

Question/Prompt	Please select the type of plan you are submitting
Additional Instructions	Targeted Improvement Plan (TIP) or Turn Around Plan (TAP)
Answer	

Targeted Improvement Plan

Goal - Glenn Harmon to earn a C by August 2026.

Campuses in school improvement often struggle due to inconsistent instructional practices or misalignment between curriculum and standards. Intensive support ensures lesson planning is standards-based, promotes high-yield instructional strategies, and provides real-time coaching and feedback to teachers.

Question/Prompt	List (select) campuses to which this strategy will apply	Name of the staff member employed by the school system completing this plan submission
Additional Instructions	May be asked to provide CDCN if not listed	
Answer	Glenn Harmon Elementary	Dr. Swize - DCSI

220908107

Email	What role applies to the person completing this submission?
	Please select/type one of the following: Superintendent, District Coordinator of School Improvement (DCSI), Other (if other, please specify)
georgieswize@misdmail.org	DCSI

* Note - The District and Board have committed support for the 25-26 school year (funding, staffing, and oversight)

- The district assures that the Campus Intervention Team (CIT) conducted a public meeting at each campus identified for the development of the targeted improvement plan.
- The district assures that written notice of all public meetings was provided to parents and students of each impacted campus.
- The board conducted a hearing regarding the plans for each campus identified for school improvement.
- The board posted the plan on the district website prior to the hearing.
- The plan is approved by the board.
- Written comments from stakeholders, if any, are attached.

Question	List or copy and paste all SI - identified campuses below
Additional Instructions	List all SI campuses in the district

Answer(s)	

Criteria for Success

plan?

ntified for school improvement with the campus principal, the members of the campus-level planning and decision-making committee, parents of students
pacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.

ASSURANCES ARE THE SAME FOR BOTH TIP/TAP

I assure that all campuses named in this plan have conducted an on-site needs assessment that meets the requirements in Section 39A.053 of the Texas Education Code. (For example: Texas Strategic Leadership Landscape Analysis, Effective Schools Framework Diagnostic, or a local 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.	I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan 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 plan.
Choose one of the following: ESF Diagnostic and Local Classroom Review, Locally Conducted Needs Assessment, Texas Strategic Leadership Landscape Analysis	For locally conducted assessments only	Yes or No

You will give this assurance at the time of submission through the Qualtrics Survey.	You will give this assurance at the time of submission through the Qualtrics Survey.	You will give this assurance at the time of submission through the Qualtrics Survey.
Locally Conducted Needs Assessment, TIP Plan	Harmon CNA	Harmon Site-Based Meeting - October 28, 2025 4:30pm at Glenn Harmon Elementary- This meeting will encompass the public meeting for stakeholder feedback.

Stakeholder Notification Method: Posted on campus website, shared on Parent Square on 10/23 and 10/29

*Location of meeting: Cafeteria at 4:30 PM

*Format of Meeting: Presentation of plan followed by Question and Answer session for stakeholders

*Feedback Collection: Stakeholders given opportunity to provide feedback.

This committee reviewed the campus performance rating and had the opportunity to provide input for the development of the plan. campus principal: Kelsey Smith

Comments and Questions Received from
Campus Site Meeting: What was the campus
rating in the 2024-2025 school year? And did
this increase from the previous year? A parent
asked about if testing on a computer and the
testing accommodations impacted the overall
score of the students and campus. A parent
asked how are teachers planning for the
depth and complexity of the standard when so
many students are performing below grade
level?



s attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the

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.	I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each targeted improvement plan, and the board posted the plan(s) on the district website prior to the hearing.	Board approval date with optional upload of public comments
Yes or No	Yes or No	Record the board approval date for each campus

You will give this assurance at the time of submission through the Qualtrics Survey.	You will give this assurance at the time of submission through the Qualtrics Survey.	
Yes - The board reviewed and approved the plan at the November Board meeting. Link to campus website	MISD Board Meeting- Tuesday, November 18, 2025	The Board approved the TIP plan for Glenn Harmon Elementary with a vote of _____ on November 18. Meeting Minutes are posted HERE (will post after the Nov 18 meeting)

Communication for the public meeting was posted on campus website and communicated through district communication platform, Parent Square. Notification was sent out via Parent Square on 10/23/25, one week prior to the event and the day before, 10/27/25.

The board conducted a hearing regarding the plans for Glenn Harmon Elementary to notify the public of the insufficient performance of the campus and the progress the campus made in 2024-25 to move from Comprehensive School Improvement to Comprehensive School Improvement - Progressing. The improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period was given. The board solicited public comment on the targeted improvement plan for Glenn Harmon Elementary, and the board posted the plan(s) on the district website prior to the hearing.

We will post written comments from stakeholders here.

Here we will clearly describe how stakeholder feedback shaped any changes to strategies or milestones.

Question	List or copy and paste all SI - identified campuses below
Additional Instructions	List all SI campuses in the district
Answer(s)	Glenn Harmon Elementary
YOU WILL FILL OUT A SEPARATE SURVEY TO INPUT YOUR STUDENT OUTCOME GOALS. QUESTIONS YOU WILL BE ASKED IN THAT SURVEY	
Question	Please select campus you are reporting Student Outcome Goals for.
Additional Instructions	List all SI campuses in the district
	Glenn Harmon Elementary

I assure that all campuses included in this plan have set campus-wide goals for ELA/Reading and Math STAAR performance rates and scaled score goals for Domain III components (Academic Achievement, Growth Status, ELP Status, and Student Success Status) for the 2025–2026 school year.

Yes or No

You will give this assurance at the time of submission through the Qualtrics Survey.

ALS for each campus required to submit a TIP or TAP. THE ARE LISTED BELOW.

If the campus you are reporting Student Outcome Goals for is not available in the list above, please enter the campus(es) CDCN number in the field below.

