



Poteet Independent School District Turnaround Plan

Poteet Elementary

District Information

School System Name	Poteet ISD
School Name	Poteet Elementary
Name of staff member employed by the school system completing this plan submission.	Sheryl Mills
Email	smills@poteetisd.org
What role applies to the person completing this submission?	District Coordinator of School Improvement (DCSI)

Needs Assessment

Please indicate the type of needs assessment conducted for each SI-identified campus in the school system following the release of the 2025 preliminary state and federal ratings.	I assure that the campus named in this plan has conducted an on-site needs assessment that meets the requirements in Section 39A.053 of the Texas Education Code. ESF Diagnostic: October, 2025
	Yes

Stakeholder Engagement

Guiding Question- Did the LEA meet statutory requirements for stakeholder engagement, and has the board approved the plan?

Campus Intervention Team (CIT) Members	Principal: Donisha Miller DCSI: Sheryl Mills Region 20 Contact: Veronica Ramirez Assistant Principal: Stacy Smith Instructional Specialist: Carrie Brown Superintendent: Charles Camarillo TEA Division of School Improvement: Eliza Harris
Date(s) of written notice to all public meetings	October 27, 2025 November 11, 2025

Date of Public Hearing	November 17, 2025 <i>I assure that the board conducted a hearing regarding the plan for the 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 the turnaround plan.</i>
TAP Posted on the District Website	March 24, 2026
Board Approval Date	November 17, 2025
Written Comments from Stakeholders	What will it take to move out of school improvement? How will this affect the implementation of our curriculum and planned PLCs? Are there specific areas identified for improvement based on STAAR?

Student Outcomes

I assure that the campus included in this plan has 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
ELA/Reading: Campus-wide goals for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	ELA/Reading Goal: 40% will meet grade level or above in the 2025-2026 school year.
Math: Campus-wide goals for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Math Goal: 40% of students will meet grade level or above in the 2025-2026 school year.
2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	Primary goal is to increase the total number of student groups meeting their interim growth targets from 3 to 7 out of 32, effectively raising the overall component score from 9.4 to 22 by the end of the 2025-2026 school year
2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	For the SY 25-26, our goal is to increase the Growth Status component from 18.8% to 31%
2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	Building on the success of the 2024-2025 school year, our goal for SY 25-26 is to maintain 100% of

	students demonstrating annual growth on the TELPAS, ensuring our English Language Proficiency component continues to contribute maximum points toward our Domain III accountability rating.
2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.	For the SY 25-26, our goal is to increase the Student Success Status component from .6 % to 12.5% or higher by internalizing lessons that provide individualized scaffolds and extensions, ensuring every student has a clear pathway to either maintain their high performance or achieve significant annual growth

School Improvement Strategy

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

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 address persistent low academic growth and limited instructional capacity by focusing on implementing proven systems for instructional coherence, and higher performance. This strategy ensures that students have immediate access to effective teachers and robust monitoring systems, which positions the district to improve student outcomes. The campus implements a comprehensive, data-driven instructional model designed to ensure all students meet grade-level expectations through high-quality instruction and targeted support.
Which, if any, grants has your school system been awarded to support this strategy?	Strong Foundations Literacy Planning LASO Cycle 4 LIFT
Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?	LIFT PLC Support
Name any organizations you are currently working with to build capacity and support strategy implementation.	Education Service Center 20 is working with us to build capacity through: • Texas Lesson Study: Collaborative teacher research and lesson design. • HQIM: Implementation of Bluebonnet Reading and Bluebonnet Math. • Weekly PLCs: Regular collaborative planning and alignment. • PLC Calendar: Dedicated Internalization and Data Days. • RBIS Professional Development: Focused training in research-based Literacy and Math strategies.

Curriculum and Instruction

Guiding Question- Does the plan increase the quality of instructional materials to be used at the campus and provide adequate time and support for teachers to internalize materials and reflect on student performance?

