

## 2025-2026 Clear Creek TIP Plan Action Item

### Response Summary:

**Will you be completing a Targeted Improvement Plan (TIP) or a Turnaround Plan (TAP) submission?**

Targeted Improvement Plan (TIP)

**If one or more campuses that you will be applying this strategy to are not available in the list above, please enter the campus(es) CDCN number in the fields below. Please, ensure the CDCN number is complete with leading zeros when applicable. Example: Campus 235467 should be entered as 00235467**

CDCN 1 061908101

**Please enter your first and last name.**

Jennie Flaa

**Please enter your email.**

[jflaa@sangerisd.net](mailto:jflaa@sangerisd.net)

**Please select your role:**

District Coordinator of School Improvement

**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.)**

Yes

**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

**I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan/Turnaround 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.**

Yes

**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

**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 plan, and the board posted the plan(s) on the district website prior to the hearing.**

No

**Has the board approved this plan(s)?**

No

**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

**Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.**

Intensive Curriculum & Instruction Improvements

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

Strong Foundations Implementation (LASO 3)

**Which, if any, grants 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. SAPL List for LASO 3 SAPL List for LASO 4 ESCs**

District Staff

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

4

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

Name Jennie Flaa

Role Principal Manager

Percent 5%

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

Name Tina Yant

Role Director of Curriculum & Instruction

Percent 10%

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

Name Kim Mills

Role Instructional Services Coordinator

Percent 10%

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

Name Andrew Kimmel

Role Math Coach

Percent 100

**Please select the adopted curriculum for: K-5 Math**

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matemáticas K-5,  
Edición 1

**Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?**

Yes

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

300

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

320

**Please select the adopted curriculum: K-5 RLA**

Other -- HMH Into Reading

**Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?**

Yes

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

600

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

680

**Please select the adopted curriculum for: 6-8 Math**

Not applicable

**Please select the adopted curriculum for: 6-8 RLA**

Not applicable

**Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)**

Not applicable

**Please select the adopted curriculum for: 9-12 RLA**

Not applicable

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

153

**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?**

Within the 153 instructional days in the school year, Sanger ISD provides 77,265 total instructional minutes, which exceeds the TEA minimum requirement of 75,600 minutes. Each classroom dedicates a minimum of 150 minutes daily to Reading Language Arts instruction, allowing teachers to fully implement all components of the HMH Into Reading program with fidelity.

The 150-minute block exceeds the state's typical core instruction recommendations and ensures sufficient time for whole-group instruction, small-group guided reading, phonics and word study, writing, and independent reading practice. This comprehensive structure supports the development of foundational literacy skills while promoting higher-level comprehension and vocabulary growth.

By exceeding the minimum instructional time, teachers are able to differentiate instruction to meet individual student needs, provide targeted intervention for students performing below grade level, and extend learning opportunities for advanced readers. The extended block also allows for ongoing progress monitoring and data-driven reteaching cycles, ensuring that instruction remains aligned with TEKS expectations and the HMH Into Reading scope and sequence.

As a result, students receive a well-balanced literacy experience that supports both skill mastery and application, leading to consistent progress in reading fluency, comprehension, and written expression across grade levels.

Within the 153 instructional days in the school year, Sanger ISD provides 77,265 total instructional minutes, exceeding the TEA minimum requirement of 75,600 minutes. Each classroom dedicates a minimum of 80 minutes daily to mathematics instruction, which is 20 minutes above the 60-minute requirement established by the Bluebonnet Math framework.

This increased instructional time allows teachers to implement Bluebonnet Math lessons with fidelity, ensuring adequate pacing for concept development, guided practice, and spiral review. The additional 20 minutes per day—representing a 33% increase over the required minimum—also provides flexibility for reteaching, enrichment, and small-group intervention aligned with Bluebonnet Math’s structured lesson model.

