

Conroe Independent School District



Bozman Intermediate 2026-2027 Targeted Improvement Plan

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.

No

Please upload artifacts demonstrating a robust observation and feedback system.

[T-TESS Tracker 2026-2027-Bozman.pdf](#)
[Curriculum Bursts Protocol.docx.pdf](#)
[LIFT Math Classroom Observation Tool.pdf](#)
[2025-26_Appraisal_Calendar.pdf](#)
[LIFT RLA Classroom Observation Tool.pdf](#)

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 17, 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?

LIFT, Other

Please specify the other program:

TEA Pilot: Course Mojo

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

LIFT

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

Region 6, UnTapped Genius

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

2

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.

Bozman will implement the improvement strategy primarily through existing district, campus, state, federal, and available LIFT-supported resources. Resources will support implementation of high-quality instructional materials, professional learning, PLC development, observation and feedback, instructional coaching, intervention, assessment and progress-monitoring systems, and protected staff time for collaborative planning and data analysis. The campus will prioritize available funds and personnel around the instructional and student-support needs identified through the TIP and LIFT planning processes.

Materials/Staffing	Fund source	Cost
SAVVAS Materials	HQIM Entitlement	\$72,703.00
Bluebonnet Materials	OER Entitlement	\$10,476
LASO Lift Cost per campus	LASO	\$16,662.50
Instructional Leads Funding	Title I	\$70,350
Instructional Leads Funding	SCE	\$144,359
Interventionist	Title I	\$93,644.00

District Staff needed to support the Targeted Improvement Plan:

Executive Director of School Improvement, Accountability, & Assessment (DCSI): Within a Targeted Improvement Plan (TIP), the District Coordinator of School Improvement (DCSI) serves as the primary administrative link between the district and the campus, providing strategic oversight, guidance, and accountability. The DCSI collaborates directly with campus leadership to analyze data, diagnose root causes, monitor the implementation of targeted action steps, and ensure that the campus receives the necessary district resources, operational support, and professional capacity-building required to drive sustainable growth and meet state accountability standards.

Learning and Data Facilitator: Within a Targeted Improvement Plan (TIP), the Learning and Data Facilitator supports the campus by analyzing student performance metrics, managing data tracking systems, and helping educators interpret diagnostic assessments. This role collaborates with teachers and instructional leadership to disaggregate data, identify academic gaps, and monitor student progress, ensuring that targeted instructional interventions and action steps are guided by accurate, up-to-date evidence.

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 of the Bozman improvement strategy is not dependent on a single grant source. If supplemental grant funding is reduced or unavailable, the campus and district will continue the work by prioritizing existing personnel, instructional materials, assessment systems, professional learning structures, campus funds, and other allowable state, local, or federal resources. PLCs, observation and feedback, coaching, intervention, and progress monitoring will remain core implementation priorities.

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

Bozman Intermediate and district leadership will drive continuous improvement through data-driven decision-making, strategically allocating personnel, targeted interventions, and instructional supports to meet the specific needs of students and teachers. Student performance, growth, walkthrough, and implementation data will be used to identify classrooms, content areas, student groups, and teachers requiring additional support. District content specialists, campus instructional leaders, intervention staff, special education and bilingual/ESL personnel, and coaching resources will be prioritized accordingly. Staffing assignments, intervention groups, coaching frequency, and professional learning supports will be adjusted throughout the year as data identify changing needs.

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?

400

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

Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edicion 1

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?

400

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

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

400

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

District Created

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

400

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

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

Not applicable

What new curriculum will be adopted for: 9-12 Math (Algebra 1, Algebra 2, Geometry)?

Not applicable

When will the district adopt the new curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)?

August 13, 2025

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

173

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)
Other	NWEA MAP Growth	District	BOY/MOY/EOY	We utilize assessment data as a universal screener for RTI identification and to project future student performance on state standards. Furthermore, these metrics guide the formation of targeted intervention groups, inform curriculum pacing, and provide a reliable measure of ongoing student academic growth.
Other	HQIM: SAVVAS Checkpoints: 5th & 6th grade Math	Campus	Bi-Monthly	HQIM: Savvas Checkpoint results will be used to monitor mastery of taught TEKS, identify misconceptions, and guide timely instructional adjustments. Teachers will analyze results during PLCs to plan reteaching, targeted small-group instruction, intervention, and enrichment. Follow-up checks will determine whether these supports improved student understanding. Students will use the results to update their data trackers, reflect on progress, and identify next steps toward their learning goals.
Curriculum Based Assessment		District	Quarterly	6th Grade RLA Curriculum-based assessment results will be used to monitor mastery of taught TEKS, identify misconceptions, and guide timely instructional adjustments. Teachers will analyze results during PLCs to plan reteaching, targeted small-group instruction, intervention, and enrichment. Follow-up checks will determine whether these supports improved student understanding. Students will use the results to update their data trackers, reflect on progress, and identify next steps toward their learning goals.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	Bluebonnet Unit Assessments: 5th Grade RLA	District	Monthly	5th grade Bluebonnet ELA Unit Assessment results will be used to monitor mastery of taught reading and writing TEKS, identify misconceptions, and guide timely instructional adjustments. Teachers will analyze results and student responses during PLCs to plan reteaching, targeted small-group instruction, intervention, and enrichment. Follow-up checks will determine whether these supports improved student understanding. Students will use the results to update their data trackers, reflect on progress, and identify next steps toward their literacy goals.
Other	MAP Reading Fluency — reading diagnostic	District	BOY/MOY/EOY	Identify reading fluency and foundational reading needs, guide targeted small-group instruction and intervention, and monitor students' responses to support. Results will inform literacy goals and track student progress.
Other	Summit K–12 assessments — language progress monitoring	District	BOY/MOY/EOY	Identify English language development needs and monitor progress. Results will guide language supports, targeted practice, and instructional adjustments, and will be reviewed alongside classroom performance and TELPAS results.

