

Northside ISD Campus Turnaround Plan

Student Outcome Goals

Campus	2026 Reading / 2027 Reading Meets Goal	2026 Math Meets / 2027 Math Meets Goal
TAP Campuses		
Carlos Coon	37% / 52%	26% / 45%
Passmore	31% / 46%	20% / 36%
Rhodes	33% / 41%	26% / 35%

School Improvement Strategy

For the 2026–2027 school year, our primary school improvement strategy is Intensive Curriculum & Instruction Improvements. Under this strategy, campuses partner with Region 20 and participate in state programs like LIFT and LIFT PLC Support. To ensure tailored execution, each campus outlines its specific capacity-building staff, projected budget, and resource redistribution plans, along with alternative district funding strategies should contingent grant funds fall through.

Curriculum & Instruction

Please select the adopted curriculum for: K-12 Math

Each campus will implement one of the following:

- *Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1*
- *STEMscopes Texas Math 6-8*
- *Bluebonnet Learning, Secondary Mathematics Algebra 1*

Please select the adopted curriculum for: K-12 RLA

- *District created RLA/ELA curriculum while planning for HQIM rollout in 2027-2028*

Describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment - Campus/District - Frequency

Each campus will implement a selection of the following:

- *Curriculum Based Assessment: Unit Assessments and Bluebonnet End of Module Assessments - District - BOY/MOY*
- *Progress Monitoring (PM) & ECR Benchmarks - District - BOY/MOY in select subjects*
- *STAAR Interim - Campus - MOY in select subjects*

- STAAR Released Test - Campus - MOY in select subjects
- Math Priority Standard Campus Data - Campus - Monthly
- Math Priority Standard District Items (PSDI) - District - BOY/MOY
- In-Unit Assessments in ELA (MC and ECR) - Campus - Monthly
- Other: NWEA MAP - District - BOY/MOY/EOY

Purpose (how will these results be used)

NWEA MAP Assessment Analysis: Student academic growth is monitored using NWEA MAP assessments administered three times per year (Fall, Winter, Spring). Results are disaggregated by grade level and student subgroup to identify areas of instructional success and deficit and develop a plan in response to the data.

Common Unit Assessments and Progress Monitoring (PM) benchmarks administered with the school improvement schedule analyzed and progress monitored by readiness standards after each assessment. Campus leaders are provided data by standard to support data analysis to guide instructional adjustments, inform re-teaching efforts, and adjust curriculum pacing. ECR samples twice a year will be analyzed in PLCs and used to support student growth in writing.

The end-of-module assessments in Bluebonnet Learning Math evaluate cumulative student mastery of the Texas Essential Knowledge and Skills (TEKS) covered throughout a multi-week unit. By mirroring the format and rigor of STAAR standardized testing, it prepares students for high-stakes assessments while requiring them to integrate multiple mathematical concepts and visual models. Ultimately, it provides teachers with essential diagnostic data to identify learning gaps and deliver targeted intervention before moving on to new material.

Each in-unit ELA assessment in the NISD curriculum mirrors the format and rigor of the STAAR, providing students, teachers and leaders multiple opportunities to measure progress towards readiness goals. Campus leaders and teachers use data analysis along with reviewing student work samples to guide instructional adjustments and inform extensions and interventions needed for students.

Math Priority Standard District Items (PSDI) evaluate cumulative student mastery of the Texas Essential Knowledge and Skills (TEKS). By mirroring the format and rigor of STAAR standardized testing, it prepares students for high-stakes assessments while requiring them to integrate and utilize multiple mathematical concepts and visual models. Ultimately, it provides teachers with essential diagnostic data to identify learning gaps and deliver targeted intervention before moving on to new material.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

To track and monitor growth and achievement metrics across demographic subgroups, the campus will utilize multiple data points—including unit assessments, Bluebonnet end-of-module assessments, common formative assessments, PM benchmarks, In-Unit assessments, and

NWEA MAP—aligned with the NISD assessment calendar. Outcome data will directly inform campus decision-making and targeted student support, backed by enhanced tracking across STAAR, NWEA MAP, and local assessments alongside a dedicated data room utilizing structured monitoring protocols. Additionally, progress will be continually evaluated through monthly LIFT grant meetings that analyze assessment results (where applicable), PLC observations, and feedback data.

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

PLCs are organized by grade level and content depending on level.

How frequently will PLCs occur?

A PLC is a weekly, structured, collaborative process where educators and specialists analyze their instructional plans and student performance data to continuously refine teaching and improve learning for all students.

