Board of School Trustees
Mansfield Independent School District

Mansfield ISD Local Improvement (LIP) Plans
2026-2027

Campus	2026 State Rating	D Count (# of years)	2026 Federal Rating
Cross Timbers Int	D	2	ATS
Donna Shepard Academy	C	0	ATS
Imogene Gideon ES	D	1	NONE
Janet Brockett ES	D	1	NONE
Judy Miller ES	C	0	TSI
Thelma Jones ES	A	0	TSI

Acronyms for reference:
ATS - Additional Targeted Support
TSI - Targeted Support and Improvement
LIP - Local Improvement Plan

These plans outline strategic actions aimed at addressing areas of concern and improving student outcomes. As part of our commitment to transparency and continuous improvement, the LIP plans for the named campuses above have been prepared and are provided for your review.

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CAMPUS/DEPARTMENT	VISION 2030 STRATEGIC GUIDING STATEMENT	TYPE(S) OF PLAN *Check all that apply*
Cross Timbers Intermediate School	Students will demonstrate academic growth and readiness through consistent access to rigorous, standards-aligned Tier 1 instruction.	X Vision 2030 X Local Improvement (TEA) Supporting

P PLAN: IDENTIFY THE NEED, THE GOAL, AND THE APPROACH

What do you hope to accomplish?

Establish a coherent, campuswide Tier 1 instructional system so every student experiences standards-aligned, rigorous, and engaging instruction in every classroom, every day. Consistent planning, delivery, monitoring, coaching, and instructional response will increase student mastery, academic growth, and equitable outcomes across student groups.

Our Goal—Identify Your "One Thing"

Teachers at Cross Timbers Intermediate will collaboratively plan and consistently deliver high-quality Tier 1 instruction aligned with the CTIS Tier 1 Instructional Guide.

Why did you choose this goal?

The Campus Leadership Team reviewed 2026 STAAR achievement and growth, Closing the Gaps results, TELPAS results, MAP data, common assessments, student work, PLC artifacts, and classroom walkthrough evidence. Across these sources, the recurring patterns were limited mastery, inconsistent growth, persistent student-group gaps, and uneven implementation of high-quality Tier 1 instruction.

Through root-cause analysis, the team determined that CTIS has not consistently implemented one coherent Tier 1 instructional system that defines, supports, monitors, and reinforces high-quality instruction through collaborative planning, coaching, feedback, and accountability.
Contributing factors include inconsistent lesson internalization, varying teacher capacity, uneven use of checks for understanding and academic discourse, limited instructional response within Tier 1, and a need for calibrated observation and feedback.

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Baseline Data and Rationale

Cross Timbers Intermediate received an overall D rating of 69 in 2026, its second consecutive D rating. The 2026 STAAR baseline shows that 43% of CTIS students reached Meets Grade Level or above in Reading and 27% reached Meets Grade Level or above in Mathematics. The Two or More Races student group reached Meets Grade Level at rates of 41% in Reading and 22% in Mathematics and was identified for Additional Targeted Support based on the 2026 Closing the Gaps report. The CTIS Tier 1 instructional strategy and student-performance goals directly address the Reading, Mathematics, and academic-growth outcomes contributing to the campus's state and federal identification.

MAP, TELPAS, common-assessment, student-work, and classroom evidence further demonstrate inconsistent growth and implementation across classrooms and student groups. BOY implementation baselines for the CTIS Tier 1 look-fors will be established through calibrated walkthroughs. These data support a campuswide focus on strengthening Tier 1 instruction while monitoring the progress of Two or More Races students by name.

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		69	D	
Student Achievement		65	D	0%
STAAR Performance	35	65		
College, Career and Military Readiness				
Graduation Rate				
School Progress		70	C	70%
Academic Growth	52	58	F	
Relative Performance (Eco Dis: 75.8%)		70	C	✓
Closing the Gaps	25	65	D	30%

Two or More Races			
Component	**Component Points**	**Weight**	**Total Points**
Academic Achievement	25.0	33.3%	8.3
Growth Status	0.0	55.6%	0.0
Student Success Status	25.0	11.1%	2.8
Closing the Gaps Raw Score			11
Closing the Gaps Scaled Score			51

- This campus is identified for additional targeted support.
- This is the first year this campus has been identified for additional targeted support.
- The targeted support and improvement data table is provided for informational purposes.

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former) +	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years* A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.	3	3	2	-	2	-	4	3	1	2	1	3
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	3	3	3	-	2	-	0	3	3	3	3	3
2025	3	3	0	-	0	-	0	3	3	0	3	3
2026	3	3	0	-	1	-	1	3	3	3	0	3
Academic Achievement Status: Mathematics												
2024	1	2	2	-	1	-	0	1	3	0	3	1
2025	0	0	0	-	0	-	0	0	0	0	0	0
2026	1	1	0	-	1	-	1	1	1	1	3	1
Academic Growth Status: RLA												
2024	3	0	3	-	2	-	0	3	3	3	3	3
2025	0	0	3	-	0	-	2	0	3	0	0	0
2026	3	0	0	-	0	-	0	0	0	1	1	0
Academic Growth Status: Mathematics												
2024	0	0	0	-	0	-	0	0	0	3	1	0
2025	0	0	0	-	0	-	1	0	0	0	0	0
2026	1	1	1	-	1	-	0	1	1	1	1	1
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	1	0	0	-	2	-	0	1	3	0	3	1
2025	0	0	0	-	0	-	0	0	0	0	3	0
2026	1	0	0	-	1	-	1	1	0	1	1	1
Progress in Achieving English Language Proficiency (EB Current)												
2024									4			
2025									4			
2026									0			

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Additional Targeted Support Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
2026 ATS Entry Cut Point - Bottom 5% CTG Scaled Score	57	57	57	57	57	57	57	57	57	57	57	57
2026 Student Group CTG Scaled Score	75	64	44	-	61	-	51	66	63	69	67	66
2026 Student Group Identified for TSI and Below ATS Cut Point	N	N	N	N	N	N	Y	N	N	N	N	N

Approach & Evidence Sources:
CTIS will use lead fidelity measures to determine whether the planned adult actions are occurring and lag measures to determine whether those actions are improving student outcomes. The Campus Leadership Team will review implementation and student-performance evidence through recurring PDSA cycles and adjust professional learning, coaching, intervention, and enrichment accordingly.

Lead Fidelity Measures

- Weekly PLC artifacts demonstrate use of the CTIS planning and lesson-internalization process. (Data source: PLC agendas and lesson-internalization forms.)
- Weekly walkthroughs are completed using the CTIS Tier 1 look-for tool. (Data source: walkthrough tracker and completed forms.)
- Coaching feedback identifies one actionable Tier 1 step and includes follow-up evidence. (Data source: coaching logs and action-step tracker.)
- Leadership calibration occurs monthly, and implementation data are reviewed during CLT. (Data source: calibration records, CLT agendas, and implementation dashboard.)
- PLC teams analyze each official CBA or unit assessment and review Two or More Races students by name. (Data source: assessment-analysis forms and named-student tracker.)

Lead Performance Measures

- 90% of observed classrooms communicate aligned learning targets and success criteria.
- 90% include explicit modeling before guided or independent practice.

- 90% use purposeful engagement strategies aligned with the learning target.
- 85% demonstrate academic discourse, language supports, and frequent checks for understanding.
- 75% maintain grade-level rigor and respond to student evidence through reteaching, scaffolding, small groups, or extension.

Data source: CTIS Tier 1 walkthrough tool, lesson-internalization forms, and student-work evidence.

Lag Measures

- At least 60% of students demonstrate mastery on each official Reading CBA or unit assessment.
- At least 40% of students demonstrate mastery on each official Mathematics CBA or unit assessment.
- At least 75% of students meet or exceed projected MAP growth in Reading and Mathematics.
- STAAR Meets Grade Level increases from 43% to 53% in Reading and from 27% to 37% in Mathematics.
- At least 53% of Two or More Races students will reach Meets Grade Level in Reading, up from 41% in 2026. At least 45% will reach Meets Grade Level in Mathematics, up from 22% in 2026. Based on the current roster of 38 students, this represents at least 21 students in Reading and 18 students in Mathematics. Student counts will be updated if the final snapshot roster differs.

In 2026, the Two or More Races student group earned a STAAR Academic Growth Score of 58% in Reading and 36% in Mathematics. By spring 2027, the group will increase STAAR Academic Growth to at least 68% in Reading and 71% in Mathematics.

Data source: official MISD CBA and unit-assessment reports, NWEA MAP Growth reports, the CTIS named-student dashboard, and TEA STAAR and Closing the Gaps reports.

Plan: What are the key actions to be taken in the upcoming year toward the accomplishment of the goal?
(the one to five most important things to get done on this plan are…):

1. Implement a common Tier 1 instructional model.
   Finalize, publish, teach, and reinforce the CTIS Tier 1 Instructional Guide as the campus definition of high-quality instruction.
2. Strengthen weekly lesson internalization.
   Use weekly PLCs to analyze standards and assessments, anticipate misconceptions, plan questions and CFUs, rehearse critical lesson components, and prepare scaffolds and extensions.
3. Implement calibrated observation, feedback, and coaching.
   Conduct walkthroughs at least twice monthly, provide teachers with one actionable feedback step, and monitor implementation through follow-up observations.
4. Calibrate instructional leadership.
   Engage administrators and instructional coaches in monthly calibration using common Tier 1 look-fors, instructional evidence, and feedback expectations.