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

Bozman Intermediate utilizes a systematic approach to tracking, monitoring, and responding to student growth data through three key components: the Campus Data Dashboard, Campus Data Protocol, and Student Data Trackers, as outlined in our Targeted Improvement Plan (TIP).

The Campus Data Dashboard serves as a centralized tool for monitoring student academic performance and growth across grade levels, content areas, student groups, and instructional tiers. Campus leadership and instructional teams regularly analyze assessment data, including MAP, common assessments, and STAAR performance, to identify trends, monitor progress toward campus goals, and determine students requiring additional support or enrichment.

The Campus Data Protocol establishes a consistent process for reviewing assessment results and making instructional decisions. Within 24–48 hours of an assessment, teachers and instructional leaders analyze student performance, identify specific learning gaps, determine appropriate instructional responses, and develop targeted plans for reteaching, intervention, and enrichment. During PLCs and leadership meetings, teams monitor the effectiveness of these instructional adjustments and determine next steps based on evidence of student growth.

Student Data Trackers provide students with opportunities to take ownership of their academic progress. Our campus goal is for 100% of students to maintain and regularly update individual data trackers. Teachers facilitate weekly student data conversations to help students understand their current performance, establish measurable growth goals, reflect on their progress, and identify specific actions needed to improve.

Campus administrators and instructional leaders monitor the implementation and effectiveness of these systems through PLC participation, classroom walkthroughs, data reviews, and ongoing progress monitoring. Particular attention is given to students performing below grade level and students receiving Tier 2 and Tier 3 interventions to ensure instructional supports are producing measurable results.

Together, these three systems create a continuous cycle of data analysis, instructional response, progress monitoring, and student ownership. Our focus is not simply collecting data, but ensuring that data drives instructional decisions, increases student engagement, and results in measurable academic growth for every Bronco.

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

Bozman Intermediate utilizes a comprehensive, data-driven approach to identifying, monitoring, and supporting students performing below grade level, with a particular focus on students in special populations and our identified “Triple Threat” students. These students

represent overlapping areas of need, including economically disadvantaged students, students who contribute to Domain 3 accountability measures, and students demonstrating significant academic gaps.

Our Multi-Tiered System of Supports (MTSS) serves as the foundation for providing targeted academic, behavioral, and attendance interventions based on individual student needs. Through our MTSS process, campus administrators, counselors, instructional leaders, interventionists, special education staff, and classroom teachers collaboratively review student performance, identify barriers to learning, and develop individualized plans of support. Students receive differentiated Tier 1 instruction, targeted Tier 2 interventions, or intensive Tier 3 interventions based on their academic needs and response to instruction.

Campus Data Tracking Meetings and PLCs provide structured opportunities to review student performance, monitor intervention effectiveness, and make timely instructional adjustments. Teachers and instructional leaders analyze MAP, common assessment, STAAR, classroom performance, and intervention data to identify students who are not demonstrating expected growth. Particular attention is given to our Triple Threat students and students represented in federal and state accountability student groups to ensure we are intentionally addressing achievement gaps and increasing opportunities for academic growth.

Students performing below grade level receive targeted intervention during our designated AMP intervention block, along with additional small-group instruction, reteaching, and individualized academic support throughout the instructional day. Intervention plans focus on specific skill deficits identified through assessment data, with ongoing progress monitoring to determine whether students are responding to the supports provided. Students who are not demonstrating sufficient growth are reviewed through the MTSS process to determine whether interventions should be intensified, adjusted, or supplemented with additional resources.

Our campus also prioritizes collaboration among general education, special education, and emergent bilingual teachers to ensure students in special populations receive appropriate instructional accommodations, language supports, and specially designed instruction aligned to their individual needs. Student progress is monitored through ongoing data reviews, IEP goals when applicable, language development measures, and classroom performance.

Ultimately, our campus intervention plan is focused on moving students from identification to action. We are intentional about knowing which students need additional support, identifying the specific skills they have not mastered, assigning responsibility for intervention, and monitoring whether those interventions are producing results. Through consistent collaboration, data tracking, targeted instruction, and student ownership, our goal is to close achievement gaps, accelerate academic growth, and ensure every Bronco has access to the support needed to be successful.

Will the campus implement a PLC structure?

Yes

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

Organized by grade level and content area

How frequently will PLCs occur?

Weekly

Who will facilitate PLCs?

Administration and Campus Leads

Who is required to attend PLCs?

All teachers and special education teachers

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

Bozman Intermediate uses a structured PLC protocol organized around four essential questions: What do we expect students to learn? How will we know they are learning? How will we respond when they do not learn? How will we respond when they already know it?

PLCs use timed agendas and assigned roles, including an agenda leader, note-taker, timekeeper, norms checker, instructional challenger, and collaboration encourager. Established norms promote punctuality, engagement, equitable participation, and shared responsibility. Agendas document discussion outcomes, next steps, and commitments.

Teams collaboratively internalize upcoming lessons by examining TEKS alignment, learning targets, essential understandings, instructional models, required tasks, and connections to prior and future learning. Teachers identify evidence of mastery through exit tickets, assessments, and expectations for successful student work. Data discussions examine assessment results and misconceptions to develop targeted intervention, small-group instruction, and extensions for students who have demonstrated mastery.

