Terrell Independent School District
J. W. Long Elementary
2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

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

Yes

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

Yes

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

No

Please upload artifacts demonstrating a robust observation and feedback system.

Walkthrough Data as of 10.31.26 1.pdf
Copy of 26-27 JWL Coaching_ Feedback Tracker - November.pdf

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

—

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

—

SI Strategy

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

Intensive Curriculum & Instruction Improvements

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

Our campus is not engaged in a TEA program

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

Our campus is not engaged in a TEA program

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

Other, Region 10, District Staff

Please specify the other organization:

Bailey Education Group, LLC

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

11

What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.

Dr. Georgeanne Warnock-Superintendent of Schools - 20% (8 hours weekly)
Dr. Charde Dockery-ED of Schools - 25% (10 hours weekly)
Alison Rison-ED of Curriculum & Instruction - 25% (10 hours weekly)
Dr. Tiffanie Goudy-ED of Strategic Initiatives (DCSI) - 25% (10 hours weekly)
Jocelyn Torres-Director of Counseling and Mental Health - 5% (two hours weekly)
Sheanicia Polk-Math Curriculum Coordinator - 20% (eight hours weekly)
Danielle Ford-RLA Curriculum Coordinator - 8% (three hours weekly)
Amy Toy-Science Curriculum Coordinator - 8% (three hours weekly)
Sarah Pizzini-Social Studies Curriculum Coordinator - 8% (three hours weekly)
Lya Alvarado-Bilingual Specialist - 8% (three hours weekly)
Roshunda Price-Director of Special Services - 8% (three hours weekly)

These percentages represent estimated average allocations of each staff member's total work time to support J.W. Long's school improvement strategy. Allocations include direct campus support, preparation, coordination, and follow-up and will be adjusted based on campus needs and implementation evidence.

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Over the past three years, Terrell ISD has demonstrated a successful track record in supporting school turnaround. During this period, two campuses were identified for Comprehensive Support and Improvement (CSI) and/or had an unacceptable year due to consecutive "D's". In response, the district intensified support by engaging campus and district leaders, teachers, families, internal departments, external stakeholders, and school-improvement partners in the development and implementation of targeted improvement actions. Support included increased progress monitoring, leadership coaching, instructional planning, data analysis, professional learning, and regular reviews of implementation evidence and student outcomes.

Both campuses demonstrated marked improvement following one year of targeted support. One campus improved from an F accountability rating to a C and, after meeting the required performance expectations for two consecutive years, successfully exited CSI status. The second campus, following one year of unacceptable performance, improved from a D to a C within one year. These results reflect the district’s ability to diagnose campus needs, align resources and partnerships, monitor implementation, and build campus leadership and instructional capacity to produce measurable and sustainable improvement.

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.

The total projected cost to implement the improvement strategy is $432,000, funded through the ESSA federal grant. These investments will strengthen classroom instruction, build teacher and leader capacity, and support targeted student interventions.

Approximately $342,000 will fund instructional consulting and job-embedded coaching for teachers and principals, including support for PLCs, lesson planning and rehearsal, student work analysis, effective Tier 1 instruction, and targeted interventions. An additional $70,000 will fund intervention software to support emergent bilingual students and students receiving ESL services through targeted learning resources.

$15,000 will support additional campus administrator coaching focused on instructional leadership, classroom observations, actionable feedback, data analysis, and monitoring implementation. The remaining $10,000 will provide curriculum materials and additional professional development aligned with campus instructional priorities and identified staff needs.

District and campus leaders will monitor these investments through milestone reviews, walkthrough evidence, coaching records, and student progress data to evaluate their contribution to implementation and student learning.

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?

The ESSA federal grant supporting this strategy has already been awarded; therefore, implementation is not contingent on a pending grant decision. The district will use awarded funds for the planned coaching, intervention software, instructional materials, and professional development.

If funding availability changes, district and campus leaders will prioritize the strategy's core practices: protected PLC time, strong Tier 1 instruction, targeted interventions, and differentiated coaching. Existing district instructional staff, campus administrators, and instructional coaches will support implementation through established planning and professional learning schedules. The district will review allowable General Fund and other available funding sources to sustain essential services and adjust the scope of contracted services or purchases as needed.