As a result, teachers are able to cover all core lessons within the program’s scope and sequence and, when appropriate, advance at an accelerated pace to reinforce mastery and address identified learning gaps. This structure promotes consistent instructional delivery, supports differentiated instruction, and ensures that every student receives the full benefit of the Bluebonnet Math curriculum.

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

Each grade level utilizes formative assessments in the HMH curriculum. They also give district-created end-of-nine-week assessments.

Each grade level implements all assessments embedded within the Bluebonnet Math curriculum to systematically monitor student progress. In addition to the unit and benchmark assessments provided by the curriculum, teachers utilize formative checks such as exit tickets, small-group data tracking, and student conferencing to gauge mastery of priority standards. Assessment results are reviewed during PLCs to identify trends, adjust pacing, and plan targeted interventions or enrichment. Progress is continuously monitored through data dashboards and student goal-setting, ensuring that instruction remains responsive to each learner’s needs and aligned with district expectations for growth and proficiency.

**Will the campus(es) implement a PLC structure?**

Yes

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

Professional Learning Communities (PLCs) in our district are structured to support focused collaboration, instructional alignment, and data-driven planning. PLCs are organized by grade level and content area where applicable to ensure teachers engage in meaningful, targeted discussions that directly impact student learning.

In grades 1 through 5, PLCs are primarily organized by grade level to align with the self-contained instructional model common in elementary schools. Each grade-level team meets regularly to analyze student data, plan instruction, discuss instructional strategies, and monitor student progress across content areas. This structure ensures that teachers who share the same students and curriculum have dedicated time to plan collaboratively, maintain pacing alignment, and support consistent delivery of TEKS-aligned instruction.

Within this grade-level structure, content-focused collaboration occurs when appropriate. For example, reading and math PLCs may be scheduled separately during key planning cycles or data review periods to allow for deeper content analysis and instructional planning. When beneficial, teachers may meet in cross-grade or vertical teams to strengthen instructional coherence across grade levels, particularly in foundational literacy and math progressions.

PLC meetings are facilitated by campus administrators or instructional leaders and follow a structured agenda aligned to district expectations. This includes reviewing assessment data, planning instruction and small-group supports, preparing for upcoming lessons, and reflecting on instructional practices. Grade-level PLCs also coordinate intervention and enrichment plans, monitor student supports, and ensure equitable access to high-quality instruction for all learners.

By organizing PLCs in this way, the district ensures that collaboration is purposeful, instruction is aligned, and teachers receive the support needed to continually refine practice. This structure builds collective efficacy, strengthens content knowledge, and promotes a shared responsibility for student success across campuses and grade levels.

### **How frequently will PLCs occur?**

Professional Learning Communities are held on a weekly basis throughout the 36-week school year.

### **Who will facilitate PLCs?**

To ensure meaningful collaboration and consistent instructional practices across grade levels, Professional Learning Communities (PLCs) on each campus are facilitated by campus administrators and the Math Instructional Coach. This shared leadership structure supports both instructional alignment and professional growth while maintaining a strong focus on student outcomes.

Campus administrators play a key role in facilitating PLCs by guiding the team's work, reinforcing district expectations, and ensuring that instructional planning remains aligned to the TEKS, curriculum resources, and campus goals. Administrators help establish a collaborative culture rooted in shared responsibility for student learning and

ensure that PLC meetings follow a structured agenda that includes data analysis, instructional planning, progress monitoring, and reflection. They also support accountability by monitoring the implementation of instructional plans and providing feedback and coaching as needed.

The Math Instructional Coach partners with campus administration to support PLC facilitation, bringing specialized content knowledge and instructional expertise. The coach leads instructional discussions related to mathematics content and pedagogy, models best practices, and assists teachers with lesson internalization and planning for targeted small-group instruction. In collaboration with teachers, the coach uses student data to identify trends, determine next steps for instruction, and plan interventions and enrichment opportunities.

By working together, campus administrators and the Math Instructional Coach ensure that PLCs are both collaborative and instructionally focused. This shared facilitation approach strengthens teacher capacity, promotes consistency across classrooms, and helps sustain high-quality instruction that meets the needs of all students. Through this structure, PLCs become a powerful driver of continuous improvement and student success on every campus.