PLCs also include instructional modeling and rehearsal. For example, the sixth-grade ELA agenda includes small-group lesson modeling focused on inferencing, mood, and short constructed responses. Fifth-grade math agendas document lesson internalization using Savvas materials, assessment planning, and adjustments to pacing, practice, and differentiation. This process connects collaborative planning to specific instructional actions and reinforces the campus EPIC focus on engagement, ownership, and growth.

An additional focus of our PLC process is developing teacher leadership and building the capacity of teachers to independently facilitate effective PLCs. We are implementing a gradual release approach in which instructional leaders initially model and facilitate PLCs, establishing clear expectations for collaborative planning, data analysis, instructional decision-making, and accountability. As teachers become more familiar with the PLC guidance model and established protocols, they begin taking turns facilitating meetings and guiding their teams through the same structured process. Instructional leaders continue to provide coaching, feedback, and support as teachers assume greater responsibility for leading the work.

Our goal is to move PLCs from being primarily leader-driven to teacher-led, where teachers take ownership of the collaborative planning process, engage in meaningful instructional conversations, challenge one another's thinking, and collectively make decisions that improve student outcomes. Through this gradual release model, we are strengthening teacher capacity, developing instructional leadership within each team, and creating a sustainable PLC culture built on shared accountability and continuous improvement.

Upload PLC agenda (optional):

- [26-27 6th ELA PLC Agenda - 9_23_26.pdf](#)
- [Copy of 26-27 5th Math PLC Agenda.pdf](#)
- [26-27 5th Math PLC Agenda.pdf](#)
- [26-27 5th ELA Planning Agendas.pdf](#)

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	Power 10: Power 10 provides campus updates and focused mini professional development on research-based behavior and instructional practices aligned with TIP priorities. Topics include classroom management, student engagement, checks for understanding, and instructional supports for special education and emergent bilingual students. Training topics are selected using walkthrough findings, student performance data, and identified teacher needs. Follow-up modeling, coaching, and feedback are differentiated to provide additional support for new teachers, uncertified teachers, and teachers needing to strengthen instructional effectiveness. Implementation is monitored through campus observation tools and documented coaching action steps.	Campus administrators and designated instructional staff, with special education and bilingual/ESL staff contributing expertise based on the topic	Bozman Intermediate teachers, including special education and bilingual/ESL teachers

Role	Training/PD Description	Delivered By	Attended By
Teacher	Summer Planning: Opening Act establishes shared expectations for campus culture, classroom management, and student engagement. Training includes the Texas Standard, positive behavior supports, structured routines and transitions, attention signals, a 3:1 ratio of positive to corrective interactions, daily class meetings, respect agreements, and de-escalation strategies. Staff collaboratively develop campus and team agreements, establish goals, and identify consistent practices that support student belonging, accountability, and academic success. Implementation is reinforced throughout the year through PLCs, Power 10, NTB meetings, and coaching.	Principal Joe Roland and the Bozman campus leadership team	Bozman Intermediate teachers and campus administrators, including special education and bilingual/ESL teachers

Role	Training/PD Description	Delivered By	Attended By
Teacher	Beginning-of-Year Staff Development, August 4–11, 2026, prepares staff to implement campus instructional, behavioral, and operational expectations. Training includes a campus data dive focused on the instructional game plan, student achievement, and TELPAS/emergent bilingual needs; subject-specific instructional training in ELA, math, and science; and collaborative team planning. Additional sessions address special education, Section 504, LPAC, BASS/teacher special education expectations, the Texas Standard, Foundations/L.A.S.S.O. systems, behavior expectations, and reframing consequences. Staff also receive training on safety, suicide response protocols, technology, attendance, family communication, and arrival and dismissal procedures. Team and LC planning time supports the application of the training before students return.	Principal Joe Roland; campus administrators; instructional leads Goldberg, Crowley, and Crawford; the Texas Standard Committee; Foundations Team; counselors; designated special education, Section 504, and LPAC facilitators; and campus technology, nursing, and attendance staff	Bozman Intermediate teachers, including special education and bilingual/ESL teachers, campus administrators, and campus support staff

Role	Training/PD Description	Delivered By	Attended By
Teacher	New to Bozman (NTB) provides monthly professional development and ongoing support to build new teachers' instructional effectiveness and understanding of campus expectations. Training addresses classroom routines, proactive behavior supports, student engagement, TEKS alignment, implementation of high-quality instructional materials, lesson internalization and rehearsal, checks for understanding, and assessment analysis. Additional topics include small-group instruction, special education accommodations, bilingual/ESL supports, student data trackers, and parent communication. Sessions provide modeling, practice, collaborative problem-solving, and actionable feedback. Topics and follow-up coaching are differentiated based on teacher questions, walkthrough findings, and student performance data.	Bozman campus administrators, instructional leads, and designated staff with expertise in the training topic	Bozman Intermediate teachers with 0–2 years of experience, including new special education and bilingual/ESL teachers
Teacher	New Teacher Academy provides July onboarding and professional learning to prepare teachers new to Conroe ISD for the school year. The academy introduces district expectations, instructional resources, and support systems to help teachers transition into their assignments. At Bozman, this initial training is reinforced through beginning-of-year staff development, monthly NTB meetings, PLC training, and differentiated coaching based on teacher experience and demonstrated needs.	Conroe ISD district staff and designated training facilitators	Newly hired Bozman Intermediate teachers participating in the district New Teacher Academy