Please enter your full name.

Please enter your email.

Please, ensure the CDCN number is complete with leading zeros when applicable. Example: Campus 235467 should be entered as 00235467

Georgie Swize

georgieswize@misdmail.org

[illegible]

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.	Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.
(Please enter a percentage, for example if the goal is 85%, please enter 85).	(Please enter a percentage, for example if the goal is 85%, please enter 85).	(Please enter a percentage, for example if the goal is 85%, please enter 85).
3rd ELAR Meets - 60%/4th ELAR Meets - 53%	3rd Math Meets - 50%/4th Math Meets - 50%	Achievement Goal - 16 pts of 32 pts = 50%
All grades would be 56.5%	All grades would be 50%	

[illegible]

Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.
(Please enter a percentage, for example if the goal is 85%, please enter 85).	(Please enter a percentage, for example if the goal is 85%, please enter 85).	(Please enter a percentage, for example if the goal is 85%, please enter 85).
Growth Goal - 16 pts of 32 pts - 50%	ELP 3 of 4 = 75%	Student Success - 8 pts. of 16 pts. = 50%

[illegible]

Is the proposed strategy likely to move the campus to a C or better OR CSI exit in two years or less?

- The school improvement strategy selected would reasonably improve student outcomes quickly enough that the campus can exit CSI in two years or less.
- There is appropriate support dedicated to strategy implementation and capacity building:
 - +There is a team/organization with a track record of success in systems building and rapidly improving student outcomes.
 - +If district or campus staff members are named as the capacity builder, there is evidence that these staff members:
 - Have a track record of success in school turnaround
 - At least 50% of their role is dedicated to the implementation of the strategy on the campus (cannot be current principal)

Question	To which campus or campuses does this strategy apply?	Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.
Additional Instructions	List all SI campuses in the district	Please write one of the following: Accelerating Campus Excellence (ACE) Model Closure/reassign Improve Graduation Rate Intensive Curriculum & Instruction Improvements School Model Change (excluding ACE) Turnaround Partnership (SB 1882)

Answer(s)		
	Glenn Harmon Elementary	Intensive Curriculum & Instruction Improvements

[illegible]

campus would not be escalated to a sanction under Texas Education Code (TEC), Section 39A.111.

outcomes dedicated to supporting the campus in strategy implementation (an ESC, SAPL vendor, program-vetted vendor, e
rs:

at principal or AP, unless role was added specifically to support SI)

Which, if any, grants has your school system been awarded to support this strategy?	Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?
Strong Foundations Implementation (LASO 3), Strong Foundations Implementation School Improvmeent PLC (LASO 3), Instructional Leadership (LASO 3), ESF- focus Support Grant 24-26, School Action Fund Planning (Restart), School Action Fund Implementation (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Reassign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), School Action Fund Implementation (Create New), Our school system does not intend to apply for a grant to support this strategy , Other (must enter grant into text box)	LIFT, LIFT PLC Support, School Improvement Curriculum and Instruction Support Grant, School Action Fund Planning (Restart), School Action Fund Implementation (Restart), School Action Fund Planning (Reassign), School Action Fund Implementation (Reassign), School Action Fund Implementation (Redesign), School Action Fund Planning (Create New), School Action Fund Implementation (Create New), Effective Schools Framework Focsued Support Grant 24-26, Our school system does not intend to apply for a grant to support this strategy, Other (must enter grant into text box)

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

[illegible]

Criteria for Success

etc.); OR

Please name any organizations you are currently working with to build capacity and support strategy implementation.	How many district staff members will you be reporting capacity building information for?
SAPL list, ESCs, District Staff, Other (must include name)	You can report up to 15 district staff members.

Region 11 Service Center, District Staff (Associate Supt, Area Supts, Department of Instruction, Coordinators and Coaches), Campus Staff (Instructional Specialists FTEs - Jaffe/Chandler)	13

[illegible]

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?	5.5 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).
ONLY COMPLETE IF DISTRICT STAFF NAMED (column F on this page)	ONLY COMPLETE IF THE ORGANIZATION NAMED (column F on this page) IS NOT AN ESC OR ON THE STATE APPROVED PROVIDER LIST (SAPL).

Kelsey Smith - Glenn Harmon Principal - 100% Jill Balzer - Reg. 11 ESC - Administrator Coach Leadership Support - 10% Jaffe Bachelor - Campus Instructional Coach - 100% Tamika Chandler - Campus Instructional Coach - 100% Georgie Swize DCSI - Area Superintendent of Curriculum and Instruction - 40% Kristi Cobb - Executive Director of Elementary Schools - 40% Tyler Burke - Assistant Principal - 100% LaKeisha Hickerson - Assistant Principal - 100% Lauren Benner - ELAR Coordinator - 20% Yanelley Rodriquez - Math Coordinator - 20% Frances Torres - EB Specialist - 20% Amanda Bass - Special Education Coordinator - 20% Janekka Colbert - GT Instructional Specialist - 10%	Principal Smith was specifically hired to lead academic turnaround efforts at Harmon. She brings experience with the Texas Instructional Leadership (TIL) Coaching model and has a proven track record of success. As a principal, she previously led an elementary campus in Weatherford ISD in School Improvement from a D to a B rating, and most recently improved a Mansfield ISD campus from a score of 70 to 88 in 2024-25. Campus Instructional Coaches Tamika Chandler, Jaffe Bachelor, and Principal Smith dedicate 100% of their time to actively supporting the implementation of the campus improvement plan. Both Instructional Coach Bachelor and Instructional Coach Chandler are well-versed in the Get Better Faster Coaching and Feedback Model, the Professional Learning Communities (PLC) framework, RBIS, and strategies for building instructional capacity among teachers. Coach Chandler served as the Instructional Coach at Harmon last year, where the campus improved from a rating of F to D under her support. She participated in succssuflly completed ESC Region 11 Coaching through the TIL grant. She also brings valuable turnaround experience from her previous roles in Everman ISD and Arlington ISD. She was hired specifically for her work previous work in School Improvement. Both instructional coaches receive ongoing instructional coaching during the current school year monthly through federal program funding. Kristi Cobb, Executive Director of Elementary and Principal Supervisor completed ESC Region 11 TIL Grant Milestons through the TIL Grant and recieves ongoing coaching support from Dr. Balzer through the ESC for this school year 25-26. This coaching is focused on supporting academic turnaround efforts at elementary campuses.

