: Principal Managers, Principals, Assistant Principals, Multi-classroom leaders, classroom teachers
 Timeframe: Quarterly

Name: Emergent Tree - Crockett, Ector, Buice, Burnet, Gonzales
 Description: Campuses piloting Emergent Tree's Tier 1 behavior system participate in 3 full-day professional development sessions (September, October, Spring), as well as virtual and in person coaching visits to ensure strong implementation and fidelity on these campuses. Campuses will receive this support for 3 years.
Delivered by: Emergent Tree Consultants
 Audience: Principal Managers, Principals, Assistant Principals, Pilot teachers
 Timeframe: Quarterly

Name: WICOR Instructional Framework Training
 Description: This training introduced the AVID WICOR instructional framework to all teachers districtwide including 10 select strategies to ensure that all teachers are have a calibrated baseline for instructional strategies throughout the district.
Delivered by: AVID Campus Coordinators, Academic Content Coordinators, Special Education Team members
 Audience: Principal Managers, Principals, Assistant Principals, Multi-classroom leaders, classroom teachers
 Timeframe: October PD Day, Oct. 14th

Name: Effective Schools Framework Training
 Description: The ESF training provided an understanding of the ESF framework and the 5 levers. Additionally, leaders began to evaluate their campus practices based on the levers and develop an understanding of the ESF diagnostic process.
Delivered by: ESC 18 School Improvement Team
 Audience: Principal Managers, Principals
 Timeframe: September 5th, 2025

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Differentiation of training for inexperienced and/or ineffective teachers and leaders will be guided by the Campus Tiering Document. Campuses are tiered based on their accountability ratings, school improvement status, and with consideration for principal experience at the campus. Campuses identified at higher tiers will receive additional visits and support from Executive Director Leaders (EDLs), with academic and data supports prioritized based on tier level. Improvement schools will receive at minimum weekly coaching and on-site support from EDLs to ensure consistent progress. For teachers, support will be targeted according to their individual tier level, with Multi-Classroom Leaders (MCLs), instructional coaches, and campus administrators engaging in more frequent coaching and feedback cycles for these teachers.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

After each data tour, EDLs will request to see the "longsheet" artifacts from School Improvement campuses. These are data sheets on legal size paper that are part of the data tour process reflecting that the campus has internalized the information for their campus. Look fors include relevant campus data and campus action steps related to the data.

T-TESS Walkthrough forms as well as SchoolMintGrow Walkthrough forms will be used to monitor implementation of strategies from Darryl Williams Training. The look fors are feedback and action steps provided to teachers after each observation and/or coaching cycle.

The Emergent Tree Classroom Tool will be used to monitor fidelity of implementation. This data includes look fors for recent action steps from the coaching team.

The school improvement team will use the new LIFT walkthrough tool to monitor fidelity of implementation of HQIM, pacing, and on-grade level tasks.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Each teacher receives a walkthrough with feedback weekly. The campus has tiered teachers for support and selects 9 teachers weekly for additional face-to-face coaching and support / modeling by campus administrators. This selection is based on walkthrough observational data and tiered teachers' needs.

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Teachers in grades 3-5 received RBIS training. The campus will provide at least one training in the fall and one training in the spring for Special Education (accommodating students in the regular classroom, etc.) and ESL (sheltered instruction, etc.).

SECTION 8: MILESTONES

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

August 2025 marks the launch of the school year with a focus on data and instructional alignment. Teachers will participate in the Academic Tour, which includes the rollout of EduHub to enhance instructional collaboration. Campus principals will engage in an A–F Data Tour to review accountability data, while Darryl Williams will provide leadership training for principals and district leaders. Weekly visits between principals and Executive Directors of Leadership (EDLs) begin and continue throughout the year to support instructional leadership and monitor campus progress.

In September 2025, campuses will administer the Beginning-of-Year (BOY) MAP assessments to establish baseline data for student growth. Checkpoint 1A assessments will be conducted and reviewed using the "Closing the Loops" data protocol. Campus leaders and pilot teachers will attend the first day of Emergent Tree professional development, and follow-up virtual coaching sessions will reinforce action steps. Darryl Williams will continue leadership training sessions, and the district will host the September Superintendent Reviews. Additionally, the "Closing the Loops" Data Tour will introduce data literacy practices for reteaching, enrichment, and intervention planning, while campuses identified for the Effective Schools Framework (ESF) will participate in diagnostic reviews.

