

Targeted Improvement Plan (TIP): School Year 2025–2026

Campus: Igo Elementary School

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Assessment Plan

Igo Elementary School implements a comprehensive assessment plan to monitor student learning and support data-driven instructional decisions throughout the school year. Teachers utilize High-Quality Instructional Materials (HQIM) that include unit assessments aligned to the TEKS to measure mastery of key concepts within each instructional unit. These assessments provide immediate feedback that is reviewed in Professional Learning Communities (PLCs) to identify trends, address learning gaps, and adjust instruction as needed.

In addition to HQIM-created assessments, the campus administers district-created common assessments that provide consistency in measuring progress across grade levels. These assessments are designed to mirror the rigor and format of state assessments, while ensuring alignment with the district's pacing guides and curriculum expectations.

To monitor ongoing progress toward student achievement goals, the campus also participates in interim assessments scheduled at key points during the year. Results from these assessments are reviewed in monthly principal meetings with the Teaching and Learning Department to analyze data, evaluate instructional effectiveness, and plan targeted supports. This continuous cycle of assessment, reflection, and adjustment ensures that instruction remains focused, responsive, and aligned with district and campus performance goals.

Professional Learning Communities (PLCs)

Organization

Igo Elementary School maintains a highly structured Professional Learning Community (PLC) model designed to promote continuous improvement in teaching and learning. PLCs meet one day a week for 50 minutes, providing teachers with consistent time to collaborate, analyze data, and plan instruction aligned to district expectations and state standards.

PLCs are organized by grade level and content area, allowing teams to focus deeply on instructional alignment, student learning trends, and the effective use of High-Quality Instructional Materials (HQIM). Each PLC incorporates lesson internalization sessions to ensure teachers engage with upcoming lessons, review learning progressions, and anticipate potential misconceptions before instruction.

All PLC work is guided by the four critical PLC questions: What do we expect students to learn? How will we know if they have learned it? How will we respond when they do not learn it? How will we extend learning for students who have already mastered the content? This structured approach ensures that PLCs remain focused on improving instructional quality, aligning assessments to standards, and supporting all students in achieving mastery through intentional collaboration and continuous reflection.

Frequency

PLCs meet one day a week for 50 minutes.

Facilitation and Documentation

The instructional coach and principal guide each PLC through a structured agenda that includes lesson internalization using High-Quality Instructional Materials (HQIM), analysis of student work, and collaborative planning for targeted reteach and enrichment opportunities. This approach ensures that instruction remains intentional and responsive to student learning needs. The collaboration between the administrator and instructional coach provides ongoing instructional leadership, consistency in

expectations, and a robust system of accountability, resulting in enhanced instructional practices and improved student achievement.

Attendance

Attendance at Professional Learning Communities (PLCs) is required for all grade-level content teachers on the campus to ensure collaboration, alignment, and consistency in instructional delivery. Each PLC is facilitated by the principal and the campus instructional coach, who provide instructional guidance, monitor implementation of High-Quality Instructional Materials (HQIM), and support data-informed decision-making.

Additional attendees may include special education inclusion teachers, interventionists, and instructional paraprofessionals, as appropriate, to ensure that all staff involved in supporting student learning are informed and aligned in their instructional practices.

This inclusive participation model promotes shared ownership of student outcomes, strengthens vertical and horizontal alignment, and ensures that every student receives high-quality, coherent instruction across classrooms and grade levels.

PLC Protocol

The campus utilizes the Jarrell ISD PLC Protocol, a structured framework grounded in the four critical PLC questions that guide all collaborative planning and reflection. This protocol ensures that teachers engage in intentional, data-driven discussions aligned to instructional priorities and the High-Quality Instructional Materials (HQIM). Each PLC follows a consistent lesson internalization protocol that addresses:

What do we want students to learn?

Teachers review unpacked TEKS, learning targets, and prior knowledge requirements to determine essential content and skills. Teams revisit unit internalization notes and the "big picture" of the learning sequence to ensure clarity and alignment.

How will we know if they learn it?

Teams plan for formative assessments, identify pacing, engagement strategies, and key questions for each lesson. Teachers review how lesson components support mastery of the targeted TEKS and determine how evidence of student learning will be collected and analyzed.

How will we respond when students don't learn it?

PLCs analyze student data to anticipate misconceptions and plan interventions. Embedded supports are identified for all students, including those receiving EB, MTSS, GT, 504, or SPED services. Scaffolds and strategies are incorporated within Tier 1 instruction to ensure access for every learner.

How will we respond when students already know it?

Teams review pre-assessment data to identify students who have already demonstrated mastery. Teachers design enrichment opportunities that promote depth, complexity, and real-world application. Choice-based and inquiry-driven extensions are encouraged to foster creativity and problem-solving.

Additionally, PLCs follow a unit internalization protocol at the beginning of each instructional cycle. This includes revisiting the unit overview, analyzing the end-of-unit assessment from a student's perspective, identifying key lessons, anticipating potential misconceptions, and planning for differentiation and enrichment.

Throughout each PLC, teachers organize materials, prepare resources, and ensure readiness for upcoming lessons. The structured nature of the Jarrell ISD PLC Protocol promotes alignment, accountability, and continuous improvement in instructional planning and delivery.

