

DRAFT
B.H. Macon Elementary School

Targeted Improvement Plan (TIP)

First and Last Name *

Jennifer Husband

Position *

- Principal
- Assistant Principal
- Executive Director (Principal Manager/DCSI)
- Regional Director
- Other Campus Leader
- Central Staff
- Region 10 Representative
- Texas Education Agency (TEA) Representative

Name of Campus *

BH Macon Elementary

Region and Regional Director

- Region 1 - Laura Garza, Regional Director
- Region 2 - Tanya Shelton, Regional Director
- Region 3 - Jonathan Smith, Regional Director
- Region 4 - Salem Hussain, Regional Director
- Region 5 - Nancy Bernardino, Regional Director
- Region 6 - Ryan Zysk, Regional Director

Needs Assessment

Click for more information: [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. *

- ESF Diagnostic
- Locally Conducted Needs Assessment

IF [Locally Conducted Needs Assessment](#)- *

I assure that all locally conducted needs assessments met the requirements in [Section 39A.053](#) of the Texas Education Code, and the results of the local needs assessment are available upon request.

- Yes
- No
- Not Applicable due to ESF Diagnostic

Stakeholder Engagement

Click for more information: [Stakeholder Engagement](#)

I assure 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? *

Yes

No

I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting. *

Yes

No

Date of Campus Community Meeting *

MM DD YYYY

10 / 28 / 2025

Student Outcome Goals

Click for more information: [Student Outcome Goals](#) [Optional Goal Setting Resource](#). This information will be completed in the [Student Outcome Goals Survey](#). Click **NEXT**.

School Improvement Strategy

Click for more information: [School Improvement Strategy](#)

Please select the **strategy or strategies** you will implement for this campus. *

- Improve Graduation Rate (Thomas Jefferson HS only)
- Intensive Curriculum & Instruction Improvements (All Campus should select this area, except Thomas Jefferson HS.))
- Other:

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

- Effective Schools Framework Focused Support Grant 24-26
- Learning Acceleration Support Opportunities (LASO) Grant 25-27 Instructional Leadership Pathways
- Our school system has not been awarded a grant to support this strategy.

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

- School Improvement Curriculum and Instruction Support Grant
- 2024-2026 ESF Grant Awardee
- 2025-2027 LASO Grant Awardee
- None

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

- Big Rock Education Services (BRES)
- Engage2Learn
- Region10:TIL
- Other:

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

24

ONLY Complete if your campus a ESF or LASO Grant Awardee. 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?

Jennifer Husband- Principal, 100%, Maria Rojas- Assistant Principal, 100%, Norma De Leon Armijo- Kinder BIL SC Teacher, 100%, Ingrid Colmenares Bolivar- Kinder BIL SC Teacher, 100%, Dominique Johnson- Kinder Gen Ed SC Teacher, 100%, Alecia Graham Mathias- Kinder Gen Ed SC Teacher, 100%, Maria Elizalde- 1st BIL SC Teacher, 100%, Lorena Gutierrez- 1st BIL SC Teacher, 100%, Dalia Cifuentes- 1st Grade Gen Ed SC Teacher, 100%, Jessica Lopez Hernandez- 2nd Grade BIL Teacher, 100%, Tiffanie Martinez- 2nd Grade BIL ESL Teacher, 100%, Johnicka Keys- 2nd Grade Gen Ed Teacher, 100%, Tanja Burl- 2nd Grade Gen ED ESL Teacher, 100%, Maria Gonzalez- 3rd Grade BIL Teacher, 100%, Diana Castillo Portillo- 3rd Grade BIL ESL Teacher, 100%, Noeicy Arrebato- 3rd Grade Gen Ed SC Teacher, 100%, Maritza Valles- 4th Grade BIL Teacher, 100%, Christina Bridon- 4th Grade BIL ESL Teacher, 100%, Marcia Mallard- 4th Grade Gen Ed Teacher, 100%, Kendra Perkins- 4th Grade Gen Ed Teacher, 100%, Javier Gualda Gonzalez- 5th Grade BIL Teacher, 100%, Maria Banda- 5th Grade BIL ESL Teacher, 100%, Alona Kemp- 5th Grade Gen Ed Teacher, 100%, Sergio De Los Santos- 5th Grade Gen Ed Teacher, 100%

ONLY Complete if your campus a ESF or LASO Grant Awardee. 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).