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

The district will increase the proportion of district-level staff time and specialized support dedicated to J.W. Long Elementary based on the campus's identified improvement needs. Although campus support is part of these staff members' existing responsibilities, J.W. Long will receive additional, targeted time for collaborative planning, instructional coaching, leadership development, and implementation monitoring.

This increased support will include the Executive Director of Schools, Executive Director of Curriculum and Instruction, Executive Director of Strategic Initiatives/DCSI, district curriculum coordinators, and Director of Special Services. District leaders will coordinate schedules and prioritize support according to walkthrough findings, student learning data, and milestone progress.

Awarded ESSA funds will further expand campus support through contracted teacher and leadership coaching, intervention software, curriculum materials, and professional development. District leaders will regularly review campus needs and adjust the frequency, intensity, and focus of staff support and resource allocations accordingly.

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?

480

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

Amplify Texas Elementary Literacy Program in English and Spanish

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?

480

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?

154

If there are fewer than 165 instructional days in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028?

Not applicable. Terrell ISD is not submitting a TAP for the 2026–2027 school year. The district's adopted 2026–2027 calendar includes 154 instructional days and meets applicable state instructional-minute requirements. At this time, the district is not planning to modify its calendar to include 165 instructional days for 2027–2028. The district will continue to monitor student-performance, attendance, and instructional-time data and will reevaluate the calendar if state requirements or district needs change.

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment,

frequency, and how the results of the assessment will be used.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	Benchmark, Curriculum Based Assessment, and STAAR Release Test	District	Bi-Monthly	Results will be analyzed during PLC and data-review meetings to monitor student mastery of priority standards, identify learning gaps and misconceptions, and measure progress toward campus performance goals. Teachers, campus, and district leaders will use the data to adjust instruction, develop reteach and enrichment plans, form targeted small groups, provide interventions, and monitor the progress of individual students and student groups. Results will also be reviewed over time to evaluate the effectiveness of instructional strategies and determine additional coaching, resources, or support needed.

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

The campus uses a roster-based student growth monitoring system that allows teachers and campus leaders to track the academic progress of every student in STAAR-tested grade levels. At the beginning of the school year, the system includes each student's prior-year STAAR performance in reading and mathematics, as well as prior-year TELPAS results for emergent bilingual students. Individual annual growth targets are established using the student's prior-year performance. For third-grade students without prior STAAR data, reading and mathematics growth targets are established using initial benchmark or baseline assessment results.
Teachers and campus leaders receive student growth targets at the beginning of the year so that expected performance is clear before formative and summative assessments are administered. Students are also informed of their individual goals and supported in monitoring their progress. The districtwide expectation is that at least 80% of students will meet their individual growth goals in reading and mathematics.

Student progress is measured through classroom assessments, DOLs and Power DOLs, district bimonthly assessments, benchmarks, TELPAS-related measures, and state assessments.

Following each district benchmark, assessment results are entered into or reviewed through the monitoring system. Teachers, campus leaders, and district leaders can compare current performance with each student's established annual growth target and determine whether the student is on track, approaching the target, or off track.

During PLC and data-review meetings, teachers and campus leaders analyze growth data by student, standard, classroom, grade level, and student group. Teams identify students who are meeting or exceeding their projected growth, students who require enrichment, and students who need additional support. The results are then used to:

- Identify standards and skills requiring reteaching.
- Form and adjust targeted small groups.
- Develop intervention and accelerated-instruction plans.
- Differentiate core classroom instruction.
- Assign targeted technology-based practice and supplemental resources.
- Monitor the effectiveness of instructional strategies and interventions.
- Identify achievement or growth disparities among student groups.
- Determine coaching, professional-learning, and resource needs.

Campus leaders monitor the completion and effectiveness of these instructional responses through PLC artifacts, student-growth trackers, intervention records, classroom observations, and subsequent assessment results. District leaders review campus-level trends following benchmark administrations to evaluate progress toward the district goal, identify campuses or student groups requiring additional support, and coordinate resources and instructional assistance. This recurring cycle of assessment, analysis, instructional response, and progress monitoring ensures that growth data leads to timely action throughout the school year.

