# Johnson City Independent School District

# Lyndon B Johnson Elementary School

# 2026-2027 Targeted Improvement Plan

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## Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 18, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

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## SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

Our campus is not engaged in a TEA program

Which, if any, program is your school system interested in to support this strategy?

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

Region 13

How many district staff members will be responsible for capacity building with this campus?

1

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

$0

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?

Implementation is not contingent on a grant. The district will prioritize existing adopted curriculum, campus instructional
leadership, scheduled PLC time/lesson internalization during PLC time, internal walkthroughs, and available ESC support; phase nonessential purchases and
reallocate allowable local resources as needed. We will also implement a robust observation and feedback system to monitor teacher implementation.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

Prioritize elementary instructional coaching, administrator walkthrough time, collaborative planning, targeted intervention
staffing, and special-population support according to student need. District leaders will review staffing and intervention
caseloads at least each grading period and adjust schedules/resources without reducing legally required services. Leadership calibration rounds with district and campus leader using TEA content agnostic companion guide tool.

## Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Other

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 in the master schedule for K-5 Math curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

HMH Into Reading Texas/ HMH ¡Arriba la lectura! Texas

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 in the master schedule for K-5 RLA curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

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 2026-2027 calendar?

162

If there are fewer than 165 instructional days in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028?

Johnson City ISD will review the 2027–2028 instructional calendar during the district's annual calendar development process to ensure a minimum of 165 instructional days. The district will work with the District Education Improvement Committee (DEIC) to develop a calendar that meets this requirement while considering student learning needs, staff input, and community feedback. The proposed calendar will be presented to the Board of Trustees for approval. Once approved, the district will communicate the calendar to all stakeholders and monitor its implementation to ensure the required instructional minutes are maintained.

Use the provided table to 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 | Please specify other assessment type: | Campus or District | Frequency | Purpose (how will these results be used) |
|---|---|---|---|---|
| Curriculum Based Assessment | | Campus | Bi-Monthly | HMH Into Reading, Bluebonnet Math, and HMH Into Science curriculum based assessments are administered at instructional checkpoints aligned to the district pacing calendar. Teachers and campus leaders analyze results in PLCs to identify TEKS and students requiring reteach, intervention, or extension; adjust student groupings; and develop targeted reteach plans. Results are also used to monitor the effectiveness and rigor of Tier 1 instruction across classrooms. |
| Interim | | Campus | Semester | TEA Interim Assessments in STAAR tested grades are used to monitor progress toward grade-level standards and anticipated STAAR performance. Campus and district leaders disaggregate results by grade, teacher, student group, and standard to identify performance trends and students requiring additional support. Results inform PLC data meetings, reteach and intervention plans, and adjustments to instructional and coaching support. |
| Other | Universal Screeners | District | BOY/MOY/ EOY | Campus universal screeners—including Circle KPM and mClass Math and RLA for grades K-5 are used to establish baseline performance, measure growth, identify students needing intervention or enrichment, and monitor response to instruction. Results inform dynamic student grouping, WIN intervention supports, and campus PLC and data meeting decisions. |

| Type of Assessment | Please specify other assessment type: | Campus or District | Frequency | Purpose (how will these results be used) |
|---|---|---|---|---|
| Other | Common Formative Assesments | Campus | Daily | Provide timely evidence of student learning so PLCs can identify misconceptions, adjust upcoming instruction, plan small-group instruction, and determine reteach or enrichment. |

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

The campus instructional leadership team and classroom teachers will use a data tracker table to monitor the progress of students by content and TEKS. The data will be comprised of curriculum-based unit assessments, BOY/MOY/EOY norm referenced assessments, and interim STAAR assessment data. The instructional coaches and instructional strategists will collaborate with teachers and work with students to determine next steps to mitigate gaps evidenced by the data.

PLCs will meet weekly to analyze data of formative and summative assessments to identify students who are on track, approaching, or not meeting the learning targets. PLCs will identify focus standards where reteaching is required and plan with the interventionists the plan of action to provide those interventions. Grade levels will regroup students regularly to maximize the use of WIN time and small group instructional time during the instructional block.