Select the adopted curriculum	Bluebonnet Math K-2 Bluebonnet Reading K-2
Is this the curriculum that will be implemented for the duration of the plan?	Yes
How many instructional minutes per week are required/recommended for implementation of this curriculum?	Bluebonnet RLA K-2- 600 minutes Bluebonnet SLAR K-2- 600 minutes Bluebonnet Math K -2 -375 minutes
How many instructional minutes per week are in the master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?	Bluebonnet Math and Reading K - 800 minutes Bluebonnet Math and Reading 1st - 750 minutes Bluebonnet Math and Reading 2nd - 750 minutes
How many instructional days are included in the 2025-2026 calendar?	169 Days
Please describe the assessment plan for the impacted campus.	The campus assessment plan is designed to provide timely, accurate, and actionable data to inform instruction, target interventions, monitor student progress, and ensure accountability for accelerated achievement. The academic year begins in August with MAP Growth assessments in Reading, Fluency and Math for all students in grades K-2nd. In addition, Curriculum-Based Assessments (CBAs) are administered throughout the year in alignment with curriculum pacing (Bluebonnet Units) to provide multiple data points for monitoring student progress and adjusting instruction. Bluebonnet Unit Assessments Beginning, Middle and End of Year mClass BOY, MOY and EOY MAP Reading Fluency: BOY, MOY and EOY MAP Reading and Math: BOY, MOY, EOY
Will the campus implement a PLC structure?	The Professional Learning Communities (PLC) structure will be built into the master schedule and include internalization and lesson rehearsals.
How will PLCs be organized (by grade level, content area, etc.)?	PLCs are designed by grade level and content areas.

How frequently will PLCs occur?	PLCs will meet weekly for content areas.
Who will facilitate PLCs?	Region 20 Facilitator and Campus Instructional Specialist
Who is required to attend PLCs?	Grade Level Teachers, Grade Level Special Education Teachers and Instructional Specialists are required to attend PLCs.
Describe the PLC protocol to be used.	Poteet Elementary & Intermediate Comprehensive PLC Protocol I. Foundation & Culture - Taking place every week <u>Norms Established</u>: Review collective commitments to ensure a safe, professional, and focus-driven environment. Stay positive Stay on topic Come prepared with lesson for guided internalization <u>Attendance</u>: Documentation of participants and roles (Facilitator, Timekeeper, Note-taker). <u>Celebrations</u>: Briefly share a celebration from the classroom (Each Teacher) II. Instructional Alignment & Planning - Taking place every other week through TXLS internalization <u>Understand Purpose & Objectives</u>: Unpack the specific standards for the current unit. What should students know and be able to do? <u>Sequence & Pacing</u>: Verify that the grade level content team is aligned with the instructional calendar. <u>Internalization</u>: Analyze the upcoming units. Are they at the appropriate DOK level to meet the standard? <u>Organize Resources</u>: Identify and share the scaffolds, texts, and technology needed for the upcoming lessons. III. Data Talks -Taking place every other week through PLCs <u>Celebrations</u>: Identify students or sub-groups showing significant growth. <u>Growth Opportunities</u>: Pinpoint the standards where the data shows the largest gap between instruction and mastery. <u>Reflections</u>: Connect the data (our "What") back to the Student Work Analysis (our "Why"). <u>Action Steps/Commitments</u>: 1. Direct Response: Identify exactly which students need re-teaching. 2. Strategy Shift: Select 1 specific research-based strategy that will be used to address the common misconception found in the work samples. 3. Accountability: Determine what new artifact of student work will be brought to the next PLC to evaluate if the intervention worked. IV. Student Work Analysis & Deep Dive Our analysis will strengthen our data talks so it directly addresses feedback by moving from "What we teach" to "What students produced" using Bluebonnet Learning specific artifacts and the requirement for evidence-based instructional practices. <u>Deep Dive into Bluebonnet Tasks</u>: 1. Analyze the Check for Understanding or Exit Ticket from a recent Bluebonnet lesson. Does the task require students to reach the full rigor of the TEKS/Standard as intended by the Bluebonnet scope and sequence?