[illegible]

Does the plan increase the quality of instructional materials to be used at the campus and provide adequate time and su

- The campus will increase the quality of the instructional materials to be used at the campus (if not already implementing SBOE-a
- The district has allocated sufficient instructional time for delivery of HQIM and has a calendar with a minimum of 165 instructiona
- The campus will have weekly (at a minimum) high-quality PLCs to support instructional delivery and respond to student outcome
- The PLC protocol includes time for lesson internalization and student work analysis.

ONLY COMPLETE THIS SECTION IF YOU NAMED INTENSIVE CURRICULUM AND INSTRUCTION SUPPORTS AS YOUR

Question	List or copy and paste all SI - identified campuses below	Please select the adopted curriculum	Is this the curriculum that will be implemented for the duration of the plan?l
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Additional Instructions	List all SI campuses in the district excluding Texas Partnership schools	This question will be asked by grade bands: K-5 Math, K-5 RLA, 6-8 Math, 6-8 RLA, 9-12 Math (Algebra 1, Algebra 2, Geometry), 9-12 RLA	Yes or No Select yes, go to column G Select no, go to column E
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		MISD employs a district created curriculum. In addition we utilize: K-2 ELAR uses HMH 3-4 ELAR uses Pearson Saavas K-4 Math uses MISD Curriculum 3-4 Math uses iReady Think Up! Students serviced through special education and students completing HB1416 use iXL	
	Glenn Harmon Elementary		Yes

[illegible]

Support for teachers to internalize materials and reflect on student performance?

Approved HQIM or OER).

1 days.

S

SCHOOL IMPROVEMENT STRATEGY		
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?

ELAR 120 min per week; Math 90 min

[illegible]



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

[illegible]

Criteria for Success

Please describe the assessment plan for the impacted campus(es)	Will the campus(es) implement a PLC structure?

Assessment Plan

The campus utilizes a comprehensive assessment system to monitor student progress and inform instruction throughout the school year. Key components of the assessment plan include:

District-Level Screeners: Administered at the Beginning of Year (BOY) Sept 8-12, Middle of Year (MOY) Dec 1-5, and End of Year (EOY) March 9-13 using the NWEA MAP platform to assess student growth and proficiency in core content areas.

Early Literacy Assessments: Students in grades K–2 are assessed using mCLASS at BOY Sept 9-30, MOY January 8-30, and EOY May 1-20 with ongoing progress monitoring to track foundational reading skills.

Curriculum-Based Assessments (CBAs): These are given at regular intervals throughout the year to measure mastery of the district curriculum and guide instructional adjustments. ELAR 3rd and 4th Nov 10-13, Math 3rd and 4th Nov 4-5

Benchmark Assessments: A formal benchmark assessment is administered annually to simulate STAAR testing conditions and provide data for targeted intervention planning. 3rd and 4th Reading January 27-28. 3rd and 4th math February 18-19

Campus-Based Assessments: Teachers conduct weekly formative assessments, unit assessments, and progress checks to monitor student understanding and adjust instruction in real time.

This multi-tiered assessment approach ensures that data is consistently used to drive instruction, identify learning gaps, and support student achievement across all grade levels.

[illegible]

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

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[illegible]

Who is required to attend PLCs?	Please describe the PLC protocol to be used
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Content classroom teachers, instructional coaches, and	Weekly PLC teacher team meetings are structured to support high-impact instructional practices through three core components: lesson internalization, lesson planning, and lesson delivery. Internalization Protocols Teams collaboratively identify essential standards in reading and math. These standards are unpacked using Unpacking Forms, ensuring a deep understanding of the learning goals and instructional focus. Not only are essential standards unpacked for internalization. Teachers working with our district content coordinators are provided opportunities to internalize/unpack units of study (looking at instructional unit plans, TEKS, and unit assessments). Planning Protocols Planning builds on internalization by applying a backward design process (e.g., the 15-Day Challenge) to map out instruction aligned to essential standards. Teachers also ensure Research-Based Instructional Strategies (RBIS) are intentionally embedded in lesson plans. Lesson Delivery Protocols Instructional delivery is aligned to the 3Cs—cognitive, content, and context—in both math and reading. Teachers engage in rehearsal protocols to refine delivery and ensure lessons are rigorous and TEKS-aligned. Data-Driven Instruction Teachers regularly review student performance data to inform instructional decisions. This includes internalizing upcoming lessons based on TEKS and pacing guides, and refining delivery through collaborative practice. This also includes analyzing student work and exemplars. This structured and intentional approach fosters instructional clarity, rigor, and alignment—ultimately driving improved student outcomes and elevating campus performance. The campus strategically identifies 8–10 essential standards per semester, which are unpacked using the backward design planning protocol to ensure alignment with targeted learning outcomes. Assessments are purposefully designed to reflect STAAR standards, incorporating appropriate question stems and rigor levels that mirror state expectations. Professional Learning Communities (PLCs) operate around the four essential questions, guiding collaborative planning to meet the diverse academic needs of all students. Instructional decisions are informed by continuous analysis of student data—including performance on essential standards, formative assessments, and quick checks for understanding—enabling timely interventions and targeted
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[illegible]

