Ennis Independent School District
Jack Lummus Intermediate 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.

No

Please upload artifacts demonstrating a robust observation and feedback system.

Ennis ISD (TX) - Artifacts Overview Chart - 2026-10-10.pdf
Lummus Walkthrough.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 10, 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

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.

National Institute for Excellence in Teaching, Region 10, District Staff

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

3

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.

Dr. Melinda Domain - Asst. Supt. of Secondary Leadership and Learning; DCSI
Dr. Stacee Johnson - Asst. Supt. of Elementary Leadership and Learning
Dr. Jessica Gardner, Instructional Coach

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).

Dr. Domain has extensive school improvement experience. She has been a DCSI for many years and worked alongside district staff members in a previous district to increase the district's accountability rating from a D to a B in one year.
Dr. Johnson has extensive school improvement experience. She formerly worked as a coach with NIET and supported multiple districts with school improvement activities.
Dr. Gardner has over a decade of experience as an outstanding classroom teacher whose students demonstrated academic success.

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.

Total projected costs for the district include approximately $460,000 for instructional materials from Great Minds and Carnegie (Bluebonnet Math) and $698,000 for contracted support services for LIFT activities from the National Institute for Excellence in Teaching (NIET). Instructional materials are funded via the Instructional Materials and Technology Allotment, SBOE-Approved Instructional Materials Entitlement, and the State-Developed Open Education Resource Entitlement. Funding for support from NIET is from the LASO 4 LIFT grant.

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?

Yes, the district received the LASO 4 LIFT grant, which will be utilized to fund school improvement activities. If the district did not receive the LIFT grant, we would not be able to contract with our approved provider (NIET). LASO 4 LIFT funds have already been approved, so this will not be a factor for us.

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

The campus will redistribute talent and resources based on the master schedule and identified student needs. The master schedule was initially built by strategically podding students who receive similar services or require similar supports, including SPED, GT, DT, DL, EB and other identified student needs, to create structures that allow services to be delivered efficiently while maintaining access to core instruction. Once STAAR data became available, the campus reviewed data for returning teachers and considered prior student growth when making instructional assignments. Where appropriate, returning teachers were assigned students in areas where their previous data demonstrated evidence of student growth. However, because a large majority of teachers were assigned to content areas different from those they taught the previous year, prior-year teacher data was only one component of the decision-making process. The campus primarily used student service needs, master schedule requirements, staffing certifications and availability, and instructional needs to structure assignments. Staffing and instructional assignments will continue to be adjusted as needed to provide equitable access to instruction, intervention, and specialized support across grade levels and content areas.

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?

300

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

Other

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

Yes

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

450

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

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

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

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

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

171

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	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment	District	Monthly	During scheduled data PLCs, teams will analyze student performance, identify students who are meeting or exceeding growth expectations, and identify students who need additional support. PLC discussions will be used to determine instructional adjustments, intervention needs, and students who require additional targeted support. Intervention times and instructional responses will be adjusted based on the most current assessment data.

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

Lummus will monitor student growth through a consistent data-tracking and PLC cycle. Teachers will maintain a Teacher Data Tracker and a Growth Point Data Tracker to document student performance and growth over time. These trackers will be updated following each module assessment or mid-module assessment to ensure current data is available.

During scheduled data PLCs, teams will analyze student performance, identify students who are meeting or exceeding growth expectations, and identify students who need additional support. PLC discussions will be used to determine instructional adjustments, intervention needs, and students who require additional targeted support. Intervention times and instructional responses will be adjusted based on the most current assessment data.