	2. Review the Bluebonnet-provided Exemplar Response, Teachers discuss: What are the 'Look-Fors' that shows a student has mastered the specific Bluebonnet lesson with the use of the observation tool and unit snapshot? <u><i>Collaborative Scoring using The Bluebonnet Rubric:</i></u> Using the Bluebonnet writing rubrics or math scoring guides, the team examines student artifacts (Reading Response Logs, Mid-Unit Assessments, Problem Sets), one that meets the standard, one that is approaching, and one that is below. <u><i>Identifying Misconceptions (Root Cause Analysis):</i></u> Instead of looking at scores, the team identifies the thinking behind the errors. Move beyond the student failed to the student failed because.. Example (RLA): Students are identifying the correct theme in the Bluebonnet text, but they are failing to provide supporting evidence as required by the prompt. Example (Math): Students are using the correct algorithm from the Bluebonnet lesson but are struggling with the Show Your Work component. <u><i>Reflection on Practice:</i></u> Instructional Moves: Teachers reflect on the Teacher Script or Guided Practice portions of the Bluebonnet lesson. Critical Question: Did delivery of the lesson sufficiently prepare students for the independent task, or do we need to supplement the scaffolding section for specific learners?
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Capacity Building

Guiding Question - Does the plan ensure that administrators and teachers receive appropriate job-embedded training?

Describe your planned training/PD sessions (and who delivers and attends) for: -Principal Manager -Principal -Other Campus Admin (Assistant Principals, Instructional Coaches) -Teachers	<i>Implementation Plan by Role for Strong Foundations RLA PD</i> Principal Manager: The Principal Manager's implementation focuses on strategic oversight, resource allocation, and accountability across multiple campuses. Focus: Understanding the program's fidelity requirements, expected impact metrics (e.g., benchmark growth, test scores), and ensuring principals have the necessary resources and support. PD Sessions: • Foundational Leadership Instructional Practices & Systems (FLIPS) framework training to bridge the gap between high-level vision and classroom-level execution by aligning daily operations with strategic goals. • High-Level Program Orientation: A condensed overview focusing on the why (research base), the what (key instructional shifts), and the how (implementation timeline and resource needs). • Data and Accountability Deep Dive: Training on how to interpret campus-level literacy data related to the program, how to conduct effective principal check-ins, and how to identify and address systemic barriers to implementation.
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Role in Implementation: Holds principals accountable for consistent implementation, allocates necessary funds (material, substitute coverage for PD), and champions the initiative across the cluster/district.

Principal: The Principal is the instructional leader and is responsible for creating the campus climate, ensuring resources are available, and driving instructional fidelity within the school.

Focus: Deep familiarity with the core instructional model, understanding what high-quality RLA instruction looks and sounds like in the K-5 classrooms, and effective adult learning strategies.

PD Sessions:

- Foundational Leadership Instructional Practices & Systems (FLIPS) framework training to bridge the gap between high-level vision and classroom-level execution by aligning daily operations with strategic goals.
- Curriculum Overview and Core Instructional Shifts: Participation in sessions focusing on the curriculum's structure, lesson components, and the core pedagogical practices (e.g., phonics instruction, comprehension strategies).
- Instructional Leadership and Feedback Cycles: Training specifically on conducting high-leverage walkthroughs focused on RLA fidelity, providing actionable, timely feedback to coaches and teachers, and leading data analysis meetings.
- Logistical Planning: Sessions focused on master schedule adjustments to accommodate RLA block and resource distribution.

Role in Implementation: Protects the RLA instructional time, models enthusiasm for the new approach, provides positive and constructive feedback and removes campus-level obstacles for teachers.

Other Campus Admin (Assistant Principals, Instructional Coaches): This group serves as the primary boots-on-the-ground support system for teachers, focusing on modeling, coaching, and immediate problem-solving.

Focus: Achieving the deepest level of content and pedagogical mastery to effectively support teachers, alongside strong coaching and communication skills.

PD Sessions:

- Full Teacher Curriculum Training (Coaches): Coaches should complete the full set of professional learning modules designed for teachers to gain expert-level content knowledge.
- "Train-the-Trainer" or Facilitation Sessions (Coaches/APs): Training focused on delivering content, facilitating team-planning meetings, and leading Professional Learning Communities (PLCs)
- Coaching Cycles and Feedback Strategies: Intensive training on running effective instructional coaching cycles, including modeling lessons, co-planning, observations and delivering evidence-based feedback using a common rubric.
- Curriculum Support and Technical Assistance (APs): Sessions focused on managing materials, organizing resources, and handling logistical issues.