The campus instructional leadership team will analyze the data and monitor how instructional changes are impacting student growth. With the use of the content agnostic walkthrough form, the instructional leadership team will collect instructional data to determine what next steps are necessary with instructional coaching, grade level support, content support or additional training.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

The campus will provide a layered intervention system for students performing below grade level, with support delivered through both the campus interventionists (Tier 3) and classroom-based Tier 2 instruction. The campus interventionists will provide targeted small-group instruction throughout the school day based on identified student needs. In addition, classroom teachers will provide Tier 2 support using a defined instructional plan that specifies the skill focus, instructional approach, and students assigned to each group.

The campus has a designated WIN period to protect time for intervention without replacing core Tier 1 instruction. During WIN, RLA intervention will focus primarily on comprehension skills, while math intervention will target basic math skills and word problem analysis. Student groupings and intervention priorities will be adjusted based on current assessment and progress monitoring data roughly every three weeks.

Students receiving special education services will receive their required instructional minutes from appropriately assigned staff. Special education teachers and general education teachers will coordinate through PLCs, staffings, and student support processes to ensure students continue to access grade-level content while receiving specially designed instruction, accommodations, and targeted intervention based on individual needs.

For Emergent Bilingual students, teachers and administrators will receive capacity-building support focused on integrating language development into Tier 1 instruction. Training and coaching will emphasize implementation of the ELPS, appropriate linguistic scaffolds, academic vocabulary and discourse, and strategies that provide students opportunities to develop listening, speaking, reading, and writing skills while accessing grade-level content. The campus will also provide Content-Based Language Instruction training to strengthen teachers' ability to differentiate instruction for Emergent Bilingual students. Teachers will use TELPAS, classroom assessment, and other student-performance data to identify language-development needs and plan appropriate supports during PLCs and lesson internalization.

Campus leaders will monitor implementation through classroom walkthroughs and review student progress data, including TELPAS. Campus leaders and teachers will use screeners, CBAs, formative assessments, and progress monitoring data to determine whether students are responding to intervention and whether changes in group, frequency, duration, or instructional focus are needed.

Will the campus implement a PLC structure?

Yes

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

PLCs will be organized primarily by grade level, with teachers collaborating around the core content areas of RLA, math, and Science/Social Studies. Grade-level PLCs will provide protected collaborative planning time for lesson internalization, analysis of student work and assessment data, and planning for reteach, intervention, and enrichment based on identified student needs.

The campus will also use quarterly vertical PLCs to provide structured time for teachers across grade levels to plan together, examine how standards and skills progress from one grade to the next, identify gaps or redundancies in instruction, and strengthen alignment across grade levels. These vertical PLCs will complement the regular grade-level PLC structure by helping teachers connect daily instructional planning to broader campus-wide learning progressions.

How frequently will PLCs occur?

PLCs will occur weekly for each grade level (K–5). Each grade level has one 50-minute PLC during the instructional day. This schedule provides recurring protected time for lesson internalization, collaborative planning, student work and assessment analysis, and planning for reteach and intervention.  The campus Instructional Leadership Team meets regularly to calibrate walkthrough data and discuss next steps with grade levels and instructional needs.

Who will facilitate PLCs?

The campus instructional coach, principal, and grade level team lead will facilitate PLCs. They will guide teams through the district's established PLC agenda, ensure PLCs remain focused on grade-level instructional priorities and student outcomes, and support teachers in translating student data into specific reteach, intervention, and enrichment actions. Facilitation will also include monitoring follow-through on PLC commitments and identifying where teachers or teams need additional coaching or support.

Who is required to attend PLCs?

Required PLC attendance will vary based on the PLC structure. Grade-level teachers, the principal, and campus instructional coach/interventionist are required to attend the regularly scheduled grade-level PLCs during the instructional day.

Because special education teachers have student-service responsibilities that prevent consistent participation in daytime PLCs, the campus will intentionally include them at key points in the PLC cycle. Interventionists will attend data PLCs to analyze student performance, identify students requiring additional support, and collaborate with grade-level teams on intervention groupings and instructional priorities. Special education teachers will participate in regular PLCs/staffings with grade level teachers to specifically target shared student needs.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

LBJ Elementary follows a structured PLC agenda for TEKS internalization, lesson rehearsal, and student work analysis/data-driven instruction. These processes support teachers in deeply understanding the HQIM, preparing to deliver rigorous Tier 1 instruction, and responding to evidence of student learning.

