Leakey Independent School District

Leakey School

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.

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 19, 2026

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

Feedback School Improvement Plan (1).pdf

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

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 15, Region 20, District Staff

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

5

What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.

Mr. Brett Springston Superintendent
Mrs. Katie Loughner Elementary Principal
Ms. Lorri Marsh Secondary Principal
Mrs. Lisa Spain
Mr. Rex Spain

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Spain's leadership team brings an extensive and proven track record of school improvement and turnaround experience, grounded in work across more than 4,500 schools throughout North America and internationally. This experience includes supporting struggling and at-risk school districts/campuses, leading systemic instructional reviews, developing district and campus leadership capacity, and implementing targeted strategies that move campuses from failing performance ratings to meeting and exceeding state accountability standards.

Spain's experience includes serving in a leadership capacity for Professional Leadership Development for Florida Association of School Administrators (FASA), supporting administrators throughout the State of Florida. Additionally, the team has worked with school systems across the country and internationally, including Miami-Dade County Public Schools, Atlanta Public Schools, multiple districts in Mississippi and Louisiana, Indigenous population school districts in Canada and Australia, and numerous at-risk districts and campuses

throughout Texas.

Within Texas, Spain's school turnaround experience includes documented campus improvement results in the following districts:

Decatur ISD: Supported elementary campuses in moving from an F to a B and from a D to a B&A.

Celina ISD: Supported the high school in improving from a C to an A.

Damon ISD: Supported campus improvement from an F to an A.

Goose Creek ISD: Supported an elementary campus in improving from an F to a B.

Bartlett ISD: Supported campus improvement from an F to a B.

The foundation of this work is a focused, systematic approach to identifying and addressing the instructional and organizational practices that have the greatest impact on student achievement. Rather than attempting to address every area of need simultaneously, Spain prioritizes high-leverage activities within Curriculum and Instruction, including alignment of instruction to standards, effective instructional planning, rigor, purposeful assessment practices, data-driven decision-making, instructional leadership, and consistent monitoring of implementation.

The Superintendent also brings direct leadership experience serving in multiple school districts facing significant accountability challenges, including districts requiring movement from failing ratings to acceptable and successful performance. Across these experiences, the consistent focus has been on establishing clear expectations, building leadership capacity, strengthening instructional systems, and ensuring that improvement strategies translate into measurable classroom practices and student outcomes. Another benefit is Spain and Supt Springston have collaborated in multiple districts in need of improvement over the years and know what is expected and already know how to work successfully together.

Spain's approach to school turnaround is results-oriented, collaborative, and grounded in the belief that sustainable improvement occurs when leadership, curriculum, instruction, and accountability systems work together. The team's experience demonstrates the ability to diagnose systemic barriers, prioritize the work that matters most, support educators through implementation, and establish the structures necessary to sustain improved academic performance.

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.

(1) District Instructional Leadership and Oversight - Local District General Funds
(2) Professional Development and Instructional Coaching - Title II, Part A; Title I, Part A, when allowable; local district funds; if chosen - School Improvement Grant
(3) Mathematics Instructional Support - mathematics instructional resources, TEKS-aligned materials, intervention tools, Region 20 Support and resources to strengthen foundational skills, mathematical reasoning, and grade-level mastery. - Title I, Part A; State Compensatory Education (SCE); IMTA, where allowable; local funds; if chosen - School Improvement Grant
(4) Student Intervention and Tutoring - Title I, Part A; State Compensatory Education; local funds; If chosen - School Improvement Grant
(5) Instructional Materials and Resources - Instructional Materials and Technology Allotment (IMTA); Title I, Part A; local funds
(6) Professional Learning Coverage (substitute coverage) - Title II, Part A; Title I, Part A, when allowable; local funds
(7) Staffing Considerations: The district anticipates utilizing existing administrative and instructional personnel to carry out the majority of the improvement strategies. Additional staffing costs may include supplemental teacher stipends for intervention services, extended instructional support, professional learning participation, and collaborative planning outside of regular contract responsibilities. If additional instructional coaching or contracted professional development services are necessary, the district will evaluate available funding and prioritize resources based on identified campus needs.