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

The campus will use multiple sources of student data, evidence-based instructional practices, progress monitoring, and collaborative problem-solving to identify needs, provide intervention, and adjust support based on student response. MTSS will support students while maintaining high-quality Tier 1 instruction for all learners.
26-27 SY Plan- MTSS Team reviewed students entering the year with previously identified intervention needs. Multiple data points were used to establish an initial baseline, including historical performance, STAAR results, beginning-of-year/universal screening data, current-year assessments, module assessments, classroom performance, and teacher input.
Students were considered for Tier 1, Tier 2, or Tier 3 based on multiple data points, demonstrated instructional needs, and response to instruction and intervention. Tier 1 provides high-quality core instruction for all students. Tier 2 provides targeted support for identified skill gaps, while Tier 3 provides more intensive and individualized support for students with significant or persistent needs or inadequate response to less intensive intervention. Tier placement is fluid and may change as student data changes.
All students will continue to receive high-quality Tier 1 instruction aligned to District Adopted HQIM including Bluebonnet Math and HMH Into Reading. Tier 2 and Tier 3 interventions will supplement, not replace, Tier 1 instruction.
Following the initial baseline review, the MTSS team collaborated with classroom teachers to determine the appropriate level of support for each student. Teacher knowledge, classroom observations, assessment results, and student performance data were considered when identifying needs and creating intervention groups.
The campus established protected intervention time within the master schedule. The interventionist and other appropriately assigned staff members with availability during these blocks collaborated to create intervention groups. Students were grouped according to identified needs and assigned to staff for targeted or intensive intervention. This structure allows intervention to occur consistently while protecting core instructional time.
The instructional coach and intervention team will collaborate with teachers to analyze STAAR, module assessment, and current performance data to identify priority skills and TEKS for intervention. Initial intervention will focus on high-need, low-performing TEKS and skills, particularly those that are frequently assessed and foundational to future learning.
Interventions will use evidence-based instructional practices appropriate to student needs.
The campus will monitor intervention fidelity to ensure interventions are implemented as intended, including appropriate frequency, duration, group size, instructional focus, and evidence-based practices. This will help determine whether student performance reflects the student's response to intervention or inconsistent implementation.
Student progress will be monitored regularly using assessments aligned to the identified area of need. Data will be reviewed at the individual student level to determine whether the student is making adequate progress, requires continued support, needs an adjustment or increased intensity of intervention, or is ready to reduce or exit intervention. Students will not be required to progress through tiers in a predetermined sequence.
At least quarterly, the instructional coach, intervention team, teachers, and campus leadership will review aggregate and student-level data. The review will examine student growth, intervention effectiveness, priority TEKS, intervention fidelity, groupings, staffing, and students

who have met goals or require additional support. Adjustments will be made to intervention groups, instructional focus, staffing, and resources based on the data.
When a student begins receiving intervention, the campus provided required parent notification in accordance with applicable requirements.
The Lummus MTSS process will function as an ongoing cycle of screen, identify need, plan intervention, implement, monitor, analyze, and adjust. The campus will use student-level and campus-level data to continuously refine intervention practices, staffing, scheduling, instructional priorities, and resources throughout 2026–2027. The goal is to ensure every student receives the level and intensity of support needed to make meaningful progress toward grade-level standards while maintaining strong Tier 1 instruction as the foundation for all students.

Will the campus implement a PLC structure?

Yes

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

PLCs will be organized by grade level and content area to ensure teachers have dedicated time to collaborate around the specific standards, curriculum, and student needs within their grade and subject. Teams will analyze student data, discuss instructional strategies, monitor progress, and plan targeted interventions based on current student performance.

How frequently will PLCs occur?

PLCs will occur five days a week. Daily PLCs will provide consistent opportunities for teachers to collaborate, analyze student data, plan instruction, monitor progress, and identify students needing additional support or intervention.

Who will facilitate PLCs?

PLCs will be facilitated by the Instructional Coach (ICoach), Principal, and Lead Teachers. These campus leaders will guide PLC discussions, support data analysis, monitor instructional planning, and help teams identify and respond to student learning needs.

Who is required to attend PLCs?

All teachers are required to attend PLCs. PLC participation is an expectation for all instructional staff to ensure consistent collaboration, data analysis, instructional planning, and shared accountability for student growth.