Role in Implementation: Coaches are the instructional experts; APs provide instructional and behavioral support, ensuring teachers have uninterrupted time to teach. They lead RLA PLCs and conduct frequent classroom visits to support fidelity.

Teachers (Elementary and Intermediate): Teachers are the direct implementers of the curriculum, requiring practical, hands-on training that builds confidence and competence in the new instructional routines.

Focus: Deep understanding of the curriculum materials (scope and sequence, lesson components), mastery of high-leverage instructional routines and an understanding of the underlying research (Science of Reading principles).

PD Sessions:

- Teachers leveraged Research-Based Instructional Strategies (RBIS) training to unlock the full potential of our High-Quality Instructional Materials, creating an inclusive environment centered on equitable access to grade-level standards for all learners
- Curriculum Unit Study/Deep Dive: Job-embedded professional learning focused on unpacking the “Strong Foundations” curriculum, unit by unit or module by module, before teaching it.
- Modeling and Practice: Sessions dedicated to watching expert teachers or coaches model key routines (e.g., explicit phonics, shared reading, vocabulary instruction), followed by opportunities for guided practice and peer feedback.
- Data-Driven Instruction: Training on how to use the program’s assessments to group students, differentiate instruction, and reteach concepts.
- PLCs and Collaborative Planning: Ongoing, structured time to plan lessons with grade-level teams, analyze student work, and problem-solve instructional challenges with coach support.

Role in Implementation: Consistently plan and deliver instruction according to the curriculum with high fidelity, use formative assessment data to adjust teaching, and collaborate professionally with colleagues.

TXLS Implementation Plan by Role

Principal Manager: The Principal Manager’s involvement focuses on systemic support, alignment, and accountability across all campuses participating in TXLS.

Focus: Strategic oversight to ensure TXLS is integrated into the school improvement plan, that resources (time, substitutes) are consistently provided, and that TXLS findings are shared and scaled across schools.

PD Sessions/Meetings:

- TXLS Executive Briefing: A high-level session on the TXLS model, the expected impact on student learning and teacher practice, and the required campus resources (e.g., dedicated PLC time).
- Quarterly Check-ins: Meetings with Principals to review progress, assess the health and fidelity of the PLCs, and identify systemic barriers to address.

Role in Implementation: Ensures cross-campus alignment on goals, secures necessary funding (potentially via grants), and holds Principals accountable for creating the structure and culture necessary for successful TXLS cycles.

Principal: The Principal is the champion and structural designer of TXLS on campus, responsible for creating the necessary conditions for success.

Focus: Protecting the time for PLCs, understanding the core Lesson Study inquiry cycle, and communicating the value of the research-based process to staff and the wider school community.

	PD Sessions: • TXLS Leadership Training: Comprehensive training on the Lesson Study process and the role of the instructional leader, focusing on how to schedule the five key stages of the cycle (Plan, Do/Teach, Observe, Reflect, Refine) within the master calendar. • Data and Culture Workshops: Sessions on using campus-wide data to identify the “study theme” or focus area for TXLS and establishing a safe, inquire-based culture for observation and feedback. Role in Implementation: Adjusts the master schedule to guarantee the job-embedded PLC time, participates in the public research lessons (the “Do/Teach” stage) to signal instructional importance, and removes logistical barriers for teachers. Other Campus Admin (Assistant Principals, Instructional Coaches): This group serves as the facilitators and instructional experts, ensuring the quality and productivity of the TXLS PLCs. Focus: Deep process mastery of the Lesson Study cycle, expert
What too will be used to evaluate implementation of the training (for example, a classroom walkthrough tool, leadership coaching tools)? What looks for will be included in this tool?	The TeacherLesson Internalization Protocol is designed to move beyond "skimming the teacher's guide." It's a structured process to help educators intellectually own the content before they deliver it, ensuring every instructional minute is purposeful. Key "look-fors" include a clear alignment between the lesson components and the exit ticket, the strategic use of graphic organizers and partner talk to facilitate cognitive processing, and the presence of pre-planned scaffolds that address anticipated student misconceptions while offering extensions for advanced learners.
How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	Each teacher at minimum will receive 4 walkthroughs and 1 observation. Learning walks with Region 20 will be completed at least twice a semester for Reading and Math. A 2025-26 Walkthrough Tracker_TTESS Domains 2 & 3 is being utilized. The Principal personally serves as the TTESS appraiser for first-year teachers—or new teachers joining the district to establish instructional expectations, maintain high accountability, and ensure resources are aligned to support effective instruction.
What capacity building supports related to supporting students in special populations will teachers and administrators receive?	Dual Language PLC/Special Education Teachers in PLC: Fosters collaboration between General, Dual Language, and Special Education staff to align instruction, share data, and develop cohesive strategies for biliteracy and IEP goals. CoTeach with Region 20 training to provide in-class coaching and expertise to improve the implementation of Specially Designed Instruction. Added Special Education Instructional Specialist to deliver embedded professional development, modeling, and coaching to teachers on differentiation, co-teaching models, and SDI fidelity.