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

J.W. Long Elementary will prioritize strong Tier 1 instruction so all students have access to grade-level learning through district-aligned materials, explicit modeling, guided practice, checks for understanding, and appropriate scaffolds and accommodations. Teachers will use assessment results, classroom performance, and student work to identify specific skill gaps and plan additional support for students performing below grade level.

During PLCs, general education teachers will collaborate with special education and bilingual/ESL staff to establish flexible, targeted instructional groups. Interventions will address identified prerequisite skills while reinforcing current classroom learning. Support will include explicit small-group instruction, additional guided practice, and front-loading essential vocabulary and background knowledge to prepare students for upcoming lessons. Intervention time will supplement core instruction.

For emergent bilingual students, teachers will incorporate language objectives, visuals, structured discussion, and explicit vocabulary instruction. For students receiving special education services, intervention planning will align with IEP goals, accommodations, and specially designed instruction in collaboration with special education staff. Teachers will consider both language development and disability-related needs when selecting supports.

Each intervention plan will identify the targeted skill, instructional approach, frequency, responsible staff, and progress-monitoring measure. Teams will review progress during established PLC and intervention review cycles and adjust grouping, instructional methods, or support intensity based on student response. Campus leaders and instructional coaches will monitor delivery and provide coaching to strengthen implementation.

Will the campus implement a PLC structure?

Yes

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

PLCs are organized by grade level and content area and scheduled at least twice weekly using the campus's 50-minute PLC structure. The master schedule ensures all teachers, including special education and bilingual/ESL teachers, have at least two protected common planning PLC period of 45 minutes each week. Additional collaboration will occur as scheduling allows to align core instruction, language supports, accommodations, and targeted interventions.

How frequently will PLCs occur?

Twice a week

Who will facilitate PLCs?

The principal, assistant principal, and instructional coaches facilitate PLCs. Facilitators prepare materials, guide the protocol, support instructional planning and practice, and ensure teams document instructional decisions and revisit implementation and student learning results.

Who is required to attend PLCs?

All teachers of record, including bilingual/ESL teachers, special education inclusion teachers, long-term substitutes, and instructional coaches, are required to attend PLCs. The campus provides at least two 50-minute common planning/PLC periods weekly. Schedules ensure special education and bilingual/ESL staff participate in at least one weekly PLC with the teams they support and regularly provide guidance and feedback on accommodations, language development, scaffolds, and targeted interventions.

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

The campus utilizes a 50-minute PLC protocol aligned to the See It, Name It, Do It framework. Meeting agendas address module/unit internalization, lesson internalization, lesson rehearsal, and student work analysis across the planning cycle.

- See It: Examine grade-level standards, module/unit expectations, lesson materials, exemplars, and student work to clarify the learning expectations and identify misconceptions.
- Name It: Identify the specific instructional action needed, including key explanations, questions, scaffolds, checks for understanding, or targeted responses to student needs.
- Do It: Rehearse or model the instructional approach, refine plans through feedback, and identify evidence teachers will collect during instruction.

Teams document agreed-upon actions and return with student work or assessment evidence to evaluate results and determine next steps.

Upload PLC agenda (optional):

See_It_Name_It_Do_It_PLC_Protocol.docx.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
Other Campus Admin (Assistant Principals, Instructional Coaches)	TELPAS in Accountability: how to analyze TELPAS data to support progress for our Emergent Bilingual students.	Region 10	Assistant Principals, Instructional Coaches
Principal	Building Instructional Leaders through PLCs: Role of campus leadership and effective PLCs	Region 10	Principal
Principal	Closing the Cycle of Observation & Feedback: Strong instructional leadership systems	Region 10	Principal
Principal	Data-Driven Action: Metrics & tools to monitor progress	Region 10	Principal
Principal	Accountability 101	Region 10	Principal, Assistant Principal, Instructional Coach
Teacher	Region 10 TELPAS Classroom Ready: Teachers will leave with practical tools and routines that make TELPAS preparation seamless and authentic. This training provides teachers with a complete TELPAS readiness system—from mastering final alignment and avoiding common errors, to building strong writing collections, strengthening second-semester language proficiency standards instruction, preparing students across all language domains, and fostering a confident test-taking mindset to reduce anxiety	Region 10	Teachers