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

The campus PLC protocol focuses on lesson-by-lesson planning, implementation, and student outcomes. Teams discuss each lesson and address all components of the instructional cycle to ensure alignment, rigor, and consistency.

PLCs begin by clarifying the lesson objective, what students should know and be able to do by the end of the lesson, and how students will demonstrate mastery of the objective. Teams also discuss the student debrief and other instructional considerations, including anticipated misconceptions, pacing, questioning, and student engagement.

In Math, PLCs review concept development, problem sets, and exit tickets. In RLA, PLCs address phonics, grammar, reading, and writing. Teams use these discussions to prepare for instruction, analyze student understanding, and determine necessary instructional adjustments and interventions based on student data.

Upload PLC agenda (optional):

Copy of Ennis ISD Elementary Teacher RLA LESSON Internalization Protocol.docx
Copy of Ennis ISD Elementary Math Teacher LESSON Internalization Protocol.docx

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	Collaborative discussion - enhancing student discourse in the classroom	Jessica Gardner	Teachers
Teacher	EB procedures and best practices	April Hayes	Teachers
Teacher	AGMO to Small Group - using aggressive monitoring to create small group tiers	Shelbi Hillhouse	Core teachers
Teacher	Growth chart - Region 10 growth chart targeting all students with a focus on sub-pops	Shelbi Hillhouse	Core teachers

Role	Training/PD Description	Delivered By	Attended By
Teacher	Student and Staff procedures - attendance, behavior, Specials, students expectations	Shelbi Hillhouse	All staff
Principal	The principal has attended training on PLC structure and protocols, Observation and Feedback Cycles, Bluebonnet Math, HMH Reading, and supporting students receiving special education and English language support services. Principal also attended TEA School Improvement Training and ESF training.	NIET, Region 10 ESC, HMH, Great Minds, and district staff	Principal
Other Campus Admin (Assistant Principals, Instructional Coaches)	ICs and campus administrators have attended training on PLC structure and protocols, Observation and Feedback Cycles, Bluebonnet Math, HMH Reading, and supporting students receiving special education and English language support services.	NIET, Region 10 ESC, HMH, Great Minds, and district staff	Campus administrators and Instructional Coaches
Principal Manager	The Assistant Superintendents of Leadership and Learning have attended training on PLC structure and protocols, Observation and Feedback Cycles, Performance Management, Bluebonnet Math, HMH Reading, and supporting students receiving special education and English language support services. They have also attended TEA School Improvement Training, DCSI Training/Coffee Talks, and ESF training.	NIET, Region 10 ESC, HMH, Great Minds	Asst. Supts./ DCSI

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

We will differentiate training and support based on experience, demonstrated needs, and effectiveness rather than providing the same level of support to everyone. For teachers and leaders with less than two years in their role, we will provide more structured onboarding, mentoring, modeling, and opportunities to observe experienced colleagues.

For individuals who are struggling or not yet demonstrating effective practice, we will use a more individualized approach that may include small-group and one-on-one coaching, frequent observation and feedback cycles, co-teaching or modeling, targeted professional development, and individualized growth goals. We will also pair staff with experienced mentors when appropriate.

We will regularly monitor progress through observations, student outcomes, and implementation data and adjust the level of support accordingly. Staff who demonstrate strong practice can receive greater autonomy and opportunities to share their expertise, while those needing additional support will receive more frequent coaching, modeling, and accountability. This creates a differentiated system that provides the right level of support based on individual need.

All teachers who are in their first year of teaching attend a four-day First Year Teacher Academy and are provided with a highly trained mentor. Teachers in their second year of teaching may continue to receive a mentor, dependent upon their progress during their first year and their certification status. Instructional coaches also have these teachers on their individual caseloads and meet with them and their mentors periodically to address areas in which the inexperienced teacher needs support in order to be successful in their classroom.

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?