5. Use student and implementation data to respond.
   Analyze CBA, unit-assessment, MAP, walkthrough, PLC, and coaching evidence through PLC and CLT cycles. Review Two or More Races students by name and adjust Tier 1 reteaching, WIN intervention, enrichment, coaching, and professional learning based on the results.

PROFESSIONAL DEVELOPMENT			
What professional development needs to occur to accomplish the key actions to be taken in during the year toward accomplishment of the goal?			
PROFESSIONAL DEVELOPMENT	**PROVIDED FOR**	**PERSON(S) RESPONSIBLE**	**END DATE** *When will the PD be completed?*
CTIS Data Story, root cause, Campus One Thing, and PDSA implementation	Campus Leadership Team and instructional coaches	Principal	Initial leadership development: June–July 2026; progress review quarterly through May 2027
CTIS Tier 1 Instructional Guide and expectations (KP 4.1.2)	All instructional staff	Principal, assistant principals, and instructional coaches	Initial training during August 2026 in-service; reinforcement through May 2027
Weekly PLC lesson internalization and rehearsal (KP 5.2.4)	Core teachers, special education teachers, interventionists, PLC leads, and instructional coaches	Instructional coaches, PLC leads, and administrators	Launched August–September 2026; implemented weekly through May 2027
Effective Tier 1 delivery: explicit modeling, learning targets, CFUs, academic discourse, engagement, and instructional response	All instructional staff	Instructional coaches and administrators	Initial training August–October 2026; coaching and reinforcement through May 2027
Planning for cognitive rigor, misconceptions, scaffolds, and extensions	Core teachers and PLC teams	Instructional coaches and PLC leads	November 2026–January 2027; reinforced during weekly PLCs
Data-driven instruction and assessment analysis (KP 5.3.1)	Core teachers, interventionists, PLC leads, instructional coaches, and administrators	Instructional coaches and administrators	Initial training by October 2026; completed after each official CBA and unit assessment through May 2027

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Two or More Races named-student monitoring and instructional response	Core teachers, interventionists, instructional coaches, and administrators	Principal, assistant principals, and instructional coaches	Initial roster and baseline review by October 30, 2026; updated after each assessment cycle through May 2027
WIN small-group instruction, progress monitoring, and regrouping	Core teachers, interventionists, and instructional support staff	Assistant principals, instructional coaches, and intervention staff	Initial implementation training by November 2026; progress reviewed and groups adjusted every two to three weeks through May 2027
Calibrated observation, actionable feedback, and coaching cycles (KP 5.2.5)	Principal, assistant principals, administrative intern, and instructional coaches	Principal	Initial administrator preparation July–August 2026; calibration and evidence review monthly through May 2027
Responsive coaching based on walkthrough, PLC, and student-performance trends	Teachers identified through implementation and student-outcome data	Administrators and instructional coaches	Ongoing August 2026–May 2027

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Complete the following section if Identified for School Improvement

Areas Addressed: *(Academic Achievement Reading or Math; Growth; Grad Rate; ELPs; Student Success; CCMR)*	**Student group Target Area(s) missed:**
Academic Achievement in Reading and Mathematics; Academic Growth in Reading and Mathematics	CTIS was identified for Additional Targeted Support based on the 2026 Closing the Gaps performance of the Two or More Races student group. The campus will monitor these students by name and track Reading and Mathematics achievement and growth through STAAR, MAP, official CBAs, unit assessments, and progress-monitoring data. Results will be reviewed through PLC data cycles and maintained on the campus dashboard to determine needed Tier 1 reteaching, WIN intervention, extension, or enrichment.

Local Improvement Plan Year-Long Strategy

Identification and Evidence-Based Strategy

Cross Timbers Intermediate received an overall D rating of 69 in 2026, its second consecutive D rating, and was identified for Additional Targeted Support, Year 1, based on the performance of the Two or More Races student group. The campus will implement a coherent Tier 1 instructional system aligned with ESF Key Practices 4.1.2, 5.2.4, 5.2.5, and 5.3.1. Teachers will use the CTIS Tier 1 Instructional Guide, weekly lesson internalization, calibrated observation and feedback, and data-driven instructional response to improve Reading, Mathematics, and academic-growth outcomes.

ESF Essential Action/Key Practice	What the strategy looks like at CTIS	Implementation evidence
EA 4.1: Multi-tiered Academic Experience — Tier 1 Instructional Strategies and Supports for All Learners (KP 4.1.2)	Teachers plan and deliver instruction using the CTIS Tier 1 Instructional Guide. Daily lessons include standards-aligned learning targets, explicit modeling, checks for understanding every 3–5 minutes, purposeful student discourse, and immediate instructional adjustments.	CTIS Tier 1 Instructional Guide; aligned lesson plans; learning targets and success criteria; walkthrough data; student work; documented instructional adjustments
EA 5.2: Instructional Planning for Effective Classroom Instruction — Instructional Planning Supports (KP 5.2.4)	During weekly PLCs, teachers internalize and rehearse upcoming lessons by analyzing the standard and assessment, anticipating misconceptions, planning questions and CFUs, practicing critical lesson components, and identifying needed scaffolds and extensions.	Completed lesson-internalization forms; PLC agendas; planned questions and CFUs; anticipated-misconception plans; teacher exemplars; PLC observation notes
EA 5.2: Instructional Planning for Effective Classroom Instruction — Observation and Feedback (KP 5.2.5)	Campus administrators and instructional coaches conduct calibrated walkthroughs at least twice monthly using CTIS Tier 1 look-fors. Teachers receive one actionable feedback step, and leaders monitor implementation during a follow-up walkthrough.	Calibrated walkthrough tool; walkthrough schedule and logs; teacher action-step tracker; written feedback; follow-up walkthrough evidence
EA 5.3: Data-Driven Instruction, Assessment Reflection, and Targeted Supports — Data-Driven Instruction with	After each official CBA or unit assessment, PLC teams analyze performance by student, standard, question, classroom, and	Disaggregated assessment reports; Teacher Assessment Analysis Forms; named-student tracker; reteach plans; WIN

Curriculum-Embedded Assessments (KP 5.3.1)	student group. Teams review Two or More Races students by name and document the Tier 1 reteach, WIN intervention, extension, or enrichment each student will receive.	rosters; student work; progress-monitoring records

Campus Monitoring

The principal, assistant principals, and instructional coaches will conduct weekly walkthroughs using the CTIS Tier 1 look-for tool and review implementation trends on the campus dashboard. The Campus Leadership Team will review implementation and student-performance data monthly. Following each official CBA or unit assessment, teachers, PLC leads, instructional coaches, and administrators will review Two or More Races students by name and document the Tier 1 reteach, WIN intervention, extension, or enrichment each student will receive.

District Monitoring

The Executive Director of Teaching and Learning will meet with the principal monthly to review walkthrough fidelity, CBA and unit-assessment results, implementation milestones, and the Two or More Races named-student tracker. District representatives will participate in BOY, MOY, and EOY reviews to evaluate progress toward the plan's implementation and student-performance goals.

Response When Implementation or Outcomes Are Off Track

If Reading CBA or unit-assessment mastery is below 60%, Mathematics mastery is below 40%, or priority Tier 1 implementation targets are missed for two consecutive months, CTIS will adjust professional learning, coaching, PLC support, WIN groups, intervention, and enrichment. If the plan is not successfully implemented or MOY progress is insufficient, Teaching and Learning will provide additional on-campus coaching and will revise the strategy and implementation milestones with the principal during the MOY review.

Reallocation of Time, Funding, and Staffing

CTIS will protect weekly PLC and lesson-internalization time, the daily WIN block, monthly leadership calibration, and substitute-supported collaborative planning. The campus will reallocate $17,500 in Title I funds, $10,000 in State Compensatory Education funds, $3,500 in Local 199 funds, and $1,000 in activity funds to support professional learning, substitute coverage, instructional and intervention materials, progress-monitoring tools, and allowable implementation costs. The principal, assistant principals, instructional coaches, PLC leads, interventionists, and teachers will have assigned responsibilities for implementation, monitoring, coaching, and named-student response.

Student-Performance Goals

By spring 2027, campus STAAR Meets Grade Level or above will increase from 43% to 53% in Reading and from 27% to 37% in Mathematics. At least 53% of Two or More Races students will reach Meets Grade Level in Reading, up from 41%, and at least 45% will reach Meets Grade Level in Mathematics, up from 22%. The Two or More Races STAAR Academic Growth Score will increase from 58% to at least 68% in Reading and from 36% to at least 71% in Mathematics. During the year, at least 60% of students will demonstrate mastery on each official Reading CBA or unit assessment, at least 40% will demonstrate mastery on each official Mathematics CBA or unit assessment, and at least 75% will meet or exceed projected MAP growth in Reading and Mathematics.

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D DO: CREATE ACTION PLAN FOR BOY BASED ON DATA ANALYSIS

BOY – Action Plan #1: July 1st - September 29th

Create the action plan for the 1st Quarter below. What steps do you need to take to reach the year-long strategy?

