Jarrell Independent School District
Igo Elementary
2026-2027 Turnaround Plan

Needs Assessment and Stakeholder Engagement

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 TAP 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 Turnaround Plan, in accordance with Texas Education Code (TEC) §39A.104, 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 Turnaround 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.104, 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.103 and §39A.104, 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:

October 21, 2026

As part of the Turnaround Plan (TAP) submission, in accordance with Texas Education Code (TEC) §39A.104, the LEA must upload documentation of stakeholder feedback or the stakeholder engagement process. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted. Please upload a copy of public comments or additional documents explaining the lack of public comments:

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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 PLC Support

Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Engage2Learn, District Staff

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

2

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.

Kelly Blair - Director of Teaching & Learning - 50%
Laura Buckley - Assistant Superintendent of Academic Services

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).

Jarrell Middle School - Led comprehensive school turnaround, improving campus accountability from an F (58) to a B (84) with multiple distinctions in one year. Increased Closing the Gaps performance by 20 points through targeted instructional systems, progress monitoring, and leadership development.
Igo Elementary - Led comprehensive school improvement efforts beginning in 2022, implementing targeted instructional systems, progress monitoring, and leadership support that resulted in improved campus performance and the successful exit from Comprehensive School Improvement (CSI) status.

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.

LIFT Grant – $765,000 districtwide: Supports professional and contracted services ($535,503), payroll ($154,466), supplies and materials ($39,000), and indirect costs ($36,031) associated with implementation of HQIM, professional learning, coaching, PLC implementation, observation and feedback, and leadership capacity building. Igo Elementary receives direct and shared services through this districtwide investment.
LIFT SI PLC Support Add-On – $100,050 directly attributable to Igo Elementary: Provides additional campus coaching and PLC support, including 12 additional campus visit days, four additional PLC observations, and 11 additional days of campus/district support to meet LIFT school-improvement requirements.

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?

If grant funding is not received or becomes unavailable, the district will prioritize the strategy through existing general funds and/or available Title funds, as allowable. The district will adjust the scope or timeline as needed while maintaining the core components of the strategy to ensure continued implementation and support for improved student outcomes.

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

Igo Elementary will receive increased district and external-provider support proportionate to its turnaround needs, including:
Leadership - Replacement of turnaround principal and increased district leadership support
Staffing - Strategic assignment of staff based on student and teacher needs
Instructional Coaching - Dedicated instructional coach support with teachers differentiated through Accelerate, Build, and Sustain cycles
LIFT Support - Twice-monthly classroom observation/coaching visits plus intensive SI PLC support from Engage2Learn
Time - Protected weekly PLCs, intervention/enrichment time, and observation/feedback follow-up
District Support - Teaching & Learning and Assistant Superintendent participation in calibration walks, pulse checks, data reviews, and strategy monitoring

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?

475

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?

700

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?

175

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	District-Based Assessment	District	Semester	Monitor mastery of priority standards, compare performance across campuses/grade levels, identify trends, and adjust Tier 1 instruction, PLC focus, intervention, and coaching.
STAAR Released Test		District	Semester	Measure progress toward STAAR performance and accountability targets; identify students and standards requiring additional support before state assessment.
Curriculum Based Assessment		Campus	Monthly	Monitor mastery of taught curriculum and provide timely evidence for PLC student-work analysis, reteach, intervention, and instructional adjustments.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Benchmark		District	BOY/MOY/ EOY	Measure student growth across the year, identify students below grade level, monitor intervention response, and evaluate progress toward campus achievement and growth goals.

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

Student growth will be monitored through BOY/MOY/EOY benchmarks, curriculum-based assessments, STAAR released assessments, student work, and accountability growth measures. Grade-level PLCs will review results by student, standard, and student group to identify students off trajectory and determine instructional next steps. Campus leaders will review assessment trends during monthly LIFT pulse checks and monitor progress toward Academic Growth, Accelerated Learning, and Closing the Gaps targets. Results will be used to adjust Tier 1 instruction, intervention groups, coaching priorities, and resource allocation.