Key Milestones and Implementation Timeline (August 2025 – August 2026)

Jarrell ISD will engage leaders throughout the year in structured activities for alignment, progress monitoring, and strategic leadership. The following milestones outline major leadership, professional learning, and school-based support for the year.

- Leadership Support includes Project Kick-Off (virtual), recurring team calls, monthly principal and instructional coach cadences, and the in-person Summer Leadership Kickoff on July 21–22. Leader RBIS sessions are scheduled for October 14 (secondary) and December 19 (elementary). Additional 'Yes Leader' days for principals and coaches are set for September 18, October 16, November 20, January 15, and February 19.
- Strategy Sessions include full-day district meetings on September 17 and October 31, with a half-day follow-up session on March 6. These sessions allow leadership teams to review progress, assess implementation data, and plan responsive support.
- High-Quality Professional Learning includes the K–5 Summer Kickoff (August 5–6) and concurrent secondary math session, half-day K–5 Math PL sessions (October 13, January 5, February 2, March 2), and a districtwide K–12 Teacher RBIS session on December 19.
- School-Based Support provides targeted implementation through four rounds of PLC Push-Ins (October, December, January, and February), IA Learning Walks (October 28–30 and January 20–22), and Product Advisor Walks (October 7–8, December 9–10, February 10–11, March 4–5). These engagements ensure consistent alignment, progress monitoring, and coaching support at all levels.

Summary: Over the course of SY 25-26, the Education Elements and JISD partnership will deliver a comprehensive support structure, encompassing leadership engagements, strategic alignment sessions, robust professional learning for teachers, and intensive school-based support through push-in days, learning walks, and product-advisor walkthroughs. The goal is coherent and sustained implementation of high-quality math materials (HQIM), with data-driven progress monitoring and alignment at the district, campus, coach, and teacher levels.

Monitoring and Progress Review

District and campus leaders will implement a multi-layered monitoring system to ensure fidelity to the instructional plan and continuous improvement in teaching and learning. Monitoring will include ongoing observation cycles, data analysis routines, and collaborative strategy sessions aligned to district expectations.

Leaders will attend all required professional learning, including campus-based training, RBIS sessions, and PLC internalization meetings, to maintain a clear understanding of expectations, instructional priorities,

and instructional routines. These learning opportunities will enable leaders to calibrate expectations and provide staff with aligned support.

To ensure consistent implementation in classrooms, district and campus leaders will conduct routine classroom observation walks and implementation walks. These will be supported by the district-approved HQIM Observation Tool and the RBIS Walkthrough Tool, which provide structured look-fors related to lesson internalization, student engagement, instructional routines, alignment to TEKS, and the use of research-based instructional strategies. Observation data will be collected and reviewed collectively to identify trends, celebrate strengths, and determine targeted areas for coaching and support.

In addition to classroom walks, leaders will participate in campus-specific strategy sessions to review campus data, monitor progress toward goals, and identify targeted next steps aligned to student learning needs. District-level instructional leaders will also meet in district leader strategy sessions to analyze progress trends across campuses, calibrate expectations, and plan districtwide supports and professional development.

Education Elements will jointly review progress toward the milestones outlined in this plan, in collaboration with the Assistant Superintendent of Student Services and the Elementary Director.

Education Elements will continue to serve as the district's strategic partner, providing analysis of implementation data, facilitating reflection sessions, and supporting district leaders in identifying trends, evidence of progress, and areas for refinement. The Assistant Superintendent of Student Services will oversee the monitoring process to ensure that instructional implementation, staff supports, and student outcomes remain aligned to district priorities. The Directors of Elementary will review campus-level progress through ongoing walkthrough data, PLC documentation, and milestone reports. They will collaborate with campus administrators to provide feedback, coaching, and targeted support, ensuring consistency and fidelity of implementation.

This collaborative review structure ensures clear accountability, cross-departmental alignment, and a continuous improvement cycle that supports sustained success across all campuses

Funding and Resources

The total cost to implement this plan is \$497,000, funded through grant funds.

Additional Information

Jarrell ISD remains deeply committed to ensuring equitable access to high-quality instruction and continuous professional growth for all teachers. The implementation of this plan reflects a districtwide effort to strengthen instructional coherence, align practices across campuses, and foster a culture of collaboration through daily PLCs, lesson internalization, and ongoing leadership support.

A key component of this strategy is the integration of Research-Based Instructional Strategies (RBIS) and High-Quality Instructional Materials (HQIM) into daily planning and classroom practice. This alignment ensures that instruction is both standards-based and responsive to student needs. The district's focus on vertical alignment, data-informed decision-making, and leadership strategy sessions reinforces a continuous improvement cycle that supports instructional excellence and student achievement.

Additionally, the district's collaboration with Education Elements provides targeted implementation support, data analysis, and progress monitoring to ensure sustained impact. Through this partnership, Jarrell ISD will continue refining systems that promote fidelity, accountability, and innovation in teaching and learning.

This strategic and collaborative approach exemplifies Jarrell ISD's ongoing commitment to building instructional capacity, empowering teachers, and improving outcomes for every student.