Role	Training/PD Description	Delivered By	Attended By
Principal	The principal attends monthly principal meetings focused on professional development and strengthening campus leadership practices. These meetings emphasize the Define. Model. Manage. framework and the importance of Leading from Our Strengths to enhance leadership effectiveness, build capacity, and support continuous campus improvement. Through collaboration, reflection, and ongoing professional learning, the principal applies these strategies to strengthen instructional leadership, support staff development, and promote positive student outcomes.	District Cabinet and/or District Designees	Principal
Principal	Fall & Spring Feeder Data Dives: designed for campus principals and administrative leaders, this training provides a comprehensive review of district progress and data-driven planning frameworks for the 2026–2027 school year. Participants will analyze key performance indicators and construct targeted action plans across six operational areas: NWEA MAP Growth analytics, CCMR target tracking, Attendance performance, Domain 3 accountability goal-setting, Teacher Incentive Allotment (TIA) implementation, and Emergent Bilingual progress (TELPAS).	School Improvement Department	Campus Principal and Designated Team

Role	Training/PD Description	Delivered By	Attended By
Principal	LASO Lift Observation and Feedback Training September 23rd Principal Training: introduce the RLA Classroom Observation Tool; engage leaders in leader preparation, use of the tool, and team-wide calibration. Establish the tool as a shared language and lens for UG and campus leaders as they examine Bluebonnet implementation together. October 28th Principal Training: Observation & Feedback High-Leverage Action Steps, introducing high-leverage, bite-sized action-step identification and aligned feedback. Spring Principal Training: Coaching Conversations & Follow-Through (February). Extend leaders' work with evidence and action steps into the coaching conversation. Practice preparing for and facilitating focused coaching conversations, establishing a clear follow-up look-for, and connecting follow-up to the action step previously identified.	Untapped Genius-LASO Lift Provider	Principal
Other Campus Admin (Assistant Principals, Instructional Coaches)	LASO Lift PLC Facilitation Training Literacy Lead Training: LIFT PLC Facilitation (November), customized around needs identified through August–October observations. Strengthen facilitator questioning, misconception anticipation, CFU planning, supports for diverse learners, and facilitation of deeper activity study. Literacy Lead / PLC Facilitator Training: High-Leverage Student Work Analysis. (February) Develop facilitator fluency in selecting a high-leverage task, establishing success criteria, analyzing and sorting student work from a common lens, identifying patterns and misconceptions, and facilitating teams toward specific instructional responses. UG coaches support application within campus PLCs.	Untapped Genius-LASO Lift Provider	Literacy Lead

Role	Training/PD Description	Delivered By	Attended By
Principal	TELPAS Monitoring Plan and ELPS Training ELPS & Instructional Strategies: Explore the new English Language Proficiency Standards (ELPS), learn actionable instructional strategies, and identify available supports to improve campus TELPAS performance. Question Analysis & Priorities: Examine sample TELPAS assessment items across Listening, Speaking, Reading, and Writing to establish campus instructional priorities. Data-Driven Action Planning: Analyze campus-level TELPAS data to identify performance trends, prioritize instructional next steps, and create targeted student action plans. Implementation & Monitoring: Learn how to leverage Summit K12 and conduct effective classroom walkthroughs to monitor implementation and support language acquisition. District Support Alignment: Review the District TELPAS Strategic Support Plan to align campus initiatives with central office resources.	Director of Bilingual and ESL	Principal
Principal	Special Education Performance & Instructional Supports Audit In this targeted work session, campus teams will conduct a comprehensive audit of current Special Education student performance data aligned with state accountability and Domain 3 expectations. Participants will analyze student-level academic outcomes in direct relation to their IEP-designated testing accommodations, classroom supports, and instructional settings. Through this data-driven review, leadership teams will identify service gaps, evaluate the effectiveness of current accommodations, and refine instructional placement and support plans to maximize student growth.	Sped Coordinator and Facilitator	Principal and Sped Lead

Role	Training/PD Description	Delivered By	Attended By
Principal Manager	Education Resource Group (ERG) Series of trainings with Superintendent, Principal Managers and District staff to work through ERG Resources for District and Campus Analyst. ERG Performance Matrix Compare performance your with peers to determine the effectiveness of district initiatives, programs and strategies. The Performance Matrix allows you to identify high performers in all areas of academics, spending, and staffing among all districts and campuses. Performance Profile The time school leaders spend on annual improvement planning is significant. Administrators can evaluate performance trends using the longitudinal analysis to quickly identify priority areas for improvement and monitor progress of strategies year to year.	Education Resource Group	Superintendent, Principal Managers, and District Staff

Role	Training/PD Description	Delivered By	Attended By
Principal	The Campus Data Dives series offers year-long, collaborative planning sessions for campus leadership teams to analyze student metrics and adjust instructional strategies in real time. September — Fall MAP Data: Analyze baseline RIT scores, achievement percentiles, and projected proficiency to establish yearly growth targets and identify high-need student groups. December — Curriculum-Based Assessments: Evaluate TEKS mastery, monitor curriculum alignment, and refine instructional pacing before the end of the semester. February — Winter MAP Data: Measure mid-year academic progress, assess growth percentiles against projections, and adjust targeted interventions. March — Curriculum-Based Assessments: Conduct a final spring readiness review to finalize Domain 3 target groups and align high-yield STAAR review strategies.	Executive Director of School Improvement, Accountability, and Assessment and Learning and Data Facilitator	Principal and Campus Leadership Team
Principal	The principal attends monthly principal meetings focused on professional development and strengthening campus leadership practices. These meetings emphasize the Define. Model. Manage. framework and the importance of Leading from Our Strengths to enhance leadership effectiveness, build capacity, and support continuous campus improvement. Through collaboration, reflection, and ongoing professional learning, the principal applies these strategies to strengthen instructional leadership, support staff development, and promote positive student outcomes.	District Cabinet and/or District Designees	Principal

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

Bozman Intermediate differentiates training through monthly NTB (New to Bozman) meetings for teachers with 0–2 years of experience. These meetings provide focused training, practical examples, collaborative problem-solving, and opportunities to practice strategies aligned with campus improvement priorities. Topics are selected based on teacher questions, walkthrough findings, coaching needs, and student performance data.