Role	Training/PD Description	Delivered By	Attended By
Teacher	Trauma Informed Training: This training helps teachers understand how trauma can affect students' learning, behavior, and emotional well-being. Participants learn practical strategies to create safe, supportive classrooms, build positive relationships, recognize signs of distress, and respond in ways that support emotional regulation and student engagement.	Director of Counseling and Mental Health	Principal, Assistant Principal, Instructional Coach, teachers
Teacher	General Education Teacher Implementing IEP: This training equips general education teachers with the knowledge and practical strategies needed to implement students' Individualized Education Programs (IEPs). Participants learn how to understand IEP requirements, provide accommodations and modifications, support progress toward individual goals, and collaborate with special education staff. Emphasis is placed on applying supports consistently, documenting implementation, and creating inclusive classrooms that promote student access, participation, and success.	Executive Director and Director of Special Services	Teachers, Principals, Assistant Principals, Instructional Coaches
Teacher	Data Driven PD - Student Work Analysis: This training equips teachers with a structured process for analyzing student work to assess understanding, identify misconceptions, and determine next steps for instruction. Participants learn to examine work against grade-level standards and success criteria, identify patterns in student performance, and plan targeted instructional responses.	Curriculum & Instruction Team	Teachers, Instructional Coaches
Teacher	Improving Math Outcomes in Math Classrooms: This training equips teachers with practical strategies to strengthen mathematics instruction and improve student achievement. Participants learn to build conceptual understanding, develop procedural fluency, and promote mathematical reasoning through purposeful tasks, questioning, and student discourse.	Curriculum & Instruction Team	Teachers, Instructional Coaches

Role	Training/PD Description	Delivered By	Attended By
Teacher	ECR: Steps to Move Scores: This training equips teachers with practical strategies to improve students' extended constructed responses (ECRs). Participants learn to analyze student writing using scoring rubrics, identify areas for growth, and plan targeted instruction to strengthen organization, development of ideas, use of text evidence, and conventions.	Region 10	Teachers, Instructional Coaches
Teacher	Supporting Students Through Behavior: Prevention, Intervention, and De-Escalation: This training equips educators with practical strategies to prevent challenging behaviors, respond to student needs, and de-escalate difficult situations. Participants learn to recognize behavior patterns and triggers, establish clear expectations and predictable routines, and use targeted interventions to teach and reinforce appropriate behaviors.	Executive Director and Director of Special Services	Teachers, Instructional Coaches, Principals, Assistant Principals
Teacher	Unpacking Data & Powering Up for STAAR Success Part I & 2: This training equips teachers with practical strategies to analyze assessment data and translate findings into focused instructional plans. Participants learn to identify strengths and learning gaps by standard, prioritize instructional needs, and plan targeted reteaching, small-group instruction, and enrichment. Emphasis is placed on addressing misconceptions, strengthening students' application of grade-level skills, and monitoring progress to improve STAAR readiness and student achievement.	Curriculum & Instruction Team	Teachers, Instructional Coaches, Principals, Assistant Principals

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

J.W. Long Elementary will differentiate professional learning and coaching based on teacher and leader experience, instructional effectiveness, and identified needs. Staff with fewer than two years in their role, uncertified teachers, and staff without a demonstrated track record of success will receive increased support through the campus's tiered coaching system. Classroom observations, student performance data, and coaching evidence will inform the focus and intensity of support.

In partnership with Bailey Education Group, Region 10, and district Education Center staff, the campus will coordinate weekly or biweekly support based on identified needs. All teachers will receive weekly instructional feedback; those requiring additional support will receive more intensive coaching through modeling, collaborative planning, supported practice, and follow-up observations. Training will focus on effective Tier 1 instruction, PLC protocols, developing and using exemplars, checks for understanding, and planning and delivering targeted interventions. Uncertified and inexperienced teachers will also receive explicit support with lesson preparation, classroom routines, instructional delivery, and assessment practices.

Leaders requiring additional support will receive targeted training and coaching in data analysis, PLC preparation and facilitation, classroom observation, and actionable feedback. Support will include understanding the rationale for instructional expectations, identifying evidence of effective implementation, and following up to determine whether coaching results in changes to practice. Leaders will practice reviewing lesson materials and student work, using PLC protocols, identifying instructional gaps, and monitoring the delivery and effectiveness of targeted interventions.