STEP	MEASURE/INDICATOR	END DATE	PERSON(S) RESPONSIBLE	TITLE I CODES
What steps will you and your team take?	*What data will be collected? **OR** How will you know the step is completed?*	*When will work be completed?*		
Step	**Measure/Indicator**	**End Date**	**Person(s) Responsible**	**Title I Codes**
Finalize and publish the **CTIS Tier 1 Instructional Guide**, including campuswide instructional expectations and walkthrough look-fors.	Completed guide, staff visual, instructional playbook section, and aligned walkthrough tool	Before August in-service	Principal and instructional coaches	
Train staff on the CTIS Data Story, Campus One Thing, ATS identification, and Tier 1 Instructional Guide.	Training agenda, sign-in sheets, staff artifacts, and feedback demonstrate staff understanding of the strategy and core Tier 1 expectations	August in-service	Principal, assistant principals, and instructional coaches	
Embed CTIS Tier 1 expectations into weekly PLC planning and lesson internalization.	PLC agendas and completed lesson-internalization forms address standards, assessment alignment, misconceptions, modeling, CFUs, academic discourse, rigor, scaffolds, and extensions	Weekly beginning August 2026	Instructional coaches and PLC leads	
Launch weekly walkthroughs using the CTIS Tier 1 look-for tool and establish the BOY implementation baseline.	Walkthrough schedule, completed walkthrough forms, and implementation dashboard show campuswide trends by Tier 1 component	First full week of school; weekly thereafter	Principal, assistant principals, and instructional coaches	

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Provide teachers with one actionable feedback step aligned with the CTIS Tier 1 Instructional Guide and monitor implementation through follow-up visits.	Coaching logs, documented teacher action steps, and follow-up walkthrough evidence	Ongoing beginning August 2026	Assistant principals and instructional coaches	
Calibrate administrators and instructional coaches on Tier 1 look-fors, evidence collection, and feedback quality.	Monthly calibration agenda, evidence comparison, agreement notes, and identified leadership next steps	Monthly	Principal	
Analyze official CBA and unit-assessment results and review Two or More Races students by name.	Teacher Assessment Analysis Forms, disaggregated reports, named-student tracker, reteach plans, and updated WIN groups	After each official assessment	Teachers, PLC leads, instructional coaches, and administrators	
Review implementation and student-performance data during CLT and adjust professional learning, coaching, PLC, WIN, intervention, or enrichment support.	CLT agendas, dashboard trends, PDSA updates, decisions, and documented adjustments	Monthly	Principal and Campus Leadership Team	

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Fidelity Measure Insert Charts here

Performance Measure Insert Charts here

RESOURCES NEEDED TO DEPLOY PLAN				
Title I	Comp Ed	Local 199	Activity Funds	Other
$17,500	$10,000	$3,500	$1,000	$0

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Non-monetary resources
Funding will support consultant or professional-learning costs, substitute coverage for collaborative planning, professional books and aligned supplemental materials, printing and laminating, small-group instructional supplies, and staff recognition or celebration supplies as allowable by fund source. Non-monetary resources include the CTIS Tier 1 Instructional Framework, Campus One Thing, instructional playbook, PLC agendas and planning templates, walkthrough and coaching tools, teacher reflection tools, STAAR/Closing the Gaps/TELPAS/MAP/district/common-assessment data, staff expertise, leadership support, and master-schedule protections for PLC and planning time.

D DO: REVISE OR CONTINUE WITH IMPLEMENTATION BASED ON ANALYSIS OF ACTION PLAN #1 PROGRESS

MOY – Action Plan #2: October 2nd - February 9th

Color code steps from the BOY above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy.

BOY RESULTS FOR LEADING MEASURES

BOY walkthrough data established the campus implementation baseline. Aligned learning targets and success criteria were observed in [INSERT %] of classrooms; explicit modeling in [INSERT %]; purposeful engagement in [INSERT %]; academic discourse, language supports, and frequent CFUs in [INSERT %]; and grade-level rigor with responsive instructional action in [INSERT %].

Reading CBA 1 mastery was [INSERT %] campuswide and [INSERT %] for Two or More Races students. Mathematics CBA 1 mastery was [INSERT %] campuswide and [INSERT %] for Two or More Races students.

BOY implementation evidence shows that [INSERT ONE OR TWO STRONGEST AREAS] are emerging strengths. Priority needs for the MOY cycle are [INSERT ONE OR TWO LOWEST WALKTHROUGH INDICATORS], CBA mastery, and consistent named-student instructional response.

STEP	MEASURE/INDICATOR	END DATE	PERSON(S) RESPONSIBLE	TITLE I CODES
What steps will you and your team take?	*What data will be collected? **OR** How will you know the step is completed?*	*When will work be completed?*		
Provide targeted professional learning and coaching on explicit I Do modeling, standards alignment, and purposeful student engagement.	Training artifacts, coaching logs, teacher action steps, and walkthrough evidence show improvement in identified Tier 1 indicators.	November 20, 2026; reinforced through February 9, 2027	Principal, assistant principals, and instructional coaches	Title I, Part A
Continue weekly lesson internalization and rehearsal	Lesson-internalization forms include aligned targets, modeled	Weekly through February 9, 2027	Instructional coaches and PLC leads	Title I, Part A

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during PLCs.	examples, planned CFUs, anticipated misconceptions, academic discourse, scaffolds, and extensions.			
Conduct weekly walkthroughs and provide one actionable feedback step with follow-up within the coaching cycle.	Walkthrough tracker, coaching logs, teacher action-step tracker, and follow-up evidence demonstrate movement toward implementation targets.	Weekly through February 9, 2027	Principal, assistant principals, and instructional coaches	Title I, Part A
Analyze every official CBA and unit assessment and review Two or More Races students by name.	Assessment-analysis forms, disaggregated reports, named-student tracker, reteach plans, and updated WIN groups document the response for each identified student.	After each official assessment	Teachers, PLC leads, instructional coaches, and administrators	Title I, Part A
Regroup students during WIN based on CBA, unit-assessment, MAP, and progress-monitoring evidence.	WIN rosters identify the targeted standard, instructional response, entry criteria, progress evidence, and movement or exit decision.	Every two to three weeks	Assistant principals, instructional coaches, interventionists, and teachers	Title I, Part A
Calibrate campus leaders and review implementation and student results through CLT.	Calibration records, CLT agendas, dashboard trends, PDSA updates, and documented adjustments to coaching, PLC, WIN, intervention, or enrichment.	Monthly	Principal and Campus Leadership Team	Title I, Part A
Conduct monthly district monitoring and complete the MOY review.	District review notes document milestone status, walkthrough fidelity, student-group progress, barriers, adjustments, and additional district support required.	Monthly; MOY review by February 9, 2027	Principal and Executive Director of Teaching and Learning	

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Fidelity Measure Insert Charts here

Performance Measure Insert Charts here

Resources Needed to Deploy Plan: (Budget/Staff/Materials)

CTIS will continue to use the protected PLC and WIN blocks, monthly leadership-calibration time, substitute coverage for collaborative planning, and assigned instructional-coaching time. Title I, State Compensatory Education, Local 199, and activity funds will support allowable professional learning, substitute coverage, progress-monitoring tools, instructional and intervention materials, and small-group resources. The principal, assistant principals, instructional coaches, PLC leads, interventionists, and teachers will implement and monitor the plan, with monthly support from the Executive Director of Teaching and Learning.

D DO: REVISE OR CONTINUE WITH IMPLEMENTATION BASED ON ANALYSIS OF ACTION PLAN #2 PROGRESS

MOY – Action Plan #3: March 1st - June 28th

Color code steps from the BOY above. Insert steps below to indicate what needs to be accomplished in the next quarter to make sufficient progress on reaching the year-long strategy?

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BOY RESULTS FOR LEADING MEASURES				
Type here				
STEP	**MEASURE/INDICATOR**	**END DATE**	**PERSON(S) RESPONSIBLE**	**TITLE I CODES**
What steps will you and your team take?	*What data will be collected?* ***OR*** *How will you know the step is completed?*	*When will work be completed?*		

Leading Measures (both fidelity and performance) you will review to know you are on track to meeting your end goal:

Fidelity Measure Insert Charts here

Performance Measure Insert Charts here

Resources Needed to Deploy Plan: (Budget/Staff/Materials)

Type here

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S STUDY: ANALYZE DATA AFTER IMPLEMENTING APPROACH

To be completed by June 30

At the end of the school year, complete the questions below using data and your analysis.

Summarize the key actions taken in accomplishment of the strategy *(Refer to list created in Plan phase & reflect on what was projected to be accomplished):*	
Type here	
What data gives evidence of <u>progress</u> made on goal? *Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends & comparables along with analysis*	**What data gives evidence to a <u>lack of progress</u> made on goal?** Refer to the measures you listed in the Plan Phase above and insert data here with updated levels, trends & comparables along with analysis
Type here	Type here

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A ACT: SET PLAN FOR UPCOMING YEAR

To be completed by June 30

At the end of the year, please reflect on your answers in the above two boxes and check which option best describes what you will do in your next plan:
Year-long target goal has been met and will be changed to a new target goal on a similar topic. Suggested goal: Year-long target goal not met but current plan is effective so we will continue it. Year-long target goal not met so plan will continue with improvements to the plan. Year-long target goal not met and we will move in a different direction. Other (Please explain)
Discuss possible action plan steps that you recommend occur in the next year's PDSA:

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CAMPUS/DEPARTMENT	VISION 2030 STRATEGIC GUIDING STATEMENT	TYPE(S) OF PLAN *Check all that apply*
Donna Shepard Leadership Academy	Donna Shepard Leadership Academy teachers will plan and deliver Tier I Math instruction at the full content, context, and cognitive demand of the TEKS.	☒ Vision 2030 ☒ Local Improvement Plan (TEA) ☐ Supporting

P PLAN: IDENTIFY THE NEED, THE GOAL, AND THE APPROACH

What do you hope to accomplish?
We hope to accomplish improved STAAR results specifically with the number of students maintaining growth at the Meets and Masters level in math getting us to campus scores of: 83% Approaches, 53% Meets, and 23% Masters. We also hope to establish a coherent, campus-wide Tier 1 instructional system so every student experiences standards-aligned, rigorous, and engaging instruction in every classroom, every day. Consistent planning, delivery, monitoring, coaching, and instructional response will increase student mastery, academic growth, and equitable outcomes across student groups.