	School Tours to see Dual Language Programs: Offers a visual model of high-quality, inclusive Dual Language program structures and best practices. Special Education Administrator Boot Camp (Walsh Gallegos): Ensures administrators receive updated legal training on Special Education compliance, documentation, ARD procedures and FAPE requirements.
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Milestones

Guiding Question: How will the strategy be implemented?

Poteet Elementary utilizes an integrated system where annual and 6-weeks staff planning days throughout the year dictate six-week units, which inform Weekly PLCs, ensuring data-driven adjustments occur. This planning process is centered around the Bluebonnet Learning curriculum to ensure TEKS alignment and instructional rigor.

Year 1 - 2025-2026 School Year - Heavy administrative facilitation of PLCs and Instructional Coaching feedback/modeling

1. Annual and Six-Week Planning (Systems & Capacity) - Planning ensure curricular alignment and consistency. We build capacity by training teachers to internalize rather than just read the curriculum.

Capacity Building: Bi-Weekly, the campus Principal and the instructional coach along with ESC service center through TXLS, leads unit internalization PLCs. Teachers unpack Bluebonnet Learning unit goals, exemplar student work, and potential misconceptions.

Responsible Parties: Principal (Oversight), Instructional Specialist (Facilitators), ESC consultant (Lead).

Timeline: Annually during the summer; recurring throughout every 6 weeks (Sept, Nov, Jan, Feb, April).

2. Weekly and Daily Instructional Support Checkpoints (Coaching & Walk-throughs) - Instructional Specialist's (IS) support influences daily classroom teaching through structured weekly touchpoints.

Weekly IS Touchpoints: IS's conduct coaching or real-time feedback during Bluebonnet Internalization or as a need is identified by campus administration.

Implementation Checkpoints: Weekly Walkthroughs: Admin team uses the TTESS rubric to check for fidelity of implementation of Bluebonnet Learning curriculum and the presence of high instructional rigor

Responsible Parties: Principal, Instructional Coaches, Assistant Principals.

3. Data Analysis and Reflection (Assessment Cycles & Student Work Analysis) - We are building systems to ensure planning is responsive to student performance through an assessment calendar.

Assessment Cycles: Diagnostic (Aug): BOY MAP and mClass, (Dec): MOY MAP and mClass, (May) MAP and mClass

Formative (Bluebonnet Learning Assessments): Bluebonnet Check for Understanding, Exit Tickets, Unit assessments

Summative (May): EOY Assessments

Student Work Analysis (PLC Protocol): Weekly PLCs evaluate data and move beyond scores to look at actual student artifacts. Teachers identify the specific thinking/instructional errors in Bluebonnet tasks and commit to a re-teach plan within the 6 weeks.