Does the plan ensure that administrators and teachers receive appropriate

- Administrators responsible for the campus (including the principal and principal assistant)
- Teachers receive upfront/initial training on key elements of the school improvement plan
- Teachers receive an observation and feedback round from an instructional coach
- The observation tool includes research-based instructional strategies (RIS)
- The observation tool includes look fors related to implementation of appropriate instructional strategies
- The capacity building/professional development (PD) plan matches the school improvement plan
 - +There is a plan to differentiate and/or increase support for teachers, administrators, and instructional coaches
 - +There is a plan to differentiate and/or increase support for teachers, administrators, and instructional coaches
 - +There is a plan to differentiate and/or increase support for uncertified personnel

ONLY COMPLETE IF YOU CHOSE INTENSIVE C&I SUPPORTS AS A

Question	List or copy and paste all SI - identified campuses below	Removed several columns
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Additional Instructions	List all SI campuses in the district excluding Texas Partnership, ACE, or Graduation Rate	
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	Glenn Harmon Elementary	

Answer(s)		

[illegible]

Appropriate job-embedded training?

Principal manager) receive upfront/initial training on key elements of the school improvement strategy.

Principal leader or coach at least biweekly.

Principal (BIS) look for.

Improved curriculum.

Current state of talent at the campus.

Administrators, and principal managers that are new (in their first two years) to their role.

Administrators, and principal managers that do not have a demonstrated track record of success.

Teachers.

SCHOOL IMPROVEMENT STRATEGY OR NAMED DISTRICT STAFF AS BUILDING CAPACITY

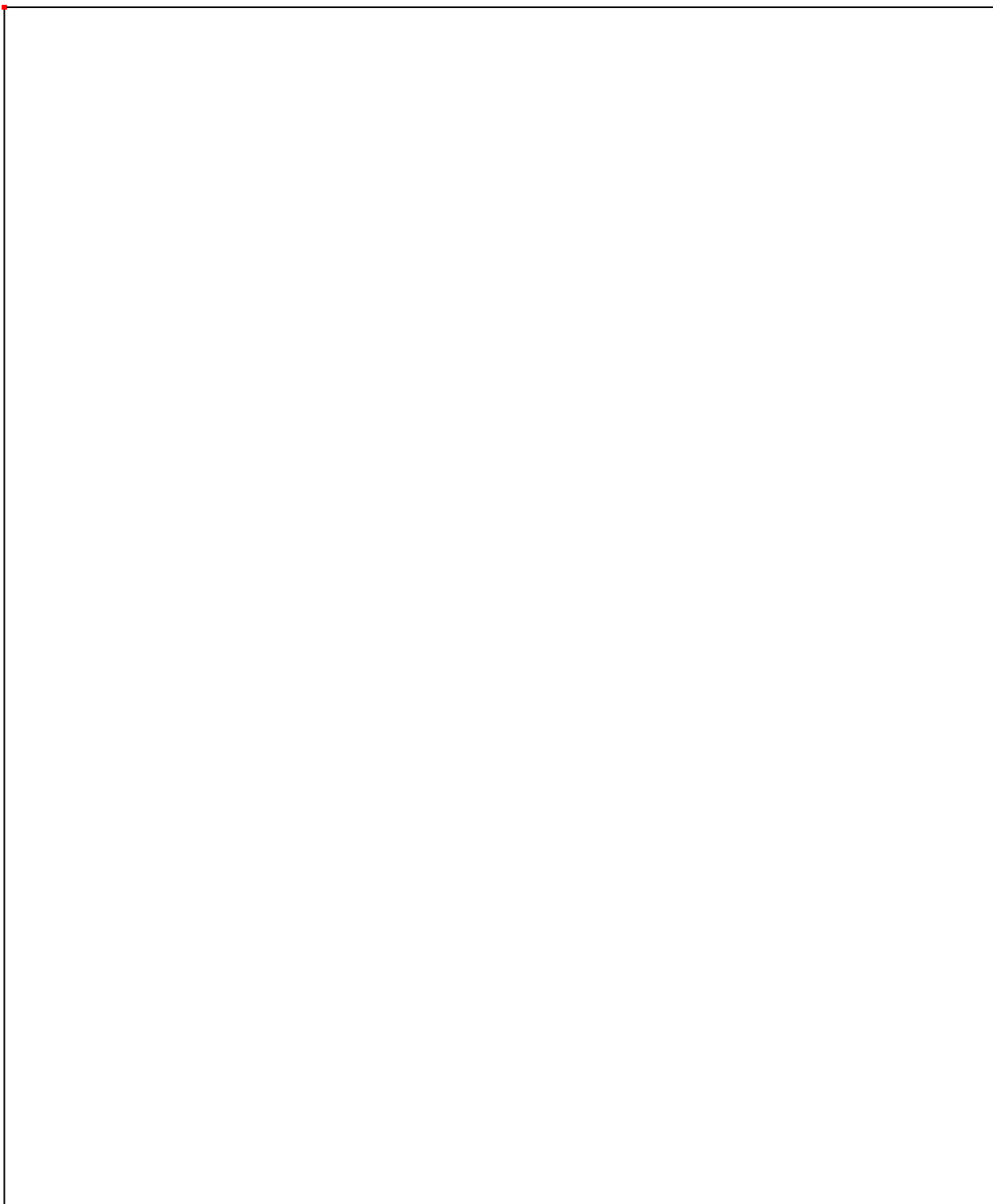
Please describe your planned training/PD sessions (and who delivers and attends) for:

-Principal manager

-Principal

-Other campus admin (assistant principals, instructional coaches)

-Teachers



The campus consistently applies research-based instructional strategies (RBIS) to ensure high-quality teaching across all classrooms. To remain aligned with district standards and instructional best practices, the administrative team participates in annual refresher trainings provided by the Curriculum and Instruction Department. These trainings are held monthly beginning in July 2025 through May 2026. These strategies are then shared and reinforced with campus staff through professional development sessions, PLCs, and real-time coaching. This approach guarantees that all teachers receive uniform training, support, and modeling in the effective use of research-based instructional strategies (RBIS) during daily instruction.

