Kaufman Independent School District Improvement Plan

KISD Mission: KISD will equip students to become lifelong learners committed to academic **EXCELLENCE**, **INTEGRITY**, and **SERVICE** to others.

KISD Vision: **PREPARATION | PURPOSE | PRIDE!**

KISD Motto: ***"Big City Education. Small Town Values."***

A **KAUFMAN ISD** Graduate is **prepared** for college or career, has a strong sense of **purpose**, and takes **pride** in oneself and others.

PREPARATION: College, Careers, & Life

Kaufman ISD graduates complete rigorous academic courses and explore career opportunities through classes, internships, and work-study opportunities. They exhibit grit and determination in all aspects of life; engage in healthy life choices; are literate and articulate; proficient with technology; and are creative and solutions-oriented problem solvers.

PURPOSE: Servant Leaders & Collaborative Team Members

Kaufman ISD graduates demonstrate confidence while maintaining a kind demeanor; prioritize the needs of others while accepting responsibility for themselves and accountability for their own actions. They work effectively with others to achieve group goals; take actions that respect the needs and contributions of others; yield their own objectives to the goals of the team and make meaningful contributions within the team. KISD graduates apply their knowledge and problem-solving skills in meaningful and productive ways.

Pride: Respect for Self and Others, Compassionate Citizens, and Life-Long Learners

Kaufman ISD graduates respectfully and actively listen to others; apply their values to decision-making; and appropriately engage in courageous conversations. They are empathetic to their fellow citizens, exhibiting care and concern for others; are inclusive and embrace differences; are culturally aware; and actively exercise their rights within our democracy. Kaufman ISD graduates approach life with wonder and curiosity; seek creative opportunities; possess the ability to adapt to change; and are confident in their ability to pursue and attain futures beyond what they can imagine!

DISTRICT PRIORITIES:

1. **EXCELLENCE** in Student Performance
2. **EXCELLENCE** in a Collaborative Work Environment
3. **INTEGRITY**-Driven District and Campus Operations
4. Community **SERVICE** and Engagement

Kaufman Independent School District Improvement Plan

Priority #1: EXCELLENCE in Student Performance

Strategic Objective 1.1: Increase Academic Achievement and Growth in All Levels
Evaluation Data Sources: State Accountability STAAR results; TAPR Data; MAP Data

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in Student Performance	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
1.1.1 Increase the percentage of students reaching the "Meets" standard for English Language Arts (ELAR).	STAAR Performance (TAPR)	*60%*	51%	50%					
3rd		*60%*	45%	49%					
4th		*60%*	45%	46%					
5th		*60%*	53%	50%					
6th		*60%*	50%	52%					
7th		*60%*	45%	42%					
8th		*60%*	54%	54%					
9th		*60%*	54%	50%					
10th		*60%*	61%	54%					

SMART Goal: We will increase the percentage of students scoring at the "meets" or "exceeds" standard on the STAAR ELA assessment from 51% to 60% by May 2030.

Fidelity Checks:

- Campus administrators complete 10 walkthroughs/week
- Cadence of Accountability System
- MAP and Quarterly Assessment Data Disaggregation

Resources:

- Protected PLC time for grade level/content STAAR teachers
- Elementary RLA instructional coaches
- Embedded intervention time
- Common planning periods for STAAR teachers

Lead Measures (Formative Review)	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
PK Circle data	X				X				X
Kindergarten map data	X				X				X
1st MAP data	X				X				X
2nd MAP data	X				X				X
3rd MAP data	X				X				X
4th MAP data	X				X				X
5th MAP data	X				X				X
6th MAP data	X				X				X
7th MAP data	X				X				X
8th MAP data	X				X				X
9th Common Assessments		X		X			X		X
10th Common Assessments		X		X			X		X

Kaufman Independent School District Improvement Plan

Priority #1: EXCELLENCE in Student Performance
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Evaluation Data Sources: State Accountability STAAR results; TAPR Data; MAP Data

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in Student Performance	Data Source	Goal	Base Line 2024	Base Line 2025	Status 2026	Status 2027	Status 2028	Status 2029	Status 2030
1.1.2 Increase the percentage of students reaching the "Meets" standard for Math.	STAAR Performance (TAPR)	55%	46%	46%					
3rd		55%	38%	41%					
4th		55%	53%	39%					
5th		55%	49%	46%					
6th		55%	50%	49%					
7th		55%	54%	40%					
8th		55%	19%	24%					
Algebra I		55%	49%	64%					

SMART Goal: We will increase the percentage of students scoring at the "meets" or "exceeds" standard on the STAAR Math assessment from 46% to 55% by May 2030.

Fidelity Checks:

- Campus administrators complete 10 walkthroughs/week
- Cadence of Accountability System
- MAP and Quarterly Assessment Data Disaggregation
- Bluebonnet Fidelity Observation Checks

Resources:

- Protected PLC time for grade level/content STAAR teachers
- Elementary Math instructional coaches
- Embedded intervention time
- Common planning periods for STAAR content teachers
- Strong Foundation Implementation Region 10 Support

Lead Measures (Formative Review)	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
PK Circle data	X				X				X
Kindergarten map data	X				X				X
1st MAP data	X				X				X
2nd MAP data	X				X				X
3rd MAP data	X				X				X
4th MAP data	X				X				X
5th MAP data	X				X				X
6th MAP data	X				X				X
7th MAP data	X				X				X
8th MAP data	X				X				X
Algebra I Common Assessment		X		X			X		X

Kaufman Independent School District Improvement Plan

Priority #1: EXCELLENCE in Student Performance
Strategic Objective 1.2: Increase College, Career, or Military Readiness by graduation
Evaluation Data Sources: State Accountability STAAR results; TAPR Data; TSIA; SAT/ACT; IBCs

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in Student Performance	Data Source	Goal	Base Line 2024	Base Line 2025	Status 2026	Status 2027	Status 2028	Status 2029	Status 2030
1.2 Maintain high standards for graduates earning College, Career, and/or Military (CCMR) indicators.	STAAR Performance (TAPR) and Local Tracking	*90%*	96%	99%					
TSIA2 Combined RLA/Math Performance		60%	27%	53%					
SAT/ACT		25%	10%	16%					
IBC's + Completer		35%	26%	26%					

SMART Goal: Sustain a College, Career, and Military Readiness compliance rate of 90% or above for all graduates through June 30th, 2030, using the combined metrics of TSIA2, SAT/ACT, and Industry-Based Certifications.

Fidelity Checks:

- Weekly progress checks for TSIA2 testing
- Track and monitor student CTE Pathway progress/completion and required courses with corresponding IBC's each semester.
- Semester tracking of students taking SAT/ACT

Resources:

- CCMR and CTE Director
- TSIA2 Intervention teacher
- ACT/SAT Review/iXL
- ACT/SAT/TSIA2 Testing Costs

Priority #1: EXCELLENCE in Student Performance
Strategic Objective 1.3: Ensure the Safety and Well-Being of Students
Evaluation Data Sources: Surveys; Hazel Health Enrollment; PEIMS Discipline; RDA data; & TAPR.

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in Student Performance	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
1.3.2 Decrease the percentage of student discipline placement to fall below the State levels.	TAPR	*2.0%*	3.7%	3.7%					

1.3.2 SMART Goal: By May 2030, the district will decrease the total percentage of student discipline placements (including In-School Suspension, Out-of-School Suspension, DAEP, and Expulsion) from the current baseline of 3.7% to a target rate of 2.0%

Fidelity Checks:

- Implementation of restorative practices
- Comparison of district and state data when available
- Monthly monitoring of discipline data by campus

Priority #2: EXCELLENCE in a Collaborative Environment

Strategic Objective 2.3: Increase Staff Satisfaction, Engagement, & Well-Being
Evaluation Data Sources: Surveys; TAPR Retention rates; TIA percentage rate

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in a Collaborative Work Environment	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
2.1 Increase the Teacher Retention Rate.	TAPR	*90%*	85%	85%					
2.2 Increase the percentage of Teachers receiving a Teacher Incentive Allotment Stipend.	TEA Award List	*35%*	NA	NA	TBD				
2.3 Increase Staff Satisfaction on the District's annual survey.	Survey Data	*90%*	NA	TBD					

2.1 SMART Goal: By May 2030, the district will increase the teacher retention rate from 85% to 90%, as measured by HR retention data, through enhanced mentoring, onboarding, and targeted professional support initiatives.

Resources/Strategies:
- Provide instructional coaching cycles and job-embedded PD for early-career teachers.
- Principals will conduct stay interviews mid-year to identify and address concerns proactively
- Offer continued and additional wellness and work-life balance supports

Fidelity Checks:
- Quarterly HR reports on teacher turnover trends
- Principal monitoring of stay interview implementation and follow-up actions.

2.2 SMART Goal: By May 2030, the district will increase the percentage of teachers earning a Teacher Incentive Allotment designation from 20% to 35%, as reported by TEA, through improved calibration, data accuracy, and instructional support aligned to the T-TESS rubric.

Fidelity Checks:
- Monitor T-TESS calibration completion rates.
- Review student growth and observation data each semester.
- Conduct analysis of TIA designation submissions versus eligibility projections.

Resources/Strategies:
- Provide T-TESS calibration training for all appraisers annually.
- Campus level data meetings to analyze student growth and review designation requirements.

2.3 SMART Goal: By June 2030, the district will increase overall staff satisfaction on the annual employee survey by 10 percentage points, focusing on communication, recognition, and workload balance.

Fidelity Checks:

- Track participation rates in advisory councils and listening sessions.
- Document and review recognition program activities and communication updates.

Resources/Strategies:

- Focus on the DEIC to increase two-way communication.
- Implement a Staff Recognition Program highlighting monthly and annual excellence.
- Review and adjust non-instructional duty assignments to reduce workload.

Priority #3: INTEGRITY-Driven District and Campus Operations
Strategic Objective 3.3: Maintain a "Superior" rating in the FIRST System.
Evaluation Data Sources: Campus-level budgets (local/federal/state)

Balanced Scorecard Results (Lag Measures)

INTEGRITY-Driven District and Campus Operations	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
3.3 Maintain a "Superior" rating in the FIRST System.	TEA FIRST	*Superior*	Superior	Superior					

3.3 Smart Goal: Maintain a minimum score of 90 on the Texas Education Agency (TEA) FIRST rating for the current fiscal year by ensuring timely and accurate submission of all required financial data, conducting regular internal audits of all financial indicators, and achieving an unmodified opinion on the annual financial report from external auditors by the submission deadline.

Fidelity Checks:

- Quarterly Internal Audits
  - Systematically review all 21 financial indicators used in the FIRST rating at regular intervals, not just at year-end. This allows for proactive identification and correction of issues.
- Audit of Critical Indicators
  - Confirm compliance with the critical indicators that result in an automatic "Substandard Achievement" or "F" rating if not met.
- External Auditor Feedback Review
  - Review the results of the annual external audit, particularly the independent auditor's opinion and any findings related to internal controls.

Resources:

- Independent Audit
- Professional Development
- Chart of Accounts

Priority #4: Community SERVICE and Engagement
Strategic Objective 4.1: Increase Parent and Family Engagement & Satisfaction
Evaluation Data Sources: Survey Data; Event Calendars; Site-Based Attendance

Balanced Scorecard Results (Lag Measures)

Community SERVICE and Engagement	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
4.1 Increase family satisfaction with the district.	Survey Data	*90%*	NA	88%					

4.1 Smart Goal: By the end of 2030, the percentage of families who report being satisfied or very satisfied with the district will increase from the baseline of 88% to 90%, as measured by the annual District Family Survey.

Fidelity Checks:

- Track community feedback following district events on social media.
- Monitor social media channels for posts, mentions, and shares following district events.
- Receive feedback collected through the quarterly newsletter.

Resources

- Annual Family District Satisfaction Survey
- Social Media Channels
- District Newsletter

Helen Edwards Campus Improvement Plan 2026-2027

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3. **INTEGRITY**-Driven District and Campus Operations
4. Community **SERVICE** and Engagement

Priority #1: EXCELLENCE in Student Performance
Strategic Objective 1.1: Increase Academic Achievement and Growth in All Levels

Evaluation Data Sources: State Accountability STAAR results; TAPR Data; MAP Data

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in Student Performance	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
1.1.1 Increase the percentage of students reaching the "Meets" standard for English Language Arts (ELAR).	STAAR Performance (TAPR)	*60%*	51%	50%	53%				
3rd/6th/9th		*60%*							
4th/7th/10th		*60%*							
5th/8th		*60%*							

Objective #1.1.1 Details

Objective 1.1.1 Increase the percentage of students reaching the "Meets" standard for English Language Arts (ELAR).

Helen Edwards Early Childhood Center will increase the percentage of Kindergarten students meeting grade-level expectations in English Language Arts and Reading (ELAR) by strengthening Tier 1 instruction through consistent implementation of Bluebonnet Reading, with an intentional focus on phonological awareness, phonics, and vocabulary development.

Teachers will utilize PLCs for lesson internalization, analysis of student performance data, identification of misconceptions, and planning targeted instructional responses. Student progress will be monitored through MAP Growth, MAP Fluency, CLI KEA, and classroom assessments.

Campus leadership will monitor instructional effectiveness through TIA and Bluebonnet walkthroughs, coaching cycles, and ongoing data reviews to ensure high-quality, TEKS-aligned instruction and continuous student growth.

Lead Measures (Formative Review)	Sept BOY	Jan MOY	May EOY
PK Circle Data	49%		
PK Circle Spanish Data	50%		
Kindergarten Gen Ed Map Data	38%		
Kindergarten Spanish Map Data	49%		
Fidelity Measure: # Walkthroughs	46		

Priority #1: EXCELLENCE in Student Performance
Strategic Objective 1.1: Increase Academic Achievement and Growth in All Levels
Evaluation Data Sources: State Accountability STAAR results; TAPR Data; MAP Data

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in Student Performance	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
1.1.2 Increase the percentage of students reaching the "Meets" standard for Math.	STAAR Performance (TAPR)	55%	46%	46%	47%				
3rd/6th/9th		55%							
4th/7th/10th		55%							
5th/8th		55%							

Objective #1.1.2 Details

1.1.2 Increase the percentage of students reaching the "Meets" standard for Math.

Helen Edwards Early Childhood Center will increase the percentage of Kindergarten students meeting grade-level expectations in Mathematics by strengthening Tier 1 instruction through consistent implementation of Bluebonnet Math, intentional lesson internalization, and effective instructional practices.

Teachers will utilize PLCs to analyze student performance, identify misconceptions, rehearse instructional strategies, and plan targeted responses to strengthen foundational math skills and conceptual understanding.

Student progress will be monitored through MAP Growth, CLI KEA, classroom assessments, and ongoing progress monitoring. Campus leadership will monitor instructional effectiveness through Bluebonnet walkthroughs, TIA observations, coaching cycles, and data-driven feedback to ensure high-quality, TEKS-aligned math instruction.

Lead Measures (Formative Review)	Sept	Jan	May
PK Circle data	16%		
Kindergarten map data	48%		
Fidelity Measure: # Walkthroughs	48		

Priority #1: EXCELLENCE in Student Performance
Strategic Objective 1.2: Increase College, Career, or Military Readiness by graduation
Evaluation Data Sources: State Accountability STAAR results; TAPR Data; TSIA; SAT/ACT; IBC; ASVAB

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in Student Performance	Data Source	Goal	Base Line 2024	Base Line 2025	Status 2026	Status 2027	Status 2028	Status 2029	Status 2030
1.2 Maintain high standards for graduates earning College, Career, and/or Military (CCMR) indicators.	STAAR Performance (TAPR)	*90%*	96%	99%	99%				
TSIA Performance		60%	27%	53%	47%				
SAT/ACT		25%	10%	16%	20%				
IBC's		35%	26%	26%	31%				

Objective #1.2 Details	Reviews		
1.2 Maintain high standards for graduates earning College, Career, and/or Military (CCMR) indicators.	Formative (Lead Measures)		
	Oct	Feb	May
Resources to support objective: 1. College & Military Tshirt Day Monthly 2. Professional Visits Day- Career Day 3. Veterans Day Wall 4. Work towards being a Purple Star Designated campus 5. Dress Up as your Future Career			

Priority #1: EXCELLENCE in Student Performance
Strategic Objective 1.3: Ensure the Safety and Well-Being of Students
Evaluation Data Sources: Surveys; Hazel Health Enrollment; PEIMS Discipline; RDA data; & TAPR.