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

Teachers and administrators will receive targeted support for bilingual/EB and special education students. The ESL/Dual Language Coordinator will provide LCAP, professional learning, and coaching to strengthen bilingual program implementation and effective language supports. Special education capacity building will focus on implementing grade-level HQIM with IEP-aligned accommodations and scaffolds, progress monitoring, specially designed instruction, and effective collaboration between general and special education staff. PLCs and observation/feedback cycles will be used to verify that planned supports are implemented in classroom instruction.

Will the campus implement a PLC structure?

Yes

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

Grade level

How frequently will PLCs occur?

1 PLC per week

Who will facilitate PLCs?

Campus Principal & Instructional Coach

Who is required to attend PLCs?

Classroom teachers
Principal
Assistant Principal
Instructional Coach

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

The campus uses the LIFT PLC protocol, which provides structured processes for module/unit internalization, lesson internalization, lesson rehearsal, and student work analysis. PLCs establish a clear purpose, engage teachers in collaborative analysis and planning, and conclude with reflection and identified next steps or post-work.

Upload PLC agenda (optional):

Copy of LIFT PLC Agenda Template & Protocol-Specific Templates.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 Manager	Comprehensive Needs Assessment Performance Management Observation & Feedback Learning Readiness & Change Management Foundations of PLCs Effective PLC Systems PLC Facilitator Training PLC Mapping PLC Observation Tool	Engage2Learn	Kelly Blair & Laura Buckley
Principal	Performance Management Observation & Feedback Learning Readiness & Change Management Accountability for School Improvement Foundations of PLCs Effective PLC Systems PLC Facilitator Training PLC Mapping HQIM Product Training RBIS ELAR Training Monthly Calibration Walks Monthly Pulse Check Data Reviews	Engage2Learn & District	Leslie Vazquez

Role	Training/PD Description	Delivered By	Attended By
Other Campus Admin (Assistant Principals, Instructional Coaches)	Performance Management Observation & Feedback Learning Readiness & Change Management Accountability for School Improvement Foundations of PLCs Effective PLC Systems PLC Facilitator Training PLC Mapping HQIM Product Training RBIS ELAR Training RBIS Math Training Monthly Calibration Walks Observation Tools	Engage2Learn & District	Assistant Principal & Instructional Coach
Teacher	RBIS ELAR Training RBIS Math Training Accountability Overview - Domain 1 Teacher Data Foundations of PLCs PLC Mapping Observation & Feedback Framework Learning Readiness Change Management	Principal, Assistant Principal, and Instructional Coach	K-5 Teachers

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

Training will be differentiated using the Accelerate, Build, and Sustain teacher cycles based on experience and performance. Teachers with fewer than two years of experience and those needing strengthening will receive Accelerate-level support, including more frequent coaching, modeling, feedback, and targeted professional learning.

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?

The LIFT Observation Tools for RLA, Math, and Content-Agnostic instruction, aligned to the JISD Instructional Frameworks, will be used to evaluate implementation of training. The accompanying LIFT Companion Guide will support consistent scoring, clarify instructional look-fors, and guide the identification of targeted action steps for teacher feedback and ongoing coaching.

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

Other

Please describe the observation frequency:

Accelerate: Weekly observation and feedback Build: Biweekly observation and feedback Sustain: Monthly observation and feedback

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

Teachers and administrators will receive targeted capacity-building supports for bilingual education through the ESL/Dual Language Coordinator, who will streamline and strengthen bilingual program implementation. Supports will include LCAP, targeted professional learning, and ongoing instructional coaching to strengthen effective bilingual instructional practices.

Teachers and administrators will receive targeted capacity-building support to strengthen services for students receiving special education. Supports will include Autism Grant–funded professional learning and resources, monthly parent training opportunities to strengthen school-family partnerships, and Edmentum curriculum resources and training to support differentiated, standards-aligned instruction. Ongoing coaching and implementation support will help staff effectively apply these resources to meet individual student needs and improve student outcomes.

