Huntsville Independent School District

Scott Johnson Elementary

2026-2027 Turnaround Plan

Needs Assessment and Stakeholder Engagement

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TAP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Turnaround Plan, in accordance with Texas Education Code (TEC) §39A.104, with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Turnaround Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.104, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.103 and §39A.104, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 12, 2026

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

Public Meeting-20261002T013144Z-1-001.zip

SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT

Which, if any, program is your school system interested in to support this strategy?

LIFT

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

Region 6

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

4

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.

Projected Implementation Costs and Funding Sources:
The following costs represent districtwide Bluebonnet Learning implementation expenditures that support Scott Johnson Elementary (SJE) as a participating campus. Initial expenditures established the instructional resources, staff capacity, and implementation support needed to implement high-quality instructional materials (HQIM). HISD will be reapplying for LASO/LIFT continuation.
1. Bluebonnet Learning Teacher and Student Materials
Materials: RLA and Foundational Skills K–5 (including Spanish), Math K–5 (including Spanish), and Secondary Math (Grades 6–8 through Algebra II).
Total Cost: $379,922
Funding Source: Instructional Materials and Technology Allotment (IMTA).
Year 2 Plan: Materials will continue to be supported through available IMTA and Open Education Resource (OER) funding, as applicable. IMTA is a biennial allotment, and the district will prioritize available funds to maintain access to adopted instructional materials.
2. Bluebonnet Learning Implementation Support

Provider: Region 6 Education Service Center, authorized provider.
Contract Cost: $742,600
Funding Source: LASO 4 grant.
Year 2 Plan: If LASO 4 funding is discontinued or unavailable, implementation support will transition to existing district and campus leadership and instructional coaches. Surplus funding through Title II and general fund allotments will be spent to support focused on HQIM product review and lesson internalization, instructional coaching, and observation/feedback cycles.
3. Bluebonnet Learning Implementation Stipends
K–5 RLA teachers: $500 per eligible teacher
K–Algebra II Math teachers: $500 per eligible teacher
K–2 self-contained classrooms implementing both RLA and Math Bluebonnet Learning: $1,000 per eligible teacher
Special Education resource teachers utilizing Bluebonnet Learning: $500 per eligible teacher
Instructional coaches: $1,000 per eligible coach
Total Estimated Cost: $125,500
Funding Source: LASO 4 grant.
Year 2 Plan: These stipends were a one-time investment to build staff capacity during initial implementation and will not continue in Year 2. Ongoing implementation will be supported through established professional learning structures, campus and district leadership, and instructional coaching.
4. Bluebonnet Learning Implementation Supplies
Materials: iPads, pencils, zipper pouches, and teacher supplies.
Total Cost: $118,904
Funding Source: LASO 4 grant.
Year 2 Plan: Existing supplies and equipment will be reused. Minimal replacement or additional supply costs will be covered through available local or Title funds, as allowable.

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?

Contingency Plan for Grant Funding
LASO 4 is a three-year grant, while IMTA is a biennial allotment. If LASO 4 funding is discontinued or not awarded, the district will prioritize available IMTA/OER funds for instructional materials and leverage existing district and campus leadership, instructional coaches, and established professional learning structures to sustain implementation. The district will prioritize the continuation of HQIM implementation, lesson internalization, observation/feedback cycles, and targeted instructional coaching at SJE. Campus and district leaders will monitor implementation through classroom observations, coaching cycles, lesson internalization reviews, and regular progress-monitoring meetings to identify implementation gaps and determine needed support.

Initial implementation stipends will not recur, and existing supplies and equipment will be reused to minimize additional costs. If additional funding is needed, the district will evaluate available ESSA or Rural Low-Income Schools (RLIS) grant funds, as applicable and allowable, to support eligible implementation needs. The district will adjust the pace and delivery of professional learning based on available resources while maintaining the core instructional practices and monitoring structures necessary to support student achievement.

HISD has strategically aligned existing district and campus personnel and resources to address SJE's identified instructional needs without relying on additional permanent positions. District and campus leaders and instructional coaches will provide targeted instructional support through established professional learning structures, lesson internalization, classroom observations, and observation/feedback cycles. Year 2 non-negotiables will include HQIM product review and internalization training, consistent observation/feedback cycles, and targeted coaching based on classroom implementation and student performance data.

Implementation will be monitored through regular leadership progress-monitoring meetings, review of classroom observation and coaching evidence, and analysis of student achievement data to determine the effectiveness of instructional practices and adjust support as needed. Available Title II funds will be considered to support eligible professional development and instructional leadership capacity-building activities, as allowable. By leveraging existing personnel, prioritizing essential implementation activities, and using ongoing monitoring to guide support, the district will sustain the core components of the strategy within available resources.

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

HISD and SJE will allocate talent and resources based on campus need, student achievement, and teacher performance data, including T-TESS and Observation/Feedback. Summer 2026

staffing decisions strengthened Tier I instruction, grade-level leadership, and placement of effective teachers in high-need areas.
Summer 2026 Staffing Changes: SJE made strategic staffing changes following resignations and vacancies. Decisions considered teacher effectiveness, experience, leadership, student relationships, bilingual needs, enrollment, references, interviews, and performance.
SJE serves 889 students, including 76.7% economically disadvantaged, 20.5% receiving special education services, and 20% emergent bilingual students. Its 2026–2027 STAAR goals are 65% Approaches, 40% Meets, and 20% Masters in RLA; 60% Approaches, 35% Meets, and 20% Masters in Math; and overall goals of 65% Approaches, 40% Meets, and 20% Masters. Domain III goals include 38 Academic Achievement points, 75 ELP points, 50 Growth points, and 31 Student Success points.
In 3rd grade, experienced Team Lead McDonald assumed the role following Herring's resignation. Whitley, HISD Rookie Teacher of the Year, moved from PreK BL based on effectiveness, prior student-teaching experience with the team, and familiarity with SJE students. H. Hall moved from 2nd grade to 3rd Grade RLA. H. Wilson was hired based on references and interviews. R. Perez moved to 5th Grade BL based on established student relationships, and L. Osborne returned to 5th grade based on prior experience.
In 4th grade, Embry became Team Lead based on prior success in the role. Bryan was rehired and moved to 4th grade based on effectiveness as a 3rd Grade Math teacher. Nieto moved to general education based on enrollment needs, expanding the impact of her instructional strengths.
In 5th grade, where all but two teachers left after 2025–2026, SJE prioritized rebuilding instructional capacity and stability. Pena and Corner were hired for RLA and Math based on references, interviews, and data. Osborne and Perez were paired on the RLA team based on instructional strengths and collaboration. Baiter and Shotwell added stability through prior 5th grade experience. These changes strengthened Tier I instruction, collaboration, leadership, and student support.
HISD will monitor achievement, teacher performance, and campus needs through Performance Playbook protocols. With the Region 6 Data/Accountability Specialist, students were grouped into performance bands using 2025–2026 targeted levels: below, approaching, and at/above grade level. Data will be reviewed weekly in PLCs, bi-weekly in campus/district leadership meetings, monthly through district progress monitoring, and quarterly through district reviews. Findings will guide interventions, enrichment, instructional adjustments, teacher support, and resource allocation.
SJE will receive weekly School Improvement Liaison and administrative support, instructional coaching, instructional walks, Observation/Feedback cycles, PLC support, and bi-weekly Region 6 Data/Accountability Specialist support focused on Tier I instruction and leadership. Staffing and resource decisions will be reviewed monthly using achievement, curriculum-based assessments, LIFT Observation/Feedback, the PLC Observation Tool, and T-TESS data. Decisions will occur at nine-week grading periods, with immediate adjustments as needed. October, December, and February are critical decision points. HISD will adjust personnel, FTEs, administrative support, coaching, PLC support, and other resources based on data.
HISD will use its Enhanced Paid Residency partnership with Sam Houston State University as a

teacher pipeline. Student teacher interns with Letters of Intent to join HISD after December 2026 graduation will begin employment in January 2027 and be placed where data identify instructional needs.
Under the Intensive Curriculum & Instruction Improvements strategy, HISD will use Region 6 ESC and designated School Improvement staff. Ms. Christy Cross, Ms. Racheal Branch, Ms. Amy Turner, and Mr. Josh Campbell have documented turnaround experience, with at least 50% of each assigned role dedicated to SJE. Their experience is documented in the plan's capacity-building component. Support includes leadership coaching, PLCs, Observation/ Feedback, data analysis, and implementation monitoring. Because the SJE principal lacks turnaround experience, HISD will provide additional Region 6 training, principal coaching, and district support.
HISD will continuously monitor student achievement. When data identify an immediate need for a classroom teacher or administrator change, district administration will implement strategic staffing adjustments to strengthen Tier I instruction, improve outcomes, and build sustainable systems.