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?

Leakey listed above on our budget items which ones we would consider for Grant Funding support if given the funding but we also have the budgets we can use if necessary.

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

Leakey ISD adjusted the school calendar to add professional learning days and protect job-embedded PD time. The district is reviewing all designated time for teacher planning, core instruction, intervention, and tutorials so resources follow student need. A daily intervention block (30 min.) uses flexible grouping for TIER 2 and Tier 3 support. Experienced teachers are positioned for teacher leadership and mentoring. Through the evaluation process the goal within HR is to ensure that all the staff are in a position that aligns with their certification, experience and gifting to impact student learning the most. The Spain's have been hired to support the principals in their learning, growth, bandwidth and understanding of the school improvement process.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

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

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

360

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?

480

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

Bluebonnet Learning Math Grades 6-8/ Aprendizaje Bluebonnet Matemáticas de Secundaria

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?

224

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

Lowman Education 6th Grade RLA

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?

224

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)

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 Math (Algebra 1, Algebra 2, Geometry)?

Yes

How many instructional minutes per week are in the master schedule for 9-12 Math curriculum delivery?

224

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 Math curriculum?

Yes

Please select the adopted curriculum for: 9-12 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 RLA?

Yes

How many instructional minutes per week are in the master schedule for 9-12 RLA curriculum delivery?

224

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 RLA curriculum?

Yes

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

163

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?

We have already adjusted the calendar to ensure we meet the 165 day threshold.

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	District	BOY/MOY/ EOY	Identify learning gaps, monitor growth and form intervention groups
Benchmark		District	Semester	Predict STAAR readiness; target reteach of priority TEKS
Curriculum Based Assessment		District	Monthly	Measure unti TEKS mastery; drive six-week data meetings.
Other	Formative checks/ exit tickets	District	Daily	Adjust tier 1 instruction and small-group plans
Other	Intervention Progress Monitoring	District	Weekly	Move students between intervention grous
Other	CLI engage K-2	Campus	BOY/MOY/ EOY	HB3 PreK-2 early goals; early foundational skills
Other	Bluebonnet Unit Assessments	Campus	Monthly	Mastery of the TEKS through the use of bluebonnet with fidelity

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

Every grade level and content team holds a structured data meeting at least once every six weeks. Teams analyze unit, benchmark and MAP results in Eduphoria, identify learning gaps by student and student groups, and document reteach and intervention plans. Each teacher keeps a data char tracking indidual students and sub-populations. Teams reassess after reteaching to confimr mastery. Agendas, sign-in sheets, minutes and progress monitoring records are kept for each cycle.

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

The campus uses a designated intervention block with flexible groups based oon benchmark and formative data. Students below grade level receive tarfeted Tler 2 and Tier 3 remediation in math, reading, foundational skills and writing; students at or ablove grade level receive reinforcement and enrichment. Teachers follow a common reteach protocol: analyze data, group by need, reteach and reasses. Administrators provide PD and modeling on managing rotations. Groups are adjusted as progress monitoing data changes.

Will the campus implement a PLC structure?

Yes

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

PLCs will be vertically aligned by content area.

How frequently will PLCs occur?

Every other week

Who will facilitate PLCs?

Leadership Team initially then will transfer to teacher led

Who is required to attend PLCs?

All teachers and support staff

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

Collaborative planning and six-week data PLCs focused on TEKS alignment, HQIM internalization and reviewing student work and assessment results. PLCs produce documented instructional adjustments, reteach plans, and intervention groups.