Campus instructional coaches have participated in a range of high-impact professional learning opportunities this school year. They have received training through Solution Tree and are actively engaged in ongoing Get Better Faster coaching sessions with an external consultant. Their continuous development includes monthly coaching and feedback cycles, which focus on planning, observation, and debriefing to strengthen instructional practices and support teacher growth. These structures ensure that coaches are equipped to lead effective implementation of instructional strategies aligned to campus goals.

Teachers engage in professional learning focused on Research Based Instructional Strategies for both reading and math. This includes training on:

Identifying and prioritizing essential standards by grade level

Unpacking standards using a structured protocol

RBIS ELAR - foundational skills, text complexity, knowledge coherence, and text based responses

RBIS Math - balanced conceptual and procedural, depth of key concepts, rigor and coherence of key concepts, productive struggle

Teachers receive weekly professional development sessions, which will continue throughout the school year to ensure consistent growth and alignment with campus instructional goals.

Upfront Training

****Identifying essential standards using PLC Solution Tree model including the 4 critical questions article/process and MISD identified essential standards.

*Training provided by Campus Principal and ILT

*All Reading and Math teachers required to attend

*Delivery date: September 3 and 5, 2025

*Guided Practice with Coaches: September 9-16, 2025

*Independent Practice: Continuing throughout the 2025-2026 school year

***Unpacking Essential Standards using the Know, Understand and Do process.

*Training provided by Campus Principal and ILT

*All Reading and Math teachers required to attend

*Delivery date: September 22 and 25, 2025

*Guided Practice with Coaches: September 30- October 17, 2025

*Independent Practice: Continuing throughout the 2025-2026 school year

***Delivery of Aligned Instruction to the Three Cs (Cognitive Level, Content, and Context)

*Training provided by Campus Principal and ILT

*All Reading and Math teachers required to attend

*Delivery date: October 20 and 23, 2025

*Guided Practice with Coaches: October 27-November 14, 2025

*Independent Practice: Continuing throughout the 2025-2026 school year

[illegible]

Criteria for Success

yy.

TY OR SUPPORTING STRATEGY IMPLEMENTATION ON THE SI STRATEGY TAB	
How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?	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?

To support the growth of inexperienced (less than two years in the role) and/or ineffective teachers and leaders, the campus implements a differentiated professional development approach that includes:

District Content PLCs: These provide targeted, content-specific collaboration and planning time, allowing newer or struggling staff to deepen their understanding of curriculum expectations and instructional strategies.

Curriculum Previews: Offered regularly to help staff anticipate upcoming instructional units, these sessions support proactive planning and alignment to standards.

Weekly Instructional Coaching: Teachers receive individualized coaching that includes planning support, classroom observation, and feedback cycles. Coaching is tailored to each teacher's specific areas of need, with a focus on improving instructional delivery and student outcomes.

This layered support system ensures that all educators receive the guidance and development they need to grow professionally and meet the expectations of high-quality instruction.

Principal Smith is not new to school improvement, but is new to her role at Glenn Harmon Elementary. Mrs. Smith will attend Research Based Instructional Strategies (RBIS) training at Region 11 in December and February. She receives bi weekly instructional feedback sessions from her principal manager and Area Superintendent.

No other administrator or principal manager is new in their role.

Mid-Year Review and Adjustment Plan

If, at the Middle of Year (MOY) checkpoint, data indicates that the current Targeted Improvement Plan (TIP) strategies are not producing the expected impact on student achievement or instructional practices, Glenn Harmon Elementary will implement the following responsive actions:

[illegible]

[illegible]



How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	What capacity building supports related to supporting students in special populations will teachers and administrators receive?

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[illegible]

[illegible]



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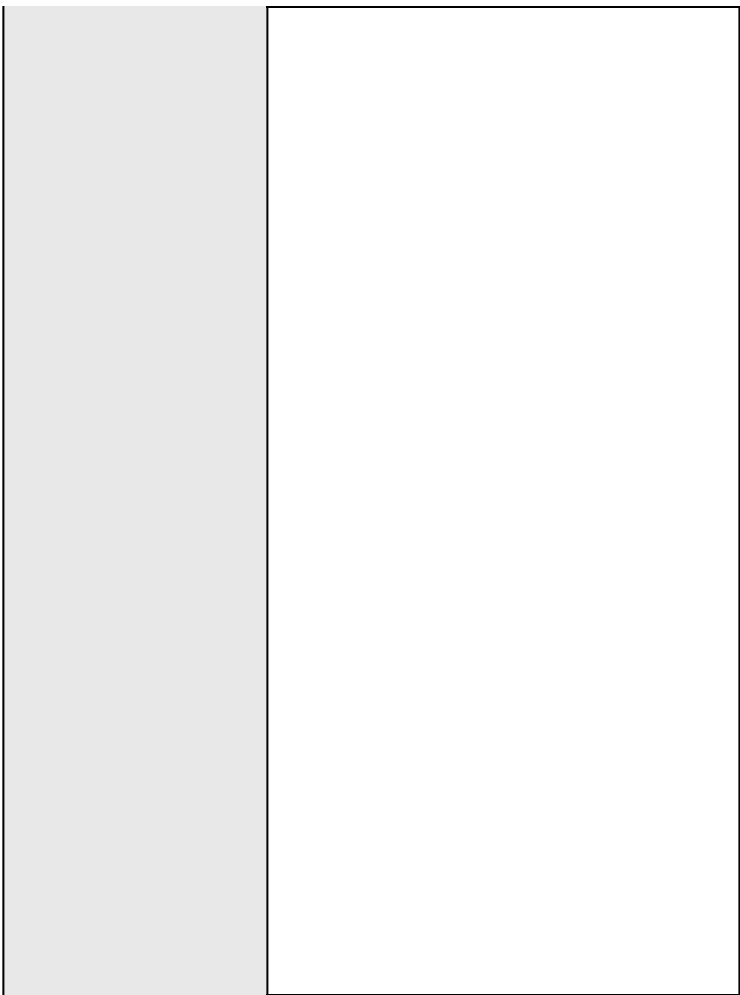


How will the strategy be implemented?