To keep implementation manageable, support will be embedded in existing PLCs, planning periods, walkthroughs, and leadership meetings. Campus and district leaders will review progress during established coaching and data-review cycles and adjust support as staff demonstrate consistent implementation and improved student outcomes.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

The campus will use a common classroom walkthrough tool, a PLC implementation checklist, and a leadership coaching log to evaluate whether professional learning is being applied consistently. These tools will align with campus instructional priorities and the practices addressed through Bailey Education Group, Region 10, and district support. Documentation will be incorporated into existing observation and coaching processes to limit additional workload.

The classroom walkthrough tool will include look-fors connected to the training provided: alignment to grade-level standards; clear learning objectives and success criteria; use of exemplars to define expected student work; explicit instruction and purposeful modeling; checks for understanding; student discussion and engagement; appropriate scaffolds and accommodations; and instructional adjustments based on evidence of student learning. For targeted interventions, look-fors will include a clearly identified skill need, aligned instructional tasks, purposeful student grouping, and evidence of progress monitoring.

The PLC implementation checklist will assess preparation and use of the campus PLC protocol, including review of standards and exemplars, analysis of student work and assessment results, identification of misconceptions, and specific plans for reteaching, intervention, and reassessment. Follow-up will determine whether agreed-upon instructional actions are evident in classrooms and whether students demonstrate progress.

The leadership coaching log will document each leader's identified area of need, coaching focus, agreed-upon action, and follow-up evidence. Look-fors will include effective PLC facilitation, accurate identification of instructional strengths and gaps, specific and actionable teacher feedback, and verification that expected practices are implemented. Campus and district leaders will review evidence within established coaching cycles to identify progress, adjust support, and determine next steps. Student work and assessment data will be reviewed alongside implementation evidence to assess whether changes in practice are improving student learning.

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 will receive targeted professional learning and ongoing, job-embedded coaching aligned with the needs of J.W. Long Elementary's student population, including students receiving special education, bilingual, and ESL services. In partnership with Bailey Education Group, the campus will provide direct coaching to ESL teachers, special education teachers, general education teachers, and instructional leaders to strengthen their capacity to provide rigorous, accessible instruction.

Support will include modeling, collaborative lesson planning, classroom observations, and actionable feedback focused on differentiation, language development, specially designed instruction, and effective implementation of student accommodations. Teachers will build their skills in using visuals, explicit vocabulary instruction, structured student discussion, scaffolds, and checks for understanding to support access to grade-level content. Collaborative planning will strengthen coordination among general education, special education, and bilingual/ESL staff.

Administrators will receive coaching on recognizing effective instructional practices for special populations, providing targeted feedback, and monitoring implementation. PLCs will reinforce this learning through analysis of student work, assessment results, and progress-monitoring data. Campus leaders will use this evidence to adjust coaching and professional learning based on teacher needs and student progress.

Milestones

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

> **Milestone 1**

Description – What specific action or deliverable will be completed?

Re-establish, communicate and implement a common PLC planning protocol across grade-level teams. Train teachers and instructional leaders to use the protocol to identify essential grade-level skills, review student work, anticipate or identify misconceptions, develop or review exemplars, and rehearse or model an instructional response. Each team will complete at least one documented planning-to-instruction cycle: develop the lesson response, implement it in classrooms, collect evidence of student understanding, and return to the PLC to review results and determine next steps. Planning will include input from special education, bilingual/ESL, or other support staff, as appropriate to student needs.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal: Accountable for implementation, protected PLC time, and completion of each team's planning-to-instruction cycle. Assistant principal/coaches: Train teams and monitor follow-through. Team leads/teachers: Plan, implement, and review student work. Special education/ESL staff: Support planning. District/DCSI, Bailey Education Group, and Region 10: Provide training and coaching.

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

A common PLC protocol and planning template; training agendas and participation records; and at least one completed cycle per grade-level team documented through PLC notes, an exemplar or lesson response, student work collected after instruction, and the team's resulting instructional adjustments. A brief PLC implementation checklist will verify use of the process.

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

Training and modeling from campus and district instructional leaders, with coaching from Bailey Education Group and Region 10 aligned to identified needs; protected time within existing PLC meetings; district-aligned instructional materials and assessments; and common planning templates, exemplars, and a PLC implementation checklist. Inexperienced, uncertified, or struggling teachers and leaders will receive additional guided practice and follow-up coaching.