On campus determined days and times, the PLC teams look at the following week's plans and work through the 4 PLC questions and participate in lesson internalization. On other strategically planned days, the teams are able to use a 1/2 day per subject (Reading, Math and Science) either for Bluebonnet math module internalization, curriculum compacting/mapping for the upcoming unit and/or analyze data and create action plans for small group instruction.

Who will facilitate PLCs?

PLCs are facilitated by the grade level team leader with the support of the campus specialists and campus administrators.

Who is required to attend PLCs?

Grade level teachers, the campus administrator (Principal or Associate Principal), the content specialist(s) assigned to that grade level, and the special education in-class support teachers assigned to that grade level are required to attend PLCs.

Please describe the PLC protocol used at the campus.

Academic specialists are assigned to specific grade levels and both participate in and facilitate all PLC meetings. Grade level/content teams meet weekly.

The PLC protocol is structured to ensure deep, collaborative planning and analysis, and includes dedicated time for:

Lesson Internalization: Teams deconstruct the upcoming week's lessons, focusing on the alignment of lesson execution, Specially Designed Instruction (SDI) strategies, mini-lesson structures, and the planning for small groups or stations. This practice ensures consistency and high-quality instructional delivery across the grade level.

Student Work Analysis: Teams collaboratively analyze student work samples to identify patterns and misconceptions, directly leading to data-informed instructional adjustments.

The campus utilizes a central data sheet for all teachers to track student outcomes. The ELAR, Math, and campus specialist groups follow specific protocols for how teams systematically analyze specific data sets.

When making instructional adjustments, teams use data from multiple sources. Our focus this year is on a more targeted and specific analysis by drilling down into individual TEKS within assessments, with a priority on readiness standards. While data has historically included MAP, exit tickets, phonics assessments, and unit assessments, the refined approach focuses on using the detailed TEKS-specific performance data to truly respond to student outcomes in a high-quality, targeted manner. This systematic analysis directly informs the adjustments made during the PLC's lesson internalization phase.

Capacity Building (District PD)

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Training/PD Description:

- *Math RBIS - Build a shared understanding of the Science of Learning and Math RBIS, including depth and coherence, conceptual understanding and procedural fluency, explicit instruction, and effective practice for mathematical independence.*
- *Bluebonnet Math Module Internalization - Support teachers in understanding and completing the unit/module internalization process to prepare effectively for upcoming instruction*
- *Lesson Internalization - Build teachers' ability to internalize upcoming lessons for effective HQIM implementation and responsive instruction*

Delivered By: *Region 20 LIFT Team*

Training/PD Description:

- *Foundations of LIFT PLCs - Build a shared understanding of the purpose, roles, and structures of LIFT PLCs and how they support HQIM implementation and instructional improvement.*
 - *Unit/Module Internalization Protocol - Prepare leaders to connect the Unit/Module Internalization Protocol to the PLC Observation Tool and accurately assess implementation.*
 - *Lesson Internalization Protocol - Prepare leaders to observe, assess, and support effective Lesson Internalization PLCs using the LIFT PLC Observation Tool.*
 - *Lesson Rehearsal Protocol - Build leaders' capacity to observe, assess, and support effective Lesson Rehearsal PLCs.*

Delivered By: *Region 20 LIFT Team*

Training/PD Description:

- *LIFT PLC Facilitator Training - Develop facilitators' skills in long-range PLC planning, agenda design, collaboration, and effective facilitation moves.*
 - *High Leverage Use of Lesson Rehearsal and Student Work Analysis - Explore how Lesson Rehearsal and SWAP can be strategically used within PLCs to strengthen Bluebonnet Learning implementation.*
 - *Addressing Adaptive Needs in the Field - Build leaders' ability to distinguish technical from adaptive challenges and take purposeful action within their sphere of control and influence.*
 - *Responsive PLCs I and II: Effective Questioning and Feedback to support Special Populations - Use classroom observation trends to identify shared teacher needs and design responsive PLCs that strengthen teacher planning and instructional practice. LIFT Turnkey Objectives*
 - *Student Work Analysis Protocol - Explore how Lesson Rehearsal and SWAP can be strategically used within PLCs to strengthen Bluebonnet Learning implementation.*

Delivered By: *Region 20 LIFT Team*

Training/PD Description:

- *Observation and Feedback*
 - *Learning Readiness and Change Management - Explore learning readiness and change-management practices that support adult learning, instructional leadership, and successful implementation of LIFT.*
 - *Attributes of O/F and Introduction to O/F Tools - Build an understanding of effective Observation & Feedback cycles and design the conditions, systems, and schedules needed to implement them successfully.*
 - *Classroom Obs. Tools for K-5 Math - Build leaders' capacity to prepare for, conduct, rate, and calibrate classroom observations using the K–5 Math Observation Tool.*
 - *Intro to High-Leverage Action Steps - Learn to use Action Step Guides alongside classroom observation evidence to identify high-leverage next steps in math instruction.*
 - *Coaching Conversations Learn to plan and execute effective coaching conversations grounded in classroom observation evidence and a strong action step.*

Delivered By: *Region 20 LIFT Team*

Training/PD Description:

Specially Designed Instruction in Bluebonnet Math - Learn how to align the Bluebonnet Math lessons to the specially designed instruction needs of special education students

Delivered By: *Region 20 LIFT Team*

Training/PD Description:

Bluebonnet and Language Allocations for Emergent Bilinguals - The session equipped Emergent Bilingual (EB) teachers with K-5 Math Language Allocation Plans for ESL, Dual Language and Transitional programs. To address grade-level learning gaps, the training focused on Content-Based Language Instruction (CBLI) supports, specifically utilizing the Preview-View-Review (PVR) strategy to bridge English and Spanish vocabulary.

Delivered By: *Northside ISD Bilingual & ESL Department*

Training/PD Description:

RLA RBIS for Literacy Leaders- Build a shared understanding of the Science of Learning and RLA RBIS, including foundational skills, text complexity, knowledge coherence, and text-based responses.

Delivered By: *Region 20 LIFT Team*

TAP Campuses in Year 2 ONLY

Training/PD Description:

RLA RBIS- Build a shared understanding of the Science of Learning and RLA RBIS, including foundational skills, text complexity, knowledge coherence, and text-based responses.

Delivered By: *Region 20 LIFT Team*

TAP Campuses in Year 2 ONLY

Training/PD Description:

RLA/SLAR HQIM Product Overview and Internalization Protocol Training for the specific HQIM material

Delivered By: *Region 20 LIFT Team (if Bluebonnet) or RLA/SLAR HQIM Publisher (if non-Bluebonnet)*

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

While foundational professional development on Bluebonnet Learning Math is provided to all staff to establish a consistent instructional baseline, training and coaching are differentiated based on educator experience and effectiveness:

1. Differentiated Coaching for Inexperienced Teachers (< 2 Years)

Inexperienced teachers receive high-touch, developmental coaching focused on curriculum execution, pacing, and foundational routines:

- *Increased Frequency: Increase the standard frequency of observation-and-feedback cycles (weekly instead of bi-weekly or monthly) using the LIFT observation and feedback coaching template.*
- *Guided Lesson Internalization for Math: Targeted small-group planning sessions focused on unpacking the four-part lesson structure (Fluency, Concept Development, Application Problems, Debrief) and navigating teacher guides.*
- *Low-Stakes Practice: Dedicated rehearsal opportunities during Professional Learning Communities (PLCs) where teachers practice modeling math and reading talk and visual strategies before delivering lessons to students.*

2. Differentiated Support for Ineffective Teachers

Ineffective staff receive intensive, targeted intervention focused on closing specific instructional execution gaps:

- *Targeted Action Plans: Coaching with clear, non-negotiable success criteria tied directly to research-based instructional strategies (RBIS) and student data.*
- *Modeling and Co-Teaching: Direct modeling of Bluebonnet Math routines and RLA instructional framework by Instructional Specialists, followed by gradual-release co-teaching cycles.*
- *Progress Monitoring: Weekly data reviews focused on daily exit tickets and Readiness Standards to evaluate the direct impact of instructional adjustments.*

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 evaluate the implementation of the training, campuses will utilize a comprehensive suite of observation and leadership coaching resources, including the Math Classroom Observation Tool and the Content Agnostic Observation Tool, both supported by their respective Companion Guides, along with the LIFT Observation and Feedback Coaching Template and the LIFT Observation & Feedback Math Action Step Guide. Key "look fors" embedded across these tools center on high-fidelity execution of Bluebonnet Learning Math routines, assessing whether teachers deliver the complete four-part lesson structure with appropriate pacing, utilize concrete-pictorial-abstract visual models, and foster mathematical discourse through precise math talk. Additionally, observers will look for evidence of student engagement with high-quality instructional materials (HQIM), effective checks for understanding via daily exit tickets, and the seamless integration of scaffolded differentiation for small-group instruction. On the leadership side, coaching tools will specifically monitor the quality of post-observation feedback, tracking whether actionable, bite-sized math action steps are effectively delivered to teachers and measuring student work alignment to the rigor of grade-level TEKS.