Standard internalization occurs before teachers begin lesson-level internalization. Using the campus PLC agenda, teams examine the standard overview and progression of content, identify anticipated misconceptions, review the pacing and assessment sequence, identify critical knowledge and skills, and examine the arc of learning across topics and lessons. This establishes a shared understanding of where instruction is headed and how individual lessons contribute to overall student outcomes.

During PLCs, teams identify the lesson objective and aligned TEKS/ELPS, examine pacing and coherence, anticipate misconceptions, identify key discourse opportunities and checks for understanding, and plan appropriate scaffolds, accommodations, and modifications. Lesson rehearsal provides teachers opportunities to practice high-leverage portions of upcoming instruction and receive feedback before classroom implementation, strengthening teacher readiness and consistent delivery of the HQIM.

Student work analysis combines formative and summative student assessment data. Teams establish criteria for  mastery, analyze and calibrate student work, identify patterns and priority learning gaps, determine whole-class or student-group instructional adjustments, and commit to concrete action steps for reteach and follow-up.

Upload PLC agenda (optional):

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## Capacity Building

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

| Role | Training/PD Description | Delivered By | Attended By |
|---|---|---|---|
| Teacher | Research-Based Instructional Strategies PD | Region 13 | All LBJ Elementary Teachers and Campus Instructional Leadership Team |
| Other Campus Admin (Assistant Principals, Instructional Coaches) | Research-Based Instructional Strategies PD (RBIS) | Region 13 | All LBJ Elementary Teachers and Campus Instructional Leadership Team |
| Teacher | Amplify Math-curriculum training with the new resource adoption | Amplify Curriculum Representatives | All LBJ Elementary teachers teaching math |
| Principal | Coaching Teachers in the Multi-Lingual Classroom | Region 13 Bilingual Representatives | District Administration |
| Teacher | Content-Based Language Instruction Training (CBLI) | Region 13 Bilingual Representative | LBJ Elementary Teachers and Instructional Leadership Team |

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

The RBIS sessions will differentiated by content with our math and RLA teachers separated into different sessions. The CBLI training will target different groups of teachers based on the content they teach and/or plan for.

Teachers will fewer than two years of experience in their role or to the profession will receive intensified support from the instructional coaches (ICs) on a weekly basis. During weekly PLCs, the ICs will help these teachers disaggregate their data and identify resources to best meet the instructional needs of their students. The TEA Content Agnostic Walkthrough Tool will be used to determine whether support should be maintained, intensified, or reduced.

Teachers who demonstrate consistent instructional effectiveness and implementation will receive observation and feedback at least biweekly, while continuing to participate in weekly PLCs, student-work analysis, and campus/district professional learning. Depending on walkthrough data, teachers may move between levels of support. This tiered approach aligns with TEA's expectation that teachers requiring more support are observed at least weekly and teachers needing less support are observed at least biweekly.

The campus principal will participate in ongoing support from the Effective Schools Facilitator as well as receive additional coaching and support in PLC leadership, observation and feedback, and data-driven instruction based on implementation evidence and campus performance data. The campus instructional leadership team will participate in calibration on the TEA Content Agnostic Walkthrough Tool.

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?

The campus will use the TEA Content Agnostic Observation Tool as the primary classroom walkthrough instrument to evaluate implementation of professional learning and the district instructional model. Walkthrough data will be documented in a shared platform so campus and district leaders can analyze implementation trends over time by teacher and grade level.

Classroom walkthroughs will focus on the instructional goals from the Effective Schools Diagnostic including implementation of HQIM and RBIS, alignment of instruction to the intended lesson objective and task, appropriate rigor, student engagement and ownership, academic discourse, checks for understanding, instructional pacing, and breadth and depth of learning. Leaders will also look for evidence that practices developed during the PLC standard and lesson internalization are transferring into classroom instruction.

For leadership capacity building, the leadership coaching tools will be used by the Effective Schools Facilitator and district leaders to monitor implementation of the campus instructional systems, including PLC leadership, observation-and-feedback cycles and coaching cadence.

Campus and district leaders will review walkthrough, PLC participation, coaching, and student performance data to determine whether professional learning is resulting in changes in practice. Identified gaps will trigger targeted coaching, additional modeling, or professional development, and increased observation frequency. Teachers requiring additional support will receive observation and feedback at least weekly, while teachers demonstrating stronger implementation will receive observation and feedback at least biweekly, consistent with TEA success criteria.