Our Goal - Identify your "One Thing" (strategy):
Donna Shepard Leadership Academy teachers will plan and deliver Tier I Math instruction at the full content, context, and cognitive demand of the TEKS.

Why did you choose this goal (strategy)? Include the process you used to establish the root cause.
In order to establish the root cause, administration, the guiding coalition, and PLCs analyzed three years of STAAR student achievement data and academic growth data using an affinity diagram by noting key findings in the data. Then after narrowing the focus to the top findings, we utilized those to create a relations diagram where we drew influence arrows to connect the related elements. The element

with the most outgoing arrows showed the root cause to be that Tier I instruction was not being taught at grade level because teachers were over-scaffolding, and the element with the most incoming arrows indicated the key outcomes of the root cause which were that 25% or more of students at the Meets and Masters level were not maintaining a year of growth. For these reasons, we determined that planning and delivering Tier I math instruction at the full content, context, and cognitive demand of the TEKS would be the best strategy to address the number of students not maintaining their Meets or Masters performance level on STAAR Math.

Baseline Data & Rationale:

What data or evidence supports the need for this goal?

Student Achievement: Data indicates that overall STAAR Performance has declined from a B to a C. Additionally, when examining three years of STAAR performance data in math, the data indicates that performance at the meets and masters level has decreased over time.

Overall Academic Growth: Despite growth gains at the Approaches and Did Not Meet levels, 25-30% of students at the Meets and Masters levels did not make sufficient academic growth.

Closing the Gaps: Data shows points earned for STAAR Achievement, but zero points were earned for academic growth and EL Proficiency. In addition, our Asian and Two or More Races subpopulations did not show sufficient progress.

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**77**	**C**	
Student Achievement		**78**	**C**	**0%**
STAAR Performance	47	78		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**81**	**B**	**70%**
Academic Growth	60	69	D	
Relative Performance (Eco Dis: 58.3%)		81	B	✓
Closing the Gaps	**30**	**67**	**D**	**30%**

5th Grade Math STAAR Results				
	Did Not Meet	Approaches	Meets	Masters
2024	17%	83%	55%	21%
2025	23%	77%	52%	24%
2026	22%	78%	49%	20%

6th Grade Math STAAR Results				
	Did Not Meet	Approaches	Meets	Masters
2024	22%	78%	43%	12%
2025	15%	85%	51%	20%
2026	20%	80%	43%	10%

MANSFIELD INDEPENDENT SCHOOL DISTRICT

2026-2027 Action Plan using PDSA

Academic Growth - By Campus *2025 STAAR to 2026 STAAR*	2026 STAAR Assessment	Gr. 5 Math STAAR	Donna Shepard IS
	2025 STAAR Assessment	Gr. 4 Math STAAR	

Annual Growth		2026 STAAR					
		Low Does Not Meet GL 34	High Does Not Meet GL 50	Low Approaches GL 44	High Approaches GL 62	Meets GL 109	Masters GL 78
2025 STAAR	Low Does Not Meet GL 43	17 [Group 36]	12 [Group 35]	8 [Group 34]	6 [Group 33]	0 [Group 32]	0 [Group 31]
	High Does Not Meet GL 56	14 [Group 30]	19 [Group 29]	10 [Group 28]	8 [Group 27]	5 [Group 26]	0 [Group 25]
	Low Approaches GL 37	2 [Group 24]	10 [Group 23]	8 [Group 22]	10 [Group 21]	5 [Group 20]	2 [Group 19]
	High Approaches GL 43	1 [Group 18]	7 [Group 17]	10 [Group 16]	14 [Group 15]	10 [Group 14]	1 [Group 13]
	Meets GL 89	0 [Group 12]	2 [Group 11]	8 [Group 10]	18 [Group 9]	46 [Group 8]	15 [Group 7]
	Masters GL 109	0 [Group 6]	0 [Group 5]	0 [Group 4]	6 [Group 3]	43 [Group 2]	60 [Group 1]

1416 Performance		2026 STAAR					
		Low Does Not Meet GL 31	High Does Not Meet GL 31	Low Approaches GL 18	High Approaches GL 14	Meets GL 5	Masters GL 0
2025 STAAR	Low Does Not Meet GL 43	17 [Group 36]	12 [Group 35]	8 [Group 34]	6 [Group 33]	0 [Group 32]	0 [Group 31]
	High Does Not Meet GL 56	14 [Group 30]	19 [Group 29]	10 [Group 28]	8 [Group 27]	5 [Group 26]	0 [Group 25]

Annual Growth Summary		
	# Tests	Points
Tests Earning 0.0 points	138	0.0
Tests Earning 0.5 points	41	20.5
Tests Earning 1.0 point	198	198.0
Total Annual Growth Points Earned (A)		218.5
# Tests Included in Calculation (C)		377
Annual Growth Score		**58**

1416 Performance Summary		
	# Tests	Points
Tests Earning 0.0 points	62	0.0
Tests Earning 1.0 point	37	37.0
Total 1416 Points Earned (B)		37.0
# Tests Included in Calculation		99
1416 Performance Score		**37**

Academic Growth Summary	
Total Annual Growth Points Earned (A)	218.5
Total 1416 Points Earned (B) x 0.25	9.3
Academic Growth Points Earned	227.8
# Tests Included in Calculation (C)	377
Academic Growth Score	**60**

MANSFIELD INDEPENDENT SCHOOL DISTRICT

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Academic Growth - By Campus *2025 STAAR to 2026 STAAR*	2026 STAAR Assessment	Gr. 6 Math STAAR	Donna Shepard IS
	2025 STAAR Assessment	Gr. 5 Math STAAR	

Annual Growth		2026 STAAR					
		Low Does Not Meet GL 33	High Does Not Meet GL 45	Low Approaches GL 63	High Approaches GL 83	Meets GL 131	Masters GL 40
2025 STAAR	Low Does Not Meet GL 39	18 [Group 36]	15 [Group 35]	5 [Group 34]	0 [Group 33]	1 [Group 32]	0 [Group 31]
	High Does Not Meet GL 56	11 [Group 30]	10 [Group 29]	23 [Group 28]	8 [Group 27]	4 [Group 26]	0 [Group 25]
	Low Approaches GL 54	2 [Group 24]	12 [Group 23]	18 [Group 22]	17 [Group 21]	5 [Group 20]	0 [Group 19]
	High Approaches GL 51	1 [Group 18]	7 [Group 17]	9 [Group 16]	19 [Group 15]	14 [Group 14]	1 [Group 13]
	Meets GL 116	1 [Group 12]	1 [Group 11]	8 [Group 10]	31 [Group 9]	68 [Group 8]	7 [Group 7]
	Masters GL 79	0 [Group 6]	0 [Group 5]	0 [Group 4]	8 [Group 3]	39 [Group 2]	32 [Group 1]

1416 Performance		2026 STAAR					
		Low Does Not Meet GL 29	High Does Not Meet GL 25	Low Approaches GL 28	High Approaches GL 8	Meets GL 5	Masters GL 0
2025 STAAR	Low Does Not Meet GL 39	18 [Group 36]	15 [Group 35]	5 [Group 34]	0 [Group 33]	1 [Group 32]	0 [Group 31]
	High Does Not Meet GL 56	11 [Group 30]	10 [Group 29]	23 [Group 28]	8 [Group 27]	4 [Group 26]	0 [Group 25]

Annual Growth Summary		
	# Tests	Points
Tests Earning 0.0 points	148	0.0
Tests Earning 0.5 points	47	23.5
Tests Earning 1.0 point	200	200.0
Total Annual Growth Points Earned (A)		223.5
# Tests Included in Calculation (C)		395
Annual Growth Score		**57**

1416 Performance Summary		
	# Tests	Points
Tests Earning 0.0 points	54	0.0
Tests Earning 1.0 point	41	41.0
Total 1416 Points Earned (B)		41.0
# Tests Included in Calculation		95
1416 Performance Score		**43**

Academic Growth Summary	
Total Annual Growth Points Earned (A)	223.5
Total 1416 Points Earned (B) x 0.25	10.3
Academic Growth Points Earned	233.8
# Tests Included in Calculation (C)	395
Academic Growth Score	**59**

MANSFIELD INDEPENDENT SCHOOL DISTRICT

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quickLook

Preliminary 2026 Accountability - Domain 3 Data Template
Middle School

lead4ward

Campus Name	DONNA SHEPARD ACADEMY		Campus Number	220908204
Campus Type	Middle School		*Is this a new campus in 2025-26?*	

