HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

SCOTT JOHNSON ELEMENTARY

2026–2027 Turnaround Plan

Public Hearing
Board of Trustees | Approval

November 12, 2026

BUILDING CHAMPIONS!
EVERY ONE, EVERY DAY

Why a Turnaround Plan?

A Turnaround Plan establishes a focused, monitored approach to improving campus performance and strengthening instructional systems.

State requirement

Texas Education Code Chapter 39A requires turnaround planning when a campus meets the applicable consecutive unacceptable-rating criteria.

SJE strategy

Intensive Curriculum & Instruction Improvements, supported by LIFT and Region 6, with a focus on high-quality instructional materials and consistent Tier I instruction.

HISD commitment

Align leadership, coaching, PLCs, student data, and resources around a clear cycle of implementation, monitoring, and adjustment.

The plan is designed to build sustainable campus capacity—not simply complete activities.

Needs Assessment & Stakeholder Engagement

Campus needs assessment

SJE completed an on-site needs assessment aligned to TEC §39A.053. Supporting documentation is maintained locally and available upon request.

Stakeholder engagement

The Campus Intervention Team conducted the required public meeting and solicited input from campus planning representatives, parents, and community members.

Public notice & access

Written notice was provided to families and posted on the campus website. The plan is to be posted on the district website before the public hearing.

Board action

The TAP lists November 12, 2026, as the requested Board approval date.

Source: SJE 2026–2027 Turnaround Plan, Needs Assessment and Stakeholder Engagement section.

Opportunities for Voice & Feedback

CAMPUS PUBLIC MEETINGS

Stakeholders shared campus needs and helped identify improvement priorities.

HHS	September 30 • 6:00 p.m.
MPMS	September 28
HES	September 24
SJE	September 24
STE	September 24
SWHE	September 24

DISTRICT-WIDE ENGAGEMENT TIMELINE

Multiple opportunities to inform, review, and comment on campus plans.

- **SEP 16** — **Stakeholder surveys launch**
  Staff, parents, students, and community
- **SEP 21–OCT 2** — **Campus public meetings**
  Share results and gather input
- **OCT 5** — **Feedback closes**
  Themes inform campus analysis
- **OCT 12** — **Final plans posted publicly**
  30-day public review period begins
- **OCT 16–NOV 5** — **Public review & comment**
  Stakeholders review plans and provide feedback
- **NOV 6** — **Final comment review**
  Review comments and make needed revisions
- **NOV 12** — **Public hearing & Board approval**
  TIPs/TAPs presented to Board of Trustees

Stakeholder voice informs the plan from initial feedback through public review and Board consideration.

2026–2027 OUTCOMES

SJE Student Achievement Goals

889
Students served
SJE campus enrollment

76.7%
Economically disadvantaged

20.5%
Special education

20.0%
Emergent bilingual

STAAR END-OF-YEAR GOALS

Performance level	RLA	Math	Overall
Approaches	65%	60%	65%
Meets	40%	35%	40%
Masters	20%	20%	20%

Goals are the plan's targets; they are not reported outcomes.

Domain III goals

Academic Achievement: 38 component points
ELP: 75 component points
Growth: 50 component points
Student Success: 31 component points

School Improvement Strategy

Core focus: improve the quality and consistency of Tier I instruction by implementing HQIM with fidelity and using evidence of student learning to adjust instruction.

1 | High-quality materials

Implement Bluebonnet Learning RLA and Math as the primary instructional resources, aligned to TEKS and grade-level expectations.

2 | Stronger daily instruction

Use Research-Based Instructional Strategies (RBIS), lesson internalization, explicit modeling, success criteria, and checks for understanding.

3 | Responsive PLCs

Analyze student work and assessment evidence, identify misconceptions, and determine specific reteach, intervention, or enrichment responses.

Instructional time in the master schedule: RLA — 800 minutes/week | Math — 450 minutes/week

SUPPORT MATCHED TO CAMPUS NEEDS

Building Leadership & Staff Capacity

Leadership capacity

Develop campus leaders' ability to independently lead Tier I instruction, PLCs, data meetings, intervention/enrichment, observation and feedback, and performance management.

Strategic staffing

Use student achievement, T-TESS, Observation/Feedback, PLC evidence, staff strengths, experience, and student needs to guide assignments and targeted support.

Job-embedded support

Weekly PLCs; instructional coaching; classroom walks; differentiated coaching; targeted professional learning; and feedback cycles.

District & Region 6 partnership

Four district staff members support capacity building, alongside Region 6/LIFT support and HISD School Improvement Liaisons.

Support is adjusted as evidence identifies implementation gaps or changing student needs.

Key Implementation Milestones

DEC 2026

Establish strategic staffing and staff-tiering; strengthen leadership capacity.

DEC 2026

Reach 80%+ of observed classrooms demonstrating HQIM/RBIS look-fors.