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in Student Performance	Data Source	Goal	Base Line 2024	Base Line 2025	Status 2026	Status 2027	Status 2028	Status 2029	Status 2030
1.3.2 Decrease the percentage of student discipline placement to fall below the State levels.	TAPR	*2.0%*	3.7%	3.7%					

Objective #1.3 Details	Reviews			
1.3 By May 2030, the district will decrease the total percentage of student discipline placements (including In-School Suspension, Out-of-School Suspension, DAEP, and Expulsion) from the current baseline of 3.7% to a target rate of 2.0%	Formative (Lead Measures)			Summative (Lag Measures)
	Oct	Feb	May	June
Helen Edwards Early Childhood Center will contribute to reducing district discipline placements by implementing proactive behavior supports, social-emotional learning (SEL), and consistent classroom management practices. Students will receive social skills instruction every two weeks during Specials rotations with the school counselor using CharacterStrong				

curriculum and resources. Monthly CharacterStrong character traits will be reinforced campus-wide, with students recognized for demonstrating positive character and behavior. All classrooms will maintain calming corners with established expectations to support student self-regulation and emotional development. Staff will participate in professional learning led by the Assistant Principal and District Behavior Specialists to strengthen proactive classroom management, de-escalation strategies, and appropriate behavioral responses. Teachers and support staff will utilize social stories, behavior logs, and behavior tracking tools to identify patterns, implement targeted interventions, and monitor student progress. Campus leadership will review behavior data and discipline placements to evaluate the effectiveness of supports and ensure a safe, positive learning environment for all students.				

Priority #2: EXCELLENCE in a Collaborative Environment
Strategic Objective 2.3: Increase Staff Satisfaction, Engagement, & Well-Being
Evaluation Data Sources: Surveys; TAPR Retention rates; TIA percentage rate

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in a Collaborative Work Environment	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
2.1 Increase the Teacher Retention Rate.	TAPR	*90%*	85%	85%	94%				
2.2 Increase the percentage of Teachers receiving a Teacher Incentive Allotment Stipend.	TEA Award List	*20%*	NA	NA	69%				
2.3 Increase Staff Satisfaction on the District's annual survey.	Survey Data	*90%*	NA	TBD	NA				

Objective #2.3 Details	Reviews			
	Formative (Lead Measures)			Summative (Lag Measures)
	Oct	Feb	May	June

2.1 By May 2027, Helen Edwards Early Childhood Center will maintain a teacher retention rate of at least 90% by fostering a positive campus culture, strengthening staff support systems, providing meaningful professional development, and increasing opportunities for teacher feedback, recognition, and professional growth.

Resources to support objective:
1. Weekly PLC Check-Ins with staff members
2. Monday Memo and Weekly Communication (Friday Focus)
3. Monthly Staff Recoginition
4. Fall, Winter, and Spring Learning Labs (Campus Culture Checks)
5. Staff Surveys and Feedback opportunities
6. New Teacher Mentor Trainings

2.2 By May 2027, Helen Edwards Early Childhood Center will maintain at least 65% of eligible teachers receiving a Teacher Incentive Allotment (TIA) designation/stipend while providing targeted coaching, professional development, and instructional feedback to increase the number of teachers meeting TIA performance expectations.

Resources to support objective:
1. TIA Walkthroughs
2. Instructional Coaching Cycles
3. PLC Internalization Daily
4. Learning Walks
5. T-Tess Goal Setting and Process
6. Bluebonnet Walkthroughs
7. Data PLCs
8. Win Time Planning

2.3 By May 2027, Helen Edwards Early Childhood Center will increase overall staff satisfaction on the district's annual survey by at least 5 percentage points from the 2025–2026 baseline through improved communication, meaningful staff feedback opportunities, consistent leadership support, and a positive campus culture.

Resources to support objective: 1. Weekly PLC Check-Ins 2. Monday Memo and Communications 3. Recognition Monthly 4. Seasonal Door Shout outs between staff members 5. PTO Teacher Lunch Table 6. Alligator Pass: Arrive Late/Leave Early Incentive				

Priority #3: INTEGRITY-Driven District and Campus Operations
Strategic Objective 3.3: Maintain a "Superior" rating in the F.I.R.S.T. system.
Evaluation Data Sources: Campus-level budgets (local/federal/state);

Balanced Scorecard Results (Lag Measures)

INTEGRITY-Driven District and Campus Operations	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
3.3 Maintain a "Superior" rating in the F.I.R.S.T. system.	TEA FIRST	*A*	A	A	A				

Objective #3.3 Details	Reviews			
	Formative (Lead Measures)			Summative (Lag Measures)
	Oct	Feb	May	June
3.3 By June 2026, direct at least 90% of the campus budget to initiatives outlined in the Campus Improvement Plan that strengthen teacher capacity (e.g., job-embedded professional development, coaching, and collaborative planning) and provide evidence-based instructional resources for students, resulting in an increase in student proficiency rates in reading and math compared to the 2024–2025 school year. Resources to support objective: 1. Providing teachers with the opportunity to purchase evidence based resources to supplement their current Bluebonnet curriculum in Reading & Math. ○ Example: Reading and math slide decks aligned with Bluebonnet curriculum to assist in both planning and lesson pacing. ○ Example: Providing all classroom teachers a BOY budget to purchase educational materials to use in their classrooms. 2. Providing professional developments that enhance the direct instruction to students in the classroom. ○ Examples include: Sheltered Instruction, Bluebonnet Curriculum Training. 3. Create a collaborative & supportive relationship with Region 10 to ensure coaching and feedback takes place for our Special Education Self-Contained classrooms.				

Priority #4: Community SERVICE and Engagement
Strategic Objective 4.1: Increase Parent and Family Engagement & Satisfaction

Evaluation Data Sources: Survey Data; Event Calendars; Site-Based Attendance

Balanced Scorecard Results (Lag Measures)

Community SERVICE and Engagement	Data Source	Goal	Base Line 2024	Base Line 2025	Status 2026	Status 2027	Status 2028	Status 2029	Status 2030
4.1 Increase family satisfaction with the district.	Survey Data	*90%*	NA	88%	88%				

Objective #4.1 Details	Reviews			
	Formative (Lead Measures)			Summative (Lag Measures)
	Oct	Feb	May	June
4.1 By the end of the school year, parent satisfaction and engagement will increase through consistent implementation of family-focused events and involvement opportunities. Resources to support objective: 1. Parent Surveys 2. Parent University (Quarterly) 3. Gobble Wobble & Thanksgiving Lunch 4. Christmas Programs, Christmas Parties 5. Timely communication to parents through multiple forms of delivery (social Media Facebook, Thrillshare, Monthly Parent Newsletter) 6. PTO Meetings for families 7. Open House 8. Math & Literacy Nights (Math-o-ween & Spring Literacy Night)				

J.W. Monday Elementary Campus Improvement Plan

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1.1.1 Increase the percentage of students reaching the "Meets" standard for English Language Arts (ELAR).	STAAR Performance (TAPR)	*60%*	51%	56%	53%				
3rd/6th/9th		*60%*	44%	60%	51%				
4th/7th/10th		*60%*	56%	50%	48%				
5th/8th		*60%*	71%	59%	60%				

Objective #1.1.1 Details

Objective 1.1.1 Increase the percentage of students reaching the "Meets" standard for English Language Arts (ELAR).

1. ***By May 2027, the percentage of students meeting the state standard in English Language Arts (ELAR) will increase from 51% to 56% in Grade 3, 48% to 53% in Grade 4, and 60% to 64% in Grade 5, as measured by state assessment results, through implementation of district curriculum, formative assessments and professional learning communities centered around the implementation of district curriculum.***

2. *How will you ensure that the adults are following through with this plan?*
   - Daily PLC-planning with administration and Campus Instructional Coach to ensure implementation of district curriculum is being implemented with fidelity. (Bluebonnet Math and RLA).
   - Campus Walkthroughs performed by district administration. Walkthroughs aligned to TTESS domains.
   - Campus Walkthroughs performed by instructional coaches as well as campus and district administration to ensure implementation of district curriculum is being implemented with fidelity. The Bluebonnet Observation Tool will be utilized.
   - *100% of all 1st-5th Math teachers will demonstrate high-fidelity delivery of explicit Tier 1 Bluebonnet instruction, as measured by:*
     i. *100% teacher participation in daily and weekly PLC meetings.*

ii. *100% of module lesson plans submitted, matching the Bluebonnet scope, sequence and core components.*
iii. *80% of weekly classroom walkthroughs scoring 3, "Frequently/Almost Always", or higher on core Bluebonnet routines using the Bluebonnet Observation Tool.*

3. *Drill down to the root cause to ensure that this goal is met on your campus.*
   - Implementation of district curriculum.
     i. Teacher understanding of specific standards taught.
     ii. Breaking apart the TEK/standard to ensure it is taught to the fullest extent.
     iii. Delivering TIER 1 instruction then delivering immediate interventions as necessary.
     iv. Incorporating Bluebonnet curriculum in RTI and SPED.
4. *Identify the resources you will need/use to implement the improvement plan.*

   - PLC-Aligned grade level planning sessions with Campus Instructional Coaches and Leadership team.
   - Shared & Common language used throughout the campus.
   - High expectations of TIER 1 instruction. Ensuring expectations are met through calculated walkthroughs.

Lead Measures (Formative Review) % of Meets & Masters	**Sept BOY**	**Jan MOY**	**May EOY**
PK Circle data	-	-	-
Kindergarten map data	-	-	-
1st map data	47%		
2nd map data	30%		
3rd map data	38%		
4th map data	56%		
5th map data	47%		
1st map data-SPANISH	57%		
2nd map data-SPANISH	37%		
Fidelity Measure: # Walkthroughs			

Priority #1: EXCELLENCE in Student Performance
Strategic Objective 1.1: Increase Academic Achievement and Growth in All Levels
Evaluation Data Sources: State Accountability STAAR results; TAPR Data; MAP Data

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in Student Performance	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
1.1.2 Increase the percentage of students reaching the "Meets" standard for Math.	STAAR Performance (TAPR)	55%	46%	44%	44%				
3rd/6th/9th		55%	47%	48%	46%				
4th/7th/10th		55%	58%	40%	36%				
5th/8th		55%	60%	44%	48%				

Objective #1.1.2 Details

1.1.2 Increase the percentage of students reaching the "Meets" standard for Math.

5. ***The campus-wide percentage of 1st-5th grade students achieving at the Meets Grade Level or Above in Math will increase from 44% Meets to 50% Meets by May 2027 as measured by EOY assessments (MAP for 1st-2nd; STAAR for 3rd-5th). 46% to 50% in Grade 3, 36% to 46% in Grade 4, and 48% to 55% in Grade 5***

6. *How will you ensure that the adults are following through with this plan?*
   - PLC-planning with administration and Campus Instructional Coach to ensure implementation of district curriculum is being implemented with fidelity. (Bluebonnet)
   - Campus Walkthroughs performed by district administration. Walkthroughs aligned to TTESS domains.
   - Campus Walkthroughs performed by instructional coaches as well as campus and district administration to ensure implementation of district curriculum is being implemented with fidelity. The Bluebonnet Observation Tool will be utilized.
   - *100% of all 1st-5th Math teachers will demonstrate high-fidelity delivery of explicit Tier 1 Bluebonnet instruction, as measured by:*
     i. *100% teacher participation in daily and weekly PLC meetings.*
     ii. *100% of module lesson plans submitted, matching the Bluebonnet scope, sequence and core components.*
     iii. *80% of weekly classroom walkthroughs scoring 3, "Frequently/Almost Always", or higher on core Bluebonnet routines using the Bluebonnet Observation Tool.*
7. *Drill down to the root cause to ensure that this goal is met on your campus.*
   - Implementation of district curriculum.
     i. *Inconsistent delivery of explicit Tier 1 instruction RLA and Math instruction, resulting in a lack of guaranteed access to on-grade-level instruction for all students. Strengthening Bluebonnet implementation, vertical alignment, collaborative planning, and the use of formative assessment data will ensure that all students receive rigorous instruction and timely support for unfinished learning.*

4. *Identify the resources you will need/use to implement the improvement plan.*

- Math and Reading Campus Instructional Coaches
- Protected daily and weekly PLC time
- Weekly leadership meetings between instructional coaches and campus principal
- Lesson Plan Review Checklist
- Bluebonnett Observation Tool aligned to Explicit Teaching Model
- Campus PD time for Bluebonnet lesson internalizations and planning

Lead Measures (Formative Review) % of Meets & Masters	**Sept BOY**	**Jan MOY**	**May EOY**
PK Circle data	-	-	-
Kindergarten map data	-	-	-
1st map data	44%		
2nd map data	27%		
3rd map data	45%		
4th map data	60%		
5th map data	49%		
Fidelity Measure: # Walkthroughs			

Objective #1.1.3 & 1.1.4 Details	**Reviews**			
	Formative (Lead Measures)			Summative (Lag Measures)
	Oct	Feb	May	June
1.1.3 *Increase the percentage of students reaching the "Meets" standard for Science.* 1. ***By May 2027, the percentage of 5th grade students meeting the state standard in Science will increase from 33% to 40%, and the percentage of students at or above the Approaches level will increase from 62% to 70%, as measured by state assessments. This will be achieved through implementation of targeted science instruction-HMH Science Curriculum, hands-on labs and inquiry-based learning, and progress monitoring through formative assessments & MAP testing data.*** 2. *How will you ensure that the adults are following through with this plan?* • PLC-planning with administration and Campus Instructional Coach to ensure implementation of district curriculum is being implemented with fidelity. (HMH-SCIENCE) • Lead4ward Science ePLC - professional learning membership designed to assist the science teacher in				

navigating the 5th grade science standards with a heavy focus on the STAAR assessed TEKS. ● Planning time with other 5th grade elementary teachers. ● Campus Walkthroughs performed by district administration. Walkthroughs aligned to TTESS domains. 3. *Drill down to the root cause to ensure that this goal is met on your campus.* a. Implementation of district curriculum. i. Teacher implementing a curriculum that is of high rigor. ii. Ensuring the subject is being taught to the expectation that is expected. iii. Breaking apart the TEK/standard to ensure it is taught to the fullest extent. iv. Delivering TIER 1 instruction then delivering immediate interventions/remediation. *Identify the resources you will need/use to implement the improvement plan.* ● PLC-Aligned grade level planning sessions with Campus Instructional Coaches and Leadership team. ● Lead4ward ePLC membership. ● Planning with District-5th Grade Science teachers. i. Ensuring implementation of curriculum and any supplemental resources are aligned to each school. ● High expectations of TIER 1 instruction. Ensuring expectations are met through calculated walkthroughs.				