Monthly training addresses classroom routines and procedures, proactive behavior supports, relationship building, student engagement, and effective responses to disruptions. Instructional support includes TEKS alignment, implementation of high-quality instructional materials, lesson and unit internalization, lesson rehearsal, questioning, and checks for understanding. Teachers also receive guidance on analyzing student work and assessment results, planning reteaching and small-group instruction, and using student data trackers to support goal setting and ownership.

Additional topics include differentiation for special education and emergent bilingual students, implementation of required accommodations, collaboration with support staff, parent communication, grading practices, and campus expectations. Teachers bring classroom examples and challenges to the meetings to receive feedback and identify specific next steps.

In addition to NTB meetings, Bozman provides campus-based mentors who teach the same content area or serve on the same grade-level team or learning community. This intentional pairing allows teachers to receive ongoing, relevant support from experienced colleagues who understand the curriculum, instructional expectations, and needs of their students. Campus mentors provide guidance with lesson planning, classroom management, instructional strategies, data analysis, and campus procedures. Working within the same content area or learning community also creates opportunities for teachers to observe effective instructional practices, collaboratively plan lessons, share resources, and problem-solve challenges in real time. This approach helps new teachers build confidence, strengthen their instructional practices, and develop meaningful professional relationships while promoting a culture of collaboration and shared responsibility for student success.

Support extends beyond the monthly meetings and campus mentorship through individual coaching, modeled lessons, collaborative planning, and follow-up observations. New teachers and teachers needing additional support receive observation and feedback at least weekly, with focused action steps and opportunities to practice and demonstrate improvement. Teachers demonstrating stronger implementation receive observation and feedback at least biweekly. Campus mentors, instructional coaches, and administrators work collaboratively to identify areas of growth and provide targeted support. Support is adjusted based on evidence of instructional growth and student outcomes.

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?

Implementation of training provided during Power 10, monthly NTB meetings, and PLC meetings will be evaluated through the campus classroom walkthrough tool, aligned with T-TESS, and a coaching tracker documenting feedback, teacher action steps, and follow-up progress. Additionally, the campus leadership team conducts Curriculum Bursts, a practice where the entire leadership team visits classrooms within the same grade level and content area for 10–15 minutes to observe instructional practices and identify trends across the team. Following each Curriculum Burst, the leadership team comes together to discuss team strengths, opportunities for growth, and targeted instructional needs. The team identifies specific action steps, assigns responsibilities, and establishes deadlines to address identified needs. Follow-up walkthroughs and coaching conversations are used to monitor progress and ensure action steps are implemented. PLC agendas, lesson plans, and student work will provide additional evidence that teachers are applying the training.

Look-fors will include clear classroom routines and expectations; proactive behavior supports; student engagement; TEKS-aligned learning targets and tasks; faithful implementation of high-quality instructional materials; effective questioning and checks for understanding; and instructional adjustments based on student responses. Additional look-fors will include targeted small-group instruction, required accommodations, language supports for emergent bilingual students, and students' use of data trackers to explain their progress and next steps.

PLC evidence will reflect lesson and unit internalization, lesson rehearsal, student work analysis, and instructional plans developed from assessment results. Follow-up observations will assess implementation of coaching action steps, with observation and feedback at least weekly for teachers requiring more support and at least biweekly for teachers needing less support. Campus leaders will use these findings, along with trends identified during Curriculum Bursts, to adjust training topics, strengthen PLC practices, and provide targeted individual and team coaching.

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

Other

Please describe the observation frequency:

Observation frequency is differentiated based on individual teacher needs, instructional performance, and evidence of growth. New teachers and teachers requiring additional instructional support receive classroom observations and actionable feedback at least weekly, while teachers demonstrating stronger instructional practices receive observations and feedback at least biweekly. Campus administrators and instructional leaders use classroom walkthroughs, Curriculum Bursts, coaching trackers, and student performance data to identify areas of strength and opportunities for growth.

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

Teachers and administrators will receive ongoing training through PLC meetings, Power 10, NTB meetings, and targeted coaching to strengthen instruction for students receiving special education services, bilingual/ESL and emergent bilingual students, and White students, an identified priority group based on campus performance data.

For special education, capacity building will focus on implementing IEP accommodations and instructional supports, monitoring progress toward IEP goals, and ensuring access to rigorous grade-level instruction. Special education staff will support teachers with analyzing assessment results and student work, planning scaffolded instruction, and providing targeted reteaching and small-group intervention.

For bilingual/ESL and emergent bilingual students, training will address language supports, academic vocabulary, structured opportunities for speaking and writing, and integration of language objectives into content instruction. Teachers and administrators will use the district TELPAS monitoring plan to review progress in listening, speaking, reading, and writing. Bilingual/ESL staff will help teams interpret results and adjust instruction to address academic and language development needs.

For White students, teachers and administrators will analyze individual performance and group trends with every assessment to identify specific TEKS gaps and growth needs. Training will support targeted reteaching, small-group instruction, and intervention during class and AMP. Supports will be matched to each student's demonstrated needs, with follow-up checks used to evaluate progress.

Campus monitoring plans will track each demographic group with every assessment. PLC and MTSS teams will document instructional responses, assign responsibility, and monitor progress to determine whether supports should be continued, adjusted, or intensified.

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?

Provide training for district and campus leaders in observation and feedback practices, calibration, actionable coaching conversations, HQIM-aligned PLCs, lesson internalization, the Student Work Analysis Protocol, lesson rehearsal, differentiation, and using student data to guide instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

School Improvement Director, Campus Leaders, Assistant Principals, Instructional Leads, Untapped Genius, Learning and Data Facilitators, Director of Human Resources and designated district instructional leaders.