Milestones

List 16-20 key milestones your campus will complete to implement this strategy (8-10 per year). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027, December 2027, May 2028, August 2028.

Milestone 1

Description – What specific action or deliverable will be completed?

1. Complete LIFT PLC, HQIM, RBIS, performance-management, and observation/feedback training for campus leaders and teachers.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, DCSI/T&L, Engage2Learn

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

Training agendas, sign-ins, artifacts, PLC maps

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

Engage2Learn professional learning and coaching; district T&L support; LIFT training resources; HQIM/RBIS resources

Milestone 2

Description – What specific action or deliverable will be completed?

2. Implement weekly grade-level PLCs using LIFT protocols for HQIM internalization, lesson rehearsal, and student-work analysis, with instructional responses identified from student evidence.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, IC, APs

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

PLC agendas, PLC maps, internalization, rehearsal, and student-work artifacts

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

Protected PLC time; LIFT protocols; Engage2Learn PLC coaching

Milestone 3

Description – What specific action or deliverable will be completed?

3. Establish Accelerate, Build, and Sustain teacher-support cycles based on experience, instructional performance, and student need; calendar required observation/coaching cycles.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, IC

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

Teacher tiering, coaching schedules, Instructional Insights records

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

Teacher-cycle framework; Instructional Insights; Engage2Learn coaching

Milestone 4

Description – What specific action or deliverable will be completed?

4. Implement differentiated observation/feedback cycles—Accelerate weekly, Build biweekly, Sustain monthly—and document one high-leverage teacher action step, coaching support, and follow-up from each cycle.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, AP, Instructional Coach

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

Observation records, action steps, coaching/follow-up evidence

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

LIFT observation/companion guides; See It, Name It, Do It; calibration support

Milestone 5

Description – What specific action or deliverable will be completed?

5. Establish a campus student-outcome monitoring system disaggregated by grade, content, teacher, student, and special population to monitor trajectory toward 2026–27 RLA, Math, overall STAAR, and Domain III goals.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, IC, DCSI/T&L

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

Student-growth tracker, assessment reports, teacher/student-group data

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

District assessment/accountability systems; T&L data support

Milestone 6

Description – What specific action or deliverable will be completed?

6. Implement protected daily intervention/enrichment and small-group instruction based on assessment, student-work, and progress-monitoring evidence; adjust student groups and instructional focus as needs change.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, AP, IC, Teachers

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

Master schedule, intervention rosters, progress-monitoring data, PLC artifacts

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

Intervention resources; protected time; coaching; special-program support

Milestone 7

Description – What specific action or deliverable will be completed?

7. Conduct monthly principal performance-management pulse checks comparing current RLA, Math, Growth, Student Success, Academic Achievement, and ELP performance to Student Outcome Goal trajectories and reviewing PLC, observation/feedback, intervention, and coaching evidence.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, DCSI/T&L, Assistant Superintendent, Engage2Learn

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

Completed monthly principal reports, assessment trends, implementation evidence

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

Performance-management coaching; accountability/data support

Milestone 8

Description – What specific action or deliverable will be completed?

8. Use each monthly pulse check and major assessment review to identify areas off trajectory and assign 3–5 high-leverage actions, with an owner, completion date, evidence source, and subsequent follow-up to determine impact.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, DCSI/T&L, Engage2Learn

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

Pulse-check action trackers, follow-up evidence, documented instructional/intervention adjustments

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

District/Engage2Learn performance-management support

Milestone 9

Description – What specific action or deliverable will be completed?

9. Complete a Year 1 student-outcome and implementation review comparing EOY performance to RLA 70/50/18, Math 70/52/18, Overall 70/50/18, and Domain III component goals; identify Year 2 instructional, PLC, coaching, intervention, staffing, and resource priorities.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, DCSI, Assistant Superintendent, Engage2Learn

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

EOY outcome analysis, implementation review, Year 2 priorities

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

Accountability/T&L analysis; Engage2Learn stepback support

Milestone 10

Description – What specific action or deliverable will be completed?