Lead Measures (Formative Review)	Sept	Jan	May
5th MAP data	55%		
Fidelity Measure: # Walkthroughs			

Priority #1: EXCELLENCE in Student Performance
Strategic Objective 1.2: Increase College, Career, or Military Readiness by graduation

Evaluation Data Sources: State Accountability STAAR results; TAPR Data; TSIA; SAT/ACT; IBC; ASVAB

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in Student Performance	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
1.2 Maintain high standards for graduates earning College, Career, and/or Military (CCMR) indicators.	STAAR Performance (TAPR)	*90%*	96%	99%	99%				
TSIA Performance		-	-						
SAT/ACT		-	-						
IBC's		-	-						

Objective #1.2 Details	Reviews			
	Formative (Lead Measures)			Summative (Lag Measures)
	Oct	Feb	May	June
1.2 Maintain high standards for graduates earning College, Career, and/or Military (CCMR) indicators. *Monday Elementary will participate in the following:* *-Wednesdays: Students can participate in wearing College & Military shirts.* *-Career Days - parents, community members, and local professionals will be invited to share what they do.* *-College Fair - team up with a local community college to provide* *-Future Entrepreneurs Market - 4th grade students will participate in "Monday Market", creating a pretend business and selling their goods.* *-Live Museum - 5th grade students will research an influential figure and their career, presenting what they've learned to the Monday community.* *-Campus Pride Patrol - organization to allow students to display leadership and responsibility around campus by helping classmates in various ways.* *-Journalism Club, Robotics, Gardening Club and Girls on the Run - student groups that allow Monday students to explore special interests and build early habits of accountability.*				

Priority #1: EXCELLENCE in Student Performance
Strategic Objective 1.3: Ensure the Safety and Well-Being of Students
Evaluation Data Sources: Surveys; Hazel Health Enrollment; PEIMS Discipline; RDA data; & TAPR.

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in Student Performance	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
1.3.2 Decrease the percentage of student discipline placement to fall below the State levels.	TAPR	*2.0%*	3.3%	8.2%					

Objective #1.3 Details	**Reviews**			
	Formative (Lead Measures)			Summative (Lag Measures)
	Oct	Feb	May	June
1.3-*By **May 2027**, the percentage of students receiving discipline placements (ISS, OSS, or DAEP) will decrease to a rate below the State average, as measured by Texas Education Agency (TEA) discipline data, through the implementation of Positive Behavioral Interventions and Supports, consistent use of campus-wide behavior expectations, restorative practices, and targeted social-emotional learning supports.* 1. *How will you ensure that the adults are following through with this plan?* ● Walkthroughs-Domain 3-TTESS ● Monitoring discipline referrals ● Implementing Campus Positive Behavior supports and ensuring teachers are implementing a classroom support system. 2. *Drill down to the root cause to ensure that this goal is met on your campus.* ● Behaviors change each year and are becoming increasingly violent and disruptive. ● Lack of consistent training in behavior management or how to deal with the increasingly disruptive behavior. ● Lack of consistent implementation of classroom support systems. 3. *Identify the resources you will need/use to implement the improvement plan.* ● Targeted behavior training from our Campus & District Behavior specialists. ● Campus Behavior expectations in common areas: cafeteria, hallway, etc. ● Continued use of ROAR tickets to reward positive/desired behaviors. ● Implementation of the “Golden Spatula” award to reward positive class behavior in the cafeteria. ● Implementation of “Treasure Tower” tickets to reward positive/desired behaviors.				

• Practice academies as necessary with students and classes need behavior intervention support. • Monthly behavior newsletter sent by administration to teachers with helpful behavior resources. • Behavior strategies modeled by instructional coaches and administration. • Continued support personnel from Region 10 Service Center to support the special education self-contained classrooms.				

Priority #2: EXCELLENCE in a Collaborative Environment
Strategic Objective 2.3: Increase Staff Satisfaction, Engagement, & Well-Being
Evaluation Data Sources: Surveys; TAPR Retention rates; TIA percentage rate

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in a Collaborative Work Environment	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
2.1 Increase the Teacher Retention Rate.	TAPR	*90%*	85%	85%	76%				
2.2 Increase the percentage of Teachers receiving a Teacher Incentive Allotment Stipend.	TEA Award List	*20%*	NA	NA	39%				
2.3 Increase Staff Satisfaction on the District's annual survey.	Survey Data	*90%*	NA	TBD	82%				

Objective #2.3 Details	**Reviews**			
	Formative (Lead Measures)			Summative (Lag Measures)
	Oct	Feb	May	June

2.3 By the end of the 2026–2027 school year, Monday Elementary will maintain current teaching staff as compared to the previous year by implementing structured opportunities per month for collaborative planning, peer observations, shared professional learning, and intentional staff appreciation days, as measured by staff surveys, participation logs and retention data.
 	
How will you increase staff satisfaction on your campus?
• Shared professional learning & planning opportunities.
  ○ Time to complete to meet the campus expectations.
• Continue to feed a collaborative environment with shared goals, mission & vision.
  ○ Ensure there is clear & consistent communication of expectations.
• Encourage SUNSHINE Committee participation.
  ○ Ensure there are strategic opportunities to lift staff morale when needed or monthly.				

• Include days of appreciation for staff, not just on appreciation weeks. (EXAMPLES)
  ○ Fri-YAY Cart
  ○ November-Thankful Thursdays
  ○ Teacher Appreciation Week
• Use SMORES newsletter as a tool to keep staff informed of upcoming events and due dates for expectations:
  ○ Staff quarterly surveys to see what the temperature is on campus.
How will you help more teachers reach TIA level goals?
• Provide consistent walkthrough feedback with GLOWS & GROWS provided.
• Ensure Administration is aligned with walkthrough expectations.
• Provide opportunities for staff to have peer planning & observations.
• Ensure that administration is contributing to the conducive learning environment-DISCIPLINE.
• Ensure teachers have the appropriate resources and supplies for the lessons that are planned.				

Priority #3: INTEGRITY-Driven District and Campus Operations
Strategic Objective 3.3: Maintain a "Superior" rating in the F.I.R.S.T. system.
Evaluation Data Sources: Campus-level budgets (local/federal/state);

Balanced Scorecard Results (Lag Measures)

INTEGRITY-Driven District and Campus Operations	Data Source	Goal	Base Line 2024	Base Line 2025	Status 2026	Status 2027	Status 2028	Status 2029	Status 2030
3.3 Maintain a "Superior" rating in the F.I.R.S.T. system.	TEA FIRST	*Superior*	Superior	Superior	Superior				

Objective #3.3 Details	**Reviews**			
	Formative (Lead Measures)			Summative (Lag Measures)
	Oct	Feb	May	June
3.3 By June 2026, direct at least 90% of the campus budget to initiatives outlined in the Campus Improvement Plan that strengthen teacher capacity (e.g., job-embedded professional development, coaching, and collaborative planning) and provide evidence-based instructional resources for students, resulting in an increase in student proficiency rates in reading and math compared to the 2024–2025 school year. How will you focus your funding on the things that will lead to an increase in Student Outcomes?				

• Providing teachers with the opportunity to purchase evidence based resources to supplement their current Bluebonnet curriculum in Reading & Math.
  ○ Example: Reading and math slide decks aligned with Bluebonnet curriculum to assist in both planning and lesson pacing.
  ○ Example: Providing all classroom teachers a BOY budget to purchase educational materials to use in their classrooms.
• Providing professional developments that enhance the direct instruction to students in the classroom.
  ○ Examples include: Sheltered Instruction, Bluebonnet Curriculum Training.
• Create a collaborative & supportive relationship with Region 10 to ensure coaching and feedback takes place for our Special Education Self-Contained classrooms.				

Priority #4: Community SERVICE and Engagement
Strategic Objective 4.1: Increase Parent and Family Engagement & Satisfaction
Evaluation Data Sources: Survey Data; Event Calendars; Site-Based Attendance

Balanced Scorecard Results (Lag Measures)

Community SERVICE and Engagement	Data Source	Goal	Base Line 2024	Base Line 2025	Status 2026	Status 2027	Status 2028	Status 2029	Status 2030
4.1 Increase family satisfaction with the district.	Survey Data	*90%*	NA	88%	TBD				

Objective #4.1 Details	**Reviews**			
	Formative (Lead Measures)			Summative (Lag Measures)
	Oct	Feb	May	June

4.1 By May 2027, Monday Elementary will yield a positive increase to parent satisfaction survey results as compared to the 2025–2026 school year by hosting at least two family engagement events per semester, expanding parent volunteer opportunities across grade levels, and collaborating with the PTO to strengthen family-school partnerships, as measured by event attendance, volunteer logs, and district survey data.
 	
How will you increase parent satisfaction and engagement on your campus? Events? Appreciations? Increasing parent/student voice?
• Family Engagement Opportunities (examples)
  ○ Math-O-Ween & MAD Scientist Night
  ○ Thanksgiving Lunch
  ○ 1st & 2nd Grade Christmas Program
  ○ Community Physics Night
  ○ Cinco De Mayo Family Fiesta-Monday				

○ Meet The Teacher & Open House ○ 2nd Grade Bilingual Parent Meetings (2 per year) ○ Counseling Program Community Parent Nights ○ Girls on the Run - Kaufman Turkey Trot ○ Loving Lit & Math Academic Night in February ● PTO ○ Ensuring parents have a voice through the PTO. ○ Assisting in growing the parent participation in the organization. ○ Family Events: Movie Nights,etc. ● Volunteer Opportunities ○ Opening Monday to parent volunteers on specific days. ○ National Read A Book Day ○ Community Mentors Program ○ Opening car doors at arrival & dismissal				

Kaufman Independent School District



Lucille Nash Elementary

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.

LIFT Companion Guide_RLA_ObsFeedback (1).pdf
LIFT Companion Guide_Math_ObsFeedback (1).pdf
LIFT Observation & Feedback Math Action Step Guide (1).pdf
LIFT Math Classroom Observation Tool.pdf
LIFT RLA Classroom Observation Tool (1).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:

October 5, 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.

Region 10

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

15

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 cost for materials & staffing - $201, 000.

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?

This plan can be implemented in a cost-free format.

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

Staff performance was evaluated, and teachers moved into areas of strength to better support campus needs.

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?

450

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?

600

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?

165

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)
Curriculum Based Assessment		District	Monthly	These assessments will be utilized to follow up on classroom instruction and support our intervention time.
Other	MAP Growth	District	BOY/MOY/ EOY	Monitoring individual student growth from BOY, MOY, EOY.
Benchmark		District	Semester	Monitoring student readiness for STAAR.

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

The campus will utilize data tracking systems, both digital and notebook-style, for students and teachers to track data. Parent information is sent home monthly. Teachers and administrators meet regularly for data meetings to review student growth.

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

This campus has a dedicated intervention time (WIN Time) of 60 minutes each day. Students are placed in their groups based on needs and services provided.

Will the campus implement a PLC structure?

Yes

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

Grade level and content area

How frequently will PLCs occur?

Daily, for 30 minutes

Who will facilitate PLCs?

Instructional coaches and Administrators

Who is required to attend PLCs?

All classroom teachers, intervention teachers, special education teachers

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

We are using the Bluebonnet Math and Bluebonnet RLA PLC protocols.

Upload PLC agenda (optional):

—

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)	Solution Tree PLC at Work	Solution Tree	Instructional Coaches, Assistant Principals, Principal
Principal	Deloitte Courageous Principals	Deloitte	Principal
Teacher	Accountability Training	Principal and Assistant Principals	All teachers
Teacher	Bluebonnet Internalization	Region 10	Teachers, Instructional Coaches, Administrators
Principal	LIFT Training	Region 10	Principal, Instructional Coaches

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

All teachers will receive the same training throughout the year. Much of our training is followed up on during PLCs. This will be the primary option for ensuring inexperienced/ineffective teachers receive additional support.

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?

Classroom walkthroughs will focus on curriculum implementation and instructional strategies. The Blueboonet observation and feedback tool will be used conistently to follow the coaching cycle.

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?

Special populations training, Autism training and support, Individualized supports from the Director of Special Programs

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?

Bluebonnet RLA implementation.
All reading, special education, and reading intervention teachers attended product training.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal

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

Teachers attended training May 26, 2026-May 28, 2026. They were provided opportunities to learn the curriculum, practice teaching portions of it, learning the internalization process, and exposure to the observation/feedback tool.

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

Region 10 support through the LIFT program.

Milestone 2

Description – What specific action or deliverable will be completed?

Bluebonnet Observation/Feedback Tool
District administrators attended a 2-day training to learn and practice the observation/ feedback tool.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal

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

All administrators and instructional coaches attended training. This was followed by calibration walks and real-time conversations. Region 10 will also support this progress by conducting walkthroughs with campus leadership.

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

Ongoing practice with the Bluebonnet walkthrough tool and follow-up procedures.

Milestone 3

Description – What specific action or deliverable will be completed?

Bluebonnet Math PLC lesson rehearsal, student work analysis, and monitoring of student work.
Instructional coaches and the campus principal will attend training to ensure the implementation of the next steps in the PLC process.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal

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

Region 10 training, follow-up of specific PLC protocols that utilize the lesson rehearsal process, and student work analysis.

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

Region 10 training through the LIFT program, resources, and protocol tools to ensure fidelity with the PLC processes.

Milestone 4

Description – What specific action or deliverable will be completed?

Bi-weekly data meetings to discuss student growth.
Teachers and instructional coaches will meet regularly to discuss campus data. They will track individual student results and adjust intervention time as needed. Intervention lesson plans will be focused on the skills deficits identified in the data.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, Instructional Coach

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

Teachers will utilize a digital data tracker to keep student growth information updated. They will pull assessment data regularly and look for success on TEKS, areas of weakness, and skill deficits.

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

Accountability training, Eduphoria training, and consistent meetings to look at data with the leadership team.

Milestone 5

Description – What specific action or deliverable will be completed?

Student-focused data tracking.
Students will complete a standarized data tracker that is campus wide. Once per month they will participate in a data day to track their own progress and have strategic conversations.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, Assistant Principals, Instructional Coaches, Teachers

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

Student trackers, teacher conversations and observations

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

Campus wide data tracker created and taught to both students and teachers.

Milestone 6

Description – What specific action or deliverable will be completed?

PLC protocol implementation
Teachers will be trained on the PLC protocol and expectations for PLC

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, Instructional Coaches

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

PLC protocol sign in sheets from training, observed daily PLCs to ensure protocol is being followed and used.

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

Region 10 LIFT support, Bluebonnet Math and RLA PLC protocol training.

Milestone 7

Description – What specific action or deliverable will be completed?

Campus Goal Setting
The campus will work together to set goals for overall STAAR success and student growth (Domain III).

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principals

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

Goal setting PLC, accountability training, classroom scoreboards to track progress toward goals, Updated scoreboard for campus staff to see progress monthly.

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

Regular updates to the scoreboard for progress, continued accountability training.

Milestone 8

Description – What specific action or deliverable will be completed?

Domain III specific training
Teachers will receive training on the various parts of Domain III, including growth points and TELPAS.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal

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

Campus principal will attend Region 10 accountability training. This training will be broken into small campus training sessions and all teachers will attend the sessions. Each section of Domain III will be explained and followed up on.

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

Region 10 accountability training, ongoing coaching follow up regarding domain III goals.

Performance Management

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

Regular meetings with district leadership to discuss progress. Regular follow-ups with Region 10 mentors and LIFT program coordinators.

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

The campus principal will monitor the milestones end ensure success.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone data will be collected through a variety of means. The data pieces will be tracked through district data programs, as well as assessment data. Training and observation feedback will be tracked and monitored regulary.

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

Cadence of Accountability with district leadership, Campus Improvement Team 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	60
Masters Grade Level	30

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	44
Masters Grade Level	26

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

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	60
Masters Grade Level	30

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

20

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?

21

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

12

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

—

Upload additional documents (optional):

—

KAUFMAN INDEPENDENT SCHOOL DISTRICT

District and Campus Improvement Plans
2026-2027

Phillips Campus Improvement Plan

KISD Mission: KISD will equip students to become lifelong learners committed to academic **EXCELLENCE**, **INTEGRITY**, and **SERVICE** to others.