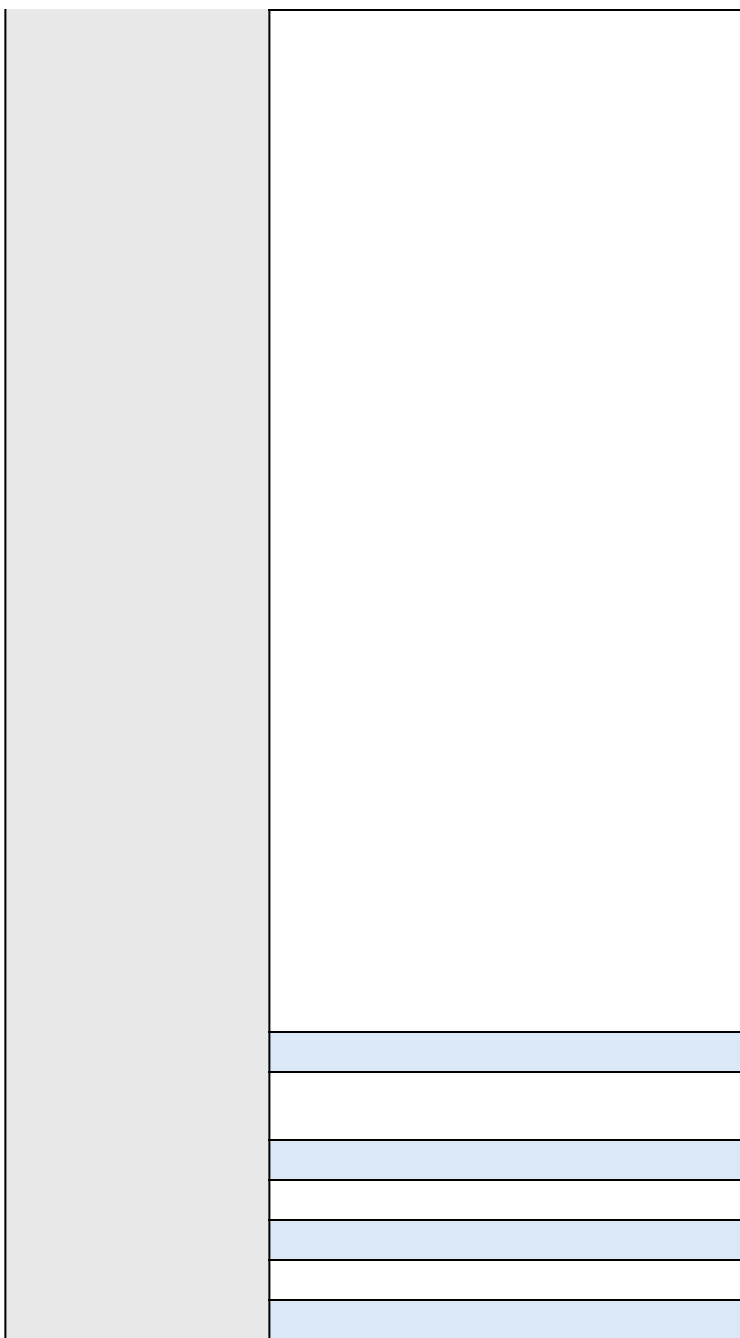
- Milestones include all activities needed to fully implement the
- Milestones include all upfront capacity building, implementation
- Milestones cover, at a minimum, the two school years that the c

Question	List or copy and paste all SI - identified campuses below
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Additional Instructions	List all SI campuses in the district
	Glenn Harmon Elementary



Answer(s)



Criteria for Success

program or strategy, covering planning and implementation stages.
on action steps, and ongoing support and coaching touchpoints, and student assessment cycles.
campus is required to implement the plan.

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.

Milestone1: Principal/Principal Supervisor - PDSA and Cadence of Accountability

PDSA - Quarterly

* Ownership and Accountability: Campus Principal and Principal Manager

*Frequency and Evidence: Campus Principal monitors and adjusts the Do and Study section of the PDSA quarterly. Specific evidence that shows completion include sign-in sheets, classroom walkthrough summaries in math and reading, and student data.

*Measurement of Success: Success will be measured through teacher observation data, student growth, and improved PLC implementation. Progress will be monitored every six weeks.

*Coaching and Assessment Alignment: Coaching touchpoints will be monthly at guiding coalition meetings when teachers report back with grade level data aligned to essential standards. Data is collected on campus data tracker.

*Alignment to Strategy: PDSA cycle allows for continuous improvement of teacher behavior and student achievement.

*Capacity Building Effectiveness: Campus Principal is leading capacity building activities and will meet with the executive director weekly to review and connect to student outcomes.

*Expected Completion Date: June 2026

Milestone 2: COA

*Ownership and Accountability: Campus Principal and Principal Manager

*Frequency and Evidence: Campus Principal monitors and adjusts lead fidelity measures and lead performance measures quarterly.

*Measurement of Success: Success will be measured by meeting MOY and EOY goals as outlined in the COA process. MOY and EOY goals were determined based on BOY data.