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

Training agendas and materials, sign-in and attendance records, HR coaching feedback, leader practice activities, calibration results, coaching tools, participant feedback, staff implementation expectations, and the finalized walkthrough tool.

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

Training and ongoing implementation support from district instructional leaders and Untapped Genius on the LIFT Observation and Feedback Protocol, calibration, coaching cycles with actionable next steps, and HQIM-aligned PLC protocols for unit and lesson internalization, lesson rehearsal, and Student Work Analysis. Required resources include curriculum-aligned walkthrough tools, coaching trackers, PLC agendas and protocols, access to student and observation data, and protected time for practice and follow-up. Support will be differentiated based on leader experience and implementation evidence and will address accommodations, language supports, and grade-level access for special populations.

Milestone 2

Description – What specific action or deliverable will be completed?

Establish ongoing observation and feedback cycles and recurring PLCs that use a common campus agenda and structured protocols to support lesson internalization, standards alignment, and differentiated instruction

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principals, Assistant Principals, Untapped Genius, Instructional Content Leads, and campus instructional leadership teams.

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

Observation schedules and completed walkthrough records documenting feedback, teacher action steps, and follow-up; recurring PLC calendars; agendas and minutes using the common campus format; completed unit and lesson internalization protocols, lesson rehearsal artifacts, and student work analyses; instructional plans reflecting standards alignment and differentiation; and PLC monitoring data verifying consistent use of protocols and implementation of agreed-upon actions.

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

District and Untapped Genius training and ongoing coaching to implement the LIFT Observation and Feedback Protocol and HQIM-aligned PLC protocols. Support includes observation calibration, evidence-based feedback, actionable coaching steps, and modeling of unit and lesson internalization, lesson rehearsal, Student Work Analysis, and differentiation. Required resources include curriculum-aligned walkthrough tools, a common campus PLC agenda, protocol templates, coaching and implementation trackers, access to student and observation data, and protected time for recurring PLCs and coaching cycles. Support will be differentiated by staff experience and effectiveness, with special education and bilingual/ESL staff contributing accommodations, language supports, and strategies for grade-level access.

Milestone 3

Description – What specific action or deliverable will be completed?

Establish districtwide expectations for observation and feedback, clarify leadership responsibilities, and develop walkthrough tools and evidence-collection procedures aligned with Bluebonnet and other HQIM 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?

School Improvement Director, Untapped Genius School Improvement Coordinators, Director of School Leadership Development and District Instructional Leadership Team.

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

Finalized district observation and feedback framework aligned with the LIFT Observation and Feedback Protocol; a walkthrough tool with Bluebonnet and other HQIM implementation look-fors; documented observation expectations, including frequency based on teacher support needs; clearly defined leader roles and responsibilities; an observation calendar; and communication/training materials confirming expectations were shared with district and campus leaders. Evidence will also include established procedures and a tracking system for observation data, feedback, teacher action steps, follow-up coaching, and teacher growth.

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

District instructional leadership and Untapped Genius support to develop the observation and feedback framework, clarify leader responsibilities, and establish observation expectations aligned with the LIFT Observation and Feedback Protocol and Bluebonnet and other HQIM practices. Required supports include training and coaching on evidence collection, observation calibration, actionable feedback, and follow-up coaching; curriculum-aligned walkthrough tools; an observation calendar with differentiated frequency based on teacher support needs; communication/training materials; and a data-tracking system to monitor observations, teacher action steps, HQIM implementation, and teacher growth. Protected time for collaborative planning, calibration, and review of implementation evidence is also needed.

Milestone 4

Description – What specific action or deliverable will be completed?

Establish and share a districtwide PLC vision, required practices, scope and sequence, non-negotiables, and leadership monitoring expectations that support HQIM implementation, lesson internalization, differentiation, and instructional decision-making.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District Instructional Leadership Team, Untapped Genius, School Improvement Director, and Director of Leadership Development.

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

Finalized district PLC framework; documented PLC non-negotiables; a PLC scope and sequence aligned with HQIM implementation; common PLC agendas/templates incorporating unit and lesson internalization, lesson rehearsal, Student Work Analysis, differentiation, and data-informed instructional decisions; a monitoring tool to assess protocol implementation and follow-through; and campus PLC schedules providing at least one 45-minute common planning period weekly for all teachers, including special education and bilingual/ESL staff. Communication and training materials will verify that PLC expectations and leader monitoring responsibilities have been shared.

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

District instructional leadership and Untapped Genius training and coaching to develop the district PLC framework, non-negotiables, scope and sequence, and leader monitoring expectations aligned with HQIM implementation and the LIFT Action Plan. Required resources include Bluebonnet and Savvas protocols for unit and lesson internalization, lesson rehearsal, and Student Work Analysis; common PLC agendas/templates; a PLC monitoring tool; and access to curriculum materials and student data. Campus schedules must provide at least one 45-minute common planning/PLC period weekly for all teachers, including special education and bilingual/ESL staff, facilitated by leaders knowledgeable about the instructional materials. Ongoing modeling and feedback will support differentiation, accommodations, language supports, and data-informed instructional decisions.

Milestone 5

Description – What specific action or deliverable will be completed?

Partner with the district Learning and Learning & Data Facilitator to analyze BOY MAP results, topic assessments, and unit assessments to identify next steps for teacher and student support. Based on the findings, the School Improvement Director assigns action steps to campus leaders.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

School Improvement Director Untapped Genius, Campus Principal, and Campus Leadership Team.