We have one year experience in turning around our campus- moving from an F to a B.

Curriculum and Instruction

Click for more information: [Curriculum and Instruction](#)

Please select the adopted curriculum. *

Amplify Reading

Carnegie Learning Math

Eureka Math

Other:

Is this the curriculum that will be implemented for the duration of the plan? *

Yes

No

If no-

What new curriculum will be adopted?

When will the district adopt the new curriculum?

.....

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

For Amplify Reading we spend 1,400 minutes a week for implementation, and for Eureka Math we spend 600 minutes a week for implementation.

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? *

For Amplify Reading there are 1,400 instructional minutes for curriculum delivery and for Eureka Math there are 600 instructional minutes for curriculum delivery in the master schedule, and yes this amount of minutes meets the required number.

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

We will assess BOY, MOY, and EOY I-Ready along with our District Learner Checks and SQM Assessments.

Will the campus implement a PLC structure? *

Yes

No

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

PLC's are organized by grade level and content, meaning 3rd Grade RLA, 4th Grade Math, etc.

How frequently will PLCs occur? *

PLC's occur weekly and every three weeks for our progress monitoring PLC's

Who will facilitate PLCs? *

Administration and CILT Team

Who is required to attend PLCs? *

Administrator, Sped Teachers, and Core content teachers

Please describe the PLC protocol to be used. *

We have a Look Forward Protocol where we deconstruct the high leverage SE (standard) for the next week. Teachers have to deconstruct the TEK, complete a know/show chart along with misconceptions and an aligned anchor chart. Then we look at our campus data on how we scored and how it was tested, and we adjust our questions to ensure rigor and alignment to the standard as needed. Then we role play a portion of the high leverage lesson, give praises, pose any wonderings, and close out.

Capacity Building

Click for more information: [Capacity Building](#)

Campus principal name *

Jennifer Husband

Years of experience as a campus principal *

2 years, this is the start of my third year

Campus principal turnaround experience (experience and track record in school turnaround moving a campus from failing to meet standards to meeting and/or exceeding standards). *

I have moved my current campus from a F to a B.

Principal Manager (Executive Director) name *

Jesus Martinez

Years of experience as a Principal Manager (Executive Director) *

1.5 years

Principal Manager (Executive Director) turnaround experience (experience and track record in school turnaround moving a campus from failing to meet standards to meeting and/or exceeding standards). *

I am not sure of his experience

Total number of teachers *

35

% of teachers on the campus who: *

-have more than 2 years experience

77%

% of teachers on the campus who: *

-are certified

80%

% of teachers on the campus who: *

-are TIA designated teachers

23%

Please describe your planned training/PD sessions (and who delivers and attends) for: *

-Principal manager (Executive Director)

-Principal

-Other campus admin (assistant principals, campus leaders)

-Teachers

Principals have monthly PD sessions with our ED and our Region. At my campus we have monthly PD given to teachers that focus on content, coaching, progress monitoring, etc. Our campus administration team, CILT teachers lead the PD.

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

In my master schedule we have built in planning times that allow for us to give PD and work with those teachers on coaching, modeling. Also every Monday we have built in time after school for individualized PD with any teacher that needs that support.

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?

I have a google excel sheet that I use with my leadership team. This excel sheet has our classroom look fors, instructional look fors, or the look fors based off last feedback given and what we have been coaching on. Classroom environment, engagement strategies, anchor charts, the quadrant, data walls, exemplars, writing folders, and content journals.