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?

800

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?

169

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		Campus	Bi-Monthly	Measure student mastery of TEKS taught to date, identify students for targeted intervention and enrichment, drive timely PLC data analysis and instructional response, monitor progress toward campus and district goals, evaluate instructional systems, and identify trends across grade levels, content areas, and student groups to determine instructional effectiveness and teacher effectiveness. This data will be monitored and tracked through our eduphoria bands, mastery trackers, portfolios and monitor groups. This data will be directly connected to the Insights App (IIA) and the LIFT OFF performance management routine once the app is onboarded in January.
STAAR Released Test		District	Semester	Measure student mastery of TEKS taught to date, identify students for our Spring targeted intervention and enrichment action plan, drive timely PLC data analysis and instructional response, monitor progress toward campus and district goals, evaluate instructional systems, and identify trends across grade levels, content areas, and student groups to determine instructional effectiveness and teacher effectiveness. This data will be monitored and tracked through our eduphoria bands, mastery trackers, portfolios and monitor groups. This data will be directly connected to the Insights App (IIA) and the LIFT OFF performance management routine once the app is onboarded in January.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	Screeners	District	BOY/MOY/ EOY	Screeners identified in the 2026–2027 HISD Tiered Instructional Materials (uploaded) document are district-approved assessments used to identify students at risk of not meeting grade-level expectations and determine needed supports. Elementary screeners include Circle KPM (K), i-Ready Screener (K–3 Math; Grade 3 RLA), TPRI (Grades 1–2), Summit K12 Literacy (Emergent Bilingual students), and Tejas LEE (K–2 bilingual students). Results are analyzed with classroom and other assessment data to identify skill gaps and inform Tier I instruction, differentiation, small-group instruction, reteach, and enrichment. Screener results also support MTSS by identifying students needing Tier II/III intervention, determining intervention focus and intensity, strategically grouping students, and identifying the need for additional diagnostic assessment or support.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		Campus	Daily	Formative assessments are used throughout Tier I instruction to measure mastery of priority standards, identify instructional and student learning gaps, monitor progress, and determine instructional responses. Teachers use results to adjust instruction, provide targeted intervention or enrichment, and determine readiness to move forward. Beginning in September 2026, staff were trained by ESC Region 6 in the SWAP (Student Work Analysis Protocol) to systematically analyze student work and use evidence of learning to identify trends, misconceptions, and instructional responses. SWAP will be incorporated into PLCs and collaborative planning beginning in October 2026 as part of the assessment cycle, connecting daily formative assessment evidence and student work to unit assessments, TEKS progress, and student mastery. This process ensures assessment data is regularly analyzed and used to make timely, responsive instructional decisions.

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

HISD has refined its systems for the 2026–27 school year to create a more targeted and consistent process for tracking, monitoring, and responding to student growth. The Student Achievement & Standards Mastery Monitoring Framework provides a common system for moving from student performance data to specific instructional responses.

The process begins with analysis of prior-year STAAR and other assessment data to determine each student's current performance level and instructional needs. Students are placed into Performance Level Bands with established end-of-year performance goals. Students are then

organized into Monitor Groups in Eduphoria by grade level, content, and teacher to allow for targeted monitoring of student progress. Teachers also maintain Teacher Portfolios in Eduphoria to monitor individual student progress and compare current performance to each student's established performance-band goal. Mastery Trackers provide an additional level of monitoring by identifying specific TEKS and skills students have or have not mastered. These systems are used to identify students needing intervention, acceleration, or enrichment and to adjust instruction based on student performance.

Campus expectations for maintaining and using these systems are communicated through PLC structures, campus leadership meetings, district training, and the Student Achievement & Standards Mastery Monitoring Framework (see linked document at end of plan). Teachers are expected to maintain current student data and use the information during PLCs and collaborative planning to identify trends, determine individual student needs, and adjust instruction. Campus administrators are responsible for monitoring implementation and ensuring data are used to drive instructional decisions rather than simply collected.

Intentional PLC agenda items used to guide this work include - unit/module internalization, lesson internalization, explicit modeling, success criteria, quality checks for understanding, SWAP, pre-work, post-work, pacing and lesson alignment. etc. Evidence of these items can be found in the uploaded agenda examples in the additional information section.

To strengthen campus capacity, HISD established a Campus Data Coordinator role at each campus. Campus Data Coordinators attend PLCs at a cadence aligned to the weekly PLC schedules and is adjusted based on the campus data cycle and instructional needs. They support PLCs by helping teams analyze student performance data, identify student learning gaps, monitor progress toward standards and student goals, and determine appropriate instructional responses, including intervention and enrichment.

In addition to PLCs, Campus Data Coordinators participate in campus data meetings, MTSS meetings, intervention/enrichment planning, student progress monitoring meetings, and campus instructional leadership meetings as appropriate. They work closely with teachers, Instructional Coaches, and campus administrators to ensure student data is translated into actionable Tier I instructional decisions and targeted MTSS supports. The Campus Data Coordinator also supports the use of Eduphoria reports, mastery trackers, student portfolios, and other approved data systems to
monitor student growth and progress.

Student growth is monitored continuously at multiple levels. Teachers monitor progress through Monitor Groups, Teacher Portfolios, and Mastery Trackers during instruction and PLC data discussions. Campus leaders review implementation and student progress through bi-weekly meetings with School Improvement Liaisons and the DCSI/Principal Managers, monthly AP Toolbox and District Leadership Trainings, and established assessment checkpoints. District and campus leaders also conduct quarterly Campus Support and Progress Monitoring

Sessions (protocol being finalized at this time) to review evidence of implementation and student progress toward established goals.

These reviews are used to determine whether students are making expected progress and to identify necessary adjustments to Tier I instruction, intervention, enrichment, student grouping, or additional support. HISD also conducts bi-weekly review and analysis sessions with the Region 6 ESC Data/Accountability Specialist to monitor implementation of the framework and strengthen campus capacity to use student growth data effectively.

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

Scott Johnson Elementary has a structured intervention and enrichment process based on individual student need. SJE serves a diverse student population: 76.7% Economically Disadvantaged, 20.5% Special Education, and 20.0% Emergent Bilingual. However, intervention placement is based on individual student performance and identified instructional needs. Students represented in multiple categories will also be monitored.
Beginning September 21, 2026, intervention/enrichment will be implemented consistently across grade levels. In grades 3–5, RLA and Math intervention groups are established through PLCs using CBA data and calibration of SWAP protocols. Grade-level teams analyze these data to identify students needing support and determine specific standards/skills for intervention. September 21 is the implementation date, not a single assessment date. As additional CBA, unit assessment, student work, and progress-monitoring data become available, PLCs will revisit placement and adjust groups. Grades K–2 will focus on foundational literacy and mathematics.
Current CBA data provide the initial baseline for grades 4–5: 4th grade has 47% of students below grade level in RLA and 49% in Math; 5th grade has 34% below grade level in RLA and 46% in Math. These percentages will serve as baseline data for monitoring students requiring intervention and their movement toward grade-level performance.
Intervention planning is an intentional PLC process. Teachers analyze performance, identify unfinished learning, determine the instructional response, group students by need, and establish a progress-monitoring measure. Students performing significantly below grade level or not progressing toward individual goals receive support. During intervention, teachers provide direct small-group instruction while other students engage in purposeful centers, independent practice, or enrichment. Groups are adjusted as new data become available.
In addition to Tier I materials outlined in the 2026–2027 HISD Tiered Instructional Materials and Screeners document, SJE will use district-approved Tier II materials: Bluebonnet Learning, Foundational Skills, Estrellita for Kindergarten bilingual students, and i-Ready Teacher Toolbox. Materials are selected based on identified standards, skills, or foundational needs and remain aligned to Tier I and grade-level expectations.
The campus uses prior-year STAAR, BOY i-Ready, CBA/unit assessments, Eduphoria Mastery Trackers, Teacher Portfolios, Monitor Groups, QCFUs, and student work to identify and monitor