Upload PLC agenda (optional):

Leakey - PLC Agenda Overview Updated 2026 - 27 (1).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
Principal	Walkthrough calibration and actionable feedback	Curriculum and Instruction support, Superintendent, REG 20 LIFT	All Administrators
Teacher	Instuctional protocols and researched based strategies, bluebonnet internalization, data analysis and reteach protocol in six-week data meetings, managing the intervention block; flexible grouping, rotations, differentiation (with modeling)	Region 20, Curriculum and Instruction leaders, Principals	All teachers and support staff

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

Teachers with fewer than 2 years in role, or whose walkthroughs show low implementation, receive more frequent walkthroughs, paired coaching with an experienced mentor teacher, and modeled lessons. Their feedback cycles move to weekly until look-fors are consistently observed.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Bluebonnet HQIM walkthrough forms-to ensure the implemenation for bluebonnet HQIM is being done with fidelity and their is evidence of internalization
TTESS walk through forms- the look fors with this walkthrough align with the TTESS rubric
Instructional Classroom Feedback walkthrough form- instructional protocols-Objective tied to TEKS, Teacher clarity, HQIM, Student discourse, Check for understanding, Differentiation

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

Weekly

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

Teachers and administrators will receive targeted, ongoing professional development and job-embedded coaching designed to strengthen instructional practices, improve access to grade-level curriculum, and increase academic achievement for students in special populations. Professional learning will focus on ensuring that all students, including students specifically receiving Special Education services and Emergent Bilingual students, receive high-quality, standards-aligned instruction with appropriate accommodations and differentiated supports.

Capacity-building activities will include:

Differentiated Instruction and Instructional Scaffolding: Training teachers to provide appropriate scaffolds, accommodations, modifications when required, and multiple opportunities for students to access and demonstrate mastery of grade-level TEKS.

Special Education and IEP Implementation: Strengthening teacher understanding of Individualized Education Programs (IEPs), implementation of required accommodations, specially designed instruction, progress monitoring, and collaboration between general education and special education teachers. Leakey has already asked the cluster and RSC to evaluate and review SPED practices and provide feedback.

Emergent Bilingual Instructional Strategies: Providing professional learning on language acquisition, linguistic accommodations, purposeful language supports, and strategies that allow Emergent Bilingual students to engage meaningfully with grade-level content.

Data-Driven Instruction and Progress Monitoring: Training staff to analyze student performance data, monitor individual student growth, identify learning gaps, and use formative assessments to adjust instruction and provide timely intervention.

Multi-Tiered Systems of Support (MTSS): Establishing consistent processes for identifying student needs, delivering targeted interventions, monitoring response to intervention, and making data-informed instructional decisions.

Collaborative Instructional Planning: Establishing structured opportunities for general education teachers, special education staff, interventionists, instructional leaders, and administrators to collaboratively review student data, plan instruction, and monitor the effectiveness of supports.

Administrators will receive additional capacity-building support in monitoring the implementation and effectiveness of these practices through classroom walkthroughs, instructional feedback, review of student progress data, and regular campus leadership meetings. Leadership teams will be trained to identify gaps in instructional delivery, ensure compliance with student-specific requirements, and align campus resources and interventions to the needs of identified student populations.

Professional learning will be ongoing and connected directly to classroom implementation rather than limited to isolated professional development sessions. Through coaching, collaborative planning, classroom observations, data reviews, and formative progress monitoring, the district will establish a continuous improvement cycle to ensure that instructional strategies are consistently implemented and adjusted based on student needs.

The ultimate goal is to build the collective capacity of teachers and administrators to ensure that students in every special population have equitable access to rigorous, grade-level instruction, receive the supports they are entitled to, and demonstrate measurable academic growth.

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?

(1) Leakey ISD will establish and implement districtwide expectations for research-based Tier 1 instructional practices aligned with grade-level TEKS and HQIM. Through collaborative planning, vertical alignment, professional development, and ongoing instructional monitoring, 100% of teachers will implement consistent instructional protocols that promote rigor, engagement, and differentiated instruction. [Begin implementation Oct. 2026, Review Nov, 2026, Review Feb. 2026]

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent, Principals, and C&I leaders

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

Lesson plan and unit planning reviews- Classroom walkthrough documentation- HQIM implementation checklists- Instructional observation data- Teacher feedback and professional development records

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

Establish and implement districtwide instructional expectations and protocols that define effective Tier 1 instruction, TEKS alignment, and the use of approved HQIM. Provide teachers with clear expectations, resources, and ongoing instructional support to ensure consistency across grade levels and content areas.
All teachers will have been provided the training to understand and implement research based instructional strategies to positively impact student learning.