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?

The NISD and Region 20 Special Education and Bilingual/ESL departments provide ongoing professional development opportunities for supporting special education students with SDI and Emergent Bilingual students in the use of Content Based Language Instruction and vocabulary development. Data from classroom walkthroughs will be utilized to plan for instructional support needs. During PLCs, LIFT coaches continue to support teachers as they internalize lessons, focusing on supporting students in special populations.

Milestones 26-27 Year One

Milestone 1 Description: *Recruited highly qualified educators and onboarding new staff through New Teacher Academy and new teacher support (Red Wagon). (ESF Lever 2)*

- Timelines: *Varies by campus*
- Responsible: *Campus leadership, Human Resources, Asst Sup of C&I, Executive Director of Administration, Executive Director of Continuous Improvement*
- Evidence of completion: *Vacancy report indicates staffing needs and calendar of professional support for new teachers.*
- Support Needed: *On going mentoring with job embedded professional development including modeling, coaching, and instructional support along with monthly meetings to support new teachers. Human resources support with marketing and finance for highly qualified teachers.*

Milestone 2 Description: *Implementation with fidelity of High-Quality Instructional Materials (HQIM) in Math using Bluebonnet (ESF Lever 4). Preparing for RLA/SLAR HQIM adoption and implementation.*

- Timelines: *Varies by campus*
- Responsible: *Campus leadership (principals, associate principals), Asst Sup of C&I, Executive Director of Administration, LIFT Coach, Executive Director of Continuous Improvement, and Region 20 Case Manager*
- Evidence of Completion: *Classroom walk throughs verifying rollout of the newly adopted Bluebonnet Math HQIM, verify instructional minutes are met through review of the master schedule, ongoing teacher LIFT observation and coaching feedback cycles, and calibration walks focused on lesson internalization and fidelity of implementation. Review and adoption of an IMRA approved RLA/SLAR HQIM.*
- Support Needed: *Teachers complete 12 hours of Bluebonnet product training, Research-Based Instructional Strategies (RBIS), and on rehearsals, and student work analysis. Leaders and coaches complete the unit/lesson internalization. Leaders & Coaches (Principals, APs, C&I, Math Leaders and LIFT Coaches) complete professional development on LIFT lesson rehearsals PLC and student work analysis protocols. Leaders and coaches complete the LIFT Observation & Feedback (O/F) training on change management, high-leverage action steps, and real-time coaching using the K–5*

Math Classroom Observation Tool and Instructional Insights Application. LIFT planning support through the LIFT authorized provider (Region 20) for RLA/SLAR HQIM adoption.

Milestone 3 Description: *Utilize a system of observation, coaching, and feedback focused on instructional priorities. (ESF Lever 5)*

- Timelines: *Varies by campus*
 - Responsible: *Campus leadership, Asst Sup of C&I, Executive Director of Administration, LIFT Coach, and Executive Director of Continuous Improvement*
 - Evidence of Completion: *Executing bi-weekly observations (ELAR and Math), providing targeted bi-weekly feedback to struggling educators, and establishing customized coaching and support plans based on the tiering of their teachers. Utilizing the Content Agnostic Observation Tool for reading and the K–5 Math Classroom Observation Tool.*
 - Support Needed: *Leaders & Coaches (Principals, APs, C&I, Math Leaders and LIFT Coaches) complete LIFT Attributes of Effective Observation and Feedback, LIFT Attributes of Effective PLC, and Attributes of Effective LIFT Coaching.*
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Milestone 4 Description: *Professional Learning Communities (PLCs) & Collaboration (ESF Lever 5) Provide weekly common planning/PLC periods of at least 45 minutes. Structure PLCs to facilitate module/lesson internalization, analyze student unit assessment/Bluebonnet module assessments, NWEA MAP achievement and growth, student work analysis, and lesson rehearsal, and coordinate planning between general and special education/bilingual staff.*