needs. For grades 3–5 RLA/Math, CBA data and calibrated SWAP protocols are the primary basis for intervention placement. Each student has an individual band performance goal to move to the next performance level—Approaches, Meets, or Masters.
Special populations participate in the same intervention/progress-monitoring system with additional supports based on individual needs. The campus will disaggregate intervention participation, progress-monitoring results, and movement into, within, and out of intervention for Economically Disadvantaged, Special Education, Emergent Bilingual, and students represented in multiple categories. Special Education support aligns to IEP goals, accommodations, modifications, and identified needs. Emergent Bilingual students receive language supports, vocabulary
development, scaffolding, and access to grade-level content.
Progress is monitored through Eduphoria Mastery Trackers, Teacher Portfolios, Monitor Groups, i-Ready, CBA/unit assessments, QCFUs, and other measures. PLCs review data at established checkpoints and adjust groups based on student response. Students transition out of targeted intervention when data demonstrate mastery and consistent performance at or above the expected level. Students with insufficient progress receive a revised or intensified response.
At the district level, the HISD Tiered Instructional Materials and Screeners document establishes approved materials/screeners, while SWAP and PLC calibration provide the intervention-placement structure. At the campus level, SJE will formalize an Intervention and Progress Monitoring Tracker during 2026–2027 to document baseline performance, identified need, intervention, progress-monitoring results, review dates, and continue/intensify/ transition/exit decisions.
Campus administrators and the Campus Data Coordinator will monitor implementation through PLC data discussions, observations, Eduphoria reports, intervention reviews, and quarterly Campus Support and Progress Monitoring Sessions. Reviews will examine intervention participation, progress from baseline, special population progress, individual band goals, and movement between performance levels.
The system aligns to SJE goals of 65% Approaches/40% Meets/20% Masters in RLA; 60%/35%/20% in Math; 65%/40%/20% overall; 38 Domain III Academic Achievement component points; and a 75 Domain III ELP component score.

Will the campus implement a PLC structure?

Yes

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

By grade level and content.

How frequently will PLCs occur?

At the elementary level, PLC's will occur twice per week with one of those being an extended PLC (90 minutes)

Who will facilitate PLCs?

Campus administrator, Campus IC, Team Leaders. Also, SI Liaisons will also be present along with support from Region 6 Content Coaches

Who is required to attend PLCs?

Campus Administrator
Campus/District IC
Classroom Teachers
Support Staff when scheduled
SPED/EB Staff when scheduled
District Administrator

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

SJE utilizes the district-required PLC process, aligned to LIFT PLC protocols and guidance for Bluebonnet Learning implementation. Although SJE did not qualify for the LIFT PLC add-on, HISD has contracted with Region 6 to provide SJE with equivalent support. SJE PLCs will be supported throughout the year by LIFT/Region 6 coaches and HISD School Improvement support to ensure implementation with fidelity.

SJE holds at least two PLC meetings each week. The weekly focus PLC is attended by campus administrators, campus/district instructional coaches, classroom teachers, and a district administrator. The second weekly PLC is attended by instructional coaches and classroom teachers. HISD expects Special Education, Emergent Bilingual/ESL, and other support staff to participate in at least one PLC each week, based on their assigned responsibilities, service minutes, and schedules. Campus administration is responsible for scheduling these staff members to ensure participation while maintaining required student service minutes. Support staff and Special Education/Emergent Bilingual/ESL staff may attend additional PLCs when their expertise or student support needs warrant participation.

Weekly PLCs are facilitated by campus administrators and instructional coaches trained in Bluebonnet Learning, LIFT protocols, and district instructional expectations, with support from district administrators and Region 6/LIFT coaches. The PLC structure provides a consistent process for implementing Bluebonnet Learning with fidelity, strengthening Tier I instruction, and improving instructional quality. PLCs are driven and documented through detailed HISD PLC agendas which you can find examples of in the additional information section of this plan.

The HISD PLC Agenda Template was developed in collaboration with LIFT coaches and the HISD School Improvement Coach to align with the LIFT PLC protocols and critical components identified in the LIFT PLC Observation Tool. The HISD agenda serves as the documentation tool for the LIFT-aligned PLC process. Each agenda includes critical components of the PLC

cycle, including module/unit internalization, lesson internalization, lesson rehearsal, student work analysis, analysis of student learning, and adjustment of instruction.

The PLC process provides dedicated time for teachers to collaboratively internalize upcoming modules and units, prepare and rehearse lessons, anticipate student needs, analyze student work and mastery data, identify gaps in learning, and determine appropriate instructional responses. LIFT
tools and protocols, including explicit modeling and the SWAP (Student Work Analysis Protocol), are used to strengthen implementation and ensure teachers have a shared understanding of intended learning, anticipate student needs, and plan aligned instructional responses.

Special Education and Emergent Bilingual/ESL staff provide guidance and feedback during the PLC process to ensure instructional planning includes appropriate scaffolds, accommodations, language supports, and access to grade-level standards and Bluebonnet content. Common formative assessments, student work, mastery data, and other student performance evidence are analyzed to identify gaps in learning, determine appropriate intervention or enrichment, and adjust instruction. Campus administrators and instructional coaches monitor PLC implementation through agendas, participation, coaching, and campus support/progress monitoring, with ongoing support from district administrators and LIFT/Region 6 coaches.

Upload PLC agenda (optional):

SJE 3rd Math_Sci PLC Agenda.pdf

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal Manager	Cabinet Members, Principal Managers, School Improvement Liaisons, Teaching and Learning Directors and Coordinators will receive training on the Implementation of HQIM Bluebonnet Learning, RBIS, Lesson/Unit Internalization, HISD Performance Playbook, Portrait of an HISD Administrator/Coaching Cycle, Effective Schools Framework (ESF), LIFT Performance Management Routine, Student Achievement and Standards Mastery Monitoring System, Accountability Training, PLC facilitation and observation, Schoolwide Routines, Instructional Framework development, intervention/enrichment planning, strategic staffing, master schedule creation, tracking attendance measures, SBIEP training, EB instructional strategies, school improvement monitoring, instructional leadership expectations, data analysis, and calibration of observation/ feedback tools. Ongoing leadership sessions will focus on monitoring implementation and using evidence to adjust support.	DCSI, Consultants and Region 6 Staff	HISD Cabinet Members, Principal Managers, SI Liaisons (District T & L Directors)
Principal	Instructional leadership training focused on HISD Performance Playbook, Effective Schools Framework, School Improvement Orientation, Implementation of HQIM Bluebonnet Learning, RBIS, Lesson/Unit Internalization, LIFT Performance Management Routine, Student Achievement and Standards Mastery Monitoring System, Accountability Training, intervention/ enrichment planning, HISD instructional leadership expectations (Portrait of a HISD Administrator Coaching Cycle), Tier I instruction, maximizing instructional time, PLC structures, Eduphoria Data Tracking, Campus Data Coordinator Orientation, strategic staffing, attendance, SBIEP training, EB instructional strategies, and observation/feedback cycles. Principals will also receive training on the LIFT PLC and instructional leadership tools and participate in calibration sessions with district leaders.	DCSI, T & L School Improvement Liaisons, Region 6 Staff	Principals, Assistant Principals, Campus Data Coordinators

Role	Training/PD Description	Delivered By	Attended By
Teacher	Professional learning on RBIS, Bluebonnet Learning HQIM implementation, unit and lesson internalization, lesson rehearsal, Tier I instruction, PLC protocols, student learning data, targeted intervention and enrichment, and student goal setting. Teachers will use Eduphoria mastery trackers, student portfolios, and student performance bands to plan instructional responses. Teachers will receive extensive training on the observation/feedback coaching cycle which will then lead to individualized coaching based on observation evidence and student achievement data. Training/coaching will focus on the identified instructional need, implementation of the action step, observation/ feedback, and progress monitoring.	T & L Directors, Campus Principals, Assistant Principals, Campus Data Coordinators, School Improvement Liaisons, Region 6 LIFT Coaches and Campus Instructional Coaches	Teachers, Support Staff and PLC Teams
Other Campus Admin (Assistant Principals, Instructional Coaches)	Instructional Coaches will receive training on coaching cycles, observation and feedback, RBIS, Bluebonnet Learning implementation and internalization, PLC support, data analysis, and targeted teacher coaching. Coaching will be aligned to identified instructional needs and supported through the “See It, Name It, Do It” cycle.	Principals, T & L Directors, School Improvement Liaisons, DCSI, Region 6 LIFT Coaches	Instructional Coaches

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

HISD differentiates support based on staff experience, effectiveness, and identified need. Teachers, administrators, and principal managers receive tiered support adjusted using observation/feedback, student achievement, PLC, and implementation data.