Milestone 2

Description – What specific action or deliverable will be completed?

Adopt a common classroom walkthrough tool aligned to campus instructional priorities and train instructional leaders and coaches to apply the look-fors consistently. Look-fors will include grade-level learning objectives, district-aligned instructional materials, explicit modeling, guided practice, checks for understanding, and appropriate scaffolds and accommodations. Leaders and coaches will jointly observe instruction and compare evidence to establish shared expectations. Implement a coaching schedule that provides weekly feedback to all teachers and additional modeling, collaborative planning, or guided practice for teachers needing increased support. Complete and document an initial observation-feedback-follow-up cycle for each teacher.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus principal: accountable for implementation, scheduling, and monitoring completion. Assistant principal and instructional coaches: conduct walkthroughs, provide feedback, and document follow-up. Teachers: implement agreed-upon instructional actions. District instructional leaders/DCSI, Bailey Education Group, and Region 10: provide training and coaching within their assigned areas of support.

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

A common walkthrough tool; records of leader and coach training and calibration; a coaching schedule identifying differentiated support; and completed walkthrough and coaching records showing an initial observation, an actionable next step, and follow-up evidence for each teacher.

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

Bailey Education Group, Region 10, and district instructional staff support to refine the walkthrough tool, model effective observation and feedback, and coach leaders on identifying strong Tier 1 instruction. Protected time within existing leadership meetings for calibration and review of coaching evidence.

Milestone 3

Description – What specific action or deliverable will be completed?

Each grade-level team will use assessment results and student work to identify students needing additional support, specify the skills to address, and establish targeted intervention groups. Teams will document the instructional focus, materials, schedule, and progress-monitoring method. Complete an initial intervention cycle, review student progress during PLCs, and adjust groups or instruction based on the evidence. Interventions will reinforce grade-level classroom learning.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal: Accountable for implementation and scheduling. Assistant principal/coaches: Support planning and monitor delivery. Teachers/interventionists: Deliver instruction, monitor progress, and adjust groups. Special education/ESL staff: Align supports. District, Bailey Education Group, and Region 10: Provide targeted training and coaching.

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

Grade-level intervention plans identifying students, targeted skills, schedules, and progress measures; completed progress-monitoring records; and PLC notes documenting review of results and resulting adjustments to groups or instruction.

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

Training and coaching on identifying skill gaps, delivering targeted instruction, and monitoring progress; district-aligned intervention resources; a common intervention planning template; and time within existing PLCs to review results. Special education and bilingual/ESL staff will support planning based on student needs.

Milestone 4

Description – What specific action or deliverable will be completed?

Each grade-level team will document at least two planning-to-instruction cycles weekly using the common PLC protocol. Teams will review student work, refine exemplars, rehearse instructional responses, and evaluate results after classroom implementation. Leaders will use walkthrough evidence to verify application of planned practices and provide targeted coaching when gaps remain.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal: Accountable for completion and classroom implementation. Assistant principal/ coaches: Monitor PLC cycles, conduct walkthroughs, and provide coaching. Team leads/ teachers: Plan, implement, and review results. Special education/ESL staff: Support accessible instruction. District/DCSI, Bailey Education Group, and Region 10: Provide targeted support.

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

Two completed documented PLC cycles per grade-level team, including planning records, exemplars, student work, and documented instructional adjustments. Walkthrough and coaching records will show implementation of planned practices and follow-up on identified needs.

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

Continued modeling and coaching from campus instructional leaders, Bailey Education Group, and Region 10 based on identified needs; district-aligned materials; common PLC and walkthrough tools; and protected time within existing PLCs to rehearse instruction and review results.

Milestone 5

Description – What specific action or deliverable will be completed?

Each grade-level team will review progress-monitoring results for students receiving targeted interventions and document decisions to continue, adjust, intensify, or discontinue support. Teams will update intervention plans to reflect current skill needs, student groups, instructional approaches, and progress measures. Leaders will verify that revised supports are delivered and reinforce classroom instruction.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal: Accountable for intervention review and implementation. Assistant principal/ coaches: Guide data reviews and verify adjustments. Teachers: Monitor progress, update plans, and deliver revised support. Special education/ESL staff: Align student supports. District, Bailey Education Group, and Region 10: Provide targeted coaching.