KISD Vision: **PREPARATION | PURPOSE | PRIDE!**

KISD Motto: ***"Big City Education. Small Town Values."***

PORTRAIT OF A GRADUATE

A **KAUFMAN ISD** Graduate is **prepared** for college or career, has a strong sense of **purpose**, and takes **pride** in oneself and others.

PREPARATION: College, Careers, & Life

Kaufman ISD graduates complete rigorous academic courses and explore career opportunities through classes, internships, and work-study opportunities. They exhibit grit and determination in all aspects of life; engage in healthy life choices; are literate and articulate; proficient with technology; and are creative and solutions-oriented problem solvers.

PURPOSE: Servant Leaders & Collaborative Team Members

Kaufman ISD graduates demonstrate confidence while maintaining a kind demeanor; prioritize the needs of others while accepting responsibility for themselves and accountability for their own actions. They work effectively with others to achieve group goals; take actions that respect the needs and contributions of others; yield their own objectives to the goals of the team and make meaningful contributions within the team. KISD graduates apply their knowledge and problem-solving skills in meaningful and productive ways.

Pride: Respect for Self and Others, Compassionate Citizens, and Life-Long Learners

Kaufman ISD graduates respectfully and actively listen to others; apply their values to decision-making; and appropriately engage in courageous conversations. They are empathetic to their fellow citizens, exhibiting care and concern for others; are inclusive and embrace differences; are culturally aware; and actively exercise their rights within our democracy. Kaufman ISD graduates approach life with wonder and curiosity; seek creative opportunities; possess the ability to adapt to change; and are confident in their ability to pursue and attain futures beyond what they can imagine!

DISTRICT PRIORITIES:

1. **EXCELLENCE** in Student Performance
2. **EXCELLENCE** in a Collaborative Work Environment
3. **INTEGRITY**-Driven District and Campus Operations
4. Community **SERVICE** and Engagement

Priority #1: EXCELLENCE in Student Performance
Strategic Objective 1.1: Increase Academic Achievement and Growth in All Levels
Evaluation Data Sources: State Accountability STAAR results; TAPR Data; MAP Data

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in Student Performance	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
1.1.1 Increase the percentage of students reaching the "Meets" standard for English Language Arts (ELAR).	STAAR Performance (TAPR)	*60%*	51%	45	52				
3rd/6th/9th		*60%*	36	45	46				
4th/7th/10th		*60%*	40	32	57				
5th/8th		*60%*	35	55	44				

Objective #1.1.1 Details

Objective 1.1.1 Increase the percentage of students reaching the "Meets" standard for English Language Arts (ELAR).

SMART Goal

By June 2027, J.R. Phillips Elementary will increase the percentage of students in grades 3–5 achieving Meets Grade Level or Above on the STAAR Reading Language Arts assessment from 52% in 2026 to 60% in 2027, through consistent implementation of Bluebonnet Reading, high-quality Tier 1 instruction, targeted interventions, and data-driven instructional adjustments.

Fidelity Check – Adult Behaviors:

- Lesson Internalization: At least 90% of ELAR teachers will demonstrate proficiency in Bluebonnet Reading lesson internalization, as measured by lesson planning artifacts and administrator feedback.
- Instructional Walkthroughs: Campus administrators will conduct a combined minimum of eight instructional walkthroughs weekly, providing actionable feedback focused on lesson alignment, student engagement, and instructional rigor.
- PLC Implementation: 100% of grade-level teams will participate in weekly data-driven PLCs to analyze student work and assessment results, identify learning gaps, and determine instructional next steps.
- Targeted Intervention: At least 90% of monitored WIN Time sessions will demonstrate alignment between identified student needs, intervention activities, and progress-monitoring evidence.

Root Cause:

- Inconsistent lesson internalization, instructional responses to formative assessment data, and differentiated support may limit students' opportunities to engage consistently in grade-level reading and writing tasks at the depth and rigor required for mastery. .

Resources:

- Bluebonnet Reading curriculum and assessments
- Lesson internalization protocols and Lesson Snapshot tool
- Weekly 30-minute grade-level PLCs
- MAP Reading assessment data
- Aware assessment and student performance reports
- Bluebonnet Foundations intervention resources
- Daily WIN Time
- Instructional coaching and professional development

Lead Measures (Formative Review)	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
PK Circle data										
Kindergarten map data										
1st map data										
2nd map data										
3rd map data										
4th map data										
5th map data										
6th map data										
7th map data										
8th map data										
Fidelity Measure: # Walkthroughs										

Priority #1: EXCELLENCE in Student Performance
Strategic Objective 1.1: Increase Academic Achievement and Growth in All Levels
Evaluation Data Sources: State Accountability STAAR results; TAPR Data; MAP Data

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in Student Performance	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
1.1.2 Increase the percentage of students reaching the "Meets" standard for Math.	STAAR Performance (TAPR)	55%	46%						
3rd/6th/9th		55%	21	41					
4th/7th/10th		55%	52	33					
5th/8th		55%	35	55					

Objective #1.1.2 Details

Objective 1.1.2 Increase the percentage of students reaching the "Meets" standard for Math.

SMART Goal

By June 2027, J.R. Phillips Elementary will increase the percentage of students in grades 3–5 achieving Meets Grade Level or Above on the STAAR Mathematics assessment from 49% in 2026 to 60% in 2027, through consistent implementation of Bluebonnet Math, effective lesson internalization, high-quality Tier 1 instruction, and targeted interventions based on student assessment data.

Fidelity Check – Adult Behaviors:

- Lesson Internalization: At least 90% of mathematics teachers will demonstrate proficiency in the Bluebonnet Math lesson internalization process, as evidenced by planning artifacts, lesson preparation, and administrator feedback.
- Instructional Walkthroughs: Campus administrators will conduct a combined minimum of eight instructional walkthroughs weekly, with mathematics observations focused on:
  - Alignment to Bluebonnet Math lesson objectives and instructional sequence.
  - Student engagement in grade-level mathematical thinking and problem-solving.
  - Teacher use of questioning, checks for understanding, and appropriate scaffolding.
  - Evidence of instructional adjustments based on student understanding.

C. PLC Implementation

100% of grade-level teams will participate in weekly data-driven PLCs to analyze Bluebonnet Math assessment results, identify student misconceptions, and establish instructional responses.

D. Targeted Intervention

At least 90% of monitored mathematics WIN Time sessions will demonstrate alignment between identified student needs and the intervention being provided.

Root Cause:

- Inconsistent lesson internalization, instructional responses to formative assessment data, and differentiated support may limit students' opportunities to engage consistently in grade-level reading and writing tasks at the depth and rigor required for mastery. .

Resources:

- Bluebonnet Reading curriculum and assessments
- Lesson internalization protocols and Lesson Snapshot tool
- Weekly 30-minute grade-level PLCs
- MAP Reading assessment data
- Aware assessment and student performance reports
- Bluebonnet Foundations intervention resources
- Daily WIN Time
- Instructional coaching and professional development

Lead Measures (Formative Review)	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
PK Circle data										
Kindergarten map data										
1st map data										
2nd map data										
3rd map data										
4th map data										
5th map data										
6th map data										
7th map data										
8th map data										
Fidelity Measure: # Walkthroughs										

Objective #1.1.3 & 1.1.4 Details	**Reviews**			
	Formative (Lead Measures)			Summative (Lag Measures)
	Oct	Feb	May	June
1.1.3 Smart goal for Science **SMART Goal (based on 2025 data):** By June 2027, J.R. Phillips Elementary will increase the percentage of fifth-grade students achieving Meets Grade Level or Above on the STAAR Science assessment from 37% in 2026 to 45% in 2027, through strengthened implementation of the revised science TEKS, consistent instructional planning, targeted support based on assessment data, and increased opportunities for students to apply scientific concepts through investigations and higher-order thinking.				

Fidelity Check – Adult Behaviors: • Science Lesson Planning and Internalization At least 90% of monitored science lesson plans will demonstrate alignment with the revised science TEKS, including appropriate scientific practices, vocabulary, and opportunities for students to apply scientific concepts. • Science Data Analysis and Instructional Response Science assessment results will be reviewed at least once per month to identify student misconceptions, priority standards, and instructional adjustments. **Root Cause:** • Inconsistent vertical alignment of science instruction and varying levels of familiarity with the revised science TEKS may have contributed to gaps in students' understanding and application of grade-level scientific concepts. **Resources:** • Protected PLC and vertical planning opportunities • Instructional coaching and curriculum support • Lesson Snapshot tool and administrator feedback • Teacher-created internalization documents.				

Priority #1: EXCELLENCE in Student Performance
Strategic Objective 1.2: Increase College, Career, or Military Readiness by graduation
Evaluation Data Sources: State Accountability STAAR results; TAPR Data; TSIA; SAT/ACT; IBC; ASVAB

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in Student Performance	Data Source	Goal	Base Line 2024	Base Line 2025	Status 2026	Status 2027	Status 2028	Status 2029	Status 2030
1.2 Maintain high standards for graduates earning College, Career, and/or Military (CCMR) indicators.	STAAR Performance (TAPR)	*90%*	96%	TBD					
TSIA Performance									
SAT/ACT									
IBC's									

Objective #1.2 Details	Reviews			
	Formative (Lead Measures)			Summative (Lag Measures)
	Oct	Feb	May	June
1.2 Maintain high standards for graduates earning College, Career, and/or Military (CCMR) indicators. We will increase the focus on College, Career, and Military opportunities with students. • College and Military shirts on Wednesday. • College and Career Day • Add college and career information shared on daily announcements. • Work toward becoming a Purple Star Designation.				

Priority #1: EXCELLENCE in Student Performance
Strategic Objective 1.3: Ensure the Safety and Well-Being of Students
Evaluation Data Sources: Surveys; Hazel Health Enrollment; PEIMS Discipline; RDA data; & TAPR.

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in Student Performance	Data Source	Goal	Base Line 2024	Base Line 2025	Status 2026	Status 2027	Status 2028	Status 2029	Status 2030
1.3.2 Decrease the percentage of student discipline placement to fall below the State levels.	TAPR	*2.0%*	3.7%	TBD					

Objective #1.3 Details	Reviews			
	Formative (Lead Measures)			Summative (Lag Measures)
	Oct	Feb	May	June
1.3 By May 2027, Phillips Elementary will reduce the total number of OSS (Out-of-School Suspension) and ISS (In-School Suspension) placements by 10% compared to the 2025–2026 school year baseline, through the implementation of proactive student support strategies such as social-emotional learning (SEL lessons), and increased positive behavior interventions.				

To decrease the number of OSS and ISS placements, we will implement proactive strategies to support all students. ● Community Hero Mentor Program ● Weekly Guidance Lessons during Specials Rotation ● Implement Dudes of Duty to help increase the number of men mentors on campus. ● PAWS tickets and rewards for positive behavior				

Priority #2: EXCELLENCE in a Collaborative Environment
Strategic Objective 2.3: Increase Staff Satisfaction, Engagement, & Well-Being
Evaluation Data Sources: Surveys; TAPR Retention rates; TIA percentage rate

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in a Collaborative Work Environment	Data Source	Goal	Base Line 2024	Base Line 2025	Status 2026	Status 2027	Status 2028	Status 2029	Status 2030
2.1 Increase the Teacher Retention Rate.	TAPR	*90%*	85%	TBD					
2.2 Increase the percentage of Teachers receiving a Teacher Incentive Allotment Stipend.	TEA Award List	*20%*	NA	NA	TBD				
2.3 Increase Staff Satisfaction on the District's annual survey.	Survey Data	*90%*	NA	TBD					

Objective #2.3 Details

2.3
By the end of the 2026–2027 school year, Phillips Elementary will maintain current teaching staff as compared to the previous year by implementing structured opportunities per month for collaborative planning, shared professional learning, and intentional staff appreciation days, as measured by staff surveys, participation logs and retention data.

How will you increase staff satisfaction on your campus?

- Shared professional learning & planning opportunities.
  - Time to complete to meet the campus expectations.
- Continue to feed a collaborative environment with shared goals, mission & vision.
  - Ensure there is clear & consistent communication of expectations.
- Encourage SUNSHINE Committee participation.
  - Ensure there are strategic opportunities to lift staff morale when needed or monthly.
- Include days of appreciation for staff, not just on appreciation weeks. (EXAMPLES)
  - Snack Carts and Themed Snack days.
  - November-Thankful Thursdays
  - 12 Days of Christmas
  - Teacher Appreciation Week
- Use SMORES newsletter as a tool to keep staff informed of upcoming events and due dates for expectations:

Reviews

Formative (Lead Measures)			Summative (Lag Measures)
Oct	Feb	May	June

How will you help more teachers reach TIA level goals? • Provide consistent walkthrough feedback with GLOWS & GROWS provided. • Ensure Administration is aligned with walkthrough expectations. • Provide opportunities for staff to have peer planning & observations.				

Priority #3: INTEGRITY-Driven District and Campus Operations
Strategic Objective 3.3: Maintain a "Superior" rating in the F.I.R.S.T. system.
Evaluation Data Sources: Campus-level budgets (local/federal/state);

Balanced Scorecard Results (Lag Measures)

INTEGRITY-Driven District and Campus Operations	Data Source	Goal	Base Line 2024	Base Line 2025	Status 2026	Status 2027	Status 2028	Status 2029	Status 2030
3.3 Maintain a "Superior" rating in the F.I.R.S.T. system.	TEA FIRST	*Superior*	Superior	TBD					

Objective #3.3 Details	**Reviews**			
	Formative (Lead Measures)			Summative (Lag Measures)
	Oct	Feb	May	June

3.3 By June 2027, direct at least 90% of the campus budget to initiatives outlined in the Campus Improvement Plan that strengthen teacher capacity (e.g., job-embedded professional development, coaching, and collaborative planning) and provide evidence-based instructional resources for students, resulting in an increase in student proficiency rates in reading and math compared to the 2025–2026 school year.
 	
How will you focus your funding on the things that will lead to an increase in Student Outcomes?
 	
• Providing teachers with the opportunity to purchase evidence based resources to supplement their current curriculum in Reading & Math.
  o Example: Reading stations for small group reading time that target specific reading skills: fluency & comprehension, context clues, main idea & text features.
  o Example: Math stations for small group math rotations that target specific standards: multiplication, fact families,
• Providing professional developments that enhance the direct instruction to students in the classroom.
  o ECR professional development and Bluebonnet coaching				

Priority #4: Community SERVICE and Engagement
Strategic Objective 4.1: Increase Parent and Family Engagement & Satisfaction
Evaluation Data Sources: Survey Data; Event Calendars; Site-Based Attendance

Balanced Scorecard Results (Lag Measures)

Community SERVICE and Engagement	Data Source	Goal	Base Line 2024	Base Line 2025	Status 2026	Status 2027	Status 2028	Status 2029	Status 2030
4.1 Increase family satisfaction with the district.	Survey Data	*90%*	NA	TBD					

Objective #4.1 Details	**Reviews**			
	Formative (Lead Measures)			Summative (Lag Measures)
	Oct	Feb	May	June
4.1 By May 2027, Phillips Elementary will yield a positive increase to parent satisfaction survey results as compared to the 2025–2026 school year by hosting at least two family engagement events per semester, expanding parent volunteer opportunities across grade levels, and collaborating with the PTO to strengthen family-school partnerships, as measured by event attendance, volunteer logs, and district survey data. How will you increase parent satisfaction and engagement on your campus? Events? Appreciations? Increasing parent/student voice? • Family Engagement Opportunities (examples) o Curriculum Nights o Family Fiesta Fun Day o Thanksgiving Lunch o Veteran's Day Program o Meet The Teacher & Open House • PTO o Ensuring parents have a voice through the PTO. o Assisting in growing the parent participation in the organization. o Family Events: Bingo Night & Fall Festival • Volunteer Opportunities o Reading Book Buddies opportunities o Dudes on Duty				

Kaufman Independent School District



O.P. Norman Junior High

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 29, 2026 at 10:12 AM

Mission Statement

We, at O.P. Norman Jr. High, are committed to producing students who are confident, curious, and challenge-ready.