10. Use Year 1 student-outcome and implementation results to update teacher-support tiers, PLC maps, intervention groups, coaching assignments, schedules, and leadership responsibilities for Year 2.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, DCSI/T&L, APs, IC

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

Updated tiers, PLC map, intervention plan, coaching assignments

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

Year 1 data; district/Engage2Learn planning and staffing support

Milestone 11

Description – What specific action or deliverable will be completed?

11. Complete targeted Year 2 calibration/refresher training in HQIM, RBIS, PLCs, observation/feedback, and performance management based specifically on implementation and student-outcome gaps identified in Year 1.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

DCSI/T&L, Principal, Engage2Learn

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

Training/calibration artifacts and identified implementation priorities

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

LIFT tools; JISD frameworks; Engage2Learn PL

Milestone 12

Description – What specific action or deliverable will be completed?

12. Implement Year 2 weekly PLCs with evidence that teams identify intended outcomes, rigor, success criteria, misconceptions, scaffolds, and instructional responses to student evidence.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, IC

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

PLC agendas, internalization artifacts, student-work analysis, PLC observations

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

LIFT PLC protocols; HQIM; Engage2Learn PLC coaching

Milestone 13

Description – What specific action or deliverable will be completed?

13. Continue differentiated observation/feedback cycles and use classroom evidence to verify that instruction reflects PLC planning, HQIM, JISD instructional frameworks, and previously assigned teacher action steps.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, IC, District Leaders

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

Instructional Insights trends, observations, action-step follow-up

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

LIFT observation tools; district/Engage2Learn calibration

Milestone 14

Description – What specific action or deliverable will be completed?

14. Strengthen and verify implementation of planned scaffolds, accommodations, specially designed instruction, and language supports for SPED and bilingual/EB students through PLC, classroom, student-work, and progress-monitoring evidence.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, AP, IC, Special Programs Staff

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

PLC artifacts, classroom evidence, student work, subgroup progress data

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

SPED and bilingual/EB expertise; targeted coaching/PL

Milestone 15

Description – What specific action or deliverable will be completed?

15. Conduct monthly Year 2 principal pulse checks comparing performance to 2027–28 RLA 75/55/22, Math 75/58/22, Overall 75/56/22, and Domain III goals; adjust PLC focus, coaching intensity, interventions, staffing, time, and resources when performance is off trajectory.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, DCSI/T&L, Assistant Superintendent, Engage2Learn

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

Monthly reports, student-outcome trajectories, revised action plans, implementation evidence

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

Accountability/T&L analysis; Engage2Learn PM support

Milestone 16

Description – What specific action or deliverable will be completed?

16. Complete a Year 2 EOY student-outcome and implementation review to determine attainment of STAAR and Domain III goals and evaluate the impact of PLCs, coaching, observation/feedback, interventions, and special-population supports on student outcomes.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, DCSI/T&L, Assistant Superintendent, Engage2Learn

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

EOY outcome analysis, longitudinal data, implementation/impact review

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

Accountability analysis; Engage2Learn stepback support

Milestone 17

Description – What specific action or deliverable will be completed?

17. Develop and implement a sustainability plan identifying the PLC, observation/feedback, coaching, intervention, student-outcome monitoring, and performance-management systems that will continue as standard campus practice, with assigned ownership and monitoring expectations.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Principal, DCSI, Assistant Superintendent

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

Sustainability plan, PLC calendar, teacher-support system, monitoring plan

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

District leadership/T&L planning; established LIFT tools and systems

Milestone 18

Description – What specific action or deliverable will be completed?