New staff, particularly those with less than two years of experience, receive support through New Teacher and Rookie AP Orientation, LASO 4-implemented mentor programs, foundational training, modeling, coaching, and practice of SJE/HISD expectations. Uncertified teachers receive certification incentives and targeted support.

Campus leaders and Instructional Coaches use observation/feedback data, LIFT protocols, PLC evidence, student achievement, and teacher effectiveness data to determine support levels and frequency. Per the HISD Obs./Feedback Handbook, Tier 1 teachers consistently meet/ exceed standards, manage classrooms effectively, and demonstrate student growth; they

receive approximately monthly coaching focused on reflection and collaboration. Tier 2 teachers generally meet expectations but need targeted refinement; they receive coaching approximately every other week focused on one actionable goal. Tier 3 teachers have performance concerns, limited experience, or classroom management concerns that impede learning; they receive weekly intensive coaching to praise, probe, model, and practice strategies in real time. Observation frequency will meet or exceed applicable rubric and district requirements.

Tier placement is reviewed continuously and adjusted promptly when evidence indicates a change in need. Teachers may move from Tier 1 to Tier 2 or 3, or Tier 2 to Tier 3, when observation/feedback, student-performance trends, PLC evidence, classroom management, or implementation data indicate unmet expectations or impacts on student learning. Triggers include repeated observation concerns, declining student growth, failure to implement agreed-upon practices, or limited progress on coaching action steps. The campus leader and Instructional Coach review the evidence, document and communicate next steps, and adjust observation, coaching, and monitoring frequency. Significant concerns that impede learning trigger immediate intensive support. Teachers may move to a lower-intensity tier when sustained evidence demonstrates improved practice and student outcomes.

Teachers and leaders with performance or implementation concerns receive individualized support from SI Liaisons, District Directors, and ESC staff. Support may include focused observations, feedback, modeling, co-planning, coaching action steps, targeted professional learning, and increased progress monitoring. Expectations and follow-up are documented in the HISD Campus Leader Landing Page, HISD Obs/Feedback Handbook, and Portrait of an HISD Adm. Coaching Cycle documents in the Additional Information section.

Campus leaders implement action steps, provide feedback, and monitor impact. District leaders monitor through observation/feedback trackers, coaching logs, instructional walks, progress meetings, PLC evidence, achievement data, and leadership check-ins. Checkpoints determine implementation, impact, and whether support or tier placement must change.

When a Tier 3 teacher requires formalized support, a growth plan establishes expectations, action steps, timelines, evidence, and monitoring checkpoints. Campus and district leaders provide targeted coaching and monitor progress. If sufficient growth is not demonstrated within the established timeline, HISD will consider non-renewal or other personnel action consistent with HISD policy.

HISD will utilize Region 6 ESC, HISD SI staff to provide capacity-building support for SJE under the Inten. Curr. & Instr. Improv. strategy. Team members include Ms. C. Cross, Exec. Dir. of Elementary Teaching and Learning and School Improvement, with turnaround experience in Livingston ISD and HISD, including campuses that moved from unacceptable to acceptable; Ms. R. Branch, Exec. Dir. of Sec. Teaching and Learning and School Improvement, with turnaround experience in Spring ISD and HISD; Ms. A. Turner, Dir. of Assessment and

Accountability, with turnaround experience as an HISD campus administrator; and Mr. J. Campbell, Asst. Supt. of Teaching and Learning, with turnaround experience as a campus principal and district administrator.

All four have documented turnaround experience, with at least 50% of each assigned role dedicated to SJE implementation. They will provide leadership coaching, PLC support, Observation/Feedback, data analysis, and implementation monitoring. Because the SJE principal does not currently have turnaround experience, HISD is providing additional Region 6 training, principal coaching, and district support.

If staff are not performing to standard by the end of October 2026, staffing changes will be considered. The HISD SI Staffing Model may guide staffing reallocation, student schedule changes, growth plans, or other strategic adjustments.

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?

SJE will use the LIFT Observation Protocols for the classroom and PLC along with companion guides, Portrait of and HISD Administrator, HISD Performance Playbook, and campus instructional walk tools to monitor implementation of professional learning. The specific tool will depend on the training and role being monitored.

Look-fors will include evidence of implementation of HISD expectations, Tier I instruction, RBIS strategies, Bluebonnet Learning internalization and use, effective PLC practices, student engagement, use of student achievement and standards mastery data, targeted intervention and enrichment, and implementation of identified coaching action steps. For campus leaders, look-fors will also include instructional leadership practices, observation and feedback cycles, monitoring of PLCs and instruction, use of data to drive action, and follow-through on campus improvement priorities.

District and campus leaders will calibrate with our Region 6 LIFT team members and use these tools to ensure consistent expectations and evidence of implementation across the campus. Results will be used to determine additional training, coaching, and support needs.

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

Weekly

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

Teachers and administrators received Standards-Based IEP Training, Accommodations Training, and ARD Training, along with ongoing campus-based training on scaffolding, differentiation, and effective instructional strategies through PLCs since the start of the 26-27 school year.

For Emergent Bilingual students, staff has either received or will receive training on Summit K12, new ELPS and Proficiency Level Descriptors, academic language and student discourse, CBLI, the Ellevation platform, 7 Steps to a Language-Rich Interactive Classroom, and sheltered instruction strategies. Teachers will use student data, TELPAS results, and Summit K12 data to identify needs and provide targeted support.

SJE administrators and Instructional Coaches will monitor implementation through classroom observations, PLCs, student data reviews, and campus support meetings. Teachers needing additional support will receive targeted coaching and professional learning based on identified needs and performance of sub population performance.

Milestones

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

> **Milestone 1**

Description – What specific action or deliverable will be completed?

By September 2026, SJE and HISD will establish and implement a strategic staffing and staff-tiering process that aligns staff strengths, experience, certification, performance, and student needs with instructional assignments and levels of support. The process will use the HISD School Improvement Strategic Staffing Model, student achievement data, T-TESS data, Observation/Feedback data, PLC evidence, and other available staff performance data to identify instructional strengths and areas of need.

Teachers and administrators will be tiered based on experience, effectiveness, observation/feedback evidence, student performance, and campus needs. Staff tiers and support assignments will be reviewed throughout the year and adjusted based on evidence. When additional support is needed, SJE will develop individual growth plans and provide targeted coaching, professional learning, or other resources to address identified needs.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

SJE Principal; DCSI; Executive Director; Assistant Superintendent of Teaching & Learning; School Improvement Liaisons; Instructional Coaches; Human Resources

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

SJE staff tiering document
Strategic staffing analysis and staffing assignments
T-TESS and Observation/Feedback evidence
Teacher and administrator support plans
Individual growth plans, when applicable
Documentation of staffing/resource adjustments
Monthly staffing and capacity reviews
Ongoing staffing reviews from September to May

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

HISD School Improvement Strategic Staffing Model; T-TESS; LIFT Observation and Feedback Protocol; HISD Performance Playbook; student achievement data; Eduphoria; Region 6 support; Human Resources support; School Improvement Liaison support

Milestone 2

Description – What specific action or deliverable will be completed?

By December 2026, SJE campus administrators, the DCSI, and Instructional Coaches will demonstrate increased capacity to independently lead with at least 80% fidelity across established leadership performance indicators as it relates to the instructional systems identified in the turnaround strategy. Leadership capacity building will focus on Tier I instruction, PLC structures, student achievement and data, intervention and enrichment, observation and feedback, strategic staffing, maximizing instructional time, and systems/ performance management.

