

Targeted Improvement Plan (TIP) Template 2025-2026

Campus Name:

Pease 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.

44%

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

40%

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?

7

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?

Ms. Woody - Principal Intern – 50%
Mrs. Anderson - IB Coordinator, Title 1 Coordinator, AVID Coordinator – 50%
Mrs. Infante - MCL (5th grade RLA) – 50%
Mrs. Loera - MCL (3rd & 4th grade Bilingual) – 50%
Mrs. DeBouse - MCL (4th grade Math) – 50%
Mrs. Holguin - MTRT (5th grade Math) – 50%
Julie Marshall – Executive Director of Leadership / Principal Manager – 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 William -

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.

Woody: Ms. Woody is currently serving as a Principal Intern at Pease. With 2 years as an Assistant Principal, 5 years as a School Counselor, 3 years as a Special Education Teacher, and 4 years teaching 4th and 5th grades, she brings a comprehensive understanding of student needs, instructional practices, and school operations. Ms. Woody holds a Bachelor of Arts in Psychology from The University of Texas Permian Basin, a Master of Arts in Education-School Counseling from Sul Ross State University, and a Principal Certification. In her current role, Ms. Woody observes and evaluates teacher performance. She assists the principal in interviewing and selecting new staff, and helps to implement a student discipline management system that promotes positive behavior. She ensures school rules are applied consistently and equitably, conducts conferences with parents, students, and teachers, and provides targeted coaching and support for teachers as part of the evaluation process. At Pease, a campus focused on school improvement, Ms. Woody has contributed to initiatives that strengthen instructional practices, improve student behavior systems, and support teacher effectiveness, directly impacting campus performance and culture. Throughout her career, she has consistently supported school improvement by implementing data-driven interventions, mentoring teachers, and promoting equitable practices that enhance student outcomes.

Anderson: Mrs. Anderson is the International Baccalaureate Coordinator at Pease. With 2 years as IB Coordinator, 9 years as a special education teacher, 6 years as a high school dance teacher, and 10 years as a high school dance team coach, she brings a unique blend of instructional expertise, inclusion-focused mindset, and creative leadership to our school community. With a bachelor's degree in Human Development and Family Studies and a minor in Psychology from Texas Tech University, she brings a strong understanding of how people grow, learn, and interact across all stages of life. This background equips her with the skills to support students' social, emotional, and cognitive development while fostering positive relationships among families, educators, and the community. Together, these areas of study prepare her to build supportive learning environments, strengthen school-family partnerships, and contribute to the overall health and success of a school community. As an IB Coordinator, she fosters a culture of inquiry, reflection, and global-mindedness, helping teachers design meaningful learning experiences aligned with the IB philosophy. Her time in special education strengthened her belief in equity and differentiation, ensuring that every student's individual needs are met so they can reach their fullest potential. Her background in dance education and team coaching contributes to a vibrant, positive school culture, fostering teamwork, discipline, and school spirit through performance and community involvement. These experiences have taught her how to motivate and connect with students beyond the classroom, building confidence, creativity, and a sense of belonging. Together, these roles enable her to support students' academic and social-emotional growth while fostering collaboration among staff. She helps drive school improvement by integrating inclusive practices, promoting student engagement, and nurturing a culture where every learner feels valued, supported, and inspired to excel.

DeBouse: Ms. DeBouse has been teaching mathematics for seven years and is recognized for her exceptional instructional leadership and commitment to student growth. She holds a Bachelor's degree in Leadership and Management from Odessa College and a Master's degree in Educational Leadership from Schreiner University. Throughout her career, Ms. DeBouse has taught 4th through 7th-grade mathematics and served as Math Department Chair for two years. She has also been recognized as a TIA (Teacher Incentive Allotment) Exemplary Teacher for the past 4 years, reflecting her ability to drive strong academic outcomes consistently. Ms. DeBouse quickly took to teaching, understanding early on the importance of student mastery through learning standards, differentiated instruction, and the intentional use of formative data to guide teaching and learning. At Bonham Middle School, her leadership and instructional expertise contributed to the school's successful turnaround from an "F" to a "C" accountability rating. Through remarkable Tier 1 instruction, targeted interventions, and data-informed PLCs, she helped students achieve 82% growth on both STAAR and MAP assessments in 2024. Ms. DeBouse now continues to extend her impact as a Multi-Classroom Leader (MCL), mentoring teachers and supporting instructional improvement across multiple grade levels. She has worked closely with colleagues to build capacity in lesson design, data analysis, and classroom culture, emphasizing collaboration and continuous improvement. In addition, she has served as a mentor teacher, guiding a student teacher through reflective practice and standards-based instruction. Known for creating a positive, engaging classroom environment grounded in real-world connections, Ms. DeBouse fosters a culture of curiosity, responsibility, and academic excellence. Her focus on student ownership, growth mindset, and high expectations has consistently led to measurable gains in both teacher effectiveness and student achievement.