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

Completed data slide deck documenting analysis of BOY MAP, topic assessment, and unit assessment results, including teacher, student, and subgroup needs; documented action steps assigned by the School Improvement Director; and campus leader action plans identifying targeted supports, responsible parties, completion timelines, and follow-up evidence to monitor implementation and student progress.

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

District Learning and Data Facilitator and School Improvement Director guidance to analyze BOY MAP, topic assessment, and unit assessment data and translate findings into targeted teacher and student support. Required resources include access to disaggregated assessment data, structured data-analysis protocols, a common data slide deck template, and protected collaboration time. Coaching will help campus leaders identify instructional priorities, plan differentiated supports, and implement assigned action steps. An action-step tracker will document responsibilities, timelines, district-support needs, and follow-up evidence of implementation and student progress.

Milestone 6

Description – What specific action or deliverable will be completed?

Conduct biweekly classroom walkthroughs and T-TESS observations in accordance with district protocols, using district-approved observation and feedback tools aligned with HQIM and instructional expectations. Leaders will provide timely, evidence-based feedback and coaching to strengthen instructional practice. Tier teachers based on walkthrough findings and documented needs, providing detailed, differentiated support and at least weekly observations for teachers requiring additional support. Collaborate with district instructional leaders and Human Resources to establish coaching action steps, monitor implementation through follow-up observations, and support teacher growth.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Director of Human Resources, Campus Principals, Assistant Principals, Untapped Genius, and Instructional Content Leads.

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

Completed T-TESS observation and classroom walkthrough forms using district-approved tools; timely, evidence-based feedback records; coaching conversation documentation; observation trend reports identifying instructional strengths, HQIM implementation, and targeted needs; and teacher action steps with timelines and follow-up evidence. Teacher tiering records and differentiated coaching plans will document support levels and observation frequency. Follow-up observations, teacher-growth records, and documented coordination with district instructional leaders and Human Resources will verify implementation and adjustments to support.

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

District training and calibration on T-TESS observations, classroom walkthroughs, and evidence-based feedback using district-approved, HQIM-aligned tools. Required resources include observation rubrics, walkthrough forms, teacher-tiering criteria, coaching templates, and a tracking system for observation frequency, teacher action steps, follow-up evidence, and growth. Protected time for observations, coaching conversations, modeling, and rehearsal will support differentiated coaching cycles. District instructional leaders and Human Resources will help develop individualized support plans, with at least weekly observations for teachers requiring more support and at least biweekly observations for teachers needing less support.

Milestone 7

Description – What specific action or deliverable will be completed?

Use PLCs to analyze student work and refine instructional practices through the Student Work Analysis and Lesson Rehearsal Protocols.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Content Leads, Untapped Genius, PLC facilitators, and content-area teachers.

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

PLC agendas and minutes documenting use of the Student Work Analysis and Lesson Rehearsal Protocols; completed student work analyses and data protocols; documented MAP/UA data analyses identifying learning gaps; lesson rehearsal artifacts and feedback; and reteaching, intervention/enrichment, and student grouping plans aligned with identified needs. Follow-up student work and assessment results will verify implementation and guide further instructional adjustments.

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

District instructional leadership, Instructional Content Leads, and Untapped Genius training and coaching on HQIM-aligned Student Work Analysis and Lesson Rehearsal Protocols. Required resources include common PLC agendas, protocol templates, student Savvas work samples, access to UA and formative assessment data, and tools for documenting reteaching, intervention/enrichment, and student grouping plans. Protected weekly PLC time, facilitator modeling, and feedback will support teachers in translating findings into instructional adjustments, with special education and bilingual/ESL staff contributing accommodations and language supports. Follow-up observations and student-progress trackers will monitor implementation and guide additional support.

Milestone 8

Description – What specific action or deliverable will be completed?

Analyze trends in observation and walkthrough data to determine instructional strengths and growth needs, then use the findings to tailor coaching, professional learning, and campus support.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

School Improvement Director, Director of Human Resources, Untapped Genius, School Improvement Coordinators, Campus Principals, and campus instructional leadership teams.

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

Observation data reports and trend analyses identifying instructional strengths, growth needs, and HQIM implementation patterns; campus instructional support plans; coaching plans with specific teacher action steps and follow-up timelines; professional learning plans aligned with identified needs; and differentiated teacher support documentation reflecting staff experience and effectiveness. Coaching logs and follow-up walkthrough evidence will verify implementation, including at least weekly observations for teachers requiring more support and biweekly observations for teachers needing less support, and will document teacher growth and adjustments to support.

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

District instructional leadership, School Improvement Director, and Untapped Genius support to analyze observation trends, calibrate evidence, and develop differentiated coaching and professional learning plans aligned with the LIFT Observation and Feedback Protocol and HQIM implementation. Required resources include curriculum-aligned walkthrough tools, observation data reports, coaching templates, and a tracking system for teacher action steps, follow-up, and growth. Protected time for data analysis, modeling, coaching, and follow-up observations is needed, with at least weekly observations for teachers requiring more support and biweekly observations for teachers needing less support. Training and coaching will address staff experience, effectiveness, certification status, and the instructional needs of special populations.

Milestone 9

Description – What specific action or deliverable will be completed?

Work with the district Learning & Data Facilitator to analyze MOY MAP, topic assessment, and unit assessment data alongside trends identified during observation and feedback sessions.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

School Improvement Director, Learning & Data Facilitator, Untapped Genius and Campus Principals.

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

Completed data slide deck analyzing MOY MAP, topic assessment, and unit assessment results alongside observation and feedback trends; meeting agendas and minutes documenting collaboration with the district Teaching and Learning Facilitator; identified teacher, student, and subgroup needs; and updated coaching and instructional support plans. Documented action steps will include responsible parties, completion timelines, and follow-up evidence to monitor implementation and student progress.