Vision

With pride and accountability, O.P. Norman Jr. High will provide opportunities for high levels of learning in a safe, inclusive environment.

Value Statement

The core beliefs of Kaufman Independent School District (KISD) are academic excellence, integrity, responsible citizenship, and service to others.

Goals

Goal 1

By the end of the 2026-2027 school year, O.P. Norman Jr. High will increase mathematics achievement so that at least 55% of assessed 6th-grade students, 55% of assessed 7th-grade students, and 45% of assessed 8th-grade students earn Meets Grade Level or higher on the Spring 2027 Mathematics STAAR assessment, and 100% of Algebra I students earn Approaches Grade Level or higher on the Algebra I End-of-Course assessment.

Performance Objective 1 ☑ High Priority

Throughout the 2026-2027 school year, mathematics teachers will consistently implement rigorous, grade-level Tier 1 instruction aligned to Bluebonnet Learning and the appropriate mathematics TEKS, with frequent checks for understanding, purposeful student discourse, small-group instruction, and instructional adjustments based on student evidence of learning.

Evaluation Data Source: Bluebonnet Learning walkthrough forms; classroom walkthrough data; lesson plans; PLC documentation; common assessment data; formative assessment evidence; Spring 2027 Mathematics STAAR and Algebra I EOC results.

Strategy 1 ☑ Targeted Support Strategy

Implement Bluebonnet Learning curriculum with fidelity in grade-level mathematics courses.

Strategy's Expected Result/Impact: Consistent implementation of Bluebonnet Learning will increase access to rigorous, grade-level mathematics instruction, improve alignment to the TEKS, strengthen conceptual understanding and problem solving, and increase the percentage of students demonstrating mastery and growth on common assessments, MAP, and STAAR.

Staff Responsible for Monitoring: Principal, Assistant Principals, Math Instructional Coach, and Mathematics Instructional Coach

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Strategy 2 ☑ Targeted Support Strategy

Align Advanced Mathematics instruction to the appropriate Advanced Mathematics TEKS and maintain the rigor and pacing of the advanced curriculum.

Strategy's Expected Result/Impact: Students in Advanced Mathematics will receive rigorous, appropriately accelerated instruction that prepares them for continued success in advanced coursework and Algebra I.

Staff Responsible for Monitoring: Principal, Assistant Principal of Instruction, and math instructional coach

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

December	March	July	July

Strategy 3 ☑ Targeted Support Strategy

Use frequent checks for understanding, purposeful mathematical discourse, spiral review, retrieval practice, and small-group instruction.

Strategy's Expected Result/Impact: Teachers will identify misconceptions earlier and respond more quickly, increasing student mastery and reducing unfinished learning.

Staff Responsible for Monitoring: All administrators and math instructional coach

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Strategy 4 ☑ Targeted Support Strategy

Use student evidence to make immediate instructional adjustments during lessons.

Strategy's Expected Result/Impact: Instruction will become more responsive to current student understanding, resulting in improved mastery and growth.

Staff Responsible for Monitoring: All administrators and math instructional coach

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Performance Objective 2 ☑ High Priority

Throughout the 2026-2027 school year, mathematics PLCs will use common assessments, formative assessment data, student work, MAP data, and campus data-monitoring systems to identify misconceptions, determine intervention and enrichment priorities, monitor student progress, and make timely instructional adjustments.

Evaluation Data Source: PLC agendas and notes; campus data trackers; common assessment results; BOY, MOY, and EOY MAP Math data; student work; intervention records; tutorial documentation; STAAR growth and achievement data.

Strategy 1 ☑ Targeted Support Strategy

Conduct daily mathematics PLCs focused on backward planning from end-of-unit assessments and priority TEKS.

Strategy's Expected Result/Impact: Consistent collaborative planning will improve alignment to priority TEKS, strengthen instructional consistency, and ensure teachers anticipate misconceptions before instruction.

Staff Responsible for Monitoring: Principal, assistant principal of instruction, and math instructional coach

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Strategy 2 ☑ Targeted Support Strategy

Analyze common assessments, formative assessments, student work, and MAP data to identify misconceptions and students needing intervention or enrichment.

Strategy's Expected Result/Impact: Teachers will identify student needs more precisely and make timely decisions regarding reteach, intervention, enrichment, and instructional adjustment.

Staff Responsible for Monitoring: Principal, assistant principal of instruction, and math instructional coach

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Strategy 3 ☑ Targeted Support Strategy

Maintain and update campus data trackers after common assessments.

Strategy's Expected Result/Impact: Current student performance information will be readily available to monitor progress, identify students needing support, and evaluate the effectiveness of instruction and intervention.

Staff Responsible for Monitoring: Assistant principal of instruction

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Strategy 4 ☑ Targeted Support Strategy

Use PLCs to determine reteach, small-group, tutorial, intervention, and enrichment priorities.

Strategy's Expected Result/Impact: Student needs identified through assessment will consistently result in specific instructional actions rather than data analysis alone.

Staff Responsible for Monitoring: Principal, assistant principal of instruction, math instructional coach

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Strategy 5 ☑ Targeted Support Strategy

All core content teachers will participate in a full-day PLC Foundations training facilitated by Solution Tree during the September professional development day to establish common expectations for effective PLC implementation across the campus.

Strategy's Expected Result/Impact: Core content PLCs will operate with greater consistency and purpose, using collaborative processes to analyze student learning, identify needs, plan instructional responses, and monitor the impact of those decisions.

Staff Responsible for Monitoring: Principal and Assistant Principal of Instruction

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Strategy 6 ☑ Targeted Support Strategy

The Math Instructional Coach will participate in grade-level mathematics PLCs at least three times each week, and an additional campus administrator will participate in mathematics PLCs at least once each week to support collaborative planning, data analysis, intervention decisions, and implementation of campus instructional expectations.

Strategy's Expected Result/Impact: Increased instructional leadership presence in mathematics PLCs will strengthen the quality and consistency of collaborative planning, ensure assessment data result in timely instructional action, improve alignment between Tier 1 instruction and intervention, and provide teachers with ongoing coaching and support.

Staff Responsible for Monitoring: Principal and Assistant Principal of Instruction

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Strategy 7 ☑ Targeted Support Strategy

A campus instructional leadership team consisting of the principal, assistant principal of instruction, math instructional coach, two mathematics teachers, two ELAR teachers, two science teachers, and the History department head will attend the Solution Tree PLC at Work conference in San Antonio to strengthen campus implementation of the Professional Learning Communities framework and build internal capacity to support collaborative teams.

Strategy's Expected Result/Impact: Campus instructional leaders and teacher leaders will develop a shared understanding of effective PLC practices and use that learning to strengthen collaborative planning, data analysis, intervention planning, and collective responsibility for student learning across campus.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Performance Objective 3 ☑ High Priority

Students identified as performing below grade level in mathematics will receive timely, targeted intervention aligned to current grade-level instruction and identified prerequisite skill needs, with progress monitored regularly and supports adjusted based on student response.

Evaluation Data Source: Math Skills data; MAP Math growth data; common assessment data; tutorial records; IXL progress data; student intervention documentation; PLC notes; STAAR growth data.

Strategy 1 ☑ Targeted Support Strategy

Use Math Skills courses to reinforce current grade-level learning while addressing prerequisite skill gaps.

Strategy's Expected Result/Impact: Students with unfinished learning will receive additional instructional time targeted to specific skill needs without losing access to grade-level content.

Staff Responsible for Monitoring: Principal, assistant principal of instruction, and math instructional coach

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Strategy 2 ☑ Targeted Support Strategy

Intentionally coordinate Math Knowledge and Math Skills instruction so intervention supports rather than replaces Tier 1 instruction.

Strategy's Expected Result/Impact: Intervention will directly support current Tier 1 learning, improving students' ability to access and master grade-level mathematics.

Staff Responsible for Monitoring: Principal, assistant principal of instruction, math instructional coach

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Strategy 3 ☑ Targeted Support Strategy

Use tutorials for targeted reteaching, acceleration, and enrichment based on current student data.

Strategy's Expected Result/Impact: Tutorials will become an intentional extension of classroom instruction based on demonstrated student needs, resulting in targeted acceleration and increased mastery.

Staff Responsible for Monitoring: Principal, assistant principal of instruction, math instructional coach

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 4 ☑ Targeted Support Strategy

Use IXL strategically for grade-level practice during the school day and prerequisite skill gaps during targeted intervention.

Strategy's Expected Result/Impact: Students will receive purposeful practice aligned to current grade-level instruction while identified prerequisite gaps are addressed during targeted intervention.

Staff Responsible for Monitoring: Principal, assistant principal of instruction, math instructional coach

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 5 ☑ Targeted Support Strategy

Math Skills teachers will implement targeted small-group intervention at least twice each week based on current formative, common assessment, MAP, and classroom data. Small groups will address identified prerequisite skill gaps and misconceptions while remaining closely aligned to current grade-level instruction in Math Knowledge.

Strategy's Expected Result/Impact: Students performing below grade level will receive more frequent, targeted instruction based on specific learning needs, resulting in increased skill mastery, accelerated academic growth, and improved performance on common assessments, MAP, and STAAR.

Staff Responsible for Monitoring: Math Instructional Coach, Assistant Principal of Instruction, Principal, Mathematics Teachers.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 4

Each campus administrator will conduct at least three Bluebonnet Learning walkthroughs of mathematics teachers a week during the 2026-2027 school year. Each walkthrough will include identification of one area for instructional improvement, a coaching conversation with the teacher, and a follow-up walkthrough to monitor implementation and progress. Pasted markdown

Evaluation Data Source: Bluebonnet Learning walkthrough forms; coaching conference documentation; follow-up walkthrough records; administrator walkthrough logs; evidence of instructional growth.

Strategy 1 ☑ Targeted Support Strategy

Each campus administrator will complete at least three Bluebonnet Learning instructional coaching cycles with mathematics teachers every two weeks during the 2026-2027 school year. Each cycle will include a classroom walkthrough, identification of one area for instructional improvement, a coaching conversation, and a follow-up walkthrough to monitor implementation and progress.

Strategy's Expected Result/Impact: Mathematics teachers will receive timely, focused feedback and ongoing coaching that strengthens Bluebonnet implementation, improves instructional practice, and increases student access to rigorous grade-level mathematics instruction.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Goal 2

By the end of the 2026-2027 school year, at least 60% of assessed students will earn Meets Grade Level or higher on the corresponding Spring 2027 Reading STAAR assessment.

Performance Objective 1

☑ **High Priority**

Throughout the 2026-2027 school year, ELAR teachers will consistently implement rigorous, grade-level Tier 1 literacy instruction that provides students frequent opportunities to read complex texts, write in response to reading, engage in purposeful academic discourse, and develop vocabulary, grammar, and language skills aligned to grade-level TEKS.

Evaluation Data Source: Lesson plans; classroom walkthrough data; student work; common assessment results; writing samples; PLC documentation; Spring 2027 Reading STAAR results.

Strategy 1

Use complex, grade-level texts regularly.

Strategy's Expected Result/Impact: Students will have consistent access to rigorous, grade-level texts, strengthening comprehension, stamina, vocabulary, and readiness to demonstrate mastery on classroom assessments and STAAR.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Integrate reading, writing, speaking, listening, vocabulary, and language instruction.

Strategy's Expected Result/Impact: Students will develop literacy skills in an integrated manner, increasing comprehension, academic language, written expression, and the ability to communicate understanding of grade-level content.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Provide purposeful text-based academic discourse.

Strategy's Expected Result/Impact: Students will strengthen comprehension, academic vocabulary, and evidence-based reasoning by regularly discussing and defending ideas using evidence from grade-level texts.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Use frequent checks for understanding and adjust instruction based on student evidence.

Strategy's Expected Result/Impact: Teachers will identify misconceptions and learning gaps earlier and make timely instructional adjustments, resulting in increased mastery of grade-level Reading TEKS.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 ☑ High Priority

Throughout the 2026-2027 school year, ELAR PLCs will use common assessments, formative assessment data, student writing, MAP Reading data, and campus data-monitoring systems to identify misconceptions, determine instructional adjustments, plan intervention and enrichment, and monitor student progress toward grade-level mastery.

Evaluation Data Source: PLC agendas and notes; campus data trackers; common assessment data; BOY, MOY, and EOY MAP Reading data; student writing samples; intervention records; tutorial documentation; Spring 2027 Reading STAAR results.

Strategy 1

Begin units by analyzing end-of-unit assessments, major writing tasks, and priority TEKS.

Strategy's Expected Result/Impact: Teachers will plan with greater clarity around intended learning outcomes, assessment expectations, and priority standards, resulting in stronger alignment between instruction and student mastery.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Analyze common assessment data, MAP Reading data, and student writing during PLCs.

Strategy's Expected Result/Impact: Teachers will identify trends, misconceptions, and individual student needs and use evidence to make timely instructional decisions.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Use results to plan reteach, small-group instruction, intervention, tutorials, and enrichment.

Strategy's Expected Result/Impact: Student data will consistently result in targeted instructional responses designed to move students toward grade-level mastery and accelerate growth.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Maintain campus data trackers and monitor movement toward grade-level mastery.

Strategy's Expected Result/Impact: Teachers and campus leadership will have current evidence of student progress, allowing teams to identify students who are not on track and adjust supports before larger gaps develop.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 5

All core content teachers will participate in a full-day PLC Foundations training facilitated by Solution Tree during the September professional development day to establish common expectations for effective PLC implementation across the campus.

Strategy's Expected Result/Impact: Core content PLCs will operate with greater consistency and purpose, using collaborative processes to analyze student learning, identify needs, plan instructional responses, and monitor the impact of those decisions.

Staff Responsible for Monitoring: Principal and Assistant Principal of Instruction

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 6

A campus instructional leadership team consisting of the principal, assistant principal of instruction, math instructional coach, two mathematics teachers, two ELAR teachers, two science teachers, and the History department head will attend the Solution Tree PLC at Work conference in San Antonio to strengthen campus implementation of the Professional Learning

Communities framework and build internal capacity to support collaborative teams.

Strategy's Expected Result/Impact: Campus instructional leaders and teacher leaders will develop a shared understanding of effective PLC practices and use that learning to strengthen collaborative planning, data analysis, intervention planning, and collective responsibility for student learning across campus.

Staff Responsible for Monitoring: Principal and Assistant Principal of Instruction

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3 ☑ High Priority

Students identified as needing additional support in reading and writing will receive timely, targeted intervention through small-group instruction, tutorials, supplemental writing support, and other campus intervention structures, with progress monitored and supports adjusted based on current student evidence.

Evaluation Data Source: Tutorial records; intervention documentation; common assessment data; MAP Reading growth data; student writing samples; Empowering Writers evidence; PLC notes; STAAR growth and achievement data.

Strategy 1

Identify students for tutorials using formative and common assessment data.

Strategy's Expected Result/Impact: Students needing additional support will be identified early and assigned targeted instructional support based on demonstrated learning needs rather than grades or missing work alone.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Provide targeted small-group support based on reading, writing, vocabulary, and language needs.

Strategy's Expected Result/Impact: Students will receive focused instruction addressing specific skill deficits, resulting in accelerated growth and increased mastery of grade-level standards.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Use Empowering Writers as a supplemental resource to address identified writing needs.

Strategy's Expected Result/Impact: Students will receive explicit, structured writing support that strengthens organization, elaboration, use of evidence, and written expression.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Monitor response to intervention and adjust supports as needed.

