Ennis Independent School District
Ennis Junior High 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.

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

—

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, LIFT PLC Support

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

LIFT, LIFT PLC Support

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?

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.

Dr. Melinda Domain, Assistant Superintendent
Melissa Johnson, Instructional Coach
Logan Gaddy, Instructional Coach
Alicia Baggett, Instructional Coach
Laura Boon, 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.

The four instructional coaches have a combined 15+ years experience in coaching and supporting teachers. All four were outstanding teachers with between 8-30 years experience each and had proven records of student success. For math in particular, although Mrs. Boon is in her first year as an IC, she has been the top math teacher in EISD for almost 30 years. She has had extensive training in Bluebonnet Math, observation and feedback cycles, and PLC facilitation, and she is actively supporting all math teachers at EJHS.

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?

Teaching assignments were made only after carefully considering each teacher's record of student success and their personal strengths with regard to math content. Adjustments have been made, even after the start of the school year, based on teachers' early performance and students' academic performance.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

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?

—

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

—

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

—

Please select the adopted curriculum for: 6-8 Math

Bluebonnet Learning Math Grades 6-8

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?

276

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

Other

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?

276

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)

Bluebonnet Learning, Secondary Mathematics Algebra 1

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?

276

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

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	Weekly	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.

Students will complete biweekly assessments, and teachers will input student data into a centralized data tracker. Instructional Coaches (ICs), Instructional Leadership Teams (ILTs), and the principal will analyze the data biweekly to determine necessary instructional adjustments and track growth trends over time.

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

Students are placed in our intervention course, Pathway to Success, where they receive targeted support. In addition, students are pulled twice a week from non-high school credit courses for intentional intervention in specific areas where they are struggling. Data is continuously collected and monitored across both intervention pathways.

Will the campus implement a PLC structure?

Yes

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

PLCs are organized by grade level and content area.

How frequently will PLCs occur?

PLCs meet three times a week

Who will facilitate PLCs?

The Principal, IC, and the ILT facilitate the PLCs

Who is required to attend PLCs?

All teachers, as well as the ILTs, IC, and the principal or AP, are required to be present at the PLCs.

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):

LIFT PLCs Action Steps Guide_Final.pdf
PLC Sample 5 Step Agenda.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
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, Carnegie Learning, Savvas, and district staff	Assistant Principals; ICs
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, Carnegie Learning, Savvas, and district staff	Principal
Principal Manager	The Assistant Superintendent of Leadership and Learning has attended training on PLC structure and protocols, Observation and Feedback Cycles, Performance Management, Bluebonnet Math, Savvas ELA, and supporting students receiving special education and English language support services. She has also attended TEA School Improvement Training, DCSI Training/Coffee Talks, and ESF training.	NIET, Region 10 ESC, Carnegie Learning, Savvas, and district staff	Assistant Superintendent of Secondary Leadership and Learning

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?

TTESS Walkthrough forms and formal evaluations
Sibme walkthrough forms
NIET Walkthrough observation tool
TEA Math, Reading, and Content Agnostic observation tools

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

Biweekly

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

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?

Place strong teachers in core Math and Reading classes and hold weekly 45-minute team planning sessions to review student test results. Teacher placement schedules, weekly team meeting agendas, and student work samples will be considered deliverables and will serve as evidence of implementation as well as the basis for future 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?

Ennis JH Principal/Assistant Principal / Instructional Coach/Department Chairs & Core Teachers

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

- 100% completion of baseline data reviews across core subjects.

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

Training for department chairs and core teachers on running weekly 45-minute data meetings to analyze student test results and guide small-group tutoring.
Professional routines focused on internalizing district-approved instructional materials for 7th- and 8th-grade Math and Reading classrooms.

Milestone 2

Description – What specific action or deliverable will be completed?

Collaborate through weekly team meetings focused on student progress.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Asst. Principal, ICs

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

PLC agendas and minutes, observation of classroom implementation of topics discussed in PLCs (walkthroughs)

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 3

Description – What specific action or deliverable will be completed?

Use student data to identify needs and guide instructional decisions

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Asst. Principal, ICs

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

Completed 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

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, data trackers, 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 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?

Monthly

How will milestone progress data be collected?

Through the campus milestone tracker.

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	78
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?

50

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

100

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?

75

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

25

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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