			All Students	African American	Hispanic	High Focus	Pts Earned	Pts Possible	Score	Weight	Weighted Points
Academic Achievement (% at Meets GL or above)	RLA	*Current Interim Target (2023-2027)*	*44*	*32*	*35*	*33*	24	32	75	30.0%	22.5
		Next Interim Target (2028-2032)	*53*	*43*	*46*	*44*					
		Long Term Target (2038)	*72*	*66*	*68*	*67*					
		2026	55	49	48	44					
		2025	59	55	52	50					
		2026 Points	3	3	3	3					
	Math	*Current Interim Target (2023-2027)*	*47*	*32*	*39*	*36*					
		Next Interim Target (2028-2032)	*56*	*43*	*49*	*47*					
		Long Term Target (2038)	*74*	*66*	*70*	*68*					
		2026	47	38	39	37					
		2025	53	43	43	41					
		2026 Points	3	3	3	3					
Academic Growth	RLA	*Current Interim Target (2023-2027)*	*63*	*58*	*59*	*58*	0	32	0	50.0%	0
		Next Interim Target (2028-2032)	*73*	*68*	*69*	*68*					
		Long Term Target (2038)	*93*	*88*	*89*	*88*					
		2026	60	56	54	52					
		2025	68	67	62	62					
		2026 Points	0	0	0	0					
	Math	*Current Interim Target (2023-2027)*	*67*	*62*	*64*	*62*					
		Next Interim Target (2028-2032)	*76*	*72*	*74*	*72*					
		Long Term Target (2038)	*95*	*92*	*94*	*92*					
		2026	61	57	61	59					
		2025	68	58	65	64					
		2026 Points	0	0	0	0					
STAAR Performance (All Subjects)		*Current Interim Target (2023-2027)*	*47*	*37*	*41*	*38*	12	16	75	10.0%	7.5
		Next Interim Target (2028-2032)	*57*	*47*	*51*	*48*					
		Long Term Target (2038)	*77*	*67*	*71*	*68*					
		2026	47	44	42	39					
		2025	50	46	44	41					
		2026 Points	3	3	3	3					
EL Proficiency		*Current Interim Target (2023-2027)*				*30*	0	4	0	10.0%	0
		Next Interim Target (2028-2032)				*32*					
		Long Term Target (2038)				*36*					
		2026				26					
		2025				48					
		2026 Points				0					
									Domain III Closing the Gaps Component Score		30
									Domain III Closing the Gaps Scale Score		67

MANSFIELD INDEPENDENT SCHOOL DISTRICT
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Approach & Evidence Sources:
How will you measure goal implementation with lead fidelity and lead performance measures?
Lead Fidelity Measures

- PLC feedback forms indicating unpacking of the standards using the 3Cs and planning in alignment with the 3Cs.
- PLC student work calibration.
- Walkthrough data indicating alignment to the 3Cs through teacher instruction and student work.

Lead Performance Measures

- MAP (BOY and MOY)
- CBA data

Lag Measure
What will you use as a lag measure to know you've accomplished your "One Thing"?

- 5th and 6th grade math MAP (EOY)
- 5th and 6th grade STAAR Math
    - Growth at the Meets and Masters Performance Levels

Plan: What are the key actions to be taken in the upcoming year toward the accomplishment of the goal?
(the one to five most important things to get done on this plan are...):

1. Provide professional learning on unpacking the standards using the 3Cs, alignment of instruction, and questioning during planning.
2. Use weekly PLCs to analyze standards and assessments, anticipate misconceptions, plan questions and CFUs, rehearse critical lesson components, and prepare scaffolds and extensions.
3. Conduct walkthroughs at least twice monthly, provide teachers with one actionable feedback step, and monitor implementation through follow-up observations.
4. Engage administrators and instructional coaches in monthly calibration using common Tier 1 look-fors, instructional evidence, and feedback expectations.

5. Analyze CBA, unit-assessment, MAP, walkthrough, PLC, and coaching evidence through PLC and CLT cycles. Review Asian and Two or More Races students by name and adjust Tier 1 reteaching, WIN intervention, enrichment, coaching, and professional learning based on the results.

PROFESSIONAL DEVELOPMENT			
What professional development needs to occur to accomplish the key actions to be taken in during the year toward accomplishment of the goal?			
PROFESSIONAL DEVELOPMENT	**PROVIDED FOR**	**PERSON(S) RESPONSIBLE**	**END DATE** *When will the PD be completed?*
DSLA Data Story, root cause, Campus One Thing, and PDSA implementation	Campus Leadership Team and instructional coaches	Principal	Initial leadership development: October 2026; progress review quarterly through May 2027
Weekly PLC lesson internalization and rehearsal (KP 5.2.4)	Core teachers, special education teachers, interventionists, PLC leads, and instructional coaches	Instructional coaches, PLC leads, and administrators	Launched August–September 2026; implemented weekly through May 2027
Planning for cognitive rigor, misconceptions, scaffolds, and extensions	Core teachers and PLC teams	Instructional coaches and PLC leads	November 2026–January 2027; reinforced during weekly PLCs
Data-driven instruction and assessment analysis (KP 5.3.1)	Core teachers, interventionists, PLC leads, instructional coaches, and administrators	Instructional coaches and administrators	Initial training by January 2027; completed after each official CBA and unit assessment through May 2027

Asian and Two or More Races named-student monitoring and instructional response	Core teachers, interventionists, instructional coaches, and administrators	Principal, assistant principals, and instructional coaches	Initial roster and baseline review by November 2026; updated after each assessment cycle through May 2027
Calibrated observation, actionable feedback, and coaching cycles (KP 5.2.5)	Principal, assistant principals, administrative intern, and instructional coaches	Principal	Initial administrator preparation September 2026; calibration and evidence review monthly through May 2027
Responsive coaching based on walkthrough, PLC, and student-performance trends	Teachers identified through implementation and student-outcome data	Administrators and instructional coaches	Ongoing September 2026–May 2027

MANSFIELD INDEPENDENT SCHOOL DISTRICT
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Complete the following section if Identified for School Improvement

Areas Addressed: *(Academic Achievement Reading or Math; Growth; Grad Rate; ELPs; Student Success; CCMR)*	**Student group Target Area(s) missed:**
• Academic Achievement Status - Reading and Math, • Academic Growth - Reading, and Student Success • Student Success	In 2026, 16 Asian students at Donna Shepard did not hit targets for Academic Achievement in Reading and Math, Academic Growth in Reading, and Student Success on STAAR, and 44 Two or More Races students did not hit targets for Student Success on STAAR making 2026 the third consecutive year that Donna Shepard missed the targets,

Local Improvement Plan Year-Long Strategy

Identification and Evidence-Based Strategy

Donna Shepard received an overall C rating of 77 in 2026, its third consecutive year, and was identified for Additional Targeted Support, Year 1, based on the performance of the in Reading and Math, Academic Growth in Reading, and Student Success on STAAR and Two or More Races student group not hit targets for Student Success on STAAR. The campus will implement a coherent Tier 1 instructional system aligned with ESF Key Practices 4.1.2, 5.2.4, 5.2.5, and 5.3.1. Teachers will internalize and use district curriculum through structured monthly unit planning of Tier 1 Instruction with support of campus leaders; engage in PLC's three times a week, calibrate alignment of student work to the standard, and data-driven instruction practices that include monitoring student groups.

ESF Essential Action/Key Practice	What the strategy looks like at DSLA	Implementation evidence
EA 4.1: Multi-tiered Academic Experience — Tier 1 Instructional Strategies and Supports for All Learners (KP 4.1.2)	Teachers deliver Tier 1 Math and Reading at the full cognitive, content, and context demand of the TEKS. Every student completes the grade-level task. Scaffolds are planned in PLC and released during the lesson so students complete the work independently. Lessons include checks for understanding every 3 to 5 minutes. Students below grade level receive WIN intervention. Meets and Masters students receive extension so they keep a full year of growth.	Lesson plans with grade-level tasks and planned scaffolds; calibration walk data on the district walkthrough form; student work calibrated to the TEKS; WIN rosters; extension plans for Meets and Masters students
EA 5.2: Instructional Planning for Effective Classroom Instruction — Instructional Planning Supports (KP 5.2.4)	Campus leaders support teachers in unit internalization through monthly structured unit planning days and PLCs that meet three times a week, 57 minutes. Teachers unpack the standards for cognitive, content, and context demand and plan questions and checks for understanding. The assistant principal reviews PLC agendas and planning artifacts weekly.	Master schedule showing PLC days and times; unit planning day calendar, agendas, sign-in sheets, and planning artifacts; PLC agendas; lesson plans; student work analysis with interventions for Asian and Two or More Races students; PLC feedback logs

EA 5.2: Instructional Planning for Effective Classroom Instruction — Observation and Feedback (KP 5.2.5)	Leaders conduct calibration walks in at least 8 Math and Reading classrooms weekly. They check whether Asian and Two or More Races students are receiving grade-level instruction and completing work aligned to the cognitive, content, and context of the TEKS. Leaders provide each teacher an action step, track it on the district walkthrough form, and follow up at the next walk.	Calibration walk data on the district walkthrough form (cognitive, content, context); action steps tracked on the district walkthrough form; weekly instructional admin meeting agendas and notes; coaching logs from coordinators and instructional coaches
EA 5.3: Data-Driven Instruction, Assessment Reflection, and Targeted Supports — Data-Driven Instruction with Curriculum-Embedded Assessments (KP 5.3.1)	Every other week, PLCs analyze student work from the prior week's formative assessment. After each CBA, PLCs analyze results by student, standard, and student group. Teams review Asian and Two or More Races students by name. They document the Tier 1 reteach, WIN intervention, or extension each student will receive, and track whether Meets and Masters students are keeping their performance level.	Student work analysis protocol; Teacher Assessment Analysis Forms; disaggregated CBA reports; named-student tracker for Asian and Two or More Races students; reteach plans; WIN rosters

Campus Monitoring

The principal, assistant principals, and instructional coaches conduct weekly calibration walks in at least 8 Math and Reading classrooms, recorded on the campus walkthrough form. The weekly instructional admin meeting reviews walk data and action steps. The Campus Leadership Team reviews implementation and student-performance data monthly. After each CBA, teachers, PLC leads, the instructional coach, and administrators review Asian and Two or More Races students by name and document the Tier 1 reteach, WIN intervention, or extension each student will receive.