Strategy's Expected Result/Impact: Intervention will remain responsive to student performance, with supports intensified, modified, or discontinued based on documented progress.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 5 ☑ Targeted Support Strategy

Core content teachers will implement research-based explicit vocabulary strategies introduced

through Solution Tree's Vocabulary in a Snap professional learning to increase students' understanding and use of academic vocabulary.

Strategy's Expected Result/Impact: Students will demonstrate increased access to rigorous grade-level texts and content, stronger academic language, and improved comprehension and written/oral responses.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

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Performance Objective 4

Throughout the 2026-2027 school year, ELAR teachers will consistently implement the campus R.A.C.E. framework for written responses, including daily short constructed responses and regular extended responses using the R.A.C.E.C.E.S. framework, to strengthen students' ability to support ideas with textual evidence and clearly explain their thinking.

Evaluation Data Source: Student writing samples; R.A.C.E./R.A.C.E.C.E.S. rubrics or feedback; classroom walkthroughs; lesson plans; common assessments; STAAR constructed-response performance.

Strategy 1

Implement R.A.C.E. daily for short constructed responses.

Strategy's Expected Result/Impact: Students will become more consistent in answering questions completely, citing relevant textual evidence, and explaining their reasoning in short constructed responses.

Staff Responsible for Monitoring: Principal, Assistant Principal of Instruction

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Implement R.A.C.E.C.E.S. regularly for extended responses.

Strategy's Expected Result/Impact: Students will strengthen extended written responses by developing claims, selecting relevant evidence, elaborating on evidence, and clearly communicating ideas.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Provide explicit grammar instruction at least weekly.

Strategy's Expected Result/Impact: Students will improve sentence structure, conventions, and written clarity, strengthening both classroom writing and STAAR written responses.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Use teacher and peer feedback to strengthen student writing.

Strategy's Expected Result/Impact: Students will revise writing based on specific feedback, increasing ownership of the writing process and improving the quality, clarity, and evidence of written responses.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 5

Throughout the 2026-2027 school year, each campus administrator will conduct at least three TIA teacher walkthroughs per week using the campus walkthrough process to evaluate instructional practices aligned to Domains 2 and 3 of T-TESS. Walkthrough data will be used to provide timely feedback, identify instructional strengths and areas for growth, and inform follow-up coaching and support.

Evaluation Data Source: TIA walkthrough forms; administrator walkthrough logs; teacher feedback/coaching documentation; follow-up walkthrough records; T-TESS Domains 2 and 3 evidence; student achievement and growth data.

Strategy 1 ☑ Targeted Support Strategy

Each campus administrator will complete at least three TIA teacher walkthroughs per week focused on instructional practices aligned to Domains 2 and 3 of T-TESS and will provide timely feedback and coaching based on observed strengths and areas for growth.

Strategy's Expected Result/Impact: Frequent classroom observations and timely feedback will strengthen instructional practice, increase consistency in implementation of effective teaching strategies, and provide teachers with ongoing support to improve student engagement, rigor, and learning outcomes.

Staff Responsible for Monitoring: Principal and Assistant Principals.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Targeted Support Strategy

Campus leadership will review TIA walkthrough trends to identify campuswide instructional strengths and needs and will use those findings to guide coaching, PLC support, and future professional learning.

Strategy's Expected Result/Impact: Walkthrough data will inform targeted professional learning and instructional support, resulting in more consistent implementation of effective teaching practices across classrooms and improved student achievement and growth.

Staff Responsible for Monitoring: Principal and Assistant Principal of Instruction.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Goal 3

By the end of the 2026-2027 school year, at least 50% of assessed 8th-grade students will earn Meets Grade Level or higher on the Spring 2027 Science STAAR assessment, at least 48% of assessed 8th-grade students will earn Meets Grade Level or higher on the Spring 2027 U.S. History STAAR assessment, and at least 55% of 6th and 7th grade students will demonstrate expected or greater academic growth from Beginning-of-Year to End-of-Year on the district Science and Social Studies growth assessments.

Performance Objective 1

☑ **High Priority**

Throughout the 2026-2027 school year, Science and Social Studies teachers will consistently implement rigorous, grade-level Tier 1 instruction aligned to the TEKS, with frequent checks for understanding, purposeful academic discourse, evidence-based writing, spiral review, and instructional adjustments based on student evidence of learning.

Evaluation Data Source: Lesson plans; classroom walkthrough data; student work; common assessment results; BOY, MOY, and EOY district growth assessment data; PLC documentation; Spring 2027 Science and U.S. History STAAR results.

Strategy 1

Deliver standards-aligned Science and Social Studies instruction using common curriculum expectations.

Strategy's Expected Result/Impact: Students will receive consistent, rigorous grade-level instruction aligned to the TEKS, increasing mastery of priority standards and improving achievement and growth.

Staff Responsible for Monitoring: Principal and assistant principal of instruction.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Integrate academic discourse, evidence-based writing, inquiry, source analysis, and higher-order thinking.

Strategy's Expected Result/Impact: Students will strengthen content understanding, academic language, reasoning, and the ability to explain and support thinking with evidence.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Through collaborative PLC planning, teachers will intentionally incorporate spiral review and retrieval practice into daily instruction to reinforce previously taught TEKS, address learning gaps, and strengthen students' retention of essential skills

Strategy's Expected Result/Impact: Students will demonstrate increased mastery and retention of previously taught TEKS, as evidenced by improved performance on classroom assessments, district assessments, and STAAR.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Provide small-group instruction based on student evidence.

Strategy's Expected Result/Impact: Students will receive instruction targeted to identified misconceptions and skill needs, resulting in increased mastery and academic growth.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 2 ✅ High Priority

Throughout the 2026-2027 school year, Science and Social Studies PLCs will use BOY, MOY, and EOY growth assessments (for science), common assessments (for social studies and science), formative assessment data (for social studies and science), and student work to identify misconceptions (for social studies and science), determine instructional adjustments, plan intervention and enrichment, and monitor individual student growth.

Evaluation Data Source: PLC agendas and notes; campus data trackers; BOY, MOY, and EOY growth assessment data; common assessment results; student work; intervention records; tutorial documentation.

Strategy 1

Analyze BOY, MOY, EOY, common assessment, and formative data in PLCs.

Strategy's Expected Result/Impact: Teachers will identify learning trends and misconceptions early and make timely instructional adjustments based on multiple measures of student learning.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Track individual student growth and identify students not demonstrating expected progress.

Strategy's Expected Result/Impact: Students who are not on track to meet the 55% growth expectation will be identified early enough for targeted support and instructional adjustment.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Use PLCs to plan intervention, enrichment, reteach, and instructional adjustments.

Strategy's Expected Result/Impact: Assessment results will consistently lead to specific instructional actions designed to accelerate growth and increase grade-level mastery.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Monitor progress toward the 55% growth target throughout the year.

Strategy's Expected Result/Impact: Ongoing monitoring will allow campus leaders and teachers to determine whether current strategies are producing sufficient growth and make adjustments before EOY.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 5

Core content teachers will participate in Lead4Ward professional learning focused on using Field Guides, analyzing multiple measures of student data, identifying misconceptions, and developing instructional action plans.

Strategy's Expected Result/Impact: Teachers will strengthen standards analysis, data interpretation, and instructional planning, resulting in more precise reteach, intervention, enrichment, and growth-monitoring decisions.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 6

A campus instructional leadership team consisting of the principal, assistant principal of instruction, math instructional coach, two mathematics teachers, two ELAR teachers, two science teachers, and the History department head will attend the Solution Tree PLC at Work conference in San Antonio to strengthen campus implementation of the Professional Learning Communities framework and build internal capacity to support collaborative teams.

Strategy's Expected Result/Impact: Campus instructional leaders and teacher leaders will develop a shared understanding of effective PLC practices and use that learning to strengthen collaborative planning, data analysis, intervention planning, and collective responsibility for student learning across campus.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 3 ☑ High Priority

Students identified as needing additional support in Science or Social Studies will receive timely, targeted intervention through small-group instruction, tutorials, 9th-period support when applicable, and other campus intervention structures, with progress monitored and supports adjusted based on current student evidence.

Evaluation Data Source: Tutorial records; common assessment data; growth assessment data; PLC notes; intervention documentation; Spring 2027 STAAR results.

Strategy 1

Provide targeted tutorials and small-group intervention based on assessment data

Strategy's Expected Result/Impact: Students needing additional support will receive focused instruction tied to demonstrated needs, increasing mastery and growth.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Address misconceptions through timely reteach and intervention.

Strategy's Expected Result/Impact: Misconceptions will be addressed before they become persistent learning gaps, improving student readiness for subsequent standards and assessments.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3

Adjust intervention based on ongoing student performance.

Strategy's Expected Result/Impact: Intervention will remain responsive to current student needs, with support intensified, modified, or reduced based on documented progress.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4

Provide targeted 9th-period intervention and review for 8th-grade Science and U.S. History students prior to STAAR based on current assessment data and identified standards of need.

Strategy's Expected Result/Impact: Students will receive additional targeted instructional time in priority areas of need, increasing readiness for Spring 2027 Science and U.S. History STAAR assessments.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 4

Throughout the 2026-2027 school year, each campus administrator will conduct at least three TIA teacher walkthroughs per week focused on instructional practices aligned to Domains 2 and 3 of T-TESS. Walkthrough data will be used to provide timely feedback, identify instructional strengths and areas for growth, and inform follow-up coaching and support.

Evaluation Data Source: TIA walkthrough logs; administrator walkthrough logs; coaching documentation; follow-up walkthrough records; T-TESS Domains 2 and 3 evidence.

Strategy 1

Each campus administrator will complete at least three TIA teacher walkthroughs per week focused on instructional practices aligned to Domains 2 and 3 of T-TESS and provide timely feedback and coaching based on observed strengths and areas for growth.

Strategy's Expected Result/Impact: Frequent observation and feedback will strengthen instructional practice, increase consistency in rigorous teaching, and support improved student engagement, achievement, and growth.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2

Campus leadership will review walkthrough trends to identify campuswide instructional strengths and needs and use those findings to guide coaching, PLC support, and future professional learning.

Strategy's Expected Result/Impact: Professional learning and instructional support will be aligned to observed campus needs, resulting in more consistent implementation of effective teaching practices.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

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Goal 4

By the end of the 2026-2027 school year, O.P. Norman Jr. High will improve academic growth and outcomes for identified student groups through consistent implementation of high-quality Tier 1 instruction, PLC data cycles, targeted intervention, progress monitoring, and appropriate linguistic supports for emergent bilingual students.

Performance Objective 1 ☑ High Priority

Throughout the 2026-2027 school year, teachers will consistently implement appropriate linguistic accommodations and evidence-based language-development strategies for emergent bilingual students across all content areas to increase access to rigorous, grade-level instruction and support English language development.

Evaluation Data Source: Lesson plans; classroom walkthroughs; ELPS/TELPAS accommodations documentation; PLC notes; student work; TELPAS data; STAAR performance of emergent bilingual students.

Strategy 1 ☑ Targeted Support Strategy

Explicitly teach academic vocabulary.

Strategy's Expected Result/Impact: Emergent bilingual students will develop stronger academic vocabulary and increased access to grade-level content across all subject areas.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 2 ☑ Targeted Support Strategy

Use sentence stems, response frames, visuals, models, and structured partner talk as appropriate.

Strategy's Expected Result/Impact: Appropriate scaffolds and structured language supports will increase student participation, comprehension, and ability to communicate understanding of rigorous grade-level content.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 3 ☑ Targeted Support Strategy

Embed opportunities for students to read, speak, write, and explain using academic language.

Strategy's Expected Result/Impact: Students will have consistent opportunities to develop academic language through meaningful reading, speaking, writing, and explanation, supporting both English language development and content mastery.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 4 ☑ Targeted Support Strategy

Ensure ELPS and linguistic accommodations are intentionally implemented across content areas.

Strategy's Expected Result/Impact: Consistent implementation of ELPS and individualized linguistic accommodations will increase emergent bilingual students' access to Tier 1 instruction and support improved TELPAS, growth, and STAAR outcomes.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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Strategy 5 ☑ Targeted Support Strategy

Core content teachers will participate in professional learning focused on TELPAS, ELPS, linguistic accommodations, academic language development, and instructional strategies for

emergent bilingual students.

Strategy's Expected Result/Impact: Teachers will increase their capacity to intentionally plan and implement language supports within grade-level instruction, resulting in improved academic access, English language development, and student growth.

Staff Responsible for Monitoring: Principal, Assistant Principal of Instruction, ESL/LPAC Lead.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

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December	March	July	July

Performance Objective 2 ☑ High Priority

Throughout the 2026-2027 school year, PLCs will disaggregate assessment data by student group, including emergent bilingual, special education, economically disadvantaged, African American, and Two or More Races student groups, to identify achievement gaps, determine targeted instructional responses, and monitor progress toward Closing the Gaps targets.

Evaluation Data Source: PLC agendas and notes; disaggregated common assessment data; MAP data; STAAR interim/benchmark data; campus data trackers; Closing the Gaps reports; Spring 2027 STAAR results.

Strategy 1 ☑ Targeted Support Strategy

Review student performance by identified student group during PLC data analysis.

Strategy's Expected Result/Impact: PLC teams will identify achievement and growth gaps that may be hidden in aggregate campus data and make instructional decisions responsive to student-group needs.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Strategy 2 ☑ Targeted Support Strategy

Monitor emergent bilingual, special education, economically disadvantaged, African American, and Two or More Races student performance.

Strategy's Expected Result/Impact: Ongoing monitoring will allow teachers and leaders to determine whether identified student groups are making sufficient progress toward campus and Closing the Gaps targets.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Strategy 3 ☑ Targeted Support Strategy

Identify gaps and determine targeted responses for each group.

Strategy's Expected Result/Impact: Identified gaps will lead to specific instructional, intervention, and support actions designed to improve outcomes for each student group.

Staff Responsible for Monitoring: Principal, Assistant Principal of Instruction, PLC Teachers/Team Leads, ESL/LPAC Lead, Special Education Staff as appropriate.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Strategy 4 ☑ Targeted Support Strategy

Track progress toward Closing the Gaps indicators throughout the year.

Strategy's Expected Result/Impact: Regular monitoring of student group performance will allow campus leadership and teachers to identify achievement and growth gaps early, implement targeted supports, and improve student outcomes across Closing the Gaps indicators.

Staff Responsible for Monitoring: Principal, Assistant Principal of Instruction, Math Instructional Coach, ESL/LPAC Lead, and PLC Teams

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

December	March	July	July

Performance Objective 3 ☑ High Priority

Students in identified student groups who are performing below grade level or not demonstrating expected growth will receive timely, targeted intervention based on current assessment data, with progress monitored regularly and supports adjusted according to student response.

Evaluation Data Source: Intervention records; tutorial documentation; MAP growth data; common assessment data; progress-monitoring records; PLC documentation; STAAR growth data.

Strategy 1

Identify students not making expected growth and provide timely intervention.

Strategy's Expected Result/Impact: Students who are not demonstrating expected growth will be identified earlier and receive timely support before learning gaps increase.

Staff Responsible for Monitoring: Principal, Assistant Principal of Instruction

Formative Reviews

December	March	July	July

Strategy 2 ☑ Targeted Support Strategy

Use progress-monitoring data to adjust supports.

Strategy's Expected Result/Impact: Intervention will remain responsive to current student performance, with supports intensified, modified, or reduced based on documented progress.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Strategy 3 ☑ Targeted Support Strategy

Coordinate classroom, tutorial, and intervention supports around identified needs.

Strategy's Expected Result/Impact: Students will experience more coherent support across Tier 1 instruction, tutorials, and intervention rather than disconnected or duplicative services.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Strategy 4 ☑ Targeted Support Strategy

Document student response to intervention over time.