Milestone 2

Description – What specific action or deliverable will be completed?

(2) Implement a consistent classroom walkthrough and feedback system. Establish a schedule and common walkthrough tool to monitor instructional practices, provide actionable feedback, and identify professional learning needs.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent, Principals and C&I

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

Classroom walkthrough records- Instructional observation documentation on shared calendar- Administrative feedback records (1:1 conference written documentation and shared calendar)- Instructional coaching logs on master feedback chart- Follow-up observation documentation within 1 week of the feedback discussion

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

Establish a consistent classroom walkthrough and instructional feedback process that includes common observation expectations, district calibration, documented feedback, opportunities for reflection, and follow-up support to strengthen instructional implementation and teacher effectiveness

Milestone 3

Description – What specific action or deliverable will be completed?

(3) 100% of teachers will participate in regular data analysis and collaborative planning to review student assessment results, identify learning gaps, implement differentiated instruction, and monitor student progress to improve academic outcomes.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent, Principals, and C & I leaders

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

Use of Eduphoria for unit assessments- Student progress-monitoring records- Intervention and reteaching documentation- Data meeting agendas and minutes

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

Establish structured six-week collaborative data meetings during which teachers analyze assessment results, identify student learning gaps, develop targeted instructional responses, and monitor the effectiveness of reteaching and interventions.

Milestone 4

Description – What specific action or deliverable will be completed?

(4) Implement a districtwide professional learning and coaching plan. Provide job-embedded professional development focused on HQIM, instructional rigor, TEKS alignment, differentiation, formative assessment, and research-based instructional strategies.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent, Principals, and C & I Leaders

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

Professional development attendance records- Professional development evaluations- Classroom walkthrough documentation- Instructional coaching and feedback records- Teacher reflection and implementation evidence

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

100% of instructional staff will participate in professional learning aligned with district instructional priorities, with at least 80% demonstrating evidence of implementation of targeted instructional practices through classroom observations, walkthroughs, and instructional planning. (this addresses HB3 because Early Childhood is included as well as teachers through grade 3)

Milestone 5

Description – What specific action or deliverable will be completed?

(5) Develop and implement a districtwide student achievement monitoring system. Establish baseline performance data, interim assessment checkpoints, and student growth targets to support the district goal of increasing the percentage of students achieving STAAR Meets Grade Level or above by at least 5 percentage points.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent, Principal, C & I leaders

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

STAAR results and student performance reports- TEA accountability reports- District benchmark & MAP assessments- formative and summative assessments- Student achievement and growth reports

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

Implement a districtwide academic improvement process that prioritizes grade-level TEKS mastery through rigorous Tier 1 instruction, targeted small-group instruction, differentiated learning opportunities, and ongoing assessment of student progress.

Milestone 6

Description – What specific action or deliverable will be completed?

Leakey ISD will strengthen mathematics achievement on the STAAR & EOC by 10%, in each core tested area/grade level, by implementing consistent, TEKS-aligned instruction using HQIM, vertical alignment, data-driven instructional practices, and targeted interventions, resulting in increased student performance and grade-level mastery in mathematics.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Superintendent, Principal and C & I leaders

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

STAAR Mathematics results- District mathematics benchmarks & MAP data- formative and summative assessments- Student performance by grade level- Student growth and progress-monitoring reports

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

Implement a focused mathematics improvement plan using BlueBonnet Curriculum emphasizing foundational math skills, grade-level TEKS mastery, consistent use of HQIM, and research-based instructional strategies. Use MAP data and classroom assessment data to identify learning gaps and provide targeted instructional support.
Develop and implement districtwide mathematics instructional expectations that ensure daily instruction is aligned with grade-level TEKS, district-approved HQIM, and appropriate instructional rigor.
Provide teachers with internalization time, and support from Region 20 of implementation of BlueBonnet curriculum.
Provide professional development, modeling, and ongoing instructional support to ensure teachers effectively organize and manage the designated intervention block through flexible grouping, targeted rotations, and differentiated instruction across mathematics, reading, foundational skills, and writing.