District Monitoring

The Executive Director of Teaching and Learning will meet with the principal monthly to review calibration walk data, CBA results, implementation milestones, and the Asian and Two or More Races named-student tracker. District representatives will participate in BOY, MOY, and EOY reviews to evaluate progress toward the plan's implementation and student-performance goals.

Response When Implementation or Outcomes Are Off Track

If Math CBA Meets falls below 53% for the campus or if Math CBA Meets falls below 85% for Asian and 63% for Two or More Races students, or calibration walk alignment falls below 75% for two consecutive months, DSLA will adjust professional learning, coaching, PLC support, WIN groups, and extension. If the plan is not successfully implemented or MOY progress is insufficient, Teaching and Learning will provide additional on-campus coaching and will revise the strategy and implementation milestones with the principal during the MOY review.

Reallocation of Time, Funding, and Staffing

DSLA will protect PLC time three times a week for 57 minutes, monthly structured unit planning days, and leadership team time for weekly calibration walks and data collection. The campus will reallocate $14,400 in Title I funds, $4,500 in State Compensatory Education funds, $1,000 in Local 199 funds, and $1,000 in activity funds to support professional learning, substitute coverage for unit planning days, aligned supplemental materials, small-group instructional supplies, and allowable implementation costs. The principal, assistant principals, administrative intern, instructional coaches, PLC leads, interventionists, and teachers will have assigned responsibilities for implementation, monitoring, coaching, and named-student response.

MANSFIELD INDEPENDENT SCHOOL DISTRICT
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Student-Performance Goals

By spring 2027, campus STAAR Mathematics results will reach 83% Approaches, 53% Meets, and 23% Masters, up from 47% Meets in 2026. Grade 5 Mathematics will increase from 78% Approaches, 49% Meets, and 20% Masters, and Grade 6 Mathematics from 80% Approaches, 43% Meets, and 10% Masters, to the grade-level targets set.

Academic Growth will increase from 61 to at least 67 in Mathematics and from 60 to at least 63 in Reading, meeting the TEA interim targets. The percent of 2025 Meets and Masters Mathematics students who keep or raise their performance level will increase from 49% to 53% in Grade 5 and from 43% to 53% in Grade 6. Asian students will meet the TEA targets in Reading and Mathematics Achievement, Reading Growth, and Student Success, and Two or More Races students will meet the TEA target in Student Success. During the year, at least 60% of students will reach Meets on each Mathematics CBA.

MANSFIELD INDEPENDENT SCHOOL DISTRICT
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CAMPUS/DEPARTMENT	VISION 2030 STRATEGIC GUIDING STATEMENT	TYPE(S) OF PLAN *Check all that apply*
Imogene Gideon Elementary	Students will demonstrate mastery in Algebra II by the end of eleventh grade.	☑ Vision 2030 ☑ Local Improvement (TEA) ☐ Supporting

P PLAN: IDENTIFY THE NEED, THE GOAL, AND THE APPROACH

What do you hope to accomplish?

Since overall student performance has declined from an 84 B in 2024 to a 65 D in 2026, we will be intentionally aligning instruction delivery and student work to the 3 C's on the standard with fidelity.

Our Goal - Identify your "One Thing" (strategy):
Gideon Teachers will plan and deliver instruction and student work to the cognitive, content and context of the TEKS with fidelity.

Why did you choose this goal (strategy)? Include the process you used to establish the root cause.
Gideon Staff engaged in a collaborative root cause analysis using an Affinity Diagram to brainstorm factors contributing to the decline in academic performance across Math and Reading. The leadership team then reviewed the identified themes and used the 5 Whys Quality Tool to dig deeper into underlying causes. This process incorporated staff input and helped identify key root causes to inform targeted improvement efforts. Gideon has not consistently implemented a Tier 1 instructional system that defines, supports, monitors, and reinforces high-quality instruction through collaborative planning, coaching, feedback, and accountability.

MANSFIELD INDEPENDENT SCHOOL DISTRICT
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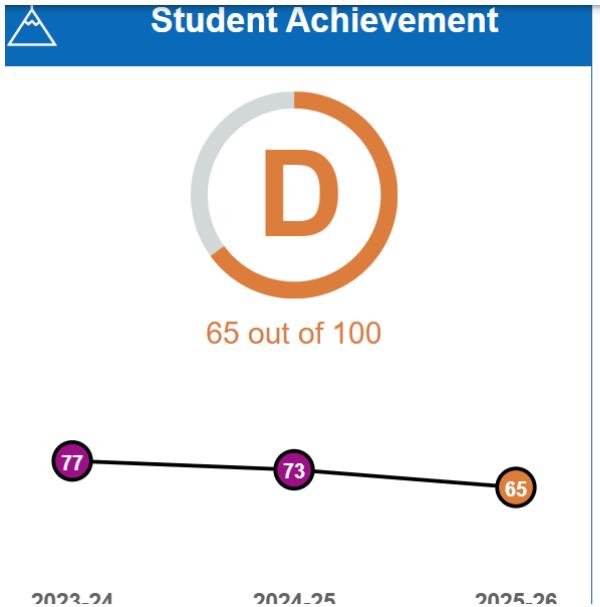
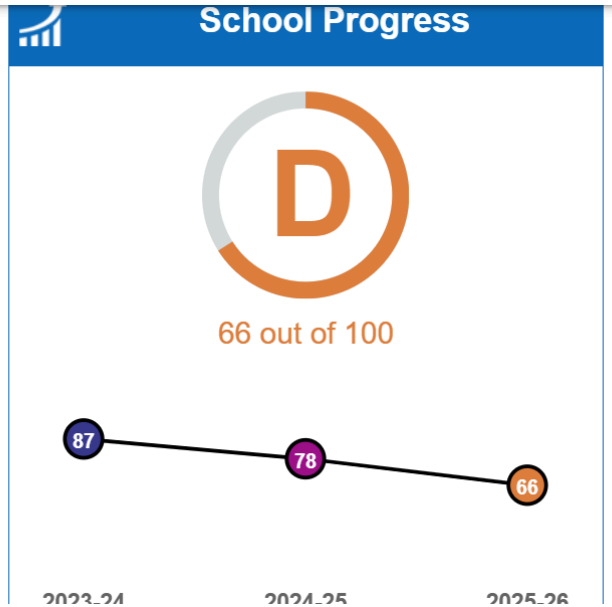
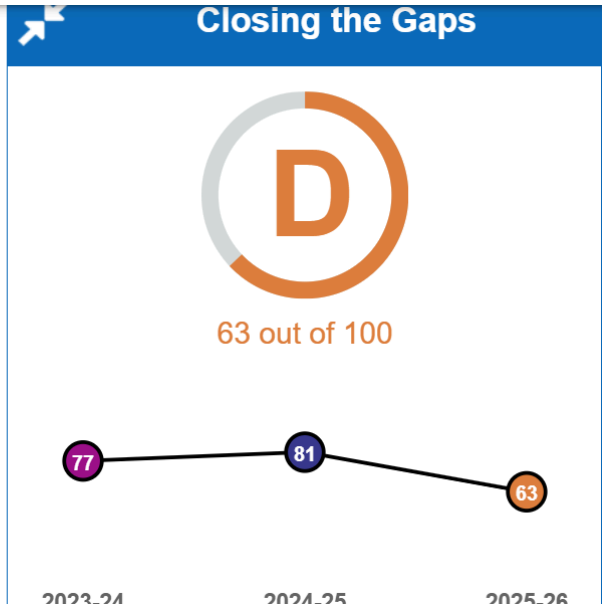
Baseline Data & Rationale:
What data or evidence supports the need for this goal?
The 2026 STAAR baseline shows that 40% of Gideon students reached Meets Grade Level or above in Reading and 31% reached Meets Grade Level or above in Mathematics.

MAP, TELPAS, common-assessment, student-work, and classroom evidence further demonstrate inconsistent growth and implementation across classrooms. BOY implementation baselines for the Gideon Tier 1 look-fors will be established through calibrated walkthroughs.These data support a campuswide focus on strengthening Tier 1 instruction.







MANSFIELD INDEPENDENT SCHOOL DISTRICT

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STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	136	137	-	-	273	
Approaches GL or Above	97	77	-	-	174	64%
Meets GL or Above	54	42	-	-	96	35%
Masters GL	21	16	-	-	37	14%
Total Percentage Points						113%
Component Score						38

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**65**	**D**	
Student Achievement		**65**	**D**	**0%**
STAAR Performance	38	65		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**66**	**D**	**70%**
Academic Growth	53	58	F	
Relative Performance (Eco Dis: 72.2%)		66	D	✓
Closing the Gaps	**18**	**63**	**D**	**30%**

MANSFIELD INDEPENDENT SCHOOL DISTRICT

2026-2027 Action Plan using PDSA

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	64%	62%	62%	74%	0%	74%	-	33%	62%
At Meets GL Standard or Above	35%	29%	26%	41%	0%	65%	-	25%	34%
At Masters GL Standard	14%	9%	3%	24%	0%	35%	-	8%	11%
Number of Tests									
At Approaches GL Standard or Above	174	77	36	25	0	32	-	4	145
At Meets GL Standard or Above	96	36	15	14	0	28	-	3	79
At Masters GL Standard	37	11	2	8	0	15	-	1	27
Total Tests	273	124	58	34	2	43	-	12	235
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	71%	68%	83%	76%	0%	76%	-	33%	68%
At Meets GL Standard or Above	40%	32%	38%	47%	0%	62%	-	33%	38%
At Masters GL Standard	15%	11%	3%	18%	0%	43%	-	17%	14%
Number of Tests									
At Approaches GL Standard or Above	97	42	24	13	0	16	-	2	80
At Meets GL Standard or Above	54	20	11	8	0	13	-	2	44
At Masters GL Standard	21	7	1	3	0	9	-	1	16
Total Tests	136	62	29	17	1	21	-	6	117
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	56%	56%	41%	71%	0%	73%	-	33%	55%
At Meets GL Standard or Above	31%	26%	14%	35%	0%	68%	-	17%	30%
At Masters GL Standard	12%	6%	3%	29%	0%	27%	-	0%	9%
Number of Tests									
At Approaches GL Standard or Above	77	35	12	12	0	16	-	2	65
At Meets GL Standard or Above	42	16	4	6	0	15	-	1	35
At Masters GL Standard	16	4	1	5	0	6	-	0	11
Total Tests	137	62	29	17	1	22	-	6	118

Grade 3 Reading Meets: 36%
Grade 3 Mathematics Meets: 22%
Grade 4 Reading Meets: 43%
Grade 4 Mathematics Meets: 37%

MANSFIELD INDEPENDENT SCHOOL DISTRICT
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Approach & Evidence Sources:
How will you measure goal implementation with lead fidelity and lead performance measures?