Campus leaders will use the Portrait of an HISD Administrator, HISD Administrator Instructional Leadership Coaching Tool, LIFT Performance Management Routine, campus instructional walks, leadership coaching, and the "See It–Name It–Do It" coaching cycle to identify leadership needs, establish action steps, monitor implementation, and adjust support.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI; SJE Principal; Executive Director; Assistant Superintendent of Teaching & Learning; School Improvement Liaisons; Region 6/LIFT Team; Instructional Coaches

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

HISD Administrator Instructional Leadership Coaching Tool
Leadership coaching logs
Individual leadership action steps
30-day implementation maps
Campus instructional walk evidence
Evidence of administrator-led PLCs, data meetings, observations, and feedback cycles
Documentation showing movement from coached implementation toward independent leadership
Ongoing capacity reviews December through May

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

Portrait of an HISD Administrator; HISD Administrator Instructional Leadership Coaching Tool; LIFT Performance Management Routine; Region 6/LIFT support; School Improvement Liaison coaching; campus instructional walk tools

Milestone 3

Description – What specific action or deliverable will be completed?

By October 2026, SJE will establish and consistently implement protected PLCs that strengthen Tier I instruction through Bluebonnet Learning/HQIM, RBIS, lesson internalization, student work analysis, and instructional response.

PLC implementation will be monitored weekly using the LIFT PLC Observation Tool to assess standards alignment, lesson internalization, student work analysis, instructional response, and follow-through on teacher actions.

PLC observation data will be triangulated with classroom observation/feedback and teacher/student achievement data to determine whether PLC decisions translate to stronger Tier I instruction and improved outcomes. Campus administrators will use evidence to identify trends, provide targeted coaching, and adjust PLC practices.

Timeline: Sept. 2026—expectations established; Oct. 2026—full implementation; Weekly—monitoring; Dec. 2026—PLC/Tier I fidelity checkpoint; May 2027—Year 1 implementation and impact review.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

SJE Principal; Assistant Principals; Instructional Coaches; PLC Leaders; Teachers; DCSI; School Improvement Liaisons

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

Weekly PLC agendas and products
Lesson/unit internalization artifacts
Student work analysis
PLC Data Action Forms
Evidence of identified teacher actions
Campus PLC observation/walkthrough data
Classroom evidence demonstrating implementation of PLC decisions
Documentation of PLC feedback and adjustments

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

Bluebonnet Learning; RBIS; LIFT PLC Observation Protocol; HISD Performance Playbook; HISD Administrator Action Steps; Instructional Coaches; School Improvement Liaison support; Region 6

Milestone 4

Description – What specific action or deliverable will be completed?

By December 2026, SJE will establish consistent implementation of Bluebonnet Learning/ HQIM and Research-Based Instructional Strategies (RBIS). Leaders will monitor through PLCs, observations, walks, and coaching.
Consistent implementation means:
• 80%+ of observed classrooms demonstrate HQIM/RBIS look-fors during LIFT High-Quality Observations and walkthroughs;
• Teachers use Bluebonnet/HQIM as the primary resource and align TEKS, objective, task, and student evidence;
• Teachers implement identified RBIS look-fors during Tier I instruction; and
• PLCs demonstrate lesson/unit internalization, student work/data analysis, and responses to student needs.
Leaders will identify highest-leverage Tier I gaps using walkthrough, student work, assessment, and observation evidence. Misalignment will result in targeted feedback, coaching, modeling, or professional learning, followed by monitoring.
PM:
Dec 2026: Fidelity checkpoint
May 2027: Year 1 fidelity/student-impact review

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

SJE Principal; Assistant Principals; Instructional Coaches; DCSI; School Improvement Liaisons; T&L Directors; Region 6

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

LIFT classroom observation evidence
Campus instructional walk data
PLC/internalization evidence
Bluebonnet implementation evidence
RBIS implementation evidence
Teacher coaching action steps
Evidence of corrective action when implementation gaps are identified
Monthly implementation reviews

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

Bluebonnet Learning; RBIS; LIFT Observation Protocol; LIFT PLC Protocol; HISD Performance Playbook; campus instructional walk tools; Region 6 Bluebonnet/LIFT support; Instructional Coaches

Milestone 5

Description – What specific action or deliverable will be completed?

By October 2026, SJE will implement a consistent, tiered Observation and Feedback Cycle for every teacher. Observation frequency and coaching intensity will be based on teacher tier and need, with additional support including full coaching cycles, feedback, teacher practice, and follow-up evidence of action-step completion.

Leaders will use the LIFT Observation Protocol, Observation/Feedback Tracker, and “See It–Name It–Do It” cycle to identify the highest-leverage action, provide precise feedback, establish an implementation date, and conduct follow-up observations to determine implementation and student response.

Tier 1: At least 1 observation/month with feedback.
Tier 2: At least 1 observation/bi-weekly with coaching action steps and follow-up.
Tier 3: At least 1 observation/week with full coaching cycles and intensive follow-up.

PM:
Weekly/biweekly: Tier-based observations.
Monthly: Tracker review.
December: Coaching cycle fidelity checkpoint.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

SJE Principal; Assistant Principals; Instructional Coaches; DCSI; School Improvement Liaisons; Region 6/LIFT Team

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

Observation/Feedback Tracker
LIFT observation data
Teacher action steps tracker
Follow-up observation evidence
Evidence of teacher implementation
Evidence of student response in learning
Documentation of adjusted coaching action steps
Teacher growth data

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

LIFT Observation Protocol; Instructional Insights App; HISD Administrator Coaching Tool; “See It–Name It–Do It” coaching cycle; Region 6/LIFT support; School Improvement Liaison support

Milestone 6

Description – What specific action or deliverable will be completed?

By December 2026, SJE will implement the HISD Student Achievement & Standards Mastery Monitoring Framework to establish a consistent cycle of assessing, analyzing, and responding to learning.
Teachers, Instructional Coaches, and campus administrators will use Eduphoria band reports, Mastery Trackers, student portfolios, goal sheets, unit assessments, i-Ready, benchmark, STAAR, and other available data to monitor performance by student, standard, teacher, grade level, content area, and student group.
Data reviews will follow a documented protocol identifying bright spots, priority gaps, and students needing support. For identified gaps, teams will document the instructional response, responsible person, completion date, and reassessment method/date. Responses may include reteach, intervention, enrichment, placement, or additional support.
Reassessment results will determine whether to continue, adjust, or discontinue the response.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

SJE Principal; Assistant Principals; Teachers; Instructional Coaches; Campus Data Coordinator; DCSI; ESC 6 Data/Accountability Specialist; School Improvement Liaisons; T&L

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

Eduphoria data reports
Mastery Trackers
Student portfolios
PLC Data Action Forms
Student performance bands
LIFT Observation Tools
Monthly data reviews

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

HISD Student Achievement & Standards Mastery Monitoring Framework; Eduphoria; Mastery Trackers; student portfolios; i-Ready; benchmark/STAAR data; Region 6 Data/Accountability Specialist; district data dashboard; School Improvement Liaison support

Milestone 7

Description – What specific action or deliverable will be completed?

By October 2026, SJE will implement a consistent intervention and enrichment cycle based on current student performance and identified standards/skill gaps. Students will be grouped according to current performance data and receive targeted Tier I, Tier II, Tier III intervention or enrichment opportunities aligned to identified needs.

Intervention planning will be embedded within PLCs. Teachers will use Eduphoria Performance Brand reports, Mastery Trackers, Teacher Portfolios, i-Ready recommendations, unit assessments, benchmark data, STAAR data, and student work to identify unfinished learning and determine appropriate instructional responses. Intervention and enrichment groups will be reviewed every 2–3 weeks and adjusted based on student response.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

SJE Principal; Assistant Principals; Teachers; Instructional Coaches; Interventionists; DCSI; School Improvement Liaisons

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

Intervention/enrichment rosters
Student performance data
PLC intervention plans
Eduphoria Mastery Trackers and Performance Band Reports
Teacher Portfolios
Progress-monitoring results
Evidence of group adjustments
Intervention observation data/quick checks
Intervention effectiveness reports
Student growth toward end-of-year goals

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

Eduphoria; i-Ready; Bluebonnet Learning; RBIS; intervention resources; protected intervention/acceleration time; Instructional Coaches; School Improvement Liaison support

Milestone 8

Description – What specific action or deliverable will be completed?