We will use a combination of a TTESS classroom walkthrough tool; TEA Math, Reading, and content agnostic classroom observation tools; and implementation check-ins to evaluate whether training is being effectively implemented in practice. The walkthrough tool will be aligned to the specific instructional and leadership practices addressed in professional learning.

Walkthrough data will be reviewed regularly with teachers and leaders through coaching conversations. The data will be used to identify areas of strength, determine additional support needed, and adjust professional development. For staff who need additional support, we will use shorter feedback cycles with more frequent walkthroughs and coaching to monitor growth.

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 ongoing, job-embedded professional learning and coaching focused on meeting the academic, behavioral, and social-emotional needs of students in special populations. Capacity building will include:
-Targeted professional development on instructional strategies, accommodations, differentiation, and Verbal Judo Training for behavior de-escalation.
-Special education support focused on understanding IEPs, implementing accommodations and modifications, providing specially designed instruction, and using progress-monitoring data to adjust instruction.
-Support for multilingual learners through strategies for language development, scaffolding, academic language, and access to grade-level content.

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. Establish Daily PLC Structure: Implement daily Math and RLA PLCs using a consistent PLC protocol focused on HQIM internalization, lesson alignment, student learning, and instructional planning. Use Sibme recordings to calibrate PLC implementation and compare discussions to the established protocol.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Coach, Campus Leadership, PLC Leads, Teachers

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

Use Sibme recordings to calibrate PLC implementation and compare discussions to the established protocol. PLC schedule, completed protocols, Sibme recordings/feedback, PLC calibration data

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

BOY Aug PD led by Instructional Coaches and Assistant Superintendent to show how to take HQIM to internalize the lesson based on Protocol, watch the model lesson be taught, additional PD during first Semester (September and November). PLC protocol, Sibme, HQIM resources, coaching support.

Milestone 2

Description – What specific action or deliverable will be completed?

2. Implement Teacher Class Data Trackers: Establish teacher-owned data trackers to monitor student performance, identify gaps, and track progress toward instructional and assessment goals.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Teachers, Instructional Coach, Campus Leadership

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

Completed class data trackers, student performance data, PLC data reviews

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

Data tracker template, assessment data, coaching support- PD on accountability, tiered grouping based on data tracker

Milestone 3

Description – What specific action or deliverable will be completed?

3. Establish Campus Growth Accountability: Implement the R10 Growth Chart and campus data-monitoring process to track student growth and identify grade-level/content-area trends requiring additional support.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Leadership, Instructional Coach, Teachers

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

Updated Growth Chart For BOY and MOY, campus data reviews, identified priority areas

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

R10 Growth Chart, STAAR data EOY, Benchmark Data BOY, data analysis support- PD in September on Growth Chart, MOY data used for RTI/BLITZ Instruction based on Growth Chart

Milestone 4

Description – What specific action or deliverable will be completed?

4. Targeted Intervention: Require consistent small-group instruction during designated intervention time, Tier2, and establish Tier 3 RTI pullout groups based on identified student needs. Conduct a formal MOY review of student growth, intervention effectiveness, Tier 2/3 progress, and instructional trends to adjust groups, intervention intensity, and instructional priorities.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Interventionist, Teachers, Instructional Coach, Campus Leadership, MTSS Team

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

Intervention schedules and rosters, progress-monitoring data, MOY MTSS review, revised groups, updated Growth Chart

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

Master schedule, intervention materials, student data, MTSS data, coaching support

Milestone 5

Description – What specific action or deliverable will be completed?

5. Conduct Learning Walks & Feedback Cycles: Establish regular leadership and peer learning walks focused on HQIM implementation, rigor, questioning, academic discourse, small-group instruction, and pacing. Use trends to provide targeted feedback and coaching.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Leadership, Instructional Coach, Teachers

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

Learning-walk data, feedback forms, coaching notes, campus trend reports

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

TEA observation tools, HQIM resources, Walkthrough Schedule, Coaching Time Slots

Milestone 6

Description – What specific action or deliverable will be completed?