- Timelines: *Varies by campus*
 - Responsible: *Campus leadership, campus specialists, Asst Sup of C&I, Executive Director of Administration, LIFT Coach, Executive Director of Continuous Improvement, and Region 20 Case Manager*
 - Evidence of Completion: *Math PLCs utilize structured agendas aligned with the Bluebonnet lesson internalization process, alongside yearlong PLC Maps that serve as a scope and sequence for weekly content coverage. Reading also utilizes structured agendas aligned with the district curriculum pending the RLA/SLAR HQIM adoption for implementation in 2027-2028. Progress monitoring through unit assessments, Bluebonnet end of module assessments, common formative assessments, and NWEA MAP throughout designated checkpoints during the school year as specified in the NISD assessment calendar. In addition, through the LIFT grant there are monthly progress monitoring meetings including assessment, PLC observations and observation and feedback data.*
 - Support Needed: *PLC Facilitation covers unit/lesson internalization protocols, lesson rehearsals, and student work analysis. Leaders and coaches complete the LIFT Attributes of Effective PLC training and LIFT PLC Facilitator Training. Student data tracking using STAAR, NWEA MAP and local assessments. A data room utilizing data protocols monitoring student groups and overall progress*
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Milestone 5 Description: *Train staff on English Language Proficiency Standards (ELPS) and Content-Based Language Instruction (CBLI), and the NISD Bilingual Bluebonnet Language Framework (ESF Lever 5).*

- Timelines: *Varies by campus*
 - Responsible: *Campus leadership, campus specialists, Asst Sup of C&I, Director of Bilingual/ESL, Executive Director of Administration, and Executive Director of Continuous Improvement*
 - Evidence of Completion: *Utilizing TELPAS data with the Summit K-12 platform to progress monitor and support Emergent Bilingual students progressing in language acquisition.*
 - Support Needed: *Grade level training with ELPS, Bilingual Bluebonnet Framework, and CBLI.*
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Milestone 6 Description: *Special Education Lesson Planning & Specially Designed Instruction (ESF Lever 1 & 5) Through PLC, align general and special education lesson plans to deliver Specially Designed Instruction (SDI).*

- Timelines: *Varies by campus*
 - Responsible: *Campus leadership, campus specialists, Asst Sup of C&I, Executive Director of Special Education, Executive Director of Administration, and Executive Director of Continuous Improvement*
 - Evidence of Completion: *Delivering SDI professional development, holding bi-weekly observation and feedback sessions for special education teachers to support instruction adjustments.*
 - Support Needed: *Specially Designed Instruction in the Bluebonnet Classroom professional development for in class support (ICS) teachers, ongoing roundtable discussions for in class support teachers around specially designed instruction (SDI).*
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Milestone 7 Description: *Provide targeted student tutoring before, after, or outside of the standard instructional day (ESF Lever 5).*

- Timelines: *Varies by campus*
 - Responsible: *Campus leadership, campus specialists, Asst Sup of C&I, Executive Director of Administration, Director of Adult and Community Education, and Executive Director of Continuous Improvement*
 - Evidence of Completion: *Tutoring data is captured through a system called the Tutoring Application. Tutoring data is then paired with student assessment data to evaluate effectiveness.*
 - Support Needed: *Funding support includes: Title I and State Compensatory Education, 21st Century Learning Grant. Hiring additional tutors to support student learning. District Approved Supplemental and Intervention programs.*
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Milestone 8 Description: *Develop administrative instructional leadership skills through attending the Leadership Institute and Northside Elementary Leadership Academy (NELA) to support the implementation of Bluebonnet and the transition to RLA/SLAR HQIM in 2027-2028. In addition, all elementary campuses have received support through the LIFT grant with campuses in improvement receiving a LIFT coach to support the implementation of Bluebonnet math(ESF Lever 1).*

- Timelines: *Varies by campus*
- Responsible: *Campus leadership, Asst Sup of C&I, Executive Director of Administration, LIFT Coach, and Executive Director of Continuous Improvement, and Region 20 Case Manager*
- Evidence of Completion: *Classroom walk throughs verifying rollout of the newly adopted Bluebonnet Math HQIM, verify instructional minutes are met through review of the master schedule, ongoing teacher LIFT observation and coaching feedback cycles, and calibration walks focused on lesson internalization and fidelity of implementation. In addition, the preparation of the HQIM RLA/SLAR adoption.*
- Support Needed: *Leaders & Coaches (Principals, APs, C&I, Math Leaders and LIFT Coaches) complete professional development on LIFT lesson rehearsals PLC and student work analysis protocols. Leaders and coaches complete the LIFT Observation & Feedback (O/F) training on change management, high-leverage action steps, and real-time coaching using the K–5 Math Classroom Observation Tool and Instructional Insights Application.*

