Public Hearing: Turnaround Plan - Igo Elementary

Laura Buckley
Assistant Superintendent, Academic Services
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One System. Four Plans. One Goal.

Each plan turns identified needs into focused actions, measurable progress, and stronger outcomes for every student.

01

District Improvement Plan

Sets districtwide priorities, support systems, and progress monitoring.

02

Campus Improvement Plan

Translates priorities into campus goals, strategies, and evidence of impact.

03

Local Improvement Plan

Addresses targeted accountability needs through focused, locally owned actions.

04

Turnaround Plan

Accelerates urgent improvement through intensive actions, oversight, and milestones.

SHARED GOAL

Aligned actions • Clear ownership • Measurable progress • Improved student achievement

Understanding Campus Ratings

- Each year, campuses receive an A–F accountability rating from the Texas Education Agency (TEA) under the Texas state accountability system.
- These ratings apply to all campuses and determine monitoring, support, and intervention requirements.
- Regardless of year-to-year point changes and improvement, repeated ratings lower than a C increase the level of intervention.
- Per the TEA Playbook, the following applies.

UA 2

UA 3

UA 4

- Needs Assessment
- Stakeholder Engagement
- Turnaround Plan
- Performance Management Interventions

Turnaround Plan Timeline & Requirements

DATE	MILESTONE	KEY ACTIONS
September 10	**TAP Consultation**	Discuss root causes, academic program effectiveness, initial strategies, and improvement efforts already underway.
September/ October	**Develop TAP** **Share Draft TAP** **CEIC Stakeholder Meeting**	Campus principal reviews initial TAP and solicits community, parent, and CEIC input to inform/refine the TAP.
October 21	**Board Approval**	Present the Turnaround Plan to the Board of Trustees for approval.
Prior to November 20	**Submit & Monitor TAP**	Submit the board-approved TAP by the required deadline. Monitor implementation and progress toward success criteria.

October 21 Board approval precedes final submission and implementation monitoring

High-Quality Tier 1 Instruction

Is rigorous, grade-level instruction happening in every classroom?

CORE FOCUS

Consistent implementation of district adopted resources
Anchoring in the standards

LEADERSHIP ACTIONS

1. Internalize HQIM lessons and identify the intended TEKS-aligned learning
2. Deliver grade-level instruction using research-based instructional strategies
3. Use student work and assessment evidence to adjust Tier 1 instruction

EVIDENCE / LOOK-FORS

- ✓ HQIM lesson implementation
- ✓ Grade-level rigor and student engagement
- ✓ Student work aligned to intended standards

Turnaround Plan, pp. 5–7, 12, 18

Effective Professional Learning Communities (PLCs)

Are collaborative planning decisions improving classroom instruction?

CORE FOCUS

Structured grade-level PLCs using LIFT protocols

LEADERSHIP ACTIONS

1. Internalize modules, units, and lessons
2. Rehearse lessons and anticipate misconceptions and scaffolds
3. Analyze student work and identify instructional responses

EVIDENCE / LOOK-FORS

- ✓ PLC agendas and maps
- ✓ Internalization and rehearsal artifacts
- ✓ Student-work analysis and next steps

Turnaround Plan, pp. 7–8, 12–13, 18

Observation, Feedback & Coaching

Are teachers receiving actionable support that changes practice?

CORE FOCUS

Differentiated Accelerate, Build, and Sustain teacher-support cycles

LEADERSHIP ACTIONS

1. Accelerate: weekly observation and feedback
2. Build: biweekly observation and feedback
3. Sustain: monthly observation and feedback

EVIDENCE / LOOK-FORS

- ✓ Documented observations and coaching
- ✓ One high-leverage action step per cycle
- ✓ Follow-up evidence of implementation

Turnaround Plan, pp. 11, 13–14, 18–19

Student Progress Monitoring & Intervention

Are students learning, and are we responding when they are not?

CORE FOCUS

Student-level monitoring connected to targeted instructional responses

LEADERSHIP ACTIONS

1. Review results by student, standard, grade, and student group
2. Protect daily intervention/enrichment and small-group instruction
3. Adjust instructional groups and supports as student needs change

EVIDENCE / LOOK-FORS

- ✓ Student-growth tracker and assessment trends
- ✓ Intervention rosters and master schedule
- ✓ Progress-monitoring and student-work evidence

Performance Management & Leadership Accountability

Are we implementing the plan, seeing impact, and acting quickly?

CORE FOCUS

A recurring cycle linking adult implementation to student outcomes

LEADERSHIP ACTIONS

1. Review implementation evidence weekly with campus leadership
2. Conduct monthly LIFT performance-management pulse checks
3. Assign 3–5 high-leverage actions with owners, due dates, and follow-up

EVIDENCE / LOOK-FORS

- ✓ Monthly principal reports and pulse checks
- ✓ Action trackers with ownership and deadlines
- ✓ Student-outcome trends and documented adjustments

Turnaround Plan, pp. 15–16, 23–24

Turnaround Summary

Igo's Turnaround Plan is not about adding more initiatives.

Igo's Turnaround Plan is about the following:

- executing a few critical instructional systems consistently,
- monitoring whether they are working, and
- responding quickly when students are not making the expected progress.