### **Who is required to attend PLCs?**

Professional Learning Communities (PLCs) are designed to provide structured time for collaboration, planning, and reflection to improve instruction and student outcomes. Attendance at PLCs on grades 1–5 campuses is intentional and focused on including all personnel who have direct responsibility for teaching and supporting students in the grade-level content areas being addressed.

### **Primary Participants:**

All classroom teachers in the grade level are required participants, as they are directly responsible for delivering instruction and implementing strategies discussed in the PLC. Their collaboration ensures alignment of pacing, lesson delivery, and instructional supports across classrooms.

### **Please describe the PLC protocol to be used.**

PLC Protocol

Both Reading and Math teams utilize a consistent and structured protocol during PLC time. Each session begins by fostering community through a brief, engaging question, followed by the establishment of roles, a review of team norms, and reflection on instructional practices from the previous week.

Next, the team reviews the purpose and objectives for the current session to ensure clarity and alignment. The core of the PLC focuses on internalizing an upcoming lesson

or module through a four-step process designed to deepen instructional understanding and planning. These four steps include:

1. Grasping the big picture to develop a comprehensive understanding of the learning sequence,
2. Determining instructional goals and desired student outcomes,
3. Examining the critical components of learning that will drive student mastery, and
4. Organizing necessary materials and tools to deliver instruction effectively.

The team is intentional about maximizing the 45-minute PLC by adhering to time limits, maintaining focus, and engaging in purposeful discussion. Efficiency and collaboration are prioritized to ensure that every minute contributes to improving teaching and learning outcomes.

Each PLC concludes with a review of next steps, including identifying the focus for the upcoming session, outlining required post-work, defining pre-work to be completed prior to the next meeting, and confirming which materials will be needed. The structure and focus of the protocol ensure that every session remains centered on the work of improving instruction and supporting student success.

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

Principal Manager: Jennie Flaa

Principal: Sally Herrell

Other Campus Admin (assistant principal, instructional coaches): Tiffany Wilson, Andrew Kimmel

Teachers: Erin Pennartz, Katie Grant, Ryan Haley, Tabatha McCuiston, Berenice Perez-Bradley, Angelli Avila, Felicia Walker, Jessica Davis, Rebecca Chisholm, Laura Smith, Kacie Pasieka, Genia Biediger, Ashley Foxhoven, Kim Douglass, Kimberly Smith, Allison Weaver, Mary Beth Fox, Rebecca Easter, Natalie Gideon, Dawn Payne, Aleshia Swofford, Katie Martin, Camie Sawyers, Tessa Collins, Trenton Bloedel, Briony Houchin, Brigitte Yarbrough, Jennifer Conditto

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

Training and support will be differentiated based on both experience level and demonstrated effectiveness. Inexperienced staff (less than two years in their current role) will receive targeted onboarding and mentoring focused on foundational practices, including classroom management, lesson design aligned to standards, and use of curriculum and assessment tools. They will participate in more frequent coaching cycles with clear, short-term goals and real-time feedback.

For teachers and leaders identified as needing additional support due to performance concerns, professional development will be individualized and data-driven. Support plans may include co-teaching or shadowing opportunities, focused walkthroughs with immediate feedback, and professional learning communities centered on identified areas of growth. Progress will be monitored through observations, student performance data, and reflection conversations.

Both groups will have access to ongoing professional learning aligned to district priorities, but the intensity, frequency, and level of scaffolding will be adjusted to meet each individual's readiness and needs. The goal is to build confidence, capacity, and consistency in instructional practice and leadership effectiveness.

**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?**

Bluebonnet Learning serves as the foundation for daily Tier 1 instruction for all students. Teachers consistently implement the curriculum with fidelity, ensuring that lessons are delivered within five instructional days of the Bluebonnet Learning pacing guide and without substituting or supplementing with materials not approved for use.