18. Establish Year 3 campus leadership roles, calendars, and monitoring routines to sustain weekly PLCs, differentiated observation/feedback cycles, student-progress monitoring, and monthly performance-management reviews with reduced reliance on external support.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, IC, DCSI/T&L

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

Year 3 implementation calendar, leadership responsibilities, PLC/O&F schedules, monitoring calendar

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

District leadership/T&L support; LIFT tools and established campus systems

Milestone 19

Description – What specific action or deliverable will be completed?

19. Use two years of student-outcome and implementation data to identify practices demonstrating the strongest impact, establish Year 3 student-performance priorities, and determine which interventions, coaching supports, staffing, time, and resources will be continued, modified, or discontinued.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Principal, DCSI/T&L, Assistant Superintendent

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

Two-year trend analysis, Year 3 priorities, revised intervention/coaching/resource plan

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

District accountability and T&L analysis; campus implementation data

Milestone 20

Description – What specific action or deliverable will be completed?

20. Complete a campus capacity and readiness review to verify that campus leaders can independently lead PLCs, observation/feedback, coaching, data analysis, intervention monitoring, and performance-management cycles and identify any remaining district support needed for sustained improvement.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Principal, DCSI/T&L, Assistant Superintendent

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

Capacity/readiness review, leadership artifacts, identified sustainability supports

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

District calibration and leadership coaching

Performance Management

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

District and campus leaders will use the LIFT performance-management cycle to monitor both implementation and student outcomes. Leaders will review PLC implementation, classroom observation/feedback evidence, completion of teacher action steps, assessment and student-growth trends, intervention effectiveness, and progress toward accountability targets. Monthly pulse checks will identify trends and result in 3–5 high-leverage actions with an assigned owner and completion date. District and Engage2Learn calibration visits will be used to verify implementation and build campus leadership capacity.

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

Campus Principal, Assistant Principals, Instructional Coach, Assistant Superintendent, Director of Teaching & Learning/DCSI, and Engage2Learn campus coach, with the Superintendent/ designee included for formal turnaround progress reviews.

How frequently will progress toward milestones be reviewed?

Other

Please describe the review frequency:

Implementation evidence will be reviewed weekly by campus leadership, during monthly LIFT pulse checks with district/support partners, and formally at each required TAP checkpoint. Student outcome trajectories will be reviewed after each major district or campus assessment.

How will milestone progress data be collected?

Evidence will be collected through LIFT PLC agendas and observation tools, classroom observation/feedback records, coaching action steps and follow-up documentation, PLC maps, assessment reports, student-growth trackers, intervention records, professional-learning artifacts, monthly pulse checks, and milestone evidence folders.

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

The principal and DCSI will review progress through monthly performance-management/pulse-check meetings. Key implementation and student-outcome trends will be shared with district executive leadership through school-improvement updates and formal checkpoint reviews. Campus staff will receive relevant trends, priorities, and action steps through PLCs, leadership meetings, and staff communication. Required progress and stakeholder information will be shared with the CIT, Board, and TEA as applicable.

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	70
Meets Grade Level	50
Masters Grade Level	18

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

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	52
Masters Grade Level	18

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

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	50
Masters Grade Level	18

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?

3

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	75
Meets Grade Level	55
Masters Grade Level	22

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	75
Meets Grade Level	58
Masters Grade Level	22

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	75
Meets Grade Level	56
Masters Grade Level	22

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 27-28?

18

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 27-28?

4

Will this campus 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?

10

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

8

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 27-28?

16

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 27-28?

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)

Igo Elementary's turnaround strategy is supported through an integrated district and LIFT system connecting HQIM implementation, weekly PLCs, differentiated observation and feedback, leadership coaching, student-data monitoring, intervention, and performance management. In addition to campus-led implementation, Igo receives intensive Engage2Learn support through scheduled classroom observation/coaching visits and additional school-improvement PLC visits. Monthly pulse checks connect student outcomes with adult implementation evidence so that leaders can rapidly adjust coaching, PLC focus, intervention, staffing, time, and resources when progress is off track.

Upload additional documents (optional):

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