DEC 2026

Implement student mastery monitoring, performance bands, and targeted intervention/enrichment.

MAY 2027

Review implementation fidelity and student impact; refine supports based on evidence.

AUG 2027

Finalize and implement the Year 2 acceleration model for emergent bilingual students.

AUG 2028

Embed effective turnaround systems into routine campus and district operations.

The TAP includes 18 milestones across a multi-year improvement and sustainability timeline.

Progress Monitoring & Accountability

WEEKLY	**Campus Instructional Leadership Team**	Review PLC/Tier I implementation, student-group performance, intervention, and observation/feedback.
BI-WEEKLY	**School Improvement Leadership**	Review student and teacher data, milestone evidence, coaching, and targeted supports with district/Region 6.
MONTHLY	**District Leadership Team**	Calibrate milestone progress and identify barriers, resource needs, and course corrections.
QUARTERLY	**Campus Support Sessions + Board updates**	Review implementation and impact; report progress, evidence, and adjustments.

Reviews ask two questions:
Was the milestone implemented as intended?
What evidence shows improvement in practice, systems, or student outcomes?

Resources & Sustainability

The TAP identifies districtwide Bluebonnet Learning implementation expenditures that support SJE; these figures are not SJE-only costs.

$379,922	$742,600	$125,500	$118,904
Bluebonnet teacher/student materials	**Region 6 implementation support**	**Initial implementation stipends**	**Implementation supplies/equipment**
IMTA	LASO 4 grant	LASO 4 grant; one-time	LASO 4 grant

If LASO 4 funding is unavailable

Prioritize available IMTA/OER funds; use existing district and campus leaders and coaches; reuse supplies; consider eligible Title II, ESSA, or RLIS funds; adjust delivery while protecting core practices.

Year 2 priorities

HQIM product review and internalization, consistent observation/feedback cycles, targeted coaching, and regular monitoring of implementation and student outcomes.

Funding sources and contingency language are summarized from the SJE TAP, pages 3–5.

Recommendation for Approval

HISD Administration recommends approval of the Scott Johnson Elementary 2026–2027 Turnaround Plan.

Approval supports

A defined improvement strategy, clear student outcome goals, aligned district support, and an established system for monitoring implementation and impact.

Next steps

Finalize board action, submit the TAP to TEA by the required deadline, and continue monitoring milestones with quarterly updates to the Superintendent and Board.

Questions

HUNTSVILLE INDEPENDENT SCHOOL DISTRICT

Huntsville Elementary
Huntsville High School
Mance Park Middle School
Stewart Elementary

2026–2027 Targeted Improvement Plan

November 12, 2026

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A Unified Approach to School Improvement

2026-2027 Targeted Improvement Plans (TIP)

Huntsville Elementary

Stewart Elementary

Mance Park Middle School

Huntsville High School

Shared Improvement Priorities

- Strengthen Tier I instruction through Bluebonnet Learning/HQIM and research-based instructional strategies.
- Build campus leadership capacity and use strategic staffing to match support to identified needs.
- Strengthen PLCs, lesson internalization, and the use of student achievement data.
- Implement consistent observation, feedback, and coaching cycles.
- Monitor student-group performance and adjust intervention and enrichment based on evidence.

Huntsville Elementary Student Achievement Goals

655	77.3%	20.3%	23.2%
Students served	Economically disadvantaged	Special education	Emergent bilingual

STAAR END-OF-YEAR GOALS

Performance level	RLA	Math	Overall
Approaches	75%	60%	70%
Meets	45%	40%	40%
Masters	20%	15%	20%

Goals are the plan's targets; they are not reported outcomes.

DOMAIN III GOALS

Component points

Academic Achievement	**53**
ELP	**100**
Growth	**31**
Student Success	**25**

Stewart Elementary Student Achievement Goals

568	71.3%	19.7%	4.0%
Students served	Economically disadvantaged	Special education	Emergent bilingual

STAAR END-OF-YEAR GOALS

Performance level	RLA	Math	Overall
Approaches	63%	53%	70%
Meets	42%	36%	50%
Masters	19%	16%	20%

Goals are the plan's targets; they are not reported outcomes.

DOMAIN III GOALS

Component points

Academic Achievement	**32**
ELP	**75**
Growth	**59**
Student Success	**38**

Huntsville High School Student Achievement Goals

HUNTSVILLE ISD | BUILDING CHAMPIONS! EVERY ONE, EVERY DAY

1,850	60.6%	14.9%	15.6%
Students served	Economically disadvantaged	Special education	Emergent bilingual

STAAR END-OF-YEAR GOALS

Performance level	RLA	Math	Overall
Approaches	80%	80%	82%
Meets	55%	55%	57%
Masters	20%	20%	21%

DOMAIN III GOALS

Component points

Academic Achievement	56
ELP	75
CCMR	100
Graduation Rate	75

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