Gideon will use lead fidelity measures to determine whether the planned adult actions are occurring and lag measures to determine whether those actions are improving student outcomes. The Campus Leadership Team will review implementation and student-performance evidence through recurring PDSA cycles and adjust professional learning, coaching, intervention, and enrichment accordingly.

Lead Fidelity Measures

- Weekly PLC artifacts demonstrate the use of the Gideon planning and lesson rehearsal tool. (Data source: PLC Recorder Form)
- Instructional Walks are completed using the Gideon Walkthrough tool. (Data source: walkthrough tracker and completed forms.)

Lead Performance Measures

- 3rd MAP Performance
- 4th MAP Performance

Lag Measure
What will you use as a lag measure to know you've accomplished your "One Thing"?

- 3rd Grade Math STAAR
- 4th Grade Math STAAR

Plan: What are the key actions to be taken in the upcoming year toward the accomplishment of the goal?
(the one to five most important things to get done on this plan are...):

To accomplish our campus goal, Gideon teachers will plan and deliver instruction and student work to the cognitive, content, and context of the TEKS with fidelity, we will implement the following key actions:

1. Strengthen PLCs by engaging teachers in weekly collaborative planning that analyzes upcoming TEKS, evaluates the cognitive demand of student tasks, and revises questions and activities to reflect the full scope and rigor of the standards.
2. Conduct regular instructional walkthroughs using the campus 3C framework (Content, Cognitive, Context) to monitor implementation, provide timely feedback, and identify coaching needs.

3. Provide targeted instructional coaching, with an emphasis on increasing student engagement in rigorous, TEK-aligned tasks and supporting new teachers through modeling and ongoing feedback.
4. Monitor implementation through lead measures, including PLC fidelity and walkthrough data, and use monthly leadership reviews to adjust support based on instructional trends.
5. Track student growth using BOY, MOY, and EOY MAP data and STAAR performance measures to ensure improvements in instructional fidelity translate into increased student achievement.

PROFESSIONAL DEVELOPMENT			
What professional development needs to occur to accomplish the key actions to be taken in during the year toward accomplishment of the goal?			
PROFESSIONAL DEVELOPMENT	**PROVIDED FOR**	**PERSON(S) RESPONSIBLE**	**END DATE** *When will the PD be completed?*
Engagement Strategies Mini-PDs	K-4	Sykes	On-going (1 new strategy per staff meeting)
Texas TLAC Mini-PD Coaching	K-4	Skinner/Bradley	November 2026
Data Tracking for WIN Time and Small Groups	3-4	Skinner/Bradley	September 2026
“Here We Grow” Data PD	K-4	Skinner/Bradley	September 2026
Calibration Walk Training	Admin	Mrs. Simpson	September 2026

MANSFIELD INDEPENDENT SCHOOL DISTRICT
2026-2027 Action Plan using PDSA

Complete the following section if identified for School Improvement

Areas Addressed: *(Academic Achievement Reading or Math; Growth; Grad Rate; ELPs; Student Success; CCMR)*	**Student group Target Area(s) missed:**
Academic Achievement	State rating of D

Local Improvement Plan (LIP) Year-Long Strategy

Identification and Evidence-Based Strategy

Imogene Gideon Elementary received an overall D rating of 65 in 2026. The campus will implement a consistent Tier 1 instructional system aligned with ESF Key Practices 5.3.2, 5.2.5, 5.2.4 and 4.2.2 . Teachers will use the Imogene Gideon PLC process to plan for aligned tier 1 lesson delivery and assign work to students that is aligned to state standards. Among the components of that process are weekly lesson rehearsal, calibrated observation and feedback, and data-driven instructional response to improve Reading, Mathematics, and growth for all students.

ESF Essential Action/Key Practice	What the strategy looks like at Gideon	Implementation Evidence
EA 5.3: Data-Driven Instruction, Assessment Reflection, and Targeted Supports — Data-Driven Instruction, Assessment Reflection, and Targeted Supports (KP 5.3.2)	***After CBA or Unit Assessments, PLC teams analyze performance by student, analyze errors, create intervention and extension groups, and monitor outcomes to adjust groups weekly.***	***Data assessment reports, Small Group Intervention Tracking, Live Data Magnet Wall, progress-monitoring records***
EA 5.2: Instructional Planning for Effective Classroom Instruction — Observation and Feedback (KP 5.2.5)	***Principal and Assistant Principal will engage in weekly, bi-weekly, and monthly observation and feedback to teachers based on the teacher's data. Teachers receive one actionable feedback step, and leaders monitor implementation during a scheduled follow up visit.***	***Walk through logs listing feedback, coaching log, Gideon Admin Walk Calendar***
EA 5.2: Instructional Planning for Effective Classroom Instruction - Instructional Planning and Supports (KP 5.2.4)	***In weekly PLC meetings, teachers will internalize and rehearse lessons by breaking down the standard, anticipating scaffolding and extension needs, planning questions, identifying key academic vocabulary, and collaborating to present aligned student work and common assessments.***	***Completed Gideon PLC agenda forms; lesson plans with questions, links to common assessments, and student work***
EA 4.2 Management of Curriculum Implementation — Implementation Monitoring (KP 4.2.2)	***During weekly planning meetings, the Gideon Instructional Leadership Team will plan for upcoming PLCs, plan for demonstrations, ensure HQIM usage in lesson plans, and check daily learning targets for alignment to state standards.***	***Complete ILT team agendas noting the discussion points***

MANSFIELD INDEPENDENT SCHOOL DISTRICT
2026-2027 Action Plan using PDSA

Campus Monitoring

The principal and assistant principal will conduct weekly walkthroughs using the Gideon Walkthrough Tool and review implementation trends at the end of each week. The Campus Leadership Team will review implementation and student-performance data after each CBA. Following these meetings, PLC teams and administrators will review data progress for all students.

District Monitoring

The Executive Director of Teaching and Learning will meet with the principal to review walkthrough data, CBA results, and teacher level data tracking. District personnel will participate in BOY, MOY, and EOY reviews to evaluate progress toward the plan's implementation and student-performance goals.

Response When Implementation or Outcomes Are Off Track

If Reading CBA mastery is below 70% or Mathematics mastery is below 50%, Gideon Administrators will develop professional learning to address the gap, adjust coaching frequency of teachers in need of support, adjust PLC support, revisit the makeup of WIN groups, intervention, and enrichment. If the plan is not successfully implemented or MOY progress is insufficient, Teaching and Learning will provide additional on-campus coaching and will assist in the revision of the strategies and implementation with the principal.

Reallocation of Time, Funding, and Staffing

Gideon Administrators will protect the weekly PLC lesson rehearsal time. Teachers will conduct daily WIN times. The Instructional Leadership Team at Gideon will meet weekly as a non-negotiable, and substitutes for ½ day plannings will be required. The campus will reallocate $2,928 in SCE funds, and $3,742 in Title I funds for ½ day planning, and $2700 in local 199 funds for PLC supplies, monitoring tools, data wall supplies, and other implementation costs. The principal, assistant principal, reading specialist, EB lead teacher, Title 1 interventionist, and teachers share responsibilities for monitoring student level data, coaching, and developing aligned tier 1 instruction .

Student-Performance Goals

By spring 2027, campus STAAR will increase from 64% approaches to 75%, from 35% meets grade level to 45%, and masters from 14% to 25% for all tests combined resulting in a scale score of 76, a C letter grade. Reading will increase from 71% approaches to 80%, from 40% meets grade level to 50%, and from 15% masters to 28%. Math will increase from 56% approaches to 70%, from 31% meets to 40%, and from 12% masters to 22%. The campus growth score will increase from 53 component score to at least 68. During the year, at least 70% of students will demonstrate mastery on each official Reading CBA, at least 70% will demonstrate mastery on district Mathematics CBA, and at least 70% will meet or exceed projected MAP growth in Reading and Math.

MANSFIELD INDEPENDENT SCHOOL DISTRICT
2026-2027 Action Plan using PDSA

CAMPUS/DEPARTMENT	VISION 2030 STRATEGIC GUIDING STATEMENT	TYPE(S) OF PLAN *Check all that apply*
Janet Brockett Elementary	Students will demonstrate mastery of Algebra II by the end of eleventh grade	☑ Vision 2030 ☑ Local Improvement (TEA) ☐ Supporting

P PLAN: IDENTIFY THE NEED, THE GOAL, AND THE APPROACH

What do you hope to accomplish?