6. Strengthen Family Engagement Around Student Learning: Use parent feedback and needs-assessment data to provide meaningful family learning opportunities and consistent, multilingual communication about curriculum, academic expectations, student progress, and ways families can support learning at home.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Leadership, Teachers, ILT/CLT Team

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

Parent needs-assessment data, Parent University attendance, communication artifacts, family feedback

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

Translated communication resources, curriculum materials, family engagement schedule

Milestone 7

Description – What specific action or deliverable will be completed?

7. Implement Student Ownership & Progress Monitoring: Implement student-facing academic goals and progress trackers so students can identify current performance, understand growth goals, and monitor progress toward mastery.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Teachers, Instructional Coach, Campus Leadership, Students

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

Student goal sheets/data trackers, student conferences, progress-monitoring evidence

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

Student-friendly data tools, assessment data, goal-setting resources, data presentation to students

Milestone 8

Description – What specific action or deliverable will be completed?

8. Evaluate Student Performance Across Assessment Cycles: Analyze Module Assessment, Benchmark, and eventually STAAR data to evaluate student growth and determine the effectiveness of Tier 1 instruction, PLC practices, small-group intervention, and professional learning. Use findings to identify remaining instructional gaps and priorities for continued support.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus Leadership, Instructional Coach, Intervention Team, Teachers

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

Module and benchmark data analyses, STAAR results when available, Growth Chart, intervention impact data, identified priorities

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

Assessment data, campus trackers, PLC evidence, data-analysis support

Milestone 9

Description – What specific action or deliverable will be completed?

9. Use Growth & STAAR Data to Build the 2027–28 Master Schedule: Review student growth percentages, STAAR performance, student service needs, and instructional trends to inform the development of the 2027–28 master schedule. Use the data, along with staffing, certifications, SPED/GT/other service requirements, and student needs, to strategically structure classes and instructional assignments.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus Leadership, Instructional Coach, Master Schedule Team

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

Growth and STAAR data review, master schedule drafts, student/service placement data, final 2027–28 master schedule

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

STAAR and growth data, student service information, staffing data, district scheduling guidance

Performance Management

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

District and campus leaders will monitor implementation through a combination of PLC reviews, learning walks, instructional walkthroughs, data reviews, intervention monitoring, and milestone evidence. Campus leadership and the instructional coach will review implementation artifacts, including PLC protocols, Sibme recordings, class data trackers, Growth Chart data, intervention rosters and progress-monitoring data, assessment analyses, learning-walk trends, and family engagement evidence. Progress toward student performance and growth goals will be monitored through module assessments, benchmarks, and STAAR data as available. Leaders will use these data to identify successes, gaps in implementation, and areas requiring additional coaching, resources, or adjustments.

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

Campus principal and assistant principal, instructional coach, intervention team, and PLC leads will be responsible for monitoring progress toward the milestones. District leadership will review campus progress and implementation evidence at designated checkpoints and provide support or resources as needed.

How frequently will progress toward milestones be reviewed?

Per Semester

How will milestone progress data be collected?

Milestone progress data will be collected through PLC protocols and Sibme recordings, teacher data trackers, R10 Growth Chart data, intervention rosters and progress-monitoring records, module and benchmark assessment data, STAAR results, learning-walk/walkthrough documentation, coaching records, family engagement attendance and feedback, and master schedule development evidence. Campus leaders will maintain documentation in a shared Folder of completed milestones and use the data to identify whether implementation is on track or requires adjustment.

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

Milestone progress data will be shared with district leadership through regular updates and presented to the Board of Trustees at board meetings.

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	75
Meets Grade Level	50
Masters Grade Level	25

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

Performance Level	EOY Goal (%)
Approaches Grade Level	75
Meets Grade Level	50
Masters Grade Level	25

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

Performance Level	EOY Goal (%)
Approaches Grade Level	75
Meets Grade Level	50
Masters Grade Level	25

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?

4

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?

17

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

8

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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