All components of Bluebonnet Learning are executed effectively, as measured by observation tools, and teachers regularly engage in unit and lesson internalization protocols. During unit internalization, educators thoroughly prepare for upcoming lessons, while lesson internalization includes annotating and analyzing lessons to support alignment with instructional expectations and the intended flow of the curriculum. These observation tools include look fors such as research-based instructional strategies and pacing.

Teachers engage in systematic student work analysis to inform instructional decisions and leverage embedded supports to address the diverse needs of learners. Materials are consistently organized and readily available, demonstrating careful lesson preparation. Implementation reflects a deep understanding of lesson purpose and flow, with teachers delivering instruction confidently and authentically, rather than relying on scripted reading.

Both teachers and leaders report high levels of investment and confidence in Bluebonnet Learning, as evidenced by stakeholder survey responses. There is a shared belief that all students can succeed with the grade-level content, texts, and problems provided. Students, in turn, report that instruction is appropriately challenging and engaging, and they demonstrate increasing familiarity with Bluebonnet Learning routines and strategies.

The curriculum ensures that all students have opportunities to engage actively with content through talking, writing, practicing, and productively grappling with grade-level

concepts. Teachers demonstrate confidence in providing RBIS-aligned instruction for all learners, fostering a learning environment where student engagement and mastery of the standards are at the forefront.

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

Weekly

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

Teachers and administrators will receive a variety of capacity-building supports aimed at effectively serving students in special populations. These supports include:

**Professional Development Workshops:** Focused on differentiated instruction, accommodations, and strategies to support English learners, students receiving special education services, and gifted and talented students.

**Coaching and Modeling:** The instructional coach will work alongside teachers to model effective strategies for scaffolding instruction and providing targeted interventions.

**Collaborative Planning Time:** PLCs and grade-level meetings incorporate time to analyze student data, identify specific needs, and plan lessons that are accessible to all learners.

**Resource Access:** Teachers are provided with specialized instructional materials, including adapted texts, assistive technology tools, and intervention programs aligned to the district curriculum.

**Data Analysis Support:** Administrators and teachers are trained to use assessment data to identify gaps, monitor progress, and adjust instruction for students in special populations.

**Mentorship and Peer Learning:** Opportunities to observe and collaborate with colleagues who have expertise in supporting diverse learners, fostering the sharing of best practices.

**Ongoing Feedback:** Administrators provide structured observation and feedback focusing on effective instructional strategies for students with unique learning needs.

These supports collectively build teacher and leader capacity to ensure that all students have equitable access to rigorous, grade-level instruction.

**Please share the key milestones for this strategy from August 2025 to August 2026 for TIP, key milestones from August 2026 to August 2028 for TAP Development, and key milestones from August 2025 to August 2027 for TAP Development AND Implementation. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.**

### **Implementation Strategy and Milestones for Bluebonnet Math and HMH Into Reading**

Sanger ISD is committed to full and effective implementation of Bluebonnet Math and HMH Into Reading through aligned professional learning, data-driven monitoring, and ongoing instructional support. The following August 2025–August 2026 milestone plan outlines planning, capacity-building, implementation, coaching, assessment cycles, and progress monitoring aligned with TEA success criteria.

### **Professional Learning & Capacity Building**

#### **Bluebonnet Math**

- Teachers complete Lesson and Module Internalization Protocols.
- District and campus instructional teams attend Turbo Start training emphasizing unit design, lesson internalization routines, module protocols, and discourse structures.
- Establish instructional expectations aligned to standards-based learning targets.
- Region 11 Advisors partner with district teams to calibrate implementation expectations and conduct initial walkthroughs.

#### **HMH Into Reading**

- All RLA teachers receive initial implementation training on core routines, foundational skills integration, small-group structures, and unit planning using the scope and sequence.
- Teachers internalize first instructional units and review planning guides.
- Campus teams analyze beginning-of-year diagnostic data and form small groups.