During October 2025, Campus Improvement Teams (CITs) will convene to develop their Targeted Improvement Plans (TIPs). The Domain III Data Tour will guide principals in tracking student group performance and setting campus goals. Campuses will administer Checkpoint 1B and engage in Growth Table reviews using the "Closing the Loops" protocol. Darryl Williams will provide ongoing leadership training, and Emergent Tree Day 2 will offer continued behavioral and systems support for leaders. October Superintendent Reviews and monthly TIP data reviews will ensure alignment of progress monitoring.

In November 2025, campuses will hold public CIT meetings to review and finalize TIPs, gathering feedback from parents and the community before submission. Emergent Tree specialists will conduct in-person coaching visits, while Checkpoint 2A assessments and Growth Table reviews continue the focus on data-informed instruction. Darryl Williams will facilitate another leadership training session, and campuses will be visited using the TEA LIFT Observation protocol. Monthly TIP Data Reviews will monitor implementation progress.

December 2025 will feature targeted Darryl Williams training based on observed district needs. Campuses will complete Checkpoint 2B and conduct "Closing the Loops" data reviews and Growth Table analysis to identify instructional priorities before winter break.

In January 2026, the Middle-of-Year (MOY) MAP Growth assessments for grades K–2 will be administered. Darryl Williams will lead additional topic-based training aligned with emerging needs, and the STAAR Interim Assessment window will open. TIP progress from December and January will be reviewed in a combined data analysis session. Campus Visits using TEA LIFT Protocol will continue.

February 2026 brings the close of the STAAR Interim window, with performance and growth reports replacing Checkpoint 3A for STAAR-tested subjects. An Interim Data Tour will guide data analysis, and TELPAS administration will begin. Darryl Williams will continue to lead leadership development sessions, and campuses will prepare TIPs for approval at the February or March Board Meeting. February Superintendent Reviews and TIP data reviews will continue progress monitoring. Campus Visits using TEA LIFT Protocol will continue.

During March 2026, campuses will administer Checkpoint 3B for K–2 students and complete performance and growth analyses. Darryl Williams will continue targeted professional learning, and approved TIPs will be submitted to the TEA for affirmation. March Superintendent Reviews and monthly data reviews will continue to track progress. Campus Visits using TEA LIFT Protocol will continue.

April 2026 is primarily focused on STAAR administration, and as such, no Darryl Williams training is scheduled during this high-stakes testing period. Campuses may choose to administer the optional Checkpoint 4A for non-tested subjects.

In May 2026, STAAR testing continues alongside End-of-Year MAP Growth assessments. Campuses will conduct Checkpoint 4B reviews and participate in monthly TIP Data Reviews. Darryl Williams will resume topic-based leadership training to address end-of-year instructional reflections and preparation for the next cycle.

June 2026 will focus on reviewing preliminary STAAR results and conducting Campus Improvement Planning Workshops, including comprehensive Campus Needs Assessments. Predictive Accountability activities will help campuses anticipate results and plan targeted supports for the upcoming year.

During July 2026, Campus Improvement Planning will continue alongside Predictive Accountability work. ECISD will host its annual Leadership Academy, and all TIP campuses will participate in the Emergent Tree training initiative, with Cohort 1 entering Year 2 and Cohort 2 beginning Year 1.

Finally, August 2026 will center on reviewing finalized Accountability Results through an

Accountability A–F Data Tour. The ECISD School Improvement Orientation Workshop will prepare all leaders and TIP campuses for the 2026–2027 school year, setting the foundation for continued academic growth and system improvement.

SECTION 9: PERFORMANCE MANAGEMENT

Please describe how district and campus leaders will monitor the successful implementation of this plan.

Tier 4 Campuses will meet with Executive Directors of Leadership weekly for coaching, support, and weekly data reviews. Campuses in Tier 4 will also participate in a monthly meeting with Superintendent Dr. Boyer, Chief of Schools, Mr. Marquez, and Chief Academic Officer Dr. Trejo, to review campus data, campus PLC artifacts, attendance and discipline reports, and fidelity of implementation of academic interventions. Campuses will monitor the progress of the TIP at least monthly to review with Executive Directors of Leadership.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

Cheryl Wilson (DCSI) will review monthly updates on the implementation of the Targeted Improvement Plan.
Executive Directors will review data and documentation weekly with principals.
Superintendent Dr. Boyer, Chief of Schools, Mr. Marquez, and Chief of Academics, Dr. Trejo will review campus data with principals during monthly superintendent data reviews.