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

Each teacher receives an observation with feedback one to two times a week. My leadership teams does informal spot observations as well as grade level calibration walks.

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

Our campus will be working with Engage 2 Learn, and also our district provides training and PD for our staff around our students in special populations.

Milestones

Click for more information: [Milestones](#) EXAMPLE: [Possible Instructional Leadership Grant Milestones](#)

Please share the key milestones for this strategy for **2025-2026** School Year: **Resource/Tool Deployment:** *

Campus leadership teams will identify instructional staff participating in the LASO-supported coaching and learning acceleration initiatives. E2L will conduct initial District Executive Leadership Sessions (Launch Project, Needs Assessment, Systems Alignment) to ensure alignment between LASO priorities, district goals, and e2L implementation.

Please share the key milestones for this strategy for **2025-2026** School Year: **Capacity Building Efforts:** *

E2L will facilitate up to 10 professional learning sessions (30–60 minutes each) for campus leaders, instructional coaches, and teachers to build capacity in evidence-based instructional practices, progress monitoring, and learning acceleration strategies. District and campus leaders will participate in executive leadership sessions and standing meetings with e2L to strengthen data-informed decision-making, coaching alignment, and sustainable improvement practices.

Please share the key milestones for this strategy for **2025-2026** School Year: **Implementation Checkpoints** *

E2L will conduct 8 implementation support visits (45–60 minutes each) with instructional coaches and/or campus leaders to monitor fidelity, model strategies, and support ongoing improvement. Monthly milestone meetings with e2L and district leadership will be held to review project progress, troubleshoot implementation barriers, and track deliverables within the e2L project management system.

Please share the key milestones for this strategy for **2025-2026** School Year: **Coaching Touchpoints:** *

E2L instructional coaches will provide 8 coaching visits (30–60 minutes each) per campus for instructional coaches and/or leaders to enhance classroom practice, use observation data effectively, and ensure alignment with LASO targets. On-demand e2L coaching support and customized professional learning will be available as needed, including workshops, targeted feedback, campus walks, and sustainability planning.

Please share the key milestones for this strategy for **2025-2026** School Year: **Assessment Cycles:** *

Campuses will analyze student performance data from district and campus-based Beginning-, Middle-, and End-of-Year assessments to monitor progress toward LASO learning acceleration goals.

e2L will support data-informed planning by providing customized walkthrough forms, PD tracking tools, implementation plan tracking, and smart feedback suggestions within GroweLab.

End-of-year reflection and sustainability planning session with district and campus leadership to evaluate progress, identify effective practices, and plan for continued implementation.

Performance Management

Click for more information: [Performance Management](#)

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

We will conduct instructional walks with our ED and IF along with campus leadership over curriculum delivery, questioning and engagement strategies. Also the campus leadership team will do calibration walks and track observations and feedback given. The ED and IF's will give feedback, we will work our next action steps, and we will continue this cycle.

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

Administrators, ED, and IF's

How frequently will progress toward milestones be reviewed? *****Recommended is every other week or more.* *

We will review it weekly.

How will milestone progress data be collected? *

Through a google excel sheet.

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

Monthly through our Principals Meeting and our Region meetings.

Resources

Click for more information: [Resources](#)

Please share the required costs to implement the plan and source of funds. (Grant Awardees input your Grant Quote for two-year span.) *

\$13,020.00

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?

We are receiving the grant.

Additional Information

(Optional) Please share any additional information about your strategy that was not included in the prior sections. Please add all additional information to your campus shared Google Folder.

Student Outcome Goals Form

All campuses that have a TIP requirement must complete the [Student Outcome Goals Form](#).
This is the last step in completing your Targeted Improvement Plan. Thank you for your participation.

All campuses that have a TIP requirement must complete the [Student Outcome Goals Form](#). *

This is an individual form that must be completed for each campus with a TIP required. Allow 15-30 minutes to complete this task.

- I have completed the Student Outcome Goals Form.
- I will complete the Student Outcome Goals Form.