Holguin: Mrs. Holguin is a TIA Master Certified Teacher dedicated to improving student outcomes and supporting school turnaround efforts. She holds a Bachelor of Science in Criminal Justice from the University of Texas of the Permian Basin and is currently pursuing a Master's degree in Educational Leadership from the same institution. With 6 years of experience in education, she currently serves as a 5th-grade math teacher and Multi-classroom Teacher Rotation Teacher (MTRT) at Pease Elementary, where she has been instrumental in building instructional capacity for 3 years. In her role as an MTRT for the past 2 years, she has directly impacted student achievement by teaching multiple classes while supporting collaborative planning and instructional strategies. She works closely with the Multi-Classroom Leader (MCL) to plan and deliver high-quality mathematics instruction across multiple classrooms, utilizing a rotation model that maximizes student engagement and learning. Her experience in this capacity has equipped her to strengthen Tier 1 instruction, provide targeted intervention, and support teacher development through modeling effective instructional practices. Her work has contributed to measurable growth in student mathematical proficiency and has fostered a culture of collaboration and continuous improvement that directly impacts student achievement at Pease Elementary.

Infante: Mrs. Infante is a dedicated Multi-Classroom Leader (MCL) for 5th grade RLA at Pease Elementary, where she has been instrumental in building instructional capacity for the past 3 years. With 8 years of experience in education—including 3 years as a Project Director for after-school programs and going on 6 years in the classroom—she brings comprehensive expertise in both program leadership and instructional excellence. Mrs. Infante holds a Bachelor's degree in Sociology from The University of Texas at Austin, which has equipped her with a deep understanding of social dynamics, equity, and the factors that influence student success. Throughout her career, Mrs. Infante has taught 2nd, 3rd, 4th, and 5th grades, developing a strong command of literacy instruction across developmental levels. She has been recognized as a TIA (Teacher Incentive Allotment) Exemplary Teacher and has a proven track record in school turnaround, having been part of a campus that successfully improved from an Improvement Required (IR) rating to a B rating. In her current role as MCL, she teaches her own 5th grade RLA class while supporting teachers across 1st, 3rd, 4th, and 5th grade bilingual RLA classrooms. Mrs. Infante's impact on Pease's turnaround efforts is evident through her multifaceted leadership approach. She coaches teachers in effective lesson planning, models high-quality instruction in classrooms, and facilitates teacher walkthroughs that promote collaborative learning. Her work has contributed to impressive results, with past NWEA MAP data showing 60%+ growth in reading achievement. Known for her deep internalization of instructional content and strong student relationships, Mrs. Infante actively participates in team planning and serves in school committees. Her collaborative spirit, instructional expertise, and unwavering willingness to support colleagues have made her an invaluable leader in strengthening literacy instruction and teacher capacity across multiple grade levels at Pease Elementary.

Loera: Mrs. Loera is a dedicated Multi-Classroom Leader (MCL) Master Teacher with 11 years of experience in education, specializing in bilingual instruction and instructional coaching. She holds a Bachelor of Arts in Multidisciplinary Studies from the University of Texas of the Permian Basin (UTPB) and is currently completing a Master's degree in Educational Leadership through Texas A&M University. She has also participated in the Holdsworth Center Problem of Practice Conference,

collaborating with district leadership to develop strategic approaches for school improvement. Mrs. Loera currently teaches 3rd and 4th grade Bilingual Math and Science while coaching five teachers through weekly planning, data analysis, and instructional implementation. She has served as her campus TELPAS Representative, ensuring student progress in language acquisition, and has been an active member of the TIA Focus Group, supporting district efforts to elevate teacher performance and instructional excellence. At Pease Elementary, she works closely with the leadership team to strengthen Tier 1 instruction school-wide and improve student achievement across Kinder–5th grade. She consistently goes above expectations to support all grade levels by co-teaching, providing targeted small-group intervention, and modeling best instructional practices. Her leadership has helped build teacher capacity, close academic gaps, and foster a culture of high expectations and continuous growth for all learners. Mrs. Loera is committed to empowering teachers and students through a collaborative and data-driven culture where every learner thrives. Her vision centers on ensuring equitable access to high-quality instruction, accelerating academic success for all students, and building a strong community of educators who share the belief that all students can and will achieve at high levels.