Milestone 9 Description: *Ongoing, multi-layered reviews of student outcomes, plan implementation, and stakeholder feedback (ESF Lever 1).*

- Timelines: *Varies by campus*
- Responsible: *Campus leadership (campus principal, associate principal), Asst Sup of C&I, Executive Director of Administration, Executive Director of Continuous Improvement, and Region 20 Case Manager*
- Evidence for Completion: *Reviewing progress metrics during performance reviews for campus principals, superintendent cabinet, and the school board. Assessing (October 2026, Dec 2026, February 2027, May 2027, June 2027) progress and sharing updates with stakeholders, including: parents, students, and staff. In addition, two data checkpoints shared with campus stakeholders will take place in September 2026 and January 2027.*
- Support Needed: *Reports compiled by the NISD Research and Development Department.*

Milestone 10 Description: *Preparation and Implementation of HQIM for RLA/SLAR (ESF Lever 4 & 5).*

- Timelines: *Varies by campus*
- Responsible: *Campus leadership, Asst Sup of C&I, Executive Director of Administration,*

and Executive Director of Continuous Improvement

- Evidence for Completion: *HQIM adoption decision and execution of a LASO Grant contract with an authorized provider (if grant awarded).*
- Support Needed: *As part of the LIFT Grant, a designated vendor will provide specialized training in RBIS in reading language arts to help educators, district and campus leaders implement evidence-based teaching strategies to improve student engagement and academic outcomes. Implementation support from a designated provider through either a LASO LIFT Grant for Bluebonnet Reading implementation or a LASO SI CISG Grant for implementation of non-Bluebonnet HQIM.*

Milestones 27-28 Year Two

Milestone 11 Description: *Educator Recruitment, Onboarding, Staff Retention, and strategic staffing using teacher and student performance metrics (ESF Lever 2).*

- Timelines: *EOY to BOY Year 2*
- Responsible: *Campus leadership, Human Resources, Asst Sup of C&I, Executive Director of Administration, Executive Director of Continuous Improvement*
- Evidence of Completion: *Teacher evaluation, attendance, and student outcomes for scheduling and staffing decisions. Vacancy report indicating campus staffing prior to the start of the 2027–2028 school year; calendar of ongoing professional support for 1st- and 2nd-year teachers; documented retention rates of effective Year 1 staff and TIA designation tracking.*
- Support Needed: *Ongoing mentoring with job-embedded professional development including modeling, coaching, and monthly support meetings; Human Resources support for marketing and finance for highly qualified educators.*

Milestone 12 Description: *Continue system of observation, coaching, and feedback for Math HQIM while also implementing the same system for RLA/SLAR (ESF Lever 5).*

- Timelines: *BOY-MOY Year 2*
 - Responsible: *Campus leadership (principals, associate principals), Asst Sup of C&I, Executive Director of Administration, LIFT Coach, Executive Director of Continuous Improvement, and Region 20 Case Manager*
 - Evidence of Completion: *Execute weekly observations across both RLA and Math; providing weekly targeted feedback to struggling educators; utilizing the Content Agnostic Tool, K–5 Math and RLA Classroom Observation Tool, and newly adopted RLA/SLAR HQIM Observation Tool.*
 - Support Needed: *Leaders & Coaches complete LIFT Observation & Feedback training on RLA-specific high-leverage action steps, real-time coaching protocols, and calibration walks focused on Bluebonnet Math and RLA/SLAR HQIM implementation.*
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Milestone 13 Description: *Continue Professional Learning Communities (PLCs) & RLA/SLAR/Math Internalization (ESF Lever 5). Provide weekly common planning/PLC periods of at least 45 minutes. Structure PLCs to facilitate module/lesson internalization, analyze student unit assessment/Bluebonnet module assessments, Student Success Tool, and growth, student work analysis, and lesson rehearsal, and coordinate planning between general and special education/bilingual staff.*