### **Data & Progress Measures**

#### **Bluebonnet Math**

- Baseline data collected through diagnostic assessments and exit tickets.
- Benchmark expectations and growth targets set for conceptual understanding and TEKS mastery.

#### **HMH Into Reading**

-Beginning-of-year diagnostic data analyzed for reading comprehension, fluency, vocabulary, and writing.

-Establish growth targets for fluency and comprehension.

## **Instructional Look-Fors**

- Standards-aligned learning objectives posted and referenced.
- Core instructional routines executed with fidelity.
- Evidence-based discourse routines introduced (math huddles, sentence stems, turn and talk).
- Foundational literacy skills taught explicitly.

October–December: Implementation Cycle 1

## **Instructional Implementation**

### **Bluebonnet Math**

- Use of daily exit tickets, mid-module assessments, and end-of-module assessments.
- Continued application of lesson structures, pacing guides, and discourse protocols.
- Students justify mathematical thinking with evidence.

### **HMH Into Reading**

- Lesson quizzes used weekly to guide instruction.
- Teachers engage in text analysis in PLCs and model small-group reading lessons.
- Writing in response to reading integrated consistently.

### **Coaching, Walkthroughs, & Follow-Up**

- Region 11 Implementation Advisors perform scheduled walkthroughs for fidelity checks.
- Targeted coaching cycles initiated for teachers needing additional support.
- Follow-up: Instructional leaders revisit classrooms 1–2 weeks after feedback to verify implementation.
- Lesson rehearsal and structured feedback cycles implemented.

### **PLC Work**

- PLC teams analyze weekly exit ticket data (math) and lesson quiz data (reading).
- Review mid- and end-of-module assessments to adjust pacing and instructional strategies.
- PLC agendas intentionally aligned to targeted TEKS or reading components identified in data.

### **Data Monitoring**

- District dashboard updated with module assessment and reading data bi-weekly.
- Leadership teams begin monthly reviews of campus progress.

January–March: Implementation Cycle 2 and Intensive Adjustment

## **Instructional Implementation**

### **Bluebonnet Math**

- Analysis of cumulative module assessments to identify mid-year trends.
- Intervention groups adjusted based on concept gaps and assessment performance.
- Standards with below 70 percent mastery receive targeted reteach plans.

### **HMH Into Reading**

- Review of mid-year comprehension growth, fluency rates, and vocabulary acquisition.
- Tier 2 and Tier 3 groups restructured based on progress monitoring data.
- Ongoing modeling and coaching from Region 11 and vendor partners.

### **Capacity Building & Coaching**

- Instructional Coaches and campus leaders engage in calibrated learning walks to analyze patterns in instructional delivery.
- Region 11 co-observations continue with emphasis on lesson internalization and differentiation practices.
- Booster or reteach sessions added for teachers needing reinforcement of specific strategies.

### **PLC Work & Follow-Up**

- PLCs conduct collaborative analysis of student work samples in math and reading.
- Classroom instruction and planning are adjusted based on student performance trends.
- Instructional leaders conduct follow-up visits to verify implementation of action steps identified in PLC discussions.

### **Data Monitoring**

- District walkthroughs focus on alignment between lesson implementation and student outcomes across both programs.
- Leadership teams analyze progress toward established growth targets and adjust support as needed.

April–May: Evaluation, End-of-Year Review, and Reflection

## **Instructional Implementation & Assessment**

### **Bluebonnet Math**

- End-of-year data analyzed for student growth across all modules.
- Bluebonnet module trends compared with STAAR data.
- Reteach opportunities completed for final gaps.

### **HMH Into Reading**

- Summative assessments, unit tests, and performance tasks reviewed for mastery trends.
- Reading comprehension, fluency, and vocabulary assessed against benchmark expectations.

### **Coaching & Capacity Building**

- Instructional leaders collect teacher feedback for strategic planning.
- Region 11 Advisors participate in year-end calibration and planning sessions.
- Teachers share exemplars of effective instructional routines during PLC-led reflection sessions.

