

2026-27 Baird Elementary Local Improvement Plan

District: Baird ISD (030903) | **Campus:** Baird Elementary School

Statutory Authority: 19 TAC § 97.1061 & Texas Education Code § 11.253 (Local Governance & Approval)

I. Executive Summary & Campus Baseline

While Baird ISD maintains exceptional high school completion and CCMR outcomes (100% Graduation and CCMR rates), 2026 TEA accountability metrics highlight an opportunity for targeted academic growth in **Grades 3–5 Mathematics and Accelerated Instruction**.

This Local Improvement Plan (LIP) outlines a structured framework to elevate Tier 1 instruction, restructure HB 1416 acceleration, and expand the percentage of students achieving *Meets Grade Level* performance.

Baseline Performance Metrics (2026 STAAR Performance)

- **All Subjects STAAR Component Score:** 44 (73% Approaches / 45% Meets / 14% Masters)
- **Reading/Language Arts (RLA):** 80% Approaches / 51% Meets / 16% Masters
- **Mathematics:** 63% Approaches / 37% Meets / 12% Masters
- **Accelerated Learning Score (Domain 2):** 29 (Math Recovery: 24% / RLA Recovery: 34%)
- **Special Education (Current) Math Meets:** 9%

II. Strategic Goals, Objectives, & Action Steps

GOAL 1: Improve K–5 Tier 1 Mathematics Instruction (ESF Lever 5.3)

Goal Statement: Strengthen foundational Tier 1 core math instruction across all elementary grade levels to reduce standard gaps and raise baseline test performance.

- **Measurable Objective:** By May 2027, Baird Elementary will increase 3rd–5th grade Math **Approaches Grade Level** performance from **63% to 78%+** and **Meets Grade Level** performance from **37% to 50%+**.

Action Steps:

1. **Curriculum Implementation & Fidelity:** Adopt and fully implement High-Quality Instructional Materials (HQIM) for K–5 Mathematics with daily visual modeling and word-problem decoding strategies.

2. **Bi-Weekly Grade-Level Data Review:** Convene bi-weekly data meetings with grade-level staff to analyze unit checkpoint results, pinpoint unmastered TEKS, and refine instructional pacing to address learning gaps.
3. **Targeted After-School Support:** Coordinate after-school Math tutorials led by subject grade-level teachers to provide targeted intervention, re-teach key concepts, and address individual learning needs outside of regular class hours.

GOAL 2: Restructure HB 1416 Accelerated Instruction (ESF Levers 4.1 & 5.1)

Goal Statement: Overhaul Tier 2 and Tier 3 acceleration structures to systematically recover students who performed at *Did Not Meet Grade Level* on prior STAAR assessments.

- **Measurable Objective:** By May 2027, Baird Elementary will increase its overall **Accelerated Learning Score** from **29 to 60+** by moving at least 50% of students in the HB 1416 Math cohort from *Did Not Meet* into *Approaches Grade Level*.

Action Steps:

1. **Master Schedule Restructure:** Embed a dedicated 30-minute daily acceleration block into the elementary master schedule to ensure compliance with HB 1416 requirements without cutting core instruction time.
2. **High-Dosage Small-Group Tutoring:** Assign dedicated interventionists and high-performing classroom teachers to direct 1:4 (or smaller) small-group acceleration groups targeting specific prerequisite TEKS gaps.
3. **3-Week Data Tracking Cycles:** Implement bi-weekly and 3-week TEKS mastery checks for the 62-student accelerated learning cohort to adjust intervention rosters dynamically.

GOAL 3: Increase "Meets Grade Level" Student Performance (ESF Levers 1.1 & 5.3)

Goal Statement: Elevate classroom cognitive depth and targeted scaffolding to transition students from *Approaches Grade Level* into *Meets Grade Level* mastery across all tested subjects.

- **Measurable Objective:** By May 2027, Baird Elementary will increase overall campus **Meets Grade Level** performance across all subjects from **45% to 55%+**, including:
 - Increasing **Math Meets Grade Level** from **37% to 50%+**.
 - Increasing **RLA Meets Grade Level** from **51% to 60%+**.
 - Increasing **Special Education Math Meets Grade Level** from **9% to 25%+**.

Action Steps:

1. **High Approaches Cohort Targeting:** Identify students who missed the *Meets* threshold by 1–4 questions on prior assessments and provide flexible bi-weekly enrichment blocks focused on complex problem-solving.

2. **Instructional Rigor Audits:** Ensure 50%+ of daily classroom exit tickets and unit assessments reflect the cognitive depth and question formats (e.g., new STAAR item types) required at the *Meets* standard.
3. **Integrated Scaffolding for Subgroups:** Utilize sentence stems, graphic organizers, and multi-sensory math manipulatives in Tier 1 instruction to support Special Education and Economically Disadvantaged students without lowering task rigor.

III. Governance, Roles, & Monitoring Timeline

Roles & Responsibilities Matrix

Staff Role	Primary LIP Responsibilities
District Coordinator (DCSI)	Monitors quarterly LIP progress, aligns funding streams (Title I/SCE), and briefs the Superintendent and Board of Trustees.
Campus Principal	Conducts weekly instructional walk-throughs focused on Tier 1 Math rigor, leads PLCs, and enforces HB 1416 acceleration compliance.
Instructional Coach / Lead	Facilitates bi-weekly data sweeps, models HQIM math instructional strategies, and oversees small-group intervention plans.
Grade-Level Teachers (3rd–5th)	Deliver daily Tier 1 core instruction, execute 3-week TEKS checks, and lead 1:4 acceleration tutoring groups.
Special Education Team	Co-plan with general education teachers to embed IEP accommodations directly into core math and reading instruction.

90-Day Progress Monitoring Timeline (2026–2027)

- Cycle 1 (Aug – Oct 2026): Launch & Baseline

- Hold a mandatory public meeting with campus committee and community stakeholders to review the LIP draft.
 - Formal Board of Trustees adoption of the Local Improvement Plan.
 - Build daily 30-minute acceleration blocks and complete baseline NWEA MAP / district diagnostics.
- **Cycle 2 (Nov 2026 – Jan 2027): Mid-Year Review**
 - Administer STAAR Interim Assessment 1 (RLA & Math).
 - Conduct Cycle 2 PLC data sweep to evaluate growth for the HB 1416 acceleration cohort.
 - Adjust intervention groups and conduct instructional coaching sweeps on Tier 1 math scaffolding.
- **Cycle 3 (Feb – Apr 2027): Intensive Acceleration**
 - Administer STAAR Interim Assessment 2; evaluate Special Education growth trajectories.
 - Launch intensive 1:4 small-group math acceleration review for all students in *Did Not Meet* or *Low Approaches* bands.
 - Present Cycle 3 progress update to the Board of Trustees.
- **Cycle 4 (May – Jun 2027): Evaluation & Post-Audit**
 - Administer 3rd–5th Grade STAAR assessments.
 - Review preliminary STAAR scores to evaluate goal attainment and outline modifications for the 2027–2028 Campus Improvement Plan.