Responsible Parties: Instructional Specialist, Principal

Year 2 - 2026-2027 School Year

4. Annual and Six-Week Planning (Systems & Capacity) - the campus will move toward a sustainability model by transitioning PLC facilitation from ESC consultants to campus-based leaders

Facilitator Support: PLC facilitators will be supported, through a shadow and release coaching model, where ESC consultants and the Instructional Specialist provide monthly facilitation coaching and feedback. This ensures teacher-leaders can consistently lead high-quality internalization and analysis sessions.

Driving Instructional Decisions: PLC outputs (internalization, student work trends, and reteach plans) will be captured via a shared file and used to drive campus instructional decisions by informing the Principal's weekly walkthrough "look-fors." If a PLC identifies a trend error, the next week's admin walkthroughs will focus exclusively on that specific instruction.

5. Weekly and Daily Instructional Support Checkpoints (Coaching & Walk-throughs) - support is moved from a general model to a tiered coaching system based on teacher proficiency and experience levels:

Tier 1 (Beginning & Struggling Teachers): Coaching will occur on a weekly basis, consisting of one 30-minute observation followed by a 20-minute "Action Step" feedback session, with the goal of achieving "Proficient" ratings in T-TESS Domain 2.

Tier 2 (Proficient/Model Teachers): Coaching will occur on a bi-weekly or monthly cadence, focusing on peer-coaching leadership and the refinement of high-level discourse, with the goal of building future campus lead instructional teams.

Instructional Specialists: Will maintain a daily presence in classrooms, providing real-time coaching, specifically during the first 20 minutes of the Bluebonnet RLA/Math blocks.

Capacity Building for Campus & District Leaders - to ensure sustainability and decrease dependence on external support, the following leadership structures are established:

Weekly Leadership Calibration: The Principal, APs, and IS will conduct calibration walkthroughs every Wednesday morning to calibrate feedback. This ensures that a teacher receives the same message regardless of which administrator enters the room.

Monthly District observation: During the third week of every month, the Executive Director of C&I observes the IS providing feedback to a teacher.

Sustainability Transition: By Spring 2027, the APs will take full ownership of the student work analysis during PLC facilitation to ensure the IS can focus exclusively on Tier 1 teacher interventions.

Tool Deployment & Material Rollout Schedule

June 2026: All Year 2 Bluebonnet Instructional Materials (Teacher Editions and Student Workbooks) will be inventoried and distributed to teachers.

July 2026 (Leadership Retreat): We will train campus and district leaders on the 'Look-For' Rubric specific to Bluebonnet fidelity to ensure day-one readiness.

6. Data Analysis and Reflection (Assessment Cycles & Student Work Analysis) - the assessment cycle moves from initial implementation to predictive analysis.

Diagnostic/Benchmark Cycles: BOY (Aug), MOY (Dec), EOY (May): MAP and mClass.

Formative/Short-Cycle:

Weekly: Bluebonnet Exit Tickets and student work samples.

Every 3 Weeks: Bluebonnet Check for Understanding (CFUs).

End of Unit: Summative Unit Assessments

Implementation Checkpoints & Data Review Rhythm: To ensure planning is responsive, the following review rhythm will be established:

Weekly PLC Data Dives: Facilitated by the Instructional Specialist. Teachers will use the Student Work Analysis Protocol to identify specific instructional errors in Bluebonnet tasks and commit to a 48-hour re-teach window during small group.

Monthly Campus Leadership Team (CLT) Reviews: The Principal, APs and IS will review walkthrough trends versus CFUs to ensure Fidelity of Implementation correlates with student growth.

Quarterly District Progress Reviews: Campus and district teams will review data on a quarterly cadence, facilitated by the Executive Director of C&I, to monitor progress toward turnaround goals and adjust resource allocation if needed.

Resource & Tool Deployment Milestones (Year 2) - For sustainability, the following tools and dashboards will be rolled out or refined:

August 2026: Rollout of the Bluebonnet Implementation Dashboard to track lesson completion and Exit Ticket mastery in real-time.

January 2027: Peer-Coaching Calibration—Model teachers will be trained on the Instructional Coaching Rubric to provide non-evaluative feedback to peers.

7. Bluebonnet Internalization & Fidelity of Implementation - Sustainability, Peer Coaching and Intervention - Focus: Sustainability, Peer Coaching, and Intervention.