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

Biweekly

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

The campus teachers and administrator will receive ongoing capacity-building support to strengthen Tier 1 instruction and intervention for students in special populations, with particular attention to students receiving special education services. Support will be embedded within the campus's broader JC7 instructional model so that meeting the needs of special populations is incorporated into standard and lesson internalization, PLCs, observation and feedback, and data-driven instruction rather than addressed through separate professional development alone.

For students receiving special education services, teachers and administrators will receive district-provided training and coaching related to implementation of IEPs and PLAAFPs, accommodations and modifications, inclusive instructional practices, behavior supports, and delivery of specially designed instruction within HQIM. During standard and lesson internalization and PLCs, teams will plan how grade-level instruction will be scaffolded while maintaining the rigor of the intended standard and task. Campus instructional leadership will monitor implementation through classroom walkthroughs, PLC observations, student work, and disaggregated student-performance data and will coordinate additional coaching or support with district Special Education staff when implementation gaps are identified.

For emergent bilingual students, teachers and instructional leaders will receive support in implementing the ELPS within Tier 1 instruction, providing appropriate linguistic scaffolds, increasing opportunities for academic discourse and language development, and using TELPAS and other student-performance data to identify instructional needs. PLC and lesson internalization planning will include explicit consideration of the language demands of the lesson and the supports necessary for emergent bilingual students to access grade-level content.

The campus will also use its small-group intervention training to strengthen support for students who require instruction beyond Tier 1. Teachers will use screener, CBA, formative assessment, and  student-work data to identify students requiring additional support, determine appropriate WIN/intervention groups, and monitor their response to intervention.

Implementation will be monitored through the TEA Content Agnostic Observation Tool, PLC observations, student-performance data, and campus coaching cycles. Look-fors will include appropriate scaffolds and accommodations, access to grade-level HQIM, student engagement and academic discourse, checks for understanding, and evidence that teachers adjust instruction in response to student need. When walkthrough or student-outcome data indicate a gap in support for a particular student group, campus and district leaders will provide targeted coaching, modeling, PLC support, or additional professional learning.

## Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

### Milestone 1

Description – What specific action or deliverable will be completed?

Review campus accountability results and student achievement data to identify instructional needs in reading and mathematics and establish initial campus improvement priorities.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Superintendent, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Campus data analysis, identified instructional priorities, and campus leadership meeting documentation.

Support Needed – What training, coaching, resources, or tools are required?

STAAR results, campus assessment data, district leadership support, and planning time.

### Milestone 2

Description – What specific action or deliverable will be completed?

Develop and implement a consistent Professional Learning Community (PLC) schedule focused on collaborative lesson planning, student achievement data, and effective instructional practices

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Grade-Level Teachers, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

PLC schedules, meeting agendas, attendance records, and documented instructional planning.

Support Needed – What training, coaching, resources, or tools are required?

Scheduled collaboration time, PLC protocols, and instructional leadership support.

**Milestone 3**

Description – What specific action or deliverable will be completed?

Establish a campuswide assessment schedule and administer beginning-of-year assessments to identify student academic needs and establish baseline performance in reading and mathematics.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Classroom Teachers, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Assessment calendar, beginning-of-year assessment results, student performance reports, and identified students requiring intervention.

Support Needed – What training, coaching, resources, or tools are required?

Assessment tools, student data reports, and teacher training on data analysis.

**Milestone 4**

Description – What specific action or deliverable will be completed?

Establish a consistent classroom observation and feedback process to monitor instructional practices, identify areas for improvement, and provide teachers with actionable feedback aligned with campus instructional priorities.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Superintendent, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Classroom walkthrough records, documented teacher feedback, and instructional trend summaries.

Support Needed – What training, coaching, resources, or tools are required?

Classroom observation tools, administrator training, and instructional coaching resources.

### Milestone 5

Description – What specific action or deliverable will be completed?

Complete the Effective Schools Framework diagnostic, identify priority actions for improvement, and finalize the campus Targeted Improvement Plan based on diagnostic findings and student performance data.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Superintendent, Campus Intervention Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Completed ESF diagnostic, identified priority actions, and finalized Targeted Improvement Plan

Support Needed – What training, coaching, resources, or tools are required?

ESC Region 13 support, ESF diagnostic resources, campus assessment data, and district leadership collaboration.