By October 2026, SJE will integrate performance monitoring and targeted instructional supports for Special Education, Emergent Bilingual, and other identified student groups (high focus and two lowest performing groups - Hispanic/African American) into the campus-wide Tier I, PLC, data, intervention, and observation systems.

Special Education teachers and general education teachers will collaborate through PLCs and other planning opportunities to review student performance, IEP goals, accommodations, modifications, and identified learning needs. Emergent Bilingual teachers will use TELPAS, Summit K12, Ellevation, ELPS/Proficiency Level Descriptors, academic language data, and student performance evidence to identify language and academic needs and determine appropriate scaffolds and supports.

Campus leaders and Instructional Coaches will monitor implementation through classroom observations, PLCs, student data reviews, and campus support meetings.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

SJE Principal; Assistant Principals; SPED Staff; Emergent Bilingual Staff; Teachers; Instructional Coaches; DCSI; Special Education/Bilingual Directors; School Improvement Liaisons

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

Student-group performance reports
IEP goal/progress-monitoring evidence
Accommodation/modification implementation evidence
TELPAS data
Summit K12 data
Ellevation data
PLC evidence showing SPED/EB collaboration
Intervention/enrichment records
Classroom observation evidence
Student growth data by identified student group

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

Standards-Based IEP Training; Accommodations Training; ARD Training; Summit K12; Ellevation; ELPS/Proficiency Level Descriptors; 7 Steps to a Language-Rich Interactive Classroom; sheltered instruction strategies; SPED/EB district support; Region 6 support

Milestone 9

Description – What specific action or deliverable will be completed?

By October–December 2026, SJE will implement a consistent attendance monitoring and response system using Skyward, the district/campus attendance dashboard, Everyday Labs or Branching Minds, parent communication, conferences, and Attendance Improvement Plans (AIPs).

SJE will establish a 25–26 attendance baseline for the campus and identified student groups and set measurable 2026–27 improvement targets. The campus will work toward a 2–3 percentage point increase in overall attendance from the 25–26 baseline, with a 95% overall attendance target, while monitoring student groups below the campus target.

Campus leaders will review attendance weekly to identify students, grade-level trends, and groups requiring action. Interventions will document the responsible staff member, action, timeline, and outcome. Attendance data and intervention progress will be reviewed with adjustments based on student response and progress toward targets.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

SJE Principal; Assistant Principals; Attendance Team; Counselors; DCSI; Executive Director; Assistant Superintendent of Teaching & Learning

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

Skyward attendance reports
Campus attendance dashboard
Everyday Labs/Branching Minds reports
Student attendance concern lists
Parent communication/conference documentation
Attendance Improvement Plans
Weekly/monthly attendance trend reports
Student-group attendance analysis
Documentation of strategy adjustments
December and May attendance reviews

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

Skyward; Everyday Labs; HISD attendance dashboard; AIP templates/tracking tools; district attendance support; campus attendance team training; DCSI support

Milestone 10

Description – What specific action or deliverable will be completed?

By January 2027, SJE and HISD will implement a monthly Performance Management (PM) Routine with the LIFT District Coordinator (DC) to monitor turnaround goals and ensure action steps are completed. The PM Routine will review evidence, progress measures, barriers, and assigned action steps related to strategic staffing, leadership capacity, attendance, PLC/Tier I instruction, HQIM/RBIS, observation/feedback, student achievement, intervention/enrichment, and special populations.

The January Mid-Year Turnaround Review will use PM Routine evidence to determine implementation and impact, identify bright spots and gaps, and document course corrections. Each gap will result in an action step with an assigned owner, completion date, and follow-up measure. Progress will be reviewed in subsequent PM meetings.

January–May 2027: Implement and monitor course corrections.
May 2027: Review impact of course corrections.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Assistant Superintendent of Teaching & Learning; DCSI; Executive Director; SJE Principal; Assistant Principals; School Improvement Liaisons; Instructional Coaches; Region 6; DLT

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

SJE Mid-Year Turnaround Review
Milestone implementation tracker
Student achievement data
Teacher performance data
Attendance trend data
PLC/Tier I implementation evidence
Observation/Feedback data
Intervention/enrichment effectiveness data
Special population performance data
Revised staffing/support plans
Documented course-correction action plan
May follow-up evidence demonstrating the impact of adjustments

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

HISD Performance Playbook; HISD Student Achievement & Standards Mastery Monitoring Framework; HISD Strategic Staffing Model; LIFT Performance Management Routine; Eduphoria; Region 6 Data/Accountability support; School Improvement Liaison support; DLT

Milestone 11

Description – What specific action or deliverable will be completed?

By August 2027, HISD and SJE will complete a Year 2 staffing review to determine whether the staffing configuration can achieve Year 2 outcome goals and implement the turnaround strategy with fidelity. The review will triangulate Year 1 evidence, including student achievement, teacher/administrator performance, Obs/Feedback, T-TESS, PLC, HQIM/RBIS, intervention/enrichment, attendance, leadership capacity, and staff experience/certification. The review will determine whether the right staff are in the right positions and whether staffing/leadership capacity and support align to student needs and Year 2 outcomes. Based on the evidence (outlined in performance management) , HISD will document personnel decisions for the turnaround strategy, including retention, reassignment, placement, growth plans, non-renewal, hiring, FTE adjustments, or other actions. Decisions will align to the HISD SI Strategic Staffing Model and identify evidence, impact on outcomes/capacity, and Year 2 supports.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

SJE Principal; DCSI; Executive Director of Elementary Teaching & Learning and School Improvement; Assistant Superintendent of Teaching & Learning; School Improvement Liaisons; Instructional Coaches; Human Resources

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

SJE Year 2 Strategic Staffing Review
Year 1 student outcome and performance analysis
2027 STAAR performance data
Domain III component-point analysis
Teacher performance/tiering analysis
T-TESS and Observation/Feedback data
PLC and Tier I implementation evidence
HQIM/RBIS implementation evidence
Intervention/enrichment effectiveness data
Leadership capacity evidence
Staffing configuration analysis aligned to Year 2 outcome goals
Documented retention, reassignment, placement, growth-plan, non-renewal, hiring, FTE, or other personnel decisions, as applicable
Finalized 2027–28 SJE staffing plan
Documentation of additional support/resources required for Year 2

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

HISD School Improvement Strategic Staffing Model; HISD Performance Playbook; T-TESS; LIFT Observation/Feedback Protocol; Student Achievement & Standards Mastery Monitoring Framework; Eduphoria; Year 1 milestone evidence; Region 6 support; School Improvement Liaison support; Human Resources support; campus and district leadership data.

Milestone 12

Description – What specific action or deliverable will be completed?

Year 1 mobility data will establish a baseline for continuously and non-continuously enrolled students. The 25–26 Closing the Gaps data identified 209 non-continuously enrolled STAAR tests versus 715 continuously enrolled tests, with component scores of 27 and 32. By March 2027, SJE will develop and pilot a rapid instructional onboarding process for students enrolling midyear. By August 2027, SJE will finalize and implement the system for Year 2 to ensure students complete the initial review and begin supports within 10 instructional days of enrollment, connected to Tier I instruction, intervention, and enrichment. The system will include reviewing records and baseline data, strengths and gaps, assigning performance bands/Monitor Groups, communicating needs to staff and supports. Progress will be monitored through PLCs, Eduphoria, Teacher Portfolios, and intervention systems. SJE will compare continuously and non-continuously enrolled student performance to identify adjustments.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

SJE Principal; Assistant Principals; Instructional Coaches; Teachers; Interventionists; DCSI; School Improvement Liaisons.

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

SJE Student Mobility/Instructional Onboarding Protocol
New-student instructional onboarding checklist/process
Baseline assessment and student placement records
Eduphoria Performance Bands/Monitor Groups
Teacher Portfolios/Mastery Trackers
Documentation of communication of student instructional needs to teachers and support staff
Intervention/enrichment placement records
Student progress-monitoring data following enrollment
Comparison of continuously and non-continuously enrolled student performance
Evidence of adjustments to onboarding or instructional supports based on student response

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

Clear Student Registration Protocols, Communication Systems and PEIMS Coding, Eduphoria; i-Ready; Mastery Trackers; Teacher Portfolios; student records/data systems; Instructional Coaches; School Improvement Liaison support.