Capacity Building: Year 1 model teachers will lead Bluebonnet onboarding for new staff, monitored via feedback surveys and classroom observations.

Data-Driven Professional Learning: Walkthrough data will be synthesized monthly by the Principal and Instructional Specialist and used to set PD/PLC priorities, such as refining the "gradual release" model or addressing specific TEKS gaps identified in the Bluebonnet materials.

HQIM Monitoring: Campus leaders will conduct HQIM alignment walkthroughs using the district tool to monitor fidelity to the Bluebonnet curriculum. Trends from these walkthroughs will be shared with the District Cabinet at quarterly meetings to ensure systemic support and resource alignment.

Responsible Parties: Principal (Oversight), Instructional Specialist (Facilitators), Identified Model Year 1 Teachers (Lead)

Timeline: Summer PD days; monthly synthesis of walkthrough data; quarterly reporting to Superintendent

8. Fidelity of Implementation Assessment - Review of Peer-led PLCs - Focus: Review of Peer-led PLCs and District-Level Accountability

PLC Quality Assessment: Teachers and Model Teachers will complete a self-assessment twice a year, compared against Principal/IS assessments using the agreed-upon rubric.

District Performance Reports: Formal progress reviews will occur semesterly (January and June) and include analysis of BOY to MOY data, HQIM implementation rubrics, and PLC effectiveness scores to inform next steps for the turnaround strategy.

Strategic Adjustment: Results from these reviews will determine the tiered support level for teachers in Year 3, ensuring that coaching resources are directed where they are most needed.

Responsible Parties: Superintendent, Executive Director of C&I, Principal, Instructional Specialist.

Timeline: January 2027 and June 2027

Performance Management

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

Please describe how district and campus leaders will monitor the successful implementation of this plan.	District and campus leaders will use a multi-tiered progress monitoring system to track both implementation fidelity and student outcome data. This includes analysis of universal screeners (MAP Growth, mClass), curriculum-based assessments (CBAs), formative assessments, and benchmark assessments.
Who will be responsible for reviewing progress towards the milestones described in the previous section?	Instructional Specialist Principal
How frequently will progress toward milestones be reviewed?	Bi-Weekly
How will milestone progress data be collected?	Our performance management system is built on the use of data: student-level progress, teacher-level instructional fidelity, and administrative-level milestone tracking. 1. Data Collection Methods & Tools: Data is collected through four primary channels to ensure a complete picture of campus health. <u><i>Student Mastery</i></u> Tool Used: Bluebonnet Learning Check for Understanding, Exit Tickets, Unit Assessments, and Campus-wide benchmark assessments Frequency: Daily/Weekly/Unit completion/Benchmark BOY, MOY, EOY Responsible Party: Classroom Teacher <u><i>Growth Trends</i></u> Tool Used: Student Data Trackers - individualized folders where students graph scores against the identified 70% mastery goal. Frequency: As assessments are completed Responsible Party: Student & Teacher <u><i>Instructional Fidelity</i></u> Tool Used: Admin TTESS rubric: Walkthroughs entered into DMAC to capture the presence of Bluebonnet Learning Frequency: Weekly Responsible Party: Principal, IS, Assistant Principal, Executive Director of C&I (DCSI) <u><i>Systemic Progress</i></u> Tool Used: Milestone Progress: A campus-wide spreadsheet tracking TIP/TAP milestone completion. Frequency: Every 6 weeks Responsible Party: DCIS, Principal and Superintendent 2. Performance Management & Accountability: The plan holds all stakeholders accountable through a response to data coaching plan. This ensures that data doesn't just exist, but drives support.