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

Updated intervention plans and student group rosters; progress-monitoring records showing student performance over time; PLC notes explaining intervention decisions; and walkthrough or coaching records verifying implementation of revised supports.

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

Coaching on interpreting progress-monitoring data and adjusting interventions; district-aligned instructional resources; common intervention tracking tools; and time within existing PLCs to review progress. Special education and bilingual/ESL staff will help teams identify appropriate instructional adjustments.

Milestone 6

Description – What specific action or deliverable will be completed?

Conduct a mid-year to spring walkthrough review across all grade levels using the common instructional look-fors: clear grade-level learning goals, district-aligned materials, explicit modeling, guided practice, checks for understanding, and appropriate scaffolds. Review findings alongside student work to identify inconsistent practices. Provide targeted coaching and complete follow-up observations to document implementation of agreed-upon adjustments.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal: Accountable for the review and follow-through. Assistant principal/coaches: Conduct walkthroughs, review student work, and provide coaching. Teachers: Implement adjustments and provide evidence of student learning. Special education/ESL staff: Support scaffolds and accommodations. District/DCSI, Bailey Education Group, and Region 10: Provide targeted support.

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

A summary of the mid-year to spring walkthrough findings across grade levels; student work reviewed alongside those findings; documented coaching actions addressing identified gaps; and follow-up observation records showing whether agreed-upon adjustments were implemented.

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

The common walkthrough tool; brief leader and coach calibration during an existing leadership meeting; district-aligned instructional materials and exemplars; and targeted modeling or coaching from district staff, Bailey Education Group, and Region 10 based on identified needs.

Milestone 7

Description – What specific action or deliverable will be completed?

Use end-of-year walkthrough findings, PLC records, intervention results, and coaching evidence to develop the 2027–2028 professional learning and coaching plan. Identify priority training topics, assign support providers, and establish a schedule using existing PLC and leadership meeting times. Include differentiated support for inexperienced, uncertified, and struggling teachers and leaders, and incorporate identified needs of newly assigned staff.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal: Accountable for finalizing the plan and assigning support. Assistant principal/ coaches: Analyze evidence and develop coaching priorities. District: Align resources and coordinate providers. Bailey Education Group and Region 10: Help plan training within confirmed services. Special education/ESL staff: Identify population-specific training needs.

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

A finalized professional learning and coaching plan identifying training priorities, responsible providers, scheduled support, and differentiated coaching assignments. A leadership review summary will document how end-of-year evidence informed the plan.

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

End-of-year implementation and student learning data; staff assignment and certification information; district planning guidance; and coordination with Bailey Education Group and Region 10 to confirm available support.

Milestone 8

Description – What specific action or deliverable will be completed?

Provide beginning-of-year training on the shared PLC protocol, strong daily instruction, targeted interventions, and walkthrough expectations. Teachers will practice planning with an exemplar and identifying checks for understanding. Leaders will practice reviewing instructional evidence and providing actionable feedback. Provide additional guided practice for new, uncertified, or other staff identified for increased support.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal: Accountable for training completion. Assistant principal/coaches: Facilitate training and guided practice. Teachers: Complete planning practice. District/DCSI: Coordinate resources and support. Special education/ESL staff: Integrate student supports. Bailey Education Group and Region 10: Provide training within confirmed services.

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

Training agendas and attendance; completed team planning samples; leader calibration notes; and documented follow-up coaching assignments for staff needing additional practice.

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

Campus and district facilitators; common PLC and walkthrough tools; district-aligned materials and exemplars; and Bailey Education Group or Region 10 support within confirmed services. Use scheduled beginning-of-year professional learning time.

Milestone 9

Description – What specific action or deliverable will be completed?

Complete a beginning-of-year readiness review to verify that grade-level PLC schedules, initial lesson plans, intervention time, coaching assignments, and student support information are in place. Confirm that teams have access to the shared tools and instructional resources. Document any gaps, assign an owner and completion date, and verify resolution before the first scheduled PLC and coaching sessions.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal: Accountable for readiness and resolution of gaps. Assistant principal/coaches: Verify schedules, plans, and tool access. Team leads/teachers: Prepare initial plans and identify resource needs. Special education/ESL staff: Confirm support information is available to appropriate staff. District/DCSI: Help resolve resource or implementation barriers.