Strategy's Expected Result/Impact: Documentation of student response will allow teams to evaluate intervention effectiveness and make evidence-based decisions regarding next steps.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Performance Objective 4

Throughout the 2026-2027 school year, campus administrators and instructional staff will monitor implementation of linguistic supports, intervention practices, and instructional responses for identified student groups through walkthroughs, PLC participation, data reviews, and coaching conversations.

Evaluation Data Source: Walkthrough forms; administrator logs; PLC documentation; coaching records; ELPS implementation evidence; intervention monitoring records; student group performance data.

Strategy 1 ☑ Targeted Support Strategy

Use TELPAS and academic data together to evaluate student progress.

Strategy's Expected Result/Impact: Teachers and campus leaders will develop a more complete picture of each emergent bilingual student's language and academic progress and will use that information to make targeted instructional and intervention decisions.

Staff Responsible for Monitoring: Principal, assistant principal of instruction, ESL Coordinator

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Strategy 2 ☑ Targeted Support Strategy

Campus administrators will incorporate EB/ELPS instructional look-fors into classroom walkthroughs and use walkthrough and PLC evidence to monitor implementation of academic vocabulary, discourse, scaffolds, linguistic accommodations, and checks for understanding.

Strategy's Expected Result/Impact: Campus leaders will have ongoing evidence of the consistency and quality of language supports across classrooms and will be able to provide timely feedback and coaching where implementation gaps are identified.

Staff Responsible for Monitoring: Principal, Assistant Principals, ESL/LPAC Lead.

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Goal 5

O.P. Norman Jr. High will improve overall student performance and campus outcomes in order to earn an A Accountability Rating for the 2026-2027 school year.

Performance Objective 1

☑ **High Priority**

Throughout the 2026-2027 school year, campus leadership will regularly monitor projected performance in Student Achievement, School Progress, and Closing the Gaps using current assessment, growth, and student-group data and will adjust campus priorities and supports as needed to maintain progress toward an A Accountability Rating.

Evaluation Data Source: benchmark data; MAP data; Bluebonnet topic assessments, common assessment data; campus data trackers; accountability projections; Closing the Gaps reports; Spring 2027 STAAR/EOC results.

Strategy 1

☑ **Targeted Support Strategy**

Review Student Achievement, School Progress, and Closing the Gaps data throughout the year.

Strategy's Expected Result/Impact: Campus leadership will maintain a current understanding of performance across all three accountability domains and identify emerging strengths, gaps, and risks early enough to respond during the school year.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Strategy 2

☑ **Targeted Support Strategy**

Use current assessment results to estimate progress toward accountability targets.

Strategy's Expected Result/Impact: Interim achievement and growth data will provide campus leadership with ongoing projections of likely accountability outcomes and support more informed instructional and intervention decisions.

Staff Responsible for Monitoring: Administrators, math instructional coach

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Strategy 3 ☑ Targeted Support Strategy

Identify areas where performance is below projected targets.

Strategy's Expected Result/Impact: Grade levels, content areas, standards, and student groups that are not on track will be identified promptly so targeted support can be implemented before end-of-year assessments.

Staff Responsible for Monitoring: Principal, Assistant Principal of Instruction, math instructional coach

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Strategy 4

Adjust campus supports and priorities based on current data.

Strategy's Expected Result/Impact: Campus resources, instructional support, intervention, coaching, and professional learning will remain aligned to the areas of greatest current need, increasing the likelihood of meeting campus accountability goals.

Staff Responsible for Monitoring: Administrators

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Performance Objective 2 ☑ High Priority

Throughout the 2026-2027 school year, campus leadership and PLC teams will review progress toward established campus achievement and growth targets and implement timely instructional, intervention, and support adjustments when data indicate students or student groups are not on track to meet campus

goals

Evaluation Data Source: PLC documentation; campus leadership/data meeting notes; common assessments; intervention records; progress-monitoring data; MAP growth data; STAAR/EOC results.

Strategy 1 ☑ Targeted Support Strategy

Review progress toward campus goals during leadership and PLC meetings.

Strategy's Expected Result/Impact: Regular review of campus goals will keep instructional teams focused on measurable student outcomes and allow timely identification of areas requiring additional attention.

Staff Responsible for Monitoring: Administrators and math instructional coach

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Strategy 2 ☑ Targeted Support Strategy

Identify students, groups, grade levels, or content areas that are off track.

Strategy's Expected Result/Impact: Students and instructional areas not demonstrating sufficient achievement or growth will be identified early enough for targeted intervention and support.

Staff Responsible for Monitoring: Administrators and math instructional coach

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Strategy 3 ☑ Targeted Support Strategy

Implement timely instructional, intervention, staffing, or support adjustments.

Strategy's Expected Result/Impact: Campus responses will be matched to identified needs, allowing resources and instructional supports to be redirected quickly toward students and areas requiring the greatest support.

Staff Responsible for Monitoring: Administrators, math instructional coach, department leads

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Strategy 4 ☑ Targeted Support Strategy

Monitor the effectiveness of those adjustments during subsequent data cycles.

Strategy's Expected Result/Impact: Campus leadership will determine whether implemented supports are producing the intended improvement and will continue, modify, or discontinue strategies based on student response.

Staff Responsible for Monitoring: Administrators and math instructional coach

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Performance Objective 3 ☑ High Priority

By the end of the 2026-2027 school year, O.P. Norman Jr. High will demonstrate improvement across all three accountability domains--Student Achievement, School Progress, and Closing the Gaps--with sufficient overall performance to earn an A Accountability Rating.

Evaluation Data Source: 2027 Texas Academic Performance/Accountability data; final Student Achievement, School Progress, and Closing the Gaps domain scores; overall campus accountability rating.

Strategy 1 ☑ Targeted Support Strategy

Monitor implementation of Goals 1-4 throughout the year.

Strategy's Expected Result/Impact: Campus leadership will ensure that the instructional, intervention, student-group, and monitoring systems identified in the improvement plan are implemented consistently and remain aligned to campus priorities.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Strategy 2 ☑ Targeted Support Strategy

Maintain alignment between campus priorities, teacher goals, PLC work, intervention, and walkthrough/coaching systems.

Strategy's Expected Result/Impact: Campus improvement efforts will operate as a connected system rather than isolated initiatives, increasing consistency, collective responsibility, and focus on student achievement and growth.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Strategy 3

Review final STAAR, growth, Closing the Gaps, and accountability results.

Strategy's Expected Result/Impact: Final outcomes will provide evidence of the effectiveness of campus improvement efforts and identify areas in which goals were met, exceeded, or remain unmet.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	March	July	July

Strategy 4

Use final results to evaluate effectiveness of the campus improvement plan and identify priorities for the following year.

Strategy's Expected Result/Impact: Evaluation of final results will inform future campus goals, professional learning, staffing, intervention, instructional priorities, and resource allocation.

Staff Responsible for Monitoring: Principal and assistant principal of instruction

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

December	**March**	**July**	**July**

Kaufman High School Campus Improvement Plan

KISD Mission: KISD will equip students to become lifelong learners committed to academic **EXCELLENCE**, **INTEGRITY**, and **SERVICE** to others.

KISD Vision: **PREPARATION | PURPOSE | PRIDE!**

KISD Motto: ***"Big City Education. Small Town Values."***

A **KAUFMAN ISD** Graduate is **prepared** for college or career, has a strong sense of **purpose**, and takes **pride** in oneself and others.

PREPARATION: College, Careers, & Life

Kaufman ISD graduates complete rigorous academic courses and explore career opportunities through classes, internships, and work-study opportunities. They exhibit grit and determination in all aspects of life; engage in healthy life choices; are literate and articulate; are proficient with technology; and are creative and solutions-oriented problem solvers.

PURPOSE: Servant Leaders & Collaborative Team Members

Kaufman ISD graduates demonstrate confidence while maintaining a kind demeanor; prioritize the needs of others while accepting responsibility for themselves and accountability for their own actions. They work effectively with others to achieve group goals; take actions that respect the needs and contributions of others; yield their own objectives to the goals of the team and make meaningful contributions within the team. KISD graduates apply their knowledge and problem-solving skills in meaningful and productive ways.

Pride: Respect for Self and Others, Compassionate Citizens, and Life-Long Learners

Kaufman ISD graduates respectfully and actively listen to others; apply their values to decision-making; and appropriately engage in courageous conversations. They are empathetic to their fellow citizens, exhibiting care and concern for others; are inclusive and embrace differences; are culturally aware; and actively exercise their rights within our democracy. Kaufman ISD graduates approach life with wonder and curiosity; seek creative opportunities; possess the ability to adapt to change; and are confident in their ability to pursue and attain futures beyond what they can imagine!

DISTRICT PRIORITIES:

1. **EXCELLENCE** in Student Performance
2. **EXCELLENCE** in a Collaborative Work Environment
3. **INTEGRITY**-Driven District and Campus Operations
4. Community **SERVICE** and Engagement

Priority #1: EXCELLENCE in Student Performance
Strategic Objective 1.1: Increase Academic Achievement and Growth in All Levels

Evaluation Data Sources: State Accountability STAAR results; TAPR Data; MAP Data

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in Student Performance	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
1.1.1 Increase the percentage of students reaching the "Meets" standard for English Language Arts (ELAR).	STAAR Performance (TAPR)	*60%*	58%	53%	57%				
English 1 EOC			55%	50%	60%				
English 2 EOC			61%	55%	60%				

Objective #1.1.1 Details

Objective 1.1.1 Increase the percentage of students reaching the "Meets" standard for English Language Arts (ELAR).

1. 100% of English I and II PLC teams will successfully execute and monitor the identified essential standards and ensure mastery as measured by Common Assessments.
2. Tier 2/Data Fidelity Check: 90% of teachers consistently implement targeted Tier 2 interventions based on common assessment data, and 100% of students have current, tracked progress on their prioritized essential standards.
3. Rigor & ECR Fidelity Check: 100% of English I/II lesson plans and walkthrough feedback demonstrate alignment of instruction to the most critical learning outcomes and include deep instruction on Extended Constructed Response (ECR) question types.
4. During intervention, we will identify and monitor students across all levels to increase passing rates, meets, and masters. We will intentionally seek struggling and potential master's-level students.
5. Measuring what Matters training from Dr. Amanda Walker to provide context to TEA Accountability for all levels and subjects.

Lead Measures (Formative Review)	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Fidelity Measure: # Walkthroughs										
Number of Tier 2 students										

Priority #1: EXCELLENCE in Student Performance
Strategic Objective 1.1: Increase Academic Achievement and Growth in All Levels
Evaluation Data Sources: State Accountability STAAR results; TAPR Data; MAP Data

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in Student Performance	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
1.1.2 Increase the percentage of students reaching the "Meets" standard for Math.		55%	46%	58%					

Objective #1.1.2 Details

1.1.2 Increase the percentage of students reaching the "Meets" standard for Math.

1. Provide aligned, structured team time daily for Algebra 1 EOC.
2. Provide a structured Tier 2 intervention time for students struggling with essential standards.
3. Provide a structured intervention time for students to potentially master content on the STAAR EOC.
4. Measuring what Matters training from Dr. Amanda Walker to provide context to TEA Accountability for all levels and subjects.

Lead Measures (Formative Review)	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Fidelity Measure: # Walkthroughs										
Number of Students in Tier 2										

Objective #1.1.3 Details	Reviews			
1.1.3 Improve Approaches, Meets, and Masters scores on the Biology EOC Exam. 1. Provide high-quality training for all Science EOC teachers • PLC at Work Training via Solution Tree 2. Provide aligned and structured team time daily for each Science EOC subject. 3. Provide a structured Tier 2 intervention time for students struggling with essential standards and those with the potential to master STAAR EOC. 4. Measuring What Matters training from Dr. Amanda Walker to provide context to TEA Accountability for all levels and subjects.	Formative (Lead Measures)			Summative (Lag Measures)
	Sep	Dec	Mar	June

Lead Measures (Formative Review)	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Fidelity Measure: # Walkthroughs										
Number of Students in Tier 2										

Objective #1.1.4 Details	Reviews			
1.1.4 Improve Approaches, Meets, and Masters scores on the US History EOC Exam. 1. Provide high-quality training for all Science EOC teachers a. PLC at Work Training via Solution Tree 2. Provide aligned and structured team time daily for each Science EOC subject. 3. Provide a structured Tier 2 intervention time for students struggling with essential standards and those with the potential to master STAAR EOC. 4. Measuring what Matters training from Dr. Amanda Walker to provide context to TEA Accountability for all levels and subjects.	Formative (Lead Measures)			Summative (Lag Measures)
	Sep	Dec	Mar	June

Lead Measures (Formative Review)	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Fidelity Measure: # Walkthroughs										
Number of Students in Tier 2										

Priority #1: EXCELLENCE in Student Performance
Strategic Objective 1.2: Increase College, Career, or Military Readiness by graduation
Evaluation Data Sources: State Accountability STAAR results; TAPR Data; TSIA; SAT/ACT; IBC; ASVAB

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in Student Performance	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
1.2 Maintain high standards for graduates earning College, Career, and/or Military (CCMR) indicators.	STAAR Performance (TAPR)	*90%*	96%	98%	98%				
TSIA Performance			25%	27%	53%				
SAT/ACT									
IBC's			49%	54%					

Objective #1.2 Details	Reviews			
1.2 Maintain high standards for graduates earning College, Career, and/or Military (CCMR) indicators.	Formative (Lead Measures)			Summative (Lag Measures)
	Oct	Feb	May	June
1. Create a TSI Math process to identify, instruct, and test students to pass the TSI-A Math test.				
2. Leverage real-time Data tracking to maintain high CCMR Completion Rates.				

Lead Measures (Formative Review)	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Number of Math TSI-A Seniors										
Percentage of Senior Class										

Priority #1: EXCELLENCE in Student Performance
Strategic Objective 1.3: Ensure the Safety and Well-Being of Students
Evaluation Data Sources: Surveys; Hazel Health Enrollment; PEIMS Discipline; RDA data; & TAPR.

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in Student Performance	Data Source	Goal	Base Line 2024	Base Line 2025	Status 2026	Status 2027	Status 2028	Status 2029	Status 2030
1.3.2 Decrease the percentage of student discipline placement to fall below the State levels.	TAPR	*2.0%*	5.9%	8.1%	7.9%				

Objective #1.3 Details

1.3 Train teachers in best practices to improve classroom culture and student learning.

1. Use our 30-minute intervention block to give student groups, clubs, and organizations time to meet during the day and increase student membership.

Lead Measures (Formative Review)	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Number of Student Groups										
Number of Student Participants										

Priority #2: EXCELLENCE in a Collaborative Environment
Strategic Objective 2.3: Increase Staff Satisfaction, Engagement, & Well-Being
Evaluation Data Sources: Surveys; TAPR Retention rates; TIA percentage rate

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in a Collaborative Work Environment	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
2.1 Increase the Teacher Retention Rate.	TAPR	*90%*	85%	TBD					
2.2 Increase the percentage of Teachers receiving a Teacher Incentive Allotment Stipend.	TEA Award List	*20%*	NA	NA	TBD				
2.3 Increase Staff Satisfaction on the District's annual survey.	Survey Data	*90%*	NA	TBD					

Objective #2.3 Details	**Reviews**			
	Formative (Lead Measures)			Summative (Lag Measures)
	Oct	Feb	May	June
2.3 Create a positive workplace culture by: 1. Celebrate birthdays through monthly staff check-ins. a. Birthday Cards b. Birthday Cakes 2. Hold monthly guiding coalition meetings to provide input and guidance on campus decisions. 3. To increase TIA, support teachers in improving their instructional practices by conducting walkthroughs, giving clear feedback, and working one-on-one with staff and their appraiser on T-TESS Domains 2 and 3. 4. DOK training for all teachers using TEKS Ready (Region X) for their BOY and EOY data.				