	<u>A. Teacher & Staff Accountability:</u> During weekly sessions, the Instructional Coach evaluates the PLC's adherence to the protocol. Performance Reviews: Data from the Admin Walkthrough Rubric is integrated into formal evaluations. Teachers consistently falling below Proficient in Bluebonnet instructional lessons will meet with TTESS evaluators for feedback and expectations. <u>B. Student & Classroom Accountability</u> Any student performance below the 70% goal on a Bluebonnet Unit Assessment triggers an adjustment to the core instruction or intervention strategy. Goal-Setting Conferences: Teachers and students meet every benchmark assessment. <u>C. Leadership Accountability</u> Leadership Walkthroughs - The Principal, Superintendent and Executive Director of C&I (DCSI) will complete walkthroughs of all classrooms 1 time a 6 weeks. Milestone Reviews: The Principal, Assistant Principals and IS will meet weekly to review the performance reviews from walkthroughs & TTESS observations. Course Correction: If a milestone is missed, the Principal must report the "Root Cause" and a "Correction Action" to the District Superintendent within 72 hours. 3. Closing the Instructional Loop This integrated system ensures that annual planning is not static. We use the following "Checkpoints" to monitor the performance management system itself: <u>Implementation Checkpoints:</u> Monthly audits of student data trackers to ensure they are updated and being used for goal-setting, not just decoration. <u>Coaching Touchpoints:</u> Weekly PLCs will be where coaches review teacher data to determine which classrooms require "High-Intensity Support." <u>Monitoring:</u> All data collection methods are shared in weekly District Leadership meetings to allow for real-time monitoring by district-level stakeholders, ensuring transparency and external accountability.
How will milestone progress data be shared with district leadership and other relevant stakeholders?	Stakeholder Communication & Data Transparency Plan The exchange and monitoring of data to campus administrators, instructional specialists, and the PLC is frequent and granular to ensure instructional adjustments are made immediately. All external stakeholders (parents and community) are provided with the plan upon request and is accessible through our website to maintain accountability. <u>Campus Data Transparency</u> To ensure responsive teaching, the following protocols are in place for

	internal stakeholders: <u><i>Granular PLC meetings:</i></u> After classroom assessments (benchmark, unit), teachers receive their classroom data. Instructional specialists will target walkthroughs for classrooms where specific TEKS are showing <70% mastery. <u><i>Instructional concern Protocol:</i></u> Every Monday, the Principal and Instructional Specialist review our instructional walkthrough data. If a teacher's walkthrough data shows a gap or concern with rigor or instructional delivery, a coaching touchpoint is scheduled for the following Monday—eliminating the lag time between observation and support. <u><i>Fall Parent Conferences:</i></u> These conferences focus on BOY benchmark results and the Student Data Trackers. Parents learn how to read the student tracker graphs their children are creating and presented with student data from MAP/mClass, turning the data into a shared language between home and school. Teachers also schedule periodic parent conferences as needed. <u><i>By formalizing this sharing plan, we ensure that:</i></u> Administrators are held accountable for supporting teachers based on real-time data. Instructional Specialists are deployed where the data shows the greatest need. The Poteet ISD School Board and the community remains informed of the school's 2-year trajectory (2026–2028) through transparent public meetings and/or information reporting.
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Resources

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

Required costs to implement plan and source of funds	• Additional Staff - \$65,000 • Tutoring Services - \$25,000 • Teacher Mentoring Stipends - \$10,000 • Supplemental Instructional Materials - \$15,000 • Instructional Licenses - \$10,000 • Accelerated Instruction Vendor - \$70,000 • Approved Provider Services-LASO Cycle 4 - \$406,000 • Strong Foundation Funds - \$70,000 • IMA Funds for Bluebonnet Reading and Math - \$36,920 Funding will support targeted strategies to improve student academic performance and strengthen instructional capacity. The additional staff member will be hired to support increased enrollment, allowing for appropriate class size management and ensuring students receive high-quality instruction. Tutoring services will extend learning opportunities beyond the regular school day. Teacher mentoring stipends will support experienced educators in guiding and coaching at-risk teachers to strengthen instructional practices. Supplemental instructional materials and digital licenses will provide students and teachers with high-quality resources to support differentiated instruction and monitor academic progress. Finally, the accelerated instruction vendor will deliver specialized programs designed
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	to close learning gaps and accelerate student achievement in core academic areas.
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 support and execute this strategy?	Program effectiveness and staffing needs will be evaluated regularly to determine the impact on student outcomes and instructional capacity. Based on the results of these evaluations, the district will assess the need to continue staffing positions and program components in future years and may transition ongoing costs to general funds to sustain successful initiatives.