### **Leadership Team Review**

- Instructional impact is evaluated for both content areas.
- Successes, challenges, and areas requiring increased support in Year 2 are identified.
- Needs for summer professional learning and next-year instructional priorities are determined.

### **Continuous Improvement Cycle**

- Leadership teams finalize next-year goals based on performance data.
- Coaching cycles scheduled ahead for August–December implementation.
- Walkthrough and calibration tools refined for clarity and consistency.

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

District and campus leaders will employ a multi-layered monitoring system to ensure the successful implementation of the LASO Cycle 3 strategy. Monitoring focuses on both fidelity of instruction and student outcomes, ensuring that teachers are supported, and students are engaging meaningfully with grade-level content.

#### District-Level Monitoring:

The deputy superintendent and district leadership team will review implementation progress at a semesterly cadence. They will analyze data collected from classroom observations, fidelity checklists, PLC documentation, assessment results, and stakeholder surveys. This review includes disaggregating data by grade level, student group, and special populations to ensure equitable implementation. Findings are documented in a central dashboard and shared with the school board and other key stakeholders. The district leadership team also convenes a steering committee, including instructional coaches and data specialists, to identify patterns, troubleshoot challenges, and recommend system-level adjustments.

#### Campus-Level Monitoring:

Campus principals and instructional leaders will oversee day-to-day implementation. They conduct regular classroom observations using fidelity tools aligned to the plan, attend PLC meetings to monitor lesson planning and unit internalization, and review evidence of student work analysis. Monthly check-ins with teachers allow leaders to address immediate instructional needs, provide feedback, and support adjustments to strategies or interventions. Principals also track teacher engagement with professional development and adherence to pacing guides, ensuring consistency across classrooms.

#### Data Collection and Use:

Both district and campus leaders utilize a centralized data dashboard to monitor progress. This includes metrics such as instructional fidelity, student growth on assessments, PLC participation, and survey responses from teachers and students. Leaders use this data to make evidence-based decisions, plan targeted professional learning, and adjust resources as needed.

#### Continuous Feedback and Improvement:

Monitoring is not limited to formal reviews. Leaders provide ongoing feedback to teachers through coaching cycles, reflective discussions, and targeted support sessions. Semesterly reviews inform strategic planning for the following semester, while quarterly and monthly touchpoints allow for course corrections. This continuous feedback loop ensures that the plan is implemented with fidelity, challenges are addressed promptly, and instructional quality is consistently maintained.

Through this structured monitoring approach, district and campus leaders ensure that the LASO Cycle 3 strategy is implemented effectively, students are supported equitably, and instructional practices are continuously refined for maximum impact.

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

The responsibility for reviewing progress toward the milestones described in the previous section is shared across multiple levels of leadership to ensure accountability and fidelity:

District Leadership Team: The deputy superintendent, Director of Curriculum and Instruction, and Instructional Services Coordinator will conduct semesterly reviews of overall district progress. They analyze data from classroom observations, fidelity checklists, PLC documentation, assessment results, and stakeholder surveys to monitor implementation across all campuses.

Campus Principals and Instructional Leaders: Principals and assistant principals are responsible for monitoring implementation at the campus level. They conduct classroom observations, attend PLCs, review lesson preparation and student work analysis, and ensure adherence to pacing guides and instructional protocols.

Instructional Coach: Coach monitor classroom fidelity, provide feedback to teachers, and report progress to both campus leaders and the district steering committee.

Together, these roles create a multi-tiered system of accountability, ensuring that progress toward all milestones is systematically monitored, reviewed, and addressed to maintain high-quality instruction and equitable student outcomes.

### **How frequently will progress toward milestones be reviewed?**

Weekly

### **How will milestone progress data be collected?**

Milestone data for the LASO Cycle 3 strategy will be collected systematically through multiple, complementary methods to provide a comprehensive view of implementation fidelity and student outcomes.