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

A completed readiness checklist; PLC, intervention, and coaching schedules; initial team lesson plans; and a follow-up log documenting resolution of identified gaps.

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

A brief readiness checklist; current staffing and student support information; instructional materials; and time within an existing leadership meeting to review readiness and resolve gaps.

Performance Management

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

District and campus leaders will use a recurring performance management process to monitor milestone completion, implementation quality, and progress toward student outcome goals. During bi-weekly progress meetings, district leaders will meet with the principal, assistant principal, instructional coaches, and teacher leaders to review the campus action plan and evidence aligned to the December 2026, May 2027, and August 2027 checkpoints.

A shared milestone tracker will document each deliverable, responsible role, completion status, supporting evidence, and next steps. Evidence will include PLC planning records, lesson exemplars, walkthrough findings, coaching logs, intervention plans, and student work. Joint campus walkthroughs will verify whether planned practices are evident in classrooms. Regular reports from Region 10 and Bailey Education Group will inform reviews of training implementation, coaching follow-through, and changes in teacher and leader practice.

Leaders will review assessment results, intervention progress-monitoring data, and student work alongside implementation evidence to determine whether instructional changes are improving student learning and advancing campus outcome goals. When milestones are delayed, implementation is inconsistent, or student progress is insufficient, leaders will identify barriers, adjust support, assign corrective actions and deadlines, and revisit those actions at the next progress meeting.

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

The district leadership team—the Superintendent of Schools, Executive Director of Schools/ principal manager, Executive Director of Curriculum and Instruction, and Executive Director of Strategic Initiatives/DCSI—will oversee milestone reviews and progress toward student outcome goals.

At the campus level, the principal will be accountable for implementation and presenting evidence of progress, supported by the assistant principal, instructional coaches, and teacher leaders. Region 10 and Bailey Education Group will participate in progress reviews and provide evidence and recommendations related to their assigned training and coaching responsibilities.

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Milestone progress data will be collected through a shared milestone tracker supported by PLC records, classroom walkthroughs, coaching logs, training participation records, intervention progress monitoring, student work, and assessment results. The principal and campus leadership team will compile evidence, with Region 10 and Bailey Education Group providing reports on their assigned training and coaching supports. The tracker will identify each milestone's status, evidence of completion, barriers, and next steps.

Progress will be shared with district and campus leaders during regularly scheduled monitoring meetings through the updated tracker and a brief evidence summary. Relevant findings and action steps will be shared with teachers through PLCs and coaching conversations. Milestone checkpoint summaries will inform updates to the superintendent and Board of Trustees.

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

Milestone progress data will be collected through a shared tracker supported by PLC records, walkthrough findings, coaching logs, training records, intervention progress monitoring, student work, and assessment results. Campus leaders will compile evidence, and Region 10 and Bailey Education Group will provide updates on their assigned training and coaching supports.

The updated tracker and supporting evidence will be reviewed during scheduled district and campus leadership meetings to assess milestone completion, implementation quality, and progress toward student outcome goals. Reviews will document barriers, needed adjustments, responsible staff, and follow-up dates. Relevant findings will be shared with teachers through PLCs and coaching conversations.

Student Outcome Goals

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

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	50
Masters Grade Level	10

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

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	50
Masters Grade Level	10

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

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	50
Masters Grade Level	10

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

No

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

10

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

No

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

10

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

No

Did your school have a graduation class for the 2025-2026 school year?

No

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

10

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

4

Additional Info

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

J.W. Long Elementary's Campus Acceleration Team brings together campus and district leaders at least once a month to review implementation of the 2026–2027 action plans and priorities. The team reviews campus action plans, checks progress toward milestones and student outcome goals, and identifies barriers that require campus or district action. These reviews help leaders determine which practices to continue, where teachers or teams need additional support, and which actions or resources to adjust.

The team documents agreed-upon adjustments, assigns responsibility and timelines, and revisits those commitments at the next meeting. District leaders use the reviews to coordinate support and address barriers that require district action.

Upload additional documents (optional):

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