- Timelines: *MOY-EOY Year 2*
- Responsible: *Campus leadership, campus specialists, Asst Sup of C&I, Executive Director of Administration, LIFT Coach (where applicable), Executive Director of Continuous Improvement, and Region 20 Case Manager*
- Evidence of Completion: *Math PLCs utilize structured agendas aligned with the Bluebonnet lesson internalization process, alongside yearlong PLC Maps that serve as a scope and sequence for weekly content coverage. Reading also utilizes structured agendas aligned with the district curriculum pending the RLA/SLAR HQIM adoption for implementation in 2027-2028. Progress monitoring through unit assessments, Bluebonnet end of module assessments, common formative assessments, and NWEA MAP throughout designated checkpoints during the school year as specified in the NISD assessment calendar. In addition, through the LIFT grant there are monthly progress monitoring meetings including assessment, PLC observations and observation and feedback data.*
- Support Needed: *PLC Facilitation covers unit/lesson internalization protocols, lesson rehearsals, and student work analysis. Leaders and coaches complete the LIFT Attributes of Effective PLC training and LIFT PLC Facilitator Training for newly appointed administrators and math leaders. Student data tracking using Student Success Tool and local assessments. A data room utilizing data protocols monitoring student groups and overall progress.*

Milestone 14 Description: *Revisit or train teachers on English Language Proficiency Standards (ELPS), Content-Based Language Instruction (CBLI), and the NISD Bilingual HQIM Language Framework(ESF Lever 5).*

- Timelines: *BOY-MOY Year 2*
 - Responsible: *Campus leadership, campus specialists, Asst Sup of C&I, Director of Bilingual/ESL, Executive Director of Administration, and Executive Director of Continuous Improvement*
 - Evidence of Completion: *Integration of RLA/SLAR HQIM materials within bilingual classrooms; utilizing TELPAS data with the Summit K-12 platform to progress monitor language acquisition; walkthrough evidence documenting Content-Based Language Instruction (CBLI) and ELPS implementation.*
 - Support Needed: *Continued grade level support with ELPS, CBLI, and RLA/SLAR HQIM implementation.*
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Milestone 16 Description: *Special Education Co-Planning & Specially Designed Instruction (SDI) in RLA & Math (ESF Lever 1 & 5). Through PLC, continue to align general and special education lesson plans to deliver Specially Designed Instruction (SDI).*

- Timelines: *MOY-EOY Year 2*
 - Responsible: *Campus leadership, campus specialists, Asst Sup of C&I, Executive Director of Special Education, Executive Director of Administration, and Executive Director of Continuous Improvement*
 - Evidence of Completion: *Evidence of module/lesson internalization reflecting specific Specially Designed Instruction (SDI) supports aligned to both RLA/SLAR HQIM and Bluebonnet Math HQIM; bi-weekly observation and feedback sessions for special education and in-class support (ICS) teachers.*
 - Support Needed: *Professional development on delivering Specially Designed Instruction within adopted RLA/SLAR HQIM for all teachers and continued support for new and struggling teachers for Math HQIM; ongoing roundtable discussions for ICS teachers.*
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Milestone 17 Description: *Ongoing targeted student tutoring before, after, or outside of the standard instructional day (ESF Lever 5).*

- Timelines: *MOY-EOY Year 2*
 - Responsible: *Campus leadership, campus specialists, Asst Sup of C&I, Executive Director of Administration, Director of Adult and Community Education, Director of State and Federal, and Executive Director of Continuous Improvement*
 - Evidence of Completion: *Tutoring Application data showing targeted student tutoring lessons paired with assessment data to evaluate remediation effectiveness in RLA and Math; Learning Tree program schedules and students supported with their academic outcomes.*
 - Support Needed: *Funding support including Title I, State Compensatory Education (SCE), and 21st Century Community Learning Center grants; hiring additional tutors; district-approved intervention programs.*
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Milestone 18 Description: *Instructional leadership skills support continues with Leadership Institute, ongoing professional learning support for Bluebonnet Math through LIFT coaches and Northside Elementary Leadership Academy (NELA) to support the newly adopted RLA/SLAR HQIM (ESF Lever 1).*

- Timelines: *MOY-EOY, Year 2*
- Responsible: *Campus leadership, Asst Sup of C&I, Executive Director of Administration, LIFT Coach, Executive Director of Continuous Improvement, and Region 20 Case Manager*
- Evidence of Completion: *Classroom walk-throughs verifying rollout of the newly adopted RLA/SLAR HQIM and Bluebonnet Math implementation year 2. Continue to verify instructional minutes are met through review of the master schedule, ongoing teacher LIFT observation and coaching feedback cycles, and calibration walks focused on lesson*

internalization and fidelity of implementation.