### Milestone 6

Description – What specific action or deliverable will be completed?

Use assessment results and classroom performance data to identify students performing below grade level and implement targeted interventions in reading and mathematics. Monitor student progress and adjust interventions based on individual needs.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Classroom Teachers, Intervention Staff

Evidence of Completion – What artifact, data, or observable action will verify completion?

Student intervention rosters, intervention schedules, documented intervention plans, and progress-monitoring records.

Support Needed – What training, coaching, resources, or tools are required?

Intervention materials, assessment data, dedicated intervention time, and instructional support.

**Milestone 7**

Description – What specific action or deliverable will be completed?

Analyze middle-of-year assessment results to evaluate student academic growth, identify instructional gaps, and adjust classroom instruction and student intervention plans.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Roles: Principal, Campus Leadership Team, Classroom Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

Midyear assessment reports, student growth comparisons, PLC documentation, and updated intervention plans.

Support Needed – What training, coaching, resources, or tools are required?

Assessment tools, student performance data, PLC collaboration time, and instructional coaching.

### Milestone 8

Description – What specific action or deliverable will be completed?

Conduct a comprehensive review of classroom instructional practices, curriculum implementation, student assessment results, and intervention effectiveness to determine progress toward campus improvement goals.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Superintendent, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Walkthrough summaries, student performance reports, intervention progress data, and campus instructional review documentation.

Support Needed – What training, coaching, resources, or tools are required?

Classroom observation tools, assessment reports, instructional coaching, and district leadership support.

### Milestone 9

Description – What specific action or deliverable will be completed?

Review end-of-year student achievement results and instructional implementation data to identify continued areas of need. Develop instructional priorities, professional development plans, and intervention strategies for the 2027–2028 school year.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Roles: Principal, Superintendent, Campus Leadership Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Updated campus improvement priorities, professional development schedule, instructional support plans, and intervention recommendations.

Support Needed – What training, coaching, resources, or tools are required?

Student achievement data, teacher feedback, district resources, and instructional planning time

**Milestone 10**

Description – What specific action or deliverable will be completed?

Complete an annual review of the Targeted Improvement Plan, evaluate progress toward identified goals, and establish implementation expectations for the 2027–2028 school year, including instructional planning, PLC schedules, student assessments, and classroom observation procedures.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Superintendent, Campus Intervention Team

Evidence of Completion – What artifact, data, or observable action will verify completion?

Completed annual improvement review, updated campus improvement priorities, 2027–2028 PLC schedule, professional development documentation, and instructional monitoring plan.

Support Needed – What training, coaching, resources, or tools are required?

Final accountability data, campus assessment results, district leadership collaboration, and professional development resources.

## Performance Management

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

The principal and campus leadership team will maintain a milestone tracker, PLC tracker, walkthrough feedback , curriculum implementation evidence, and student-growth reports. District leadership will review fidelity and outcomes together, identify barriers, assign corrective actions, and verify completion at subsequent meetings. District leadership will conduct instructional rounds.

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

Campus principal Emily Lancaster, campus instructional leadership team, superintendent, and designated district curriculum/special-program leaders.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Collect dated PLC agendas, lesson plans, walkthrough records, coaching feedback, professional-development attendance,
student assessment data and common-assessment reports, intervention logs, and milestone evidence in a shared restricted-access tracker (Eduphoria).

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

Provide monthly written updates to the superintendent and periodic updates to the board/CIT and campus stakeholders, including status against milestones, aggregated student results, completed actions, barriers, and next steps. Share student-level information only with authorized personnel (other campus principals and Director of CI&A)

## Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 85 |
| Meets Grade Level | 55 |
| Masters Grade Level | 25 |

Not applicable: RLA STAAR goals (SY 26-27)

No

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 78 |
| Meets Grade Level | 45 |
| Masters Grade Level | 20 |

Not applicable: Math STAAR goals (SY 26-27)

No

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level | EOY Goal (%) |
|---|---|
| Approaches Grade Level | 80 |
| Meets Grade Level | 45 |
| Masters Grade Level | 20 |

Not applicable: overall STAAR goals (SY 26-27)

No

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

16

Not applicable: Academic Achievement goal (SY 26-27)

No

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

3

Not applicable: ELP Component goal (SY 26-27)

No

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

23

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

12

## Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

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Upload additional documents (optional):

—