Milestone 7

Description – What specific action or deliverable will be completed?

Leakey ISD will establish and implement consistent districtwide communication protocols to ensure 100% of staff receive timely, accurate information regarding district decisions, expectations, initiatives, and organizational changes, while strengthening communication and engagement with parents and the community.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Leadership team

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

Annual and midyear staff climate surveys- Staff communication logs and newsletters- Meeting agendas and minutes- Staff feedback and interviews- Communication protocol documentation
Provide at least four structured opportunities annually for staff input, collaborative problemsolving, and feedback regarding district initiatives and decisions, with documented administrative responses and follow-up actions.

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

Establish regular staff forums, collaborative committees, and structured feedback opportunities that allow employees to share concerns, provide input, participate in problem-solving, and contribute to decisions affecting teaching, learning, and district operations. Communicate how staff feedback is considered and addressed.

Milestone 8

Description – What specific action or deliverable will be completed?

Leakey ISD will establish consistent opportunities for staff feedback, collaborative problem-solving, and shared decision-making through regular staff meetings, surveys, and collaborative committees, with documented feedback and follow-up to strengthen transparency, trust, and organizational effectiveness.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Leadership Team

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

Staff meeting agendas and minutes- Staff surveys and feedback forms- Committee participation records- Administrative response and follow-up documentation- Staff interviews and focus group summaries

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

Establish regular staff forums, collaborative committees, and structured feedback opportunities that allow employees to share concerns, provide input, participate in problem-solving, and contribute to decisions affecting teaching, learning, and district operations. Communicate how staff feedback is considered and addressed.

Performance Management

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

The Superintendent, District Coordinator of School Improvement (DCSI), and campus leadership will share responsibility for monitoring the successful implementation of the Texas Improvement Plan (TIP). A structured, ongoing monitoring process will be established to ensure that all improvement strategies and milestones are implemented with fidelity, timelines are maintained, and measurable progress is made toward established student achievement and organizational goals.

Monitoring will occur through a combination of classroom walkthroughs, instructional observations, collaborative planning meetings, student achievement data reviews, professional development evaluations, and regular leadership progress meetings.

The Superintendent, C&I and DCSI will provide oversight of the overall TIP implementation and ensure that district and campus activities remain aligned with established goals, milestones, and timelines.
District leadership will:

Conduct monthly implementation reviews to evaluate progress toward each TIP goal and milestone.

Review campus-level performance data, classroom walkthrough trends, benchmark assessments, STAAR/EOC results, and intervention progress.

Monitor the implementation of districtwide instructional expectations, including TEKS alignment, HQIM utilization, instructional rigor, formative assessments, and consistent instructional practices.

Review documentation and evidence of completion for each milestone and identify barriers that may delay implementation.

Provide direction, resources, professional development, and coaching when implementation gaps are identified.

Communicate progress, concerns, and necessary adjustments to campus leaders and relevant stakeholders.

Campus principals will be responsible for monitoring the implementation of improvement strategies at the classroom level and ensuring that teachers consistently apply district instructional expectations. Campus leaders will:

Conduct a minimum of two classroom walkthroughs per teacher per month to monitor instructional delivery, TEKS alignment, student engagement, rigor, and implementation of HQIM.

Provide timely, actionable feedback and follow-up coaching to teachers based on walkthrough observations.

Monitor lesson planning, formative assessments, bell ringers, exit tickets, and evidence of student mastery.

Monitor the effectiveness of mathematics interventions and other targeted academic supports through student progress-monitoring data.

Identify instructional needs and communicate requests for additional support or professional development to district leadership.

District and campus leaders will use multiple sources of quantitative and qualitative data to evaluate the effectiveness of improvement strategies. Data will be reviewed regularly to identify trends, measure progress, and determine whether adjustments are necessary.