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

District Teaching and Learning Facilitator guidance and School Improvement team coaching to analyze MOY MAP, topic assessment, and unit assessment data alongside observation and feedback trends. Required resources include access to disaggregated assessment data and walkthrough records, structured data-analysis protocols, a common data slide deck template, and protected collaboration time. Coaching will support identifying teacher, student, and subgroup needs and translating findings into targeted instructional and coaching plans. An action-step tracker will document responsibilities, timelines, and follow-up evidence to monitor implementation and adjust support based on progress.

Milestone 10

Description – What specific action or deliverable will be completed?

Evaluate PLC implementation, observation and feedback data, student performance trends, and instructional practices to assess the effectiveness of existing systems and determine needed adjustments.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District Instructional Leadership Team, School Improvement Director, and Campus Leadership Teams.

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

PLC implementation data documenting consistent use of internalization, lesson rehearsal, and Student Work Analysis Protocols; observation trend reports reflecting instructional practices, feedback, and coaching follow-through; student achievement and growth data; and completed campus self-assessments. Implementation review summaries will connect these findings to the effectiveness of current systems and identify improvement priorities, needed refinements, responsible parties, and timelines for follow-up.

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

District instructional leadership, School Improvement Director, School Improvement Coordinators, and Untapped Genius support to evaluate PLC implementation, observation and feedback trends, and student achievement and growth. Required resources include PLC monitoring tools, district-approved observation instruments, coaching trackers, disaggregated student data, campus self-assessment tools, and a common implementation review template. Protected collaboration time and coaching will help leaders determine system effectiveness, identify improvement priorities, and refine professional learning, coaching, and instructional support. An action-step tracker will document responsible parties, timelines, and follow-up evidence to monitor the refinements.

Milestone 11

Description – What specific action or deliverable will be completed?

Analyze MTSS implementation and outcome data alongside student EOY assessment results to identify effective practices, address unresolved gaps, and develop a Year 2 plan that sustains and strengthens observation, feedback, PLC, coaching, and instructional support systems.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

District Instructional Leadership Team, School Improvement Director, Director of MTSS Student Support Services Facilitator, and Campus Leadership Teams.

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

Completed end-of-year implementation report and analysis of MTSS implementation, intervention outcomes, and student EOY assessment results; a Year 2 sustainability plan identifying effective practices, remaining gaps, improvement priorities, and action steps with responsible parties and timelines; revised observation, feedback, PLC, and coaching systems; and professional learning and resource allocation plans aligned with identified needs. Documented district and campus leadership decisions will verify how findings informed Year 2 instructional support and monitoring expectations.

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

District instructional leadership, School Improvement Director, Director of MTSS & Student Support Services Facilitator, and Untapped Genius support to analyze MTSS implementation, intervention outcomes, and student EOY assessment results and develop the Year 2 sustainability plan. Required resources include disaggregated student data, intervention and coaching trackers, observation and PLC monitoring tools, and common evaluation and planning templates. Protected collaboration time and coaching will support identifying effective practices, addressing remaining gaps, and refining instructional support systems. District assistance with professional learning, staffing, funding, and resource allocation will support implementation, with assigned responsibilities, timelines, and progress-monitoring checkpoints.

Performance Management

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

District and campus leaders will use a shared milestone tracker to monitor implementation of the improvement strategy and progress toward student outcome goals. The tracker will identify each milestone's responsible person, deadline, completion evidence, status, barriers, and next steps. Leaders will review professional development implementation, PLC practices, observation and feedback frequency, teacher action steps and growth, fidelity of high-quality instructional materials, and student assessment and intervention results. When evidence indicates insufficient progress, leaders will document corrective actions, assign responsibility and deadlines, and adjust coaching, professional development, interventions, or district support. Formal checkpoint reviews will occur in December 2026, May 2027, and August 2027.

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

Principal Joe Roland will be accountable for campus implementation, supported by assistant principals, the Learning and Data Facilitator, and staff assigned to individual milestones. The District Coordinator of School Improvement (DCSI), principal supervisor, and designated district Curriculum and Instruction leaders will review progress with campus leadership and coordinate needed district support. Region 6 will support implementation reviews and coaching. The superintendent will review progress at least quarterly.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Staff responsible for each milestone will update the shared tracker and attach dated evidence before each monthly review. Evidence will include training agendas and attendance, PLC agendas and products, lesson and unit internalization documents, lesson rehearsal records, student work analyses, walkthrough results, coaching records, assessment reports, and intervention progress-monitoring data. The observation and feedback tracker will align with district-approved observation tools and document observation frequency, teacher action steps, follow-up implementation, instructional quality, HQIM fidelity, and teacher growth. Student results will be reviewed by grade, subject, and student group, including special education and emergent bilingual students.

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

Campus leadership will provide district leaders and relevant stakeholders with a monthly progress summary and access to the shared milestone tracker and supporting evidence. Monthly review meetings will document completed milestones, implementation gaps, student outcome trends, corrective actions, and requests for support. The superintendent will receive a quarterly summary of implementation and student progress. Staff and the campus planning committee will receive relevant updates through scheduled meetings, and families will receive aggregate progress updates through campus communications and engagement meetings. Individual student and personnel information will be shared only with authorized staff.

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	80
Meets Grade Level	40
Masters Grade Level	19

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

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	40
Masters Grade Level	19

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	40
Masters Grade Level	19

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

16

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

3

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?

10

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

4

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):

[Problem-Solving Team Types.pdf](#)

[MTSS At a Glance - Conroe ISD _ 2026-27.pdf](#)