*Coaching and Assessment Alignment: Coaching touchpoints will be weekly during classroom observations and walkthroughs with the executive director.

*Alignment to Strategy: COA process allows for continuous improvement of teacher behavior and student achievement as aligned to the campus problem of practice.

*Capacity Building Effectiveness: Campus Principal is leading capacity building activities and will meet with the executive director weekly to review and connect to student outcomes.

*Expected Completion Date: June 2026

Milestone 3: Tiering Campus Teachers

Tiering Teachers and Coaching Cycles

*Ownership and Accountability: ILT (Campus Principal, Assistant Principals and Campus Coaches)

*Frequency and Evidence:

Coaching Frequency

Tier 1 - Accomplished Teachers receive the full coaching cycle including observation and face to face feedback monthly

Tier 1 Math and RLA teachers will receive monthly coaching sessions with observation and modeling support

Tier 2 - Proficient teachers receive the full coaching cycle including observation and face to face feedback bi-weekly

Tier 2 Math and RLA teachers will receive bi-weekly coaching sessions with observation and modeling support

Tier 3 - Developing and Needs improvement teachers receive the full coaching cycle including observation and face to face feedback weekly

Tier 3 Math and RLA teachers will receive weekly coaching sessions with observation, modeling and co-teaching support

*Measurement of Success: Success will be measured through teacher observation data, and feedback.

*Coaching and Assessment Alignment: Instructional coaches and administrators facilitate the process during weekly observation and feedback cycles and the process includes observing Tier I instruction in math or reading, providing face to face feedback using the Get Better Faster Scope and Sequence and scheduling follow-up observation for assigned action steps

*Alignment to Strategy: Coaching and Feedback process allows for continuous improvement of teacher behavior and student achievement as aligned to the campus problem of practice.

*Capacity Building Effectiveness: Campus administrator and instructional coaching are leading this work and the evidence of impact are discussed during weekly ILT meetings.

Every 2 weeks teachers are re-tiered when necessary.

Milestone 4: Unit Planning with the 15 Day Challenge Training Protocol for ILT

15 Day Challenge training with Solution Tree

*Ownership and Accountability: Campus Instructional Leadership Team (ILT), District content coordinators and Federal Programs. All Campus administrators and instructional coaches attended. Funding was provided by Federal Programs.

*Frequency and Evidence: Attended 2 day training in Houston and completed certification requirements for attendance

*Measurement of Success: Implementing the 15 Day Challenge with teachers in weekly PLC and instructional planning days.

*Coaching and Assessment Alignment: Instructional coaches and administrators facilitate the process during weekly PLC meetings and the process includes formative assessments for student mastery with essential standards

*Alignment to Strategy: The process supports the campus problem statement which addresses systematic barriers to student achievement. The process involves internalization, planning, and delivery of essential standards.

*Capacity Building Effectiveness: Campus administrator and instructional coaching are leading this work and the evidence of impact are discussed during weekly ILT meetings and monthly guiding coalition meetings where grade level teachers share out the percentage of student mastery towards essential standards.

Milestone 5: Weekly PLC and Weekly Instructional Leadership Team Meetings

Weekly PLC

*Ownership and Accountability: Campus Instructional Leadership Team (ILT)

*Frequency and Evidence: Weekly PLC meetings are held during each grade level's planning time as evidenced by the PLC agenda

*Measurement of Success: Success will be measured through observation walks to monitor alignment to the state standard and the 3Cs of the standard

*Coaching and Assessment Alignment: Instructional coaches and administrators facilitate weekly PLC to include alignment to state standards and the development of formative assessments that are aligned

*Alignment to Strategy: The PLC process supports the campus problem statement. The process includes internalization, planning and delivery of lessons aligned to the 3Cs.

*Capacity Building Effectiveness: Campus administrator and instructional coaching are leading this work and the evidence of impact are discussed during weekly ILT meetings where instructional leaders share out teacher progress in instructional delivery as observed during coaching and observation cycles.

Weekly ILT

*Ownership and Accountability: Campus Administration

*Frequency and Evidence: Weekly meetings with agenda items aligned to student goals and instructional needs of the campus

*Measurement of Success: Instructional leadership growth from ILT members observed throughout the week on campus and with individual teacher coaching sessions and leadership of professional development with teachers

*Coaching and Assessment Alignment: Daily priorities, barriers, and celebrations are shared by ILT members during morning huddle and campus principal provides feedback

*Alignment to Strategy: Growing the capacity of the ILT members supports the overall growth of the campus

*Capacity Building Effectiveness: DCSI invited to weekly ILT meetings as well as executive director. Weekly feedback with executive director during campus visits

*Evidence of completion - Agendas, data reports, tracking logs, professional development sign in sheets, walkthrough summaries

Has the district outlined a performance management plan that ensures the strategy will be implemented with fidelity?

-There is a plan for plan performance management, including superintendent and other key leadership review of metrics

-The response describes:

- +Who will review progress towards milestones,
- +How frequently progress is reviewed,
- +How progress data will be collected, and
- +How it is shared with district leadership and other relevant stakeholders

Question	List or copy and paste all SI - identified campuses below	Please describe how district and campus leaders will monitor the successful implementation of this plan.
Additional Instructions	List all SI campuses in the district	