Milestone 13

Description – What specific action or deliverable will be completed?

By March 2027, SJE will develop and pilot an instructional acceleration model with selected staff for students receiving Special Education services. The model will align to SJE's Year 2 student outcome and Domain III goals and use strategic data, including Eduphoria Mastery Trackers, Teacher Portfolios, Monitor Groups, i-Ready, CBA/unit assessments, QCFUs, student work, observation evidence, and IEP progress data, to monitor progress and determine instructional response. Teams will review grade-level work, IEP implementation, accommodations/modifications, intervention response, and proper use of HISD Tiered Instructional Materials while maintaining grade-level rigor for all students. Pilot evidence will be used to refine the model. By August 2027, SJE will finalize and implement the acceleration model for Year 2, with ongoing progress monitoring toward student achievement and Domain III goals.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

SJE Principal; Assistant Principals; SPED Staff; General Education Teachers; Instructional Coaches; Interventionists; Campus Data Coordinator; DCSI; Special Education Director; School Improvement Liaisons.

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

SPED instructional acceleration/progress-monitoring process
PLC data and student work reviews
IEP goal/progress-monitoring evidence
Accommodation/modification implementation evidence
LIFT observation evidence
Eduphoria/Mastery Tracker and Teacher Portfolio data
Intervention records and response-to-intervention data
Evidence of adjustments to instruction, intervention, or materials
Student growth toward grade-level and IEP goals

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

HISD Special Education Department and Region 6/LIFT support; HISD Tiered Instructional Materials and approved Tier I/Tier II resources; Eduphoria Mastery Trackers, Performance Bands, and Teacher Portfolios; i-Ready, CBA/unit assessments, QCFUs, and student work; protected PLC time; Instructional Coach, School Improvement Liaison, and Campus Data Coordinator support; HISD Student Achievement & Standards Mastery Monitoring Framework.

Milestone 14

Description – What specific action or deliverable will be completed?

By March 2027, SJE will develop and pilot an EB instructional acceleration model with selected staff that moves beyond training to demonstrate consistent implementation of language and instructional strategies for EB students. The model will align to SJE's Year 2 student outcome and Domain III goals and use strategic data, including TELPAS, Summit K12, Ellevation, ELPS/PLD's, Eduphoria Mastery Trackers, Teacher Portfolios, Monitor Groups, CBA/unit assessments, student work, and observation evidence, to monitor language and academic growth. Leaders will verify implementation through classroom observations, PLCs, SWAP, and coaching evidence, with particular attention to students with the greatest identified needs. Instruction will maintain grade-level rigor and use HISD Tiered Instructional Materials appropriately. By August 2027, SJE will finalize and implement the acceleration model for Year 2, using evidence of implementation and student response to refine supports.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

SJE Principal; Assistant Principals; EB/Bilingual Staff; General Education Teachers; Instructional Coaches; Interventionists; Campus Data Coordinator; DCSI; Bilingual/ESL Director; School Improvement Liaisons

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

EB Instructional Acceleration Model and implementation plan; classroom observation/ walkthrough and LIFT Observation/Feedback evidence; coaching action steps; PLC agendas, student work, and data analysis; TELPAS, Summit K12, and Ellevation data; Eduphoria Mastery Trackers, Teacher Portfolios, Monitor Groups, CBA/unit assessments, and student work demonstrating academic progress; evidence of appropriate HISD Tiered Instructional Material use and grade-level rigor; documentation of targeted supports and adjustments based on student response; implementation and progress-monitoring evidence for high-need EB students; student growth toward Year 2 and Domain III goals; March 2027 pilot review/refinement; August 2027 finalized model and implementation evidence.

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

Bilingual/ESL Department and Region 6 support; Summit K12; Ellevation; ELPS/Proficiency Level Descriptors; HISD Tiered Instructional Materials; sheltered instruction strategies; 7 Steps to a Language-Rich Interactive Classroom; protected PLC time; Instructional Coach, School Improvement Liaison, and Campus Data Coordinator support.

Milestone 15

Description – What specific action or deliverable will be completed?

By August 2027, SJE will implement a systematic process to identify and address achievement gaps for African American students and other high-focus student groups. Beginning by March 2027, campus leaders will pilot the process by analyzing student achievement and growth data in conjunction with Observation/Feedback evidence, access to grade-level instruction and HISD Tiered Instructional Materials, PLC and student work evidence, intervention placement and response, mastery data, and culturally responsive instructional practices. Findings will be used to identify gaps within the instructional system and implement targeted adjustments to instruction, intervention, coaching, and student support. The process will be monitored throughout Year 2 to evaluate student response and progress toward SJE's Domain III goals of 56 Academic Achievement, 63 Growth, 56 Student Success, and 100 ELP.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

SJE Principal; Assistant Principals; Teachers; Instructional Coaches; Campus Data Coordinator; DCSI; School Improvement Liaisons; Executive Director; Assistant Superintendent of Teaching & Learning

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

High-Focus Student Achievement Gap Analysis
Disaggregated student achievement and growth data
LIFT Observation/Feedback evidence
Evidence of access to grade-level instruction/materials
PLC/student work analysis
Intervention placement, mastery, and response data
Identified instructional/system gaps and root causes
Targeted action steps and coaching supports
Evidence of adjustments based on student response
March 2027 pilot review/refinement
August 2027 finalized process and implementation evidence

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

Culturally Responsive Training; Eduphoria; Mastery Trackers; Teacher Portfolios; Monitor Groups; LIFT Observation/Feedback tools; HISD Student Achievement & Standards Mastery Monitoring Framework; Campus Data Coordinator; Instructional Coaches; School Improvement Liaisons; Region 6 Data/Accountability support.

Milestone 16

Description – What specific action or deliverable will be completed?

By August 2027, SJE will demonstrate internal ownership of its PLC and instructional improvement systems, with campus administrators and teacher leaders independently leading high-quality PLCs (three consecutive PLCs delivered with a rating of 2 or higher) while district and Region 6/ESC partners provide monitoring, calibration, and targeted support. By March 2027, SJE will assess leader and teacher-leader capacity using the LIFT PLC Observation Tool, PLC products, student work, instructional responses, and teacher actions. Identified gaps will result in targeted coaching. By August, PLC leadership responsibilities will be clearly established and sustained without external coaching serving as the primary driver. By December 2027 evidence of full implementation will be evidenced by improved teacher and student data.
Timeline: March 2027—capacity review; May 2027—independent PLC leadership demonstrated; August 2027—ownership model implemented; December 2027 - evidence of learning.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

SJE Principal; APs; PLC Leaders; Teachers; ICs; DCSI; School Improvement Liaisons; Region 6/ESC.

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

LIFT PLC data; PLC agendas/products; student work; teacher-led PLCs; instructional responses/action steps; evidence of independent monitoring and reduced external coaching.

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

LIFT PLC Protocol; Region 6/ESC; ICs; School Improvement Liaisons; HISD Performance Playbook; Bluebonnet/RBIS.

Milestone 17

Description – What specific action or deliverable will be completed?

By August 2027, SJE will evaluate and refine existing instructional improvement systems to ensure they generate actionable information that improves teacher practice and student outcomes rather than compliance-driven workload. By March 2027, leaders will review LIFT Observation/Feedback, instructional walks, PLC, coaching, and progress-monitoring evidence to determine whether data identify needs, drive timely feedback, establish coaching action steps, and demonstrate improvement. The review will clarify how weekly observations align with tier-based coaching frequencies based on teacher need. SJE will identify systems to continue, refine, streamline, or discontinue and implement adjustments by August.
Timeline: March 2027—system review; May 2027—adjustments identified/refined; August 2027—streamlined system implemented. May 2028 evaluation and adjustments for 28-29 School year.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

SJE Principal; APs; ICs; DCSI; School Improvement Liaisons; T&L Directors; Region 6/ESC.

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

LIFT data; weekly observation/tier-coaching alignment; coaching action steps/follow-up; teacher practice/student outcome evidence; system review; documented adjustments.

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

LIFT Observation/Feedback; LIFT Performance Management Routine; Region 6/ESC; HISD Performance Playbook; Eduphoria; instructional walk tools.