Guiding Coalition Meeting Agenda

Priority #3: INTEGRITY-Driven District and Campus Operations
Strategic Objective 3.3: Maintain a "Superior" rating in the F.I.R.S.T. system.
Evaluation Data Sources: Campus-level budgets (local/federal/state);

Balanced Scorecard Results (Lag Measures)

INTEGRITY-Driven District and Campus Operations	Data Source	Goal	Base Line 2024	Base Line 2025	Status 2026	Status 2027	Status 2028	Status 2029	Status 2030
3.3 Maintain a "Superior" rating in the F.I.R.S.T. system.	TEA FIRST	*Superior*	Superior	TBD					

Objective #3.3 Details	Reviews			
	Formative (Lead Measures)			Summative (Lag Measures)
	Oct	Feb	May	June
3.3 To maximize professional learning and campus needs, be intentional in the budgeting process. Student learning and professional development are the top priorities.				

Priority #4: Community SERVICE and Engagement
Strategic Objective 4.1: Increase Parent and Family Engagement & Satisfaction

Evaluation Data Sources: Survey Data; Event Calendars; Site-Based Attendance

Balanced Scorecard Results (Lag Measures)

Community SERVICE and Engagement	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
4.1 Increase family satisfaction with the district.	Survey Data	*90%*	NA	TBD					

Objective #4.1 Details	Reviews			
	Formative (Lead Measures)			Summative (Lag Measures)
	Oct	Feb	May	June
4.1 Maintain high levels of visibility and accessibility with KHS parents 1. Weekly newsletter on Fridays 2. A look-ahead email to Stakeholders on Sundays 3. CEIC Committee 4. Master Scholars Awards Banquet				

GCHS Campus Improvement Plan

KISD Mission: KISD will equip students to become lifelong learners committed to academic **EXCELLENCE**, **INTEGRITY**, and **SERVICE** to others.

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PREPARATION: College, Careers, & Life

Kaufman ISD graduates complete rigorous academic courses and explore career opportunities through classes, internships, and work-study opportunities. They exhibit grit and determination in all aspects of life; engage in healthy life choices; are literate and articulate; proficient with technology; and are creative and solutions-oriented problem solvers.

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Kaufman ISD graduates demonstrate confidence while maintaining a kind demeanor; prioritize the needs of others while accepting responsibility for themselves and accountability for their own actions. They work effectively with others to achieve group goals; take actions that respect the needs and contributions of others; yield their own objectives to the goals of the team and make meaningful contributions within the team. KISD graduates apply their knowledge and problem-solving skills in meaningful and productive ways.

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DISTRICT PRIORITIES:

1. **EXCELLENCE** in Student Performance
2. **EXCELLENCE** in a Collaborative Work Environment
3. **INTEGRITY**-Driven District and Campus Operations
4. Community **SERVICE** and Engagement

Priority #1: EXCELLENCE in Student Performance

Strategic Objective 1.1: Increase Academic Achievement and Growth in All Levels

Evaluation Data Sources: State Accountability STAAR results; TAPR Data; MAP Data

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in Student Performance	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
1.1.1 Increase the percentage of students reaching the "Meets" standard for English Language Arts (ELAR).	STAAR Performance (TAPR)	*60%*	53%	38%	75%				
English I		*60%*							
English II		*60%*							
		60%							

Objective #1.1.1 Details

Objective 1.1.1 Increase the percentage of students reaching the "Meets" standard for English Language Arts (ELAR).

SMART Goal: By April 2027, GCHS will increase student proficiency in English Language Arts (ELAR) by utilizing evidence-based curriculum aligned with Texas Standards. Teachers will embed ongoing reviews of key skills (e.g., inference, text evidence, author's purpose, etc.) throughout the year. Teachers will model with exemplars, using high-scoring student responses to show what "Meets" and "Masters" look like in reading and writing. Teachers will use assessment data to identify which standards are consistently underperformed on and reteach using different strategies. Teachers will monitor student progress with daily writing practice and provide frequent, actionable feedback to improve analytical writing.

Fidelity Checks:

- Accelerated Instruction hours will be assigned and documented for all students who have not demonstrated mastery of ELAR STAAR content.
- Frequent walk-through monitoring
- Incorporate daily short constructed responses and essays using real test prompts.
- Foster growth mindset culture to encourage persistence and risk taking.
- Teachers will offer after school tutorials for any student in need.
- Teachers will conduct item-level analysis of state or benchmark testing to identify gaps, misconceptions, or curriculum alignment issues.
- Teachers will monitor all available data to guide reteaching and enrichment as needed.

Priority #1: EXCELLENCE in Student Performance
Strategic Objective 1.1: Increase Academic Achievement and Growth in All Levels
Evaluation Data Sources: State Accountability STAAR results; TAPR Data; MAP Data

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in Student Performance	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
1.1.2 Increase the percentage of students reaching the "Meets" standard for Math.	STAAR Performance (TAPR)	55%	-	-	-				
3rd/6th/9th		55%							
4th/7th/10th		55%							
5th/8th		55%							

Objective #1.1.2 Details

1.1.2 Increase the percentage of students reaching the "Meets" standard for Math.

SMART Goal: By April 2027 GCHS will increase student proficiency in math by utilizing evidence-based math curriculum aligned with Texas standards. Teachers will differentiate instruction with strong core instruction for students, targeted small group instruction for students below standard, and intensive interventions for students significantly below standard. Teachers will monitor progress frequently using short-cycle formative assessments regularly to identify students' understanding and adjust instruction. 90% of students that are retesters will “meet” or exceed expectations on state and local assessments.

Fidelity Measures:

- Accelerated Instruction hours will be assigned and documented for all students who have not demonstrated mastery of STAAR content.
- Frequent walk-through monitoring
- Incorporate conceptual understanding and problem-solving by using real-world problems to make math relevant and meaningful.
- Incorporate math games, manipulatives, and technology to engage learners.
- Foster growth mindset culture to encourage persistence and risk taking.
- Teachers will conduct item-level analysis of state or benchmark testing to identify gaps, misconceptions, or curriculum alignment issues.
- Teachers will monitor all available data to guide reteaching and enrichment as needed.

EXCELLENCE in Student Performance	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
1.1.3 Increase the percentage of students reaching the "Meets" standard for Social Studies.	STAAR Performance (TAPR)	55%	46%	57%	88%				
3rd/6th/9th		55%							
4th/7th/10th		55%							
5th/8th		55%							

Objective #1.1.3 Details | **Reviews**

1.1.3 Smart goal for Social Studies By January 2027 and again by May 2027, GCHS students will study one of the ten major eras in U.S. History weekly, for ten weeks, and will complete daily bell ringers in Google Classroom. Bell ringers will focus on major eras such as Early America, the Great Depression, and Civil Rights, to improve their test readiness by the STAAR exam date. Fidelity Measures ● Accelerated Instruction hours will be assigned and documented for all students who have not demonstrated mastery of STAAR content. ● Weekly review of student study packets ● Google Classroom bell ringers monitored by admin ● Frequent admin walkthroughs ● Teachers will conduct item-level analysis of state or benchmark testing to identify gaps, misconceptions, or curriculum alignment issues.	Formative (Lead Measures)			Summative (Lag Measures)
	Oct	Feb	May	June

Objective #1.1.4 Details	**Reviews**			
1.1.3 Increase the percentage of students reaching the "Meets" standard for Biology. SMART Goal: By April 2027, GCHS science teachers will increase student understanding of grade-level TEKS for the core science courses by implementing targeted instructional practices. Students will utilize claim-evidence-reasoning strategies to investigate and understand scientific concepts and theories. Improvement will be documented using formative assessments of student science journals on a bi-weekly basis. Additionally, students will complete the Biology skill plan for the redesigned STAAR test in IXL. Teachers will monitor IXL progress on a daily basis, checking for understanding and addressing trouble areas as they arise. Prior to state testing dates, instruction will focus on Lowman's 10 day Biology STAAR preparation boot camp. Fidelity Measures: ● Accelerated Instruction hours will be assigned and documented for all students who have not demonstrated mastery of Biology STAAR content. ● Biology Google Classroom that is monitored by admin ● Frequent admin walkthroughs ● Teachers will conduct item-level analysis of state or benchmark testing to identify gaps, misconceptions, or curriculum alignment issues.	Formative (Lead Measures)			Summative (Lag Measures)
	Oct	Feb	May	June

Objective #1.1.5 Details	Reviews			
	Formative (Lead Measures)			Summative (Lag Measures)
	Oct	Feb	May	June
1.1.5 Reduce chronic absenteeism. SMART Goal: By May 2027, GCHS will reduce the campus chronic absenteeism rate from its baseline of 27.4% to a target of 25% to maintain the current graduation rate. Fidelity Measures: ● 100% of GCHS staff will successfully execute the campus' Attendance Intervention Protocols with 90% fidelity every week, as measured by weekly Attendance rates. ● Daily Protocol Check: Daily call logs must be completed for 100% of absent students and submitted to Administration (measured daily by Attendance Clerk.) ● Weekly System Fidelity Check: 100% of weekly attendance reports are distributed to faculty and 100% of students with improved attendance are recognized weekly by the committee. Root Cause: Chronic student absenteeism, which directly results in credit loss and learning gaps, negatively impacts the campus graduation rate and overall student achievement. Resources: Attendance Clerk, Counselor, Night School Interventions, Student Recognition System/Budget, Leadership Team Meeting Agenda.				

Priority #1: EXCELLENCE in Student Performance
Strategic Objective 1.2: Increase College, Career, or Military Readiness by graduation
Evaluation Data Sources: State Accountability STAAR results; TAPR Data; TSIA; SAT/ACT; IBC; ASVAB

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in Student Performance	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
1.2 Maintain high standards for graduates earning College, Career, and/or Military (CCMR) indicators.	STAAR Performance (TAPR)	*90%*	90%	100%	100%				
TSIA Performance			-	-					
SAT/ACT									
IBC's			-	-					

Objective #1.2 Details	Reviews			
	Formative (Lead Measures)			Summative (Lag Measures)
	Oct	Feb	May	June
1.2 Maintain high standards for graduates earning College, Career, and/or Military (CCMR) indicators. By May 2027, at least 90% of graduating seniors will be CCMR qualified. Fidelity Measures: ● College Bridge courses will be taught to all students who are enrolled in their fourth English course. ● Targeted TSI instruction will be provided for students who are enrolled in their fourth Math course. ● Students will have the opportunity to attend: ○ College and Career Day ○ College / Trade school visits ○ College / Trade school presentations ● Students will have the opportunity to take: ○ ASVAB ○ SAT ○ TSIA2 ● All students will complete the following upon graduation ○ FAFSA or FAFSA opt-out form ○ My Texas Future survey				

Priority #1: EXCELLENCE in Student Performance
Strategic Objective 1.3: Ensure the Safety and Well-Being of Students
Evaluation Data Sources: Surveys; Hazel Health Enrollment; PEIMS Discipline; RDA data; & TAPR.

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in Student Performance	Data Source	Goal	Base Line 2024	Base Line 2025	Status 2026	Status 2027	Status 2028	Status 2029	Status 2030
1.3.2 Decrease the percentage of student discipline placement to fall below the State levels.	TAPR	*2.0%*		-					

Objective #1.3 Details	Reviews			
	Formative (Lead Measures)			Summative (Lag Measures)
	Oct	Feb	May	June
1.3 By May 2027, the percentage of students receiving disciplinary placements will decrease to a rate below the State average, as measured by TEA discipline data, through the consistent use of behavior expectations, restorative practices, and targeted social-emotional learning supports. Fidelity Check ● Daily use of First Five activities allows teachers to check in with students and assess student disposition prior to instruction. ● Teachers will complete point-based behavior tracking sheets for students each class period. ● Campus staff will share observed student behaviors and identify trouble spots that warrant further monitoring or restorative measures.				

Priority #2: EXCELLENCE in a Collaborative Environment
Strategic Objective 2.3: Increase Staff Satisfaction, Engagement, & Well-Being
Evaluation Data Sources: Surveys; TAPR Retention rates; TIA percentage rate

Balanced Scorecard Results (Lag Measures)

EXCELLENCE in a Collaborative Work Environment	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
2.1 Increase the Teacher Retention Rate.	TAPR	*90%*	85%	85%	85%				
2.2 Increase the percentage of Teachers receiving a Teacher Incentive Allotment Stipend.	TEA Award List	*20%*	NA	NA	NA				
2.3 Increase Staff Satisfaction on the District's annual survey.	Survey Data	*90%*	NA	-					

Objective #2.3 Details

2.3 By the end of the 2026-2027 school year, GCHS will retain current teaching staff as compared to the previous year, by fostering a sense of community and collaboration.

GCHS will increase staff satisfaction by:

- Current GCHS teachers and staff members will mentor and support new hires to the GCHS campus, cultivating a sense of workplace community.
- Sunshine committee will be set up to purchase birthday, baby shower, etc. cards or gifts for staff members.
- Quarterly themed lunch events to be enjoyed by all campus staff members
- Monthly campus newsletter will keep staff informed of the month's successes, upcoming events, and important reminders.
- Admin has an open-door policy for addressing questions and concerns
- Periodic surveys provide an additional method of communication between staff and administration.

How will you help more teachers reach TIA level goals?

- Teachers collaborate to address student strengths, weaknesses, and gaps in understanding, allowing cross-curricular support in target areas.
- Admin will provide consistent and timely walkthrough feedback
- Admin will check in with teachers and staff as often as necessary, ensuring issues are addressed in a timely manner.
- Periodic surveys provide an additional method of communication between staff and administration.

Reviews

Formative (Lead Measures)			Summative (Lag Measures)
Oct	Feb	May	June

Priority #3: INTEGRITY-Driven District and Campus Operations
Strategic Objective 3.3: Maintain a "Superior" rating in the F.I.R.S.T. system.
Evaluation Data Sources: Campus-level budgets (local/federal/state);

Balanced Scorecard Results (Lag Measures)

INTEGRITY-Driven District and Campus Operations	Data Source	Goal	Base Line		Status				
			2024	2025	2026	2027	2028	2029	2030
3.3 Maintain a "Superior" rating in the F.I.R.S.T. system.	TEA FIRST	A	A	A					

Objective #3.3 Details	**Reviews**			
3.3 By improving attendance through student support and recognition efforts, we can reduce learning gaps and strengthen academic outcomes to help maintain our graduation rate.	Formative (Lead Measures)			Summative (Lag Measures)
	Oct	Feb	May	June
• Call parents/guardians of absent students daily				
• Review and share weekly attendance reports with teachers				
• Recognize and celebrate students with perfect or improved attendance				
• Provide Night School interventions for chronically absent students				
• Monitor attendance and intervention data in leadership				

Priority #4: Community SERVICE and Engagement
Strategic Objective 4.1: Increase Parent and Family Engagement & Satisfaction
Evaluation Data Sources: Survey Data; Event Calendars; Site-Based Attendance

Balanced Scorecard Results (Lag Measures)

Community SERVICE and Engagement	Data Source	Goal	Base Line 2024	Base Line 2025	Status 2026	Status 2027	Status 2028	Status 2029	Status 2030
4.1 Increase family satisfaction with the district.	Survey Data	*90%*	NA	TBD					

Objective #4.1 Details	**Reviews**			
	Formative (Lead Measures)			Summative (Lag Measures)
	Oct	Feb	May	June
4.1 By May 2027 GCHS will record an increase in parental satisfaction as compared to the 2025-2026 school year, as evidenced by end of year survey results. Family Engagement Opportunities ● Meet the teacher ● Family Fiesta ● Open house ● Mobile messaging updates ● Monthly newsletter ● Graduation walks ● Capping ceremony Community Engagement ● Facebook posts ● Announcements in the local newspaper				