Collecion, review and response of staff feedback, communication records, and engagement surveys.

Student performance data will be disaggregated, when appropriate, to identify achievement gaps and ensure that students in special populations receive appropriate instructional support and equitable access to grade-level learning.

When monitoring identifies that a milestone, strategy, or performance target is not progressing as expected, district and campus leaders will collaboratively develop corrective actions. These actions may include additional instructional coaching, targeted professional development, adjustments to intervention practices, increased classroom monitoring, resource allocation, or revisions to campus implementation plans.

Progress will be documented through meeting minutes, walkthrough records, data reports, milestone trackers, and updated action plans. The district will use these findings to make timely, data-informed decisions rather than waiting until the end of the school year to address implementation concerns.

The Superintendent and leadership team will establish consistent communication structures to keep staff and community informed of TIP priorities, implementation expectations, progress toward goals, and necessary adjustments.

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

Supt., C&I, Principals

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Leakey ISD will utilize a centralized TIP Milestone Tracking System to systematically collect, organize, and monitor evidence of progress toward each established milestone. The Superintendent and District Coordinator of School Improvement (DCSI) will oversee the collection and review of milestone data, with campus principals and designated staff responsible for submitting documentation and evidence of implementation.

Data will be collected through multiple sources, including:

Shared Google Documentation Folder: A centralized tracking document will identify each milestone, implementation timeline, responsible parties, current status, progress notes, and supporting evidence.

Classroom Walkthrough Documentation: Administrators will use a consistent walkthrough tool to collect data on instructional practices, TEKS alignment, HQIM implementation, rigor, student

engagement, and instructional feedback.

PLC and Collaborative Planning Records: Meeting agendas, minutes, student data analysis, lesson plans, and documented instructional adjustments will provide evidence of collaborative planning and data-driven instruction.

Student Achievement and Assessment Data: STAAR/EOC results, district benchmark assessments, interim assessments, formative assessments, and TEKS mastery trackers will be used to measure student performance and academic growth.

Intervention and Progress-Monitoring Records: Intervention schedules, student participation records, progress-monitoring graphs, reassessment results, and documented instructional adjustments will demonstrate the implementation and effectiveness of targeted academic supports.

Professional Development Documentation: Training agendas, attendance records, coaching logs, teacher feedback, and classroom implementation evidence will be collected to evaluate professional learning and its impact on instruction.

Communication and Staff Engagement Records: Staff meeting agendas, communication logs, survey results, feedback summaries, and documented follow-up actions will provide evidence of progress toward districtwide communication and organizational improvement goals.

Progress will be documented using consistent status indicators (Not Started, In Progress, Completed, or Needs Additional Support), with evidence maintained electronically in a centralized location accessible to designated district leadership. Each quarterly review will include an evaluation of milestone completion, implementation fidelity, supporting documentation, and progress toward the intended outcome.

The district will use the information collected to inform ongoing leadership decisions, adjust implementation strategies, allocate resources, and communicate progress to relevant stakeholders.

This process will ensure that milestone progress is documented through verifiable evidence rather than self-reported completion alone, creating a transparent and accountable system for monitoring the implementation and effectiveness of Leakey ISD's two-year Texas Improvement Plan.

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

The progress will be shared at each SBDMC meeting, via the School Improvement "SOAR" Newsletter, Regular monthly Leakey ISD Board meetings, Weekly District Leadership Meetings, Principals (Elem/Sec) Weekly Newsletters, Parent & Community Newsletters

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	82
Meets Grade Level	60
Masters Grade Level	17

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	81
Meets Grade Level	40
Masters Grade Level	19

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	81
Meets Grade Level	49
Masters Grade Level	16

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?

80

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?

64

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

No

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

Yes

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

72

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

3

What was your CCMR percentage for your 2025 graduation class?

68

We did not have a 2025 graduating class

No

What was your graduation rate percentage for your 2025 graduating class?

86

We did not have a 2025 graduating class

No

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):

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