

Local Improvement Plan (LIP): School Year 2025–2026

Campus: Jarrell Middle School

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Assessment Plan

Jarrell Middle 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 ensure consistency in measuring progress across grade levels. These assessments mirror the rigor and format of state assessments while maintaining alignment with district 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

Jarrell Middle School maintains a highly structured Professional Learning Community (PLC) model designed to promote continuous improvement in teaching and learning. PLCs meet daily 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.

To strengthen coherence across the curriculum, one day per week is dedicated to vertical alignment. During these sessions, teachers from adjacent grade levels meet to examine instructional progressions, identify gaps in learning, and ensure continuity from one grade to the next.

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 occur daily for 50 minutes as part of the campus master schedule. In addition, one day each week is designated for vertical alignment, providing structured collaboration across grade levels. This frequency and structure ensure that PLCs remain purposeful, data-driven, and directly aligned with campus and district improvement goals.

Facilitation and Documentation

Each PLC is facilitated by the assigned campus administrator, who also serves as the math appraiser, in collaboration with the campus instructional coach. The facilitator team guides each PLC through a structured agenda that includes lesson internalization using HQIM, analysis of student work, and collaborative planning for targeted reteach and enrichment.

All PLC discussions and outcomes are documented using district-approved templates, capturing data trends, instructional decisions, and next steps. Documentation is reviewed regularly by campus leadership to monitor progress and ensure alignment with district goals.

Attendance

Attendance is required for all mathematics teachers to ensure collaboration, alignment, and consistency in instructional delivery. Additional attendees may include special education inclusion teachers, interventionists, and instructional paraprofessionals to ensure full alignment of support services and instructional practices.

PLC Protocol

The campus follows the Jarrell ISD PLC Protocol, a structured framework grounded in the four critical PLC questions that guide all collaborative planning and reflection. Each PLC follows a lesson internalization process that addresses what students should learn, how mastery will be measured, how instruction will adjust for unfinished learning, and how to extend instruction for students who have already mastered the content.

At the start of each instructional cycle, PLCs engage in a unit internalization process—reviewing the unit overview, analyzing the end-of-unit assessment through a student lens, identifying key lessons, anticipating misconceptions, and planning for differentiation. This structured process 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.

Monitoring and Progress Review

District and campus leaders will implement a multi-layered monitoring system to ensure fidelity and continuous improvement. Monitoring includes observation cycles, data analysis routines, and collaborative strategy sessions. Leaders attend all professional learning events, conduct classroom and implementation walks, and participate in strategy meetings to monitor progress.

Walks utilize HQIM Observation Tools and RBIS Walkthrough Tools to assess instructional delivery, engagement, and alignment to TEKS. Data from these walks inform coaching cycles and future support. Progress toward milestones is jointly reviewed by Education Elements, the Assistant Superintendent of Student Services, and the Directors of Elementary and Secondary Education.

Reviews occur bi-weekly through leadership strategy sessions, with quarterly district-level reviews for comprehensive calibration. Data sources include Product Observation Tools, Implementation Observation Tools, Survey Collections, and Exit Tickets. Findings are shared at monthly leadership strategy sessions and in district-level reports to maintain transparency and drive improvement.

Funding and Resources

The total cost to implement this plan is \$50,000, funded through local district funds.

Allocation: \$25,000 for professional learning and training (RBIS sessions, PLC facilitation, and coaching); \$10,000 for observation and implementation tools (HQIM and RBIS tools, data systems, and monitoring resources); \$10,000 for instructional materials and supplies; and \$5,000 for data review and leadership strategy sessions. This investment demonstrates Jarrell ISD's commitment to high-quality instruction, professional growth, and data-driven improvement across all campuses.

Additional Information

Jarrell ISD remains deeply committed to ensuring equitable access to rigorous instruction and sustained professional learning for all teachers. The implementation of

this plan strengthens instructional coherence, cross-campus alignment, and a culture of collaboration through daily PLCs, lesson internalization, and consistent leadership support.

By embedding Research-Based Instructional Strategies (RBIS) and High-Quality Instructional Materials (HQIM) into daily practice, the district ensures instruction is standards-aligned and responsive to student needs. Continuous partnership with Education Elements supports data analysis, reflection, and strategic planning to sustain progress. This comprehensive and collaborative approach underscores Jarrell ISD's dedication to instructional excellence, teacher empowerment, and improved outcomes for every student.