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 receives 790 minutes per week for RLA, 460 minutes for Math, 90 minutes for Science, and 90 minutes for Social Studies.

First grade receives 1,070 minutes per week for RLA, 450 minutes for Math, 135 minutes for Science, and 80 minutes for Social Studies.

Second grade receives 750 minutes per week for RLA, 450 minutes for Math, 135 minutes for Science, and 60 minutes for Social Studies.

Third grade receives 735 minutes per week for RLA, 470 minutes for Math, 150 minutes for Science, and 95 minutes for Social Studies.

Fourth grade receives 750 minutes per week for RLA, 515 minutes for Math, 150 minutes for Science, and 90 minutes for Social Studies.

Fifth grade receives 650 minutes per week for RLA, 450 minutes for Math, 415 minutes for Science, and 90 minutes for Social Studies.

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 in 90-minute blocks with at least 45 minutes of protected time weekly.

How frequently will PLCs occur?

PLCs occur weekly in grades K-5 during a 90 minute timeslot with at least 45 minutes of protected time.

Who will facilitate PLCs?

Micah Arrott, Principal, facilitates PLCs in conjunction with the grade level team lead or MCL; 1st/2nd- Arrott, Verence Sevilla MTRT;
K/4th- Arrott, DeBouse MCL I;
3rd/5th- MCL II- Loera; MCL II- Infante

Who is required to attend PLCs?

All teachers are required to attend weekly PLCs, including the campus principal, grade level Multi-classroom leader,

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-OrIrLvm5DNelExIw/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 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?

This campus conducts a minimum of monthly walkthroughs / observations for each teacher, followed with feedback and action steps. Teachers have been tiered, and coaching cycles are more frequent for teachers based on the need indicated by their tier. Every teacher has an assigned coach, either a campus administrator, campus multi-classroom leader, or the campus IB coordinator. Coaching and feedback cycles are also based on teacher tiering. More intensive supports, such as daily lesson modeling / co-teaching are assigned based on need.

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

The campus will engage in special populations training for Special Education and Emergent Bilingual students at least once in the fall and once in the spring for each population. This

training will be for the entire teaching staff and will focus on topics such as sheltered instruction and accommodating students in the regular education classroom.

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.

Pease utilizes its Title I funds to strengthen instructional capacity and provide targeted academic support for students most in need. Title I funds are allocated to support three Multi-Classroom Leaders (MCLs), two Master Team Reach Teachers, two Team Reach Teachers, one Reach Associate, and one Teacher Resident, all of whom play a critical role in building teacher capacity, modeling effective instructional practices, and supporting data-driven lesson planning and small-group instruction. The remaining Title I funds are dedicated to compensating teachers who provide after-school tutoring. This tutoring program is designed to be intentional and data-driven, serving only those students who have been identified through STAAR/HB1416 and campus checkpoint data as needing additional academic intervention. Title I Funds- Opportunity Culture Stipends - Title One School-wide - \$80,000, Opportunity Culture Stipends - Local - \$108,000; \$33,000 for an instructional aide; \$20,000- for afterschool/Saturday tutoring

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.

Pease partners with Region 18 Education Service Center to strengthen Tier 1 instruction through ongoing coaching cycles, PLC support, and collaborative walkthroughs. During November, Region 18 specialists will provide Research-Based Instructional Strategies (RBIS) training and professional development sessions at the Region 18 center focused on evidence-based instructional practices and alignment to TEKS, as well as on-campus coaching to reinforce implementation.

All teachers and support staff received mandatory Category I International Baccalaureate (IB) Primary Years Programme (PYP) Training- Building Your Program this summer before school started. The training focuses on IB philosophy and implementation. The training is designed to build a foundational understanding of the IB PYP framework, its philosophy, and its practical

implementation in schools. Teachers collaborated to create curriculum transdisciplinary units to refine our programme of inquiry.