Milestone 18

Description – What specific action or deliverable will be completed?

By December 2027, SJE and HISD will institutionalize the essential turnaround systems demonstrated to be effective during Years 1 and 2 by embedding them into normal campus and district operating structures. Leaders will identify the highest-impact systems for Tier I instruction, PLCs, Observation/Feedback, instructional coaching, student achievement and data monitoring, intervention/enrichment, strategic staffing, and performance management and incorporate them into ongoing leadership practices, calendars, protocols, and monitoring structures. The campus will transition from TAP-driven implementation to sustainable implementation through routine district and campus processes, with clear ownership, defined expectations, and ongoing progress monitoring. Continued performance management of essential turnaround systems will be evident by August 2028.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

SJE Principal; APs; ICs; DCSI; School Improvement Liaisons; T&L Directors; Region 6/ESC.

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

Sustainability plan; revised operating protocols/calendars; evidence of systems embedded in routine practice; leadership/PLC/Observation-Feedback data; district monitoring evidence; documented ownership and ongoing progress monitoring.

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

HISD Performance Playbook; LIFT protocols; HISD leadership tools; Region 6/ESC; School Improvement Liaisons; Teaching & Learning leadership.

Performance Management

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

The SJE performance management structure will align the monitoring of TAP milestones with existing HISD leadership and performance management routines. The process will provide multiple levels of monitoring, beginning with weekly campus-level implementation checks and progressing to biweekly milestone reviews, monthly district support and performance management reviews, and quarterly formal TAP progress reviews. Each level will focus on

reviewing evidence, monitoring implementation and student outcomes, identifying barriers, determining needed adjustments, and ensuring appropriate district support is provided. This structure will create a consistent cycle of monitoring, analyzing, adjusting, and re-monitoring so that progress toward each milestone is continuously evaluated and actions are adjusted when evidence indicates a need for change.

SJE Instructional Leadership Team Meetings:
Frequency: Weekly
Leaders will evaluate milestones associated with PLC/Tier I Implementation, data analysis of standards/skills, student group performance, strategic intervention/enrichment, school wide routines and observation/feedback cycles. This work will be documented in ILT agendas and progress monitoring documents focused on adjusting practice rather than writing detailed reports. Participants include - SJE campus leadership, Instructional Coaches, SI Liaisons.

School Improvement Leadership Meetings: (encompasses bi-weekly meetings with ESC Region 6 Data/Accountability Meetings; DCSI/Principal Meetings)
Frequency: Bi-weekly
ESC Region 6 Data/Accountability Meetings: SJE ILT will meet with ESC Data/Accountability Specialist to analyze milestones associated with milestones 6-8. Adjustments to strategic intervention efforts will be made based on performance data of students and staff.
DCSI/Principal Meetings: DCSI will work closely with the campus principal to evaluate all milestone performance specifically student/teacher data, strategic staffing and administrator coaching cycles. These meetings will be documented by agenda and in the HISD Milestone Action Plan Tracker.

District Leadership Team Meetings:
Frequency: Monthly
This meeting will be used to analyze and calibrate on critical milestone progress with District leaders, DCSI, Campus Principals, Assistant Principals, Deans and Region 6 ESC SI/LIFT Staff. Within this meeting critical data analysis will take place using the HISD Performance Playbook as a guide to analyze and report on each milestone within each campus TIP and TAP.

DCSI/Executive Leadership Team Meeting:
Frequency: Weekly
Each week the DCSI will provide a broad overview of campus progress on TIP/TAP plan implementation and effectiveness.

Campus Support and Progress Monitoring Sessions:
Frequency: Quarterly
These meetings will be held with each campus specifically and provide a quarterly performance management cycle that moves from data review to action. Campuses reflect on progress, district leaders analyze trends, teams collaboratively identify barriers and needs, and clear action steps and supports are established. Progress is then monitored throughout the

quarter to ensure continuous improvement, accountability, and timely support.

Quarterly Superintendent/Board of Trustee Implementation Updates:
Frequency: Quarterly
These meetings will be facilitated by the DCSI providing quarterly updates and relevant data associated with each milestone within the TIP/TAP plan for each campus.

As HISD implements the SJE TAP, campus and district leaders will monitor both implementation and impact. During each review, leaders will determine whether milestones are being implemented as intended and whether the evidence shows improvement in teacher practice, Tier I instruction, instructional systems, and student outcomes. Using the HISD Performance Playbook, Eduphoria data, LIFT Observation/Feedback evidence, and PLC data, leaders will identify gaps, document course corrections, assign next steps, and monitor whether those adjustments lead to the intended improvement.

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

Superintendent, DCSI, School Improvement Liaisons, Principal, Assistant Principals, Deans, IC's, and Region 6 SI/LIFT Support Specialists

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Milestone progress data will be collected through existing HISD performance management systems, processes, and evidence sources, including Eduphoria data and mastery trackers, observation and feedback data, PLC documentation, student performance data, instructional walk data, coaching logs, and other milestone-specific evidence. The SJE leadership team and the DCSI & SI Liaisons will monitor progress through weekly and biweekly campus routines, with milestone status and supporting evidence reviewed during monthly district performance management meetings and quarterly TAP progress reviews. Progress will be documented in a centralized TAP performance management tracker (HISD Milestone Action Plan Tracker) that identifies the milestone status, evidence of completion, progress toward expected outcomes, barriers, needed adjustments, and responsible parties. Findings will be shared with campus and district leadership through established meeting structures, with adjustments to actions, supports, and timelines made when data indicates that progress is not on track. Progress will also be shared with the Superintendent and Board of Trustees through quarterly implementation updates.

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

Milestone progress will be shared through established HISD performance management and school improvement meeting structures. The SJE principal and district support team will provide regular updates on milestone status, evidence of progress, student and staff performance data, barriers, and needed adjustments during biweekly campus progress reviews, monthly staff meetings, Campus Advisory Committee meetings, PTO meetings, monthly district performance management meetings, and quarterly TAP reviews. The centralized HISD Milestone Action Plan Tracker will provide a consistent record of progress and supporting evidence. When appropriate, key updates will be communicated to other relevant stakeholders, including campus staff, district leaders, and the Board of Trustees, through established communication and reporting processes.

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	65
Meets Grade Level	40
Masters Grade Level	20

Not applicable: RLA STAAR goals (SY 26-27)

—

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

Performance Level	EOY Goal (%)
Approaches Grade Level	60
Meets Grade Level	35
Masters Grade Level	20

Not applicable: Math STAAR goals (SY 26-27)

—

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

Performance Level	EOY Goal (%)
Approaches Grade Level	65
Meets Grade Level	40
Masters Grade Level	20

Not applicable: overall STAAR goals (SY 26-27)

—

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

38

Not applicable: Academic Achievement goal (SY 26-27)

—

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

75

Not applicable: ELP Component goal (SY 26-27)

—

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

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	40
Masters Grade Level	25

Not applicable: RLA STAAR goals (SY 27-28)

—

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

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	40
Masters Grade Level	20

Not applicable: Math STAAR goals (SY 27-28)

—

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

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	40
Masters Grade Level	20

Not applicable: overall STAAR goals (SY 27-28)

—

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

56

Not applicable: Academic Achievement goal (SY 27-28)

—

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

100

Not applicable: ELP Component goal (SY 27-28)

—

Will this campus have a graduation class for the 2025-2026 school year?

No

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

5

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

31

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

63

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

56

Additional Info

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

Huntsville ISD remains committed to continuous improvement and ensuring every student receives the high-quality instruction and support needed to succeed. Through the development and implementation of our campus TIP and TAP plans, we are strengthening instructional leadership, building staff capacity, improving Tier I instruction, implementing high-quality instructional materials, and establishing consistent systems for data-driven decision-making, intervention, and enrichment. Our work is grounded in honest reflection, collaboration, strategic resource allocation, and measurable student outcomes. We recognize that sustainable school improvement requires more than meeting milestones; it requires building systems and developing the people who will sustain meaningful change over time. As we move forward, we remain focused on removing barriers to learning, closing achievement gaps, and improving outcomes for every student. Our commitment is simple: Building Champions! Every One, Every Day.

Upload additional documents (optional):

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