#### **Classroom Observations and Fidelity Checks:**

Instructional coach and campus administrators will conduct regular classroom observations using fidelity checklists aligned to the strategy's key components. These checklists capture evidence of lesson implementation, teacher adherence to pacing guides, use of high-quality instructional materials, student engagement, and incorporation of embedded supports. Observations are scheduled monthly to ensure timely, actionable feedback.

#### **Professional Learning Community (PLC) Documentation:**

Data from PLC meetings, including lesson planning notes, unit internalization reflections, and collaborative analysis of student work, will be collected to monitor teacher preparation, instructional alignment, and use of data to inform core instructional decisions. Documentation is submitted to campus leaders and entered into a centralized repository for district-level monitoring.

#### Assessment and Student Work Data:

Student learning progress will be tracked through formative and summative assessments, interim benchmarks, and unit assessments. Teachers will submit analyzed student work samples that demonstrate mastery of grade-level content and the effectiveness of instructional strategies. This information is aggregated at the campus and district levels to track growth toward milestone targets, with attention to performance across all student populations, including those in special populations.

#### Surveys and Stakeholder Feedback:

Teacher, student, and leader surveys will be administered at key points during the implementation cycle to capture perceptions of instructional quality, confidence in the materials, engagement, and belief in student success. Survey responses provide qualitative data that complement classroom observations and assessment results, offering insight into implementation strengths and areas for growth.

All collected data will be compiled and housed in DMAC. This allows district and campus leaders to monitor progress in real time, disaggregate information by grade level and student group, and identify trends or areas needing support. It also serves as the primary tool for reporting progress to the superintendent, board, and other key stakeholders.

Through this multi-source approach, milestone data will be captured systematically, ensuring accurate, timely, and actionable information that supports continuous improvement, accountability, and fidelity of implementation.

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

Milestone progress data will be shared through a structured, transparent process to ensure that district leadership, campus teams, and other relevant stakeholders are informed of implementation fidelity and student outcomes.

#### District Leadership:

The deputy superintendent and district leadership team will receive semesterly reports that summarize milestone progress across all campuses. These reports will include data from classroom observations, fidelity checklists, PLC documentation, assessment results, and stakeholder surveys. This enables leadership to make informed, data-driven decisions to support ongoing implementation.

#### Campus Leaders:

Principals and assistant principals will receive detailed campus-level data monthly and quarterly. Reports include classroom observation feedback, lesson internalization and preparation evidence, PLC engagement summaries, and student performance results. Leaders use these reports to monitor fidelity, identify areas needing targeted support, and provide timely coaching to teachers.

**Teachers and Instructional Staff:**

Data from PLCs, surveys, and student assessments will be shared with teachers to inform instructional adjustments. Teachers receive actionable feedback on lesson delivery, student progress, and strategies for differentiating instruction to meet the needs of all learners.

**Other Stakeholders:**

Parents, caregivers, and the broader community will receive summary-level information through newsletters, district websites, and informational meetings. These communications highlight overall progress, key successes, and areas of focus while maintaining transparency and accountability.

**Continuous Feedback Loop:**

Data sharing is not limited to formal reports. Ongoing updates from school board meetings, PLC discussions, and coaching sessions create a continuous feedback loop, allowing stakeholders at all levels to respond promptly to emerging trends, celebrate successes, and address challenges.

Through this multi-tiered communication approach, milestone progress data is shared consistently, ensuring that district leadership and all stakeholders remain informed, engaged, and empowered to support successful implementation.

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

\$100,000 Laso #3 Region 11 Provider  
\$33,000 Laso #3 and C&I budget Teacher Stipends  
\$67,000 Laso #3 Math Instructional Coach

**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?**

The budget is not contingent on alternative funding.

**Embedded Data**

BlockName    Additional Information  
Selected Campuses    CLEAR CREEK EL-061908101  
Selected District    SANGER ISD-061908  
Selected Region    11