How frequently will progress toward milestones be reviewed?

Milestone progress will be reviewed monthly by the DSCI and Principal Managers. Progress will be reviewed by the superintendent and cabinet members at least 3x per semester.

How will milestone progress data be collected?

Milestone progress will be collected monthly and uploaded to campus TIP folders hosted by the Accountability and School Improvement Team. Campuses will also provide artifacts during superintendent data reviews 3x per semester.

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

All Milestone progress data and artifacts will be shared with Executive Directors of Leadership and cabinet level leadership for review utilizing the TIP folder for data collection in Microsoft TEAMS / One Drive, as well as the superintendent data review process.

SECTION 10: RESOURCES

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

Financial resources have been allocated to support key instructional and leadership initiatives on campus. Title I funds totaling $37,500 will cover RBIS training, which includes off-campus training for 14 teachers and two administrators, as well as three days of on-campus support led by Region 18. Additional Title I funds of $15,000 are allocated to employ a retired teacher as a part-time reading tutor for 4th- and 5th-grade students who did not meet grade-level standards on the STAAR assessment. Furthermore, $8,000 in Title I funds will provide supplemental pay for teachers who conduct after-school tutoring sessions four days a week for approximately 20 weeks. Leadership development for principals and assistant principals will also be supported through $7,500 in district funds for Region 18 Leadership Consulting.

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?

n/a

SECTION 11: ADDITIONAL INFORMATION

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

Buice Elementary has implemented a comprehensive set of instructional, cultural, and leadership supports to accelerate student achievement, strengthen teacher capacity, and improve schoolwide systems.
Instructional Supports
To strengthen Tier 1 instruction and close learning gaps, the campus is investing in multiple layers of professional development and targeted intervention.
RBIS Training (Region 18): Fourteen teachers and two administrators are participating in off-campus RBIS training, followed by three additional days of on-campus coaching provided by Region 18. This training, funded through Title I ($37,500), focuses on research-based instructional strategies that improve student outcomes.

SPED Supports: Teachers are receiving training on how to read and implement IEPs, along with instructional strategies to support students with disabilities. The ECISD Special Education Department supports this work at no cost to the campus.

ESL/Sheltered Instruction: The ECISD Bilingual Department is providing PD in sheltered instruction and required ESL accommodations to ensure emergent bilingual students receive appropriate supports and scaffolds. This training is also offered at no cost.

Small Group Reading Intervention: A retired teacher has been hired as a part-time reading tutor to support 4th and 5th-grade students who did not meet expectations on STAAR. This position, funded through Title I at $15,000, is designed to provide targeted literacy intervention and increased instructional time.

After-School Tutoring: Teachers are offering four days of after-school tutoring each week for approximately 20 weeks. Tutoring focuses on targeted skill deficits, TEKS-based remediation, and practice opportunities for STAAR readiness. Teachers are compensated through Title I supplemental pay ($8,000).

Cultural Supports

To improve schoolwide behavior, increase student success, and strengthen culture, Buice is working with Emergent Tree to build sustainable, proactive systems.

Emergent Tree Behavior Systems: The campus is partnering with Emergent Tree to improve Tiered Behavior Supports, increase consistency in expectations, and reduce discipline concerns. Emergent Tree provides training and coaching to strengthen classroom management and student behavior systems. The district funds this work at no cost to the campus.

Practice Clinics for Rigor and Classroom Management: Teachers attend weekly after-school practice clinics that focus on building capacity, increasing rigor, and enhancing instructional delivery. These sessions help staff rehearse strategies, monitor student engagement, and refine classroom management practices. The clinics are provided at no cost.

Leadership Supports

Campus leaders are receiving structured coaching and development to improve systems, data tracking, and instructional oversight.

Region 18 Leadership Consulting: Principals and assistant principals receive leadership coaching from Region 18 to strengthen instructional leadership, accountability systems, and campus improvement strategies. This support is funded through Title I at $7,500.

FLIPS Support: As part of the TIP process, campus leadership is collaborating with Region 18 on FLIPS (Focused Leadership Improvement and Planning Support) to monitor progress, review data, and address problem-solving barriers.