Answer(s)	Regular Campus Visits: District leaders conduct weekly (Principal Supervisor) and conduct biweekly (DCIS) walkthroughs and PLC observations using the Principal Coaching Log to monitor alignment to instructional priorities and essential standards. Instructional Coaching Cycles: Coaches use the Get Better Faster Coaching Form to provide targeted feedback and track progress on instructional delivery, with a focus on the 3 Cs—Content, Cognitive Demand, and Context. Frequency Classroom Walkthroughs: Weekly walkthrough observations will aim to measure data around instructional delivery aligned to the 3Cs, student engagement, fidelity of instructional material implementation, and RBIS. Weekly PLC observations will aim to measure data around internalization, planning, learning around RBIS, and modeling of essential standards. Campus leaders conduct frequent walkthroughs using a standardized tool to collect data on teacher implementation of Tier 1 strategies and student engagement. Data monitoring in PLC and ILT meetings: Data review will occur at monthly guiding coalition meetings and ILT meetings. ILT members are responsible for reviewing and summarizing data trends. Feedback Loops: Teachers and leaders receive timely, actionable feedback within 48 hours, based on observation and data trends to support continuous improvement. This multi-layered approach ensures that implementation is closely monitored, adjustments are made as needed, and all stakeholders are held accountable for progress. Data will be used to adjust instructional strategies, professional
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[illegible]

Criteria for Success

fidelity?
rics and progress at a semesterly cadence.

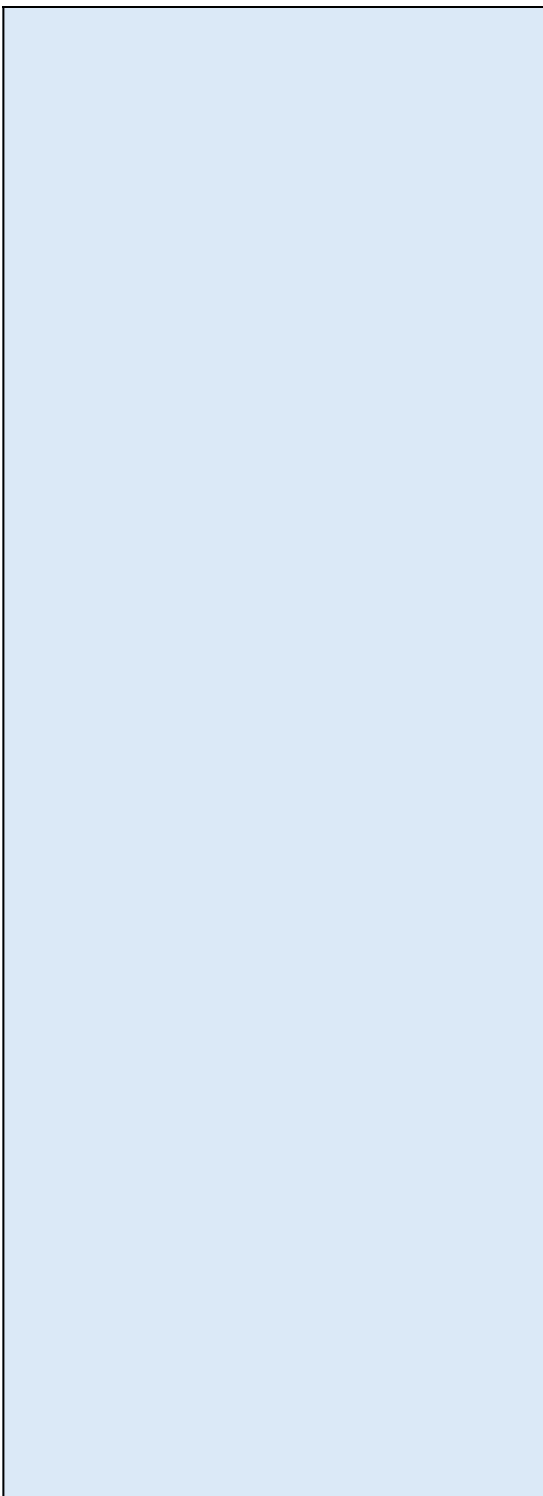
Who will be responsible for reviewing progress towards the milestones described in the previous section?	How frequently will progress toward milestones be reviewed?	How will milestone progress data be collected?

CIA Leadership/Executive Council - this includes Superintendent, Deputy
Chief of Administration, Chief of Staff, and

Chief of the Office of the Inspector General

[illegible]

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



[illegible]

Criteria for Success

Has the district identified all resources needed to implement the SI strategy?

-The description lists all additional costs associated with implementing the school improvement strategy (e.g., stipends, costs for additional staff positions created to implement the strategy, etc.)

-Each cost described includes the source of funds.

Question	List or copy and paste all SI - identified campuses below	Please share the required costs to implement plan and source of funds
Additional Instructions	List all SI campuses in the district	Teacher Quality and Retention Plan - \$122,500
Answer(s)	Glenn Harmon Elementary	Two Coaching FTEs - \$170,000
		ILT - 15 Day Challenge - \$5,000
		Literacy Consultant - \$15,000
		Additional Instructional Resources - \$35,000

ds, instructional materials, training/professional development costs,

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?

Federally Funded - Alternative TIA

Federally Funded - Alternative reorganize district coaches and provide more support at TIP campuses

Federally Funded - Alternative Campus budget

Federally Funded - Alternative use existing staff

Federally Funded - Alternative IMA as appropriate

Question	List or copy and paste all SI - identified campuses below	(Optional) Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents.
Additional Instructions	List all SI campuses in the district	
Answer(s)	Glenn Harmon Elementary	Harmon Incentive Pilot One-Pager
		The Harmon Performance Incentive Pilot outlines a strategic framework for recognizing and rewarding teacher effectiveness through measurable student growth outcomes. By establishing clear performance standards across various instructional roles—including general education, intervention, coaching, and special education—the initiative emphasizes data-driven accountability and instructional impact. Teachers are eligible for a \$2,500 stipend upon meeting defined growth benchmarks using standardized assessment tools such as mCLASS, MAP, and UDL. The program reinforces academic integrity through strict testing protocols and promotes a culture of excellence by aligning educator incentives with student achievement, ultimately supporting Mansfield ISD's commitment to high-quality instruction and continuous improvement.

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