- Support Needed: *Continued LIFT grant for math coaching support. Continue to leverage learning from executive leadership training on change management, high-leverage feedback, and dual-HQIM implementation oversight. Real-time coaching using the K–5 Math Observation Tool and Content Agnostic Observation Tool.*

Milestone 19 Description: *Ongoing, multi-layered reviews of student outcomes, plan implementation, and stakeholder feedback (ESF Lever 1).*

- Timelines: *BOY-MOY Year 2*
- Responsible: *Campus leadership (campus principal, associate principal), Asst Sup of C&I, Executive Director of Administration, Executive Director of Continuous Improvement, and Region 20 Case Manager*
- Evidence of Completion: *Progress reviews conducted across Year 2 cycle checkpoints (October 2027, Dec 2027, February 2028, May 2028, June 2028) with campus principals, superintendent cabinet, and school board; final EOY comprehensive evaluation of 2-year Turnaround Plan (TAP) outcomes. In addition, two data checkpoints shared with campus stakeholders will take place in September 2027 and January 2028.*
- Support Needed: *Progress monitoring and evaluation reports compiled by the NISD Research and Development Department and Office of Continuous Improvement.*

Performance Management

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

The fidelity and effectiveness of the plan's implementation are monitored collaboratively by district and campus leadership using a data collection and review cycle. The following protocols define how success will be measured and sustained:

Scheduled LIFT/District Observation and Feedback Cycles and District Learning Walks: District and campus leadership teams participate weekly or bi-weekly in two types of scheduled learning walks gathering qualitative and quantitative data on current instructional practices and student outcomes.

District learning walks: Central office leadership partners with campus leadership to provide feedback to the campus principal regarding effective PLC and lesson internalization processes and engage in classroom walkthroughs utilizing the LIFT/TEA Content Agnostic Observation Tool in math, RLA/ELA, science, and social studies depending on level.

Scheduled LIFT Observation and Feedback Cycles (where applicable): Campus principal partners with LIFT Coach to engage in observation and feedback cycles using the Math Classroom Observation Tool and LIFT Coaching Template to support teachers' implementation of HQIM.

Campus Instructional Walkthrough Data Review: Campus and district leaders conduct monthly reviews of aggregated instructional walkthrough data. This tracks implementation progress, instructional coherence, identifying campus-wide trends and developing a plan to respond to the data.

NWEA MAP Assessment Analysis: Student academic growth is monitored using NWEA MAP assessments administered three times per year (Fall, Winter, Spring). Results are disaggregated by grade level and student subgroup to identify areas of instructional success and deficit and develop a plan in response to the data.

Common Unit Assessment/PM Benchmark Review: Common Unit Assessments, administered with the school improvement schedule analyzed and progress monitored by readiness standards after each assessment. Campus leaders are provided data by standard to support data analyzation to guide instructional adjustments, inform re-teaching efforts, and adjust curriculum pacing.

PSDI/In-Unit Assessment Review: The campus will utilize the district middle school assessment calendar to develop the campus assessment calendar/plan. After each assessment on the campus plan, teachers and leaders will analyze student and campus data, as well as student work samples, to measure progress toward readiness goals. Campus leaders are provided data by standard to support data analyzation to guide instructional adjustments, inform re-teaching efforts, and adjust curriculum pacing.

Targeted Intervention Review: Campus and district leaders conduct a monthly review of academic specialist data. Focus is placed on the effectiveness, and student outcomes of targeted interventions and small-group instruction delivered by supplemental staff.

Monthly Superintendent Review: The Office Continuous Improvement and DCSI conducts a monthly review of the campus's progress. Focus is placed on key performance indicators related to the turnaround plan.

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

Campus principal, campus leadership, Asst Superintendent of C&I, Executive Director of Administration, LIFT Coach, and Executive Director of Continuous Improvement

How will milestone progress data be collected?

Milestone progress data will be collected through various systems and monitored throughout the year. Teacher observation and feedback data will be monitored through TTESS observation data, the LIFT Content Agnostic Observation Tool and K-5 Math Observation Tool, and the Attributes of Effective LIFT PLCs. Student data will be collected through district student management systems, the NWEA MAP Dashboard, and campus and district developed data trackers.

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

The Office of Continuous Improvement will share monthly updates using multiple measures of data to determine the effectiveness and progress of the milestones. Campus leadership will partner with the Office of Continuous Improvement to gain additional insight into student growth and achievement through a standard data tracking form provided to each campus that is updated after each assessment. Campus leadership will discuss student progress monthly and/or more frequently with teachers and specialists during PLC, depending on how unit and common assessments fall. Communication will be shared quarterly with all district stakeholders.

NISD would appreciate your feedback on the Targeted Improvement Plan.

[Turnaround Plan Feedback](#)