By the end of the 2026-2027 school year, Brockett students will improve to 84% Approaches, 55% Meets and 30% Masters on all STAAR in 3rd and 4th grades combined.

- Math combined: 77% Approaches, 48% Meets and 26% Masters
- Reading combined: 90% Approaches, 62% Meets, and 34% Masters

Although this plan reports out on Math, the strategies are applied to both subjects, Reading and Math for all grades across the campus.

Our Goal - Identify your "One Thing" (strategy):

Brockett teachers will deliver instruction and assign student work that is aligned to the cognitive, content, and context of the Math TEKS.

Why did you choose this goal (strategy)? Include the process you used to establish the root cause.

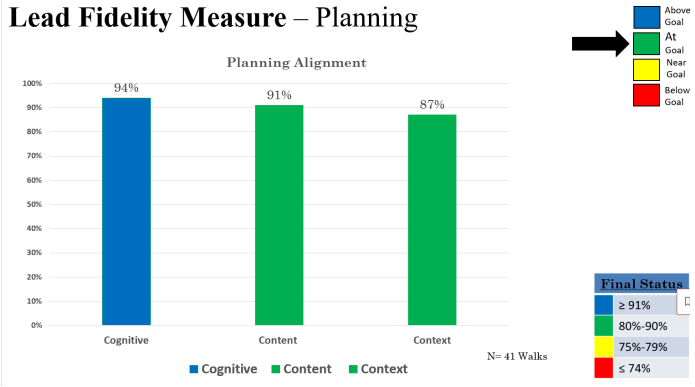
A layered root cause analysis yielded the following cause: Brockett teachers did not deliver lessons that were aligned to the cognitive, content and contextual demands of the TEKS and therefore did not deliver aligned work to students. The whole staff participated in nominal group activity to determine the main area of focus for the next root cause tool. The team leaders then took the area and conducted a 5 whys analysis using more sources of data to find the deepest source of the problem.

Baseline Data & Rationale:

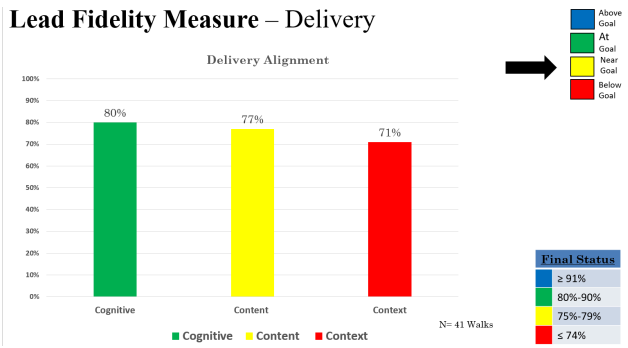
What data or evidence supports the need for this goal? We reviewed each grade level's data whether MClass or STAAR over a 3 year period. We also reviewed the data for TELPAS and student groups to determine the biggest area of need. The data charts are included below.

Approach & Evidence Sources:

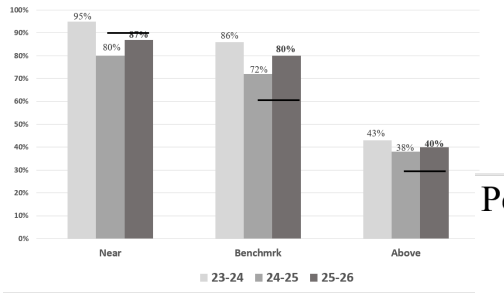
Lead Fidelity Measure – Planning



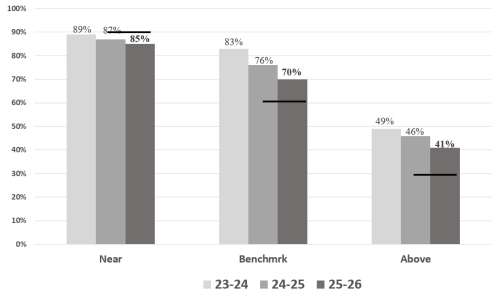
Lead Fidelity Measure – Delivery



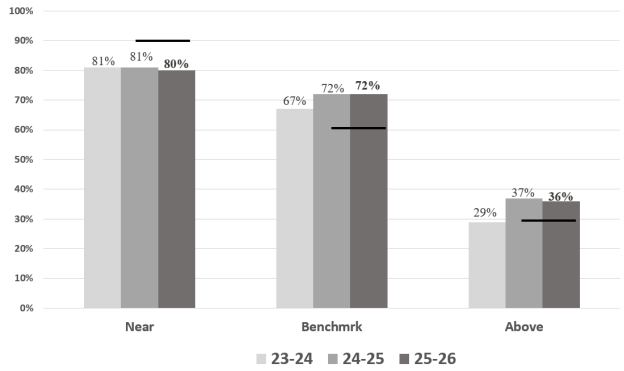
Performance LAG Measure – K MCLASS



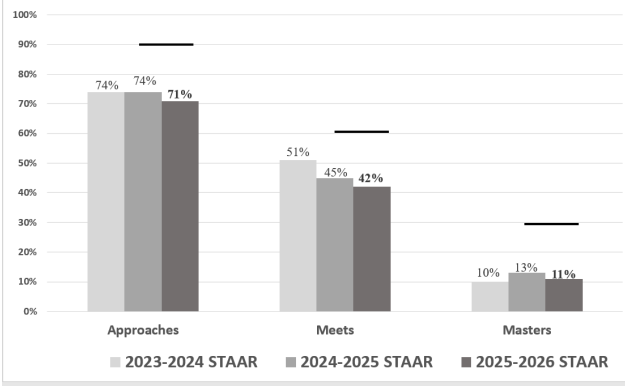
Performance LAG Measure – 1st Grade MCLASS



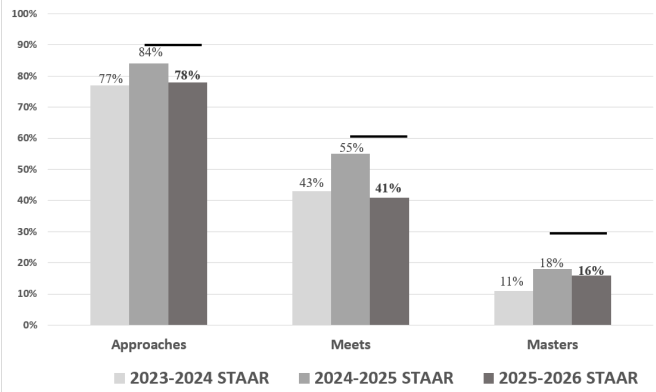
Performance LAG Measure – 2nd Grade MCLASS



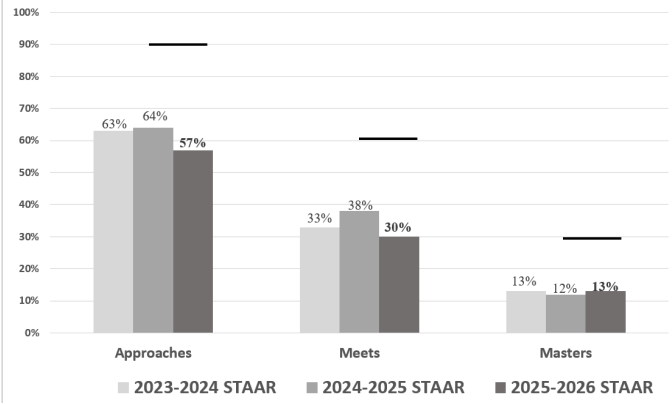
Performance LAG Measure – 3rd Grade Reading STAAR



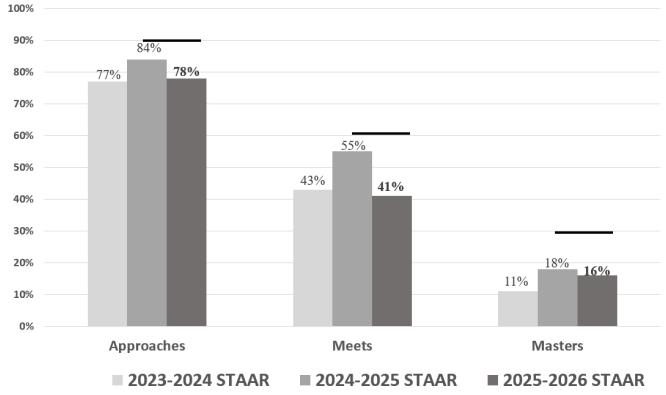
Performance LAG Measure – 4th Grade Math STAAR



Performance LAG Measure – 3rd Grade Math STAAR



Performance LAG Measure – 4th Grade Reading STAAR



2026 STAAR Performance

JANET BROCKETT EL (220908119) - MANSFIELD ISD - TARRANT COUNTY

✷ Confidential ✷

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	173	171	-	-	344	
Approaches GL or Above	132	105	-	-	237	69%
Meets GL or Above	76	61	-	-	137	40%
Masters GL	25	31	-	-	56	16%
Total Percentage Points						125%
Component Score						**42**

Additional Student Groups

	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	High Mobi
All Subjects											
Percent of Tests											
At Approaches GL Standard or Above	69%	66%	75%	100%	87%	87%	39%	67%	72%	61%	
At Meets GL Standard or Above	40%	34%	54%	92%	48%	50%	23%	44%	43%	32%	
At Masters GL Standard	16%	11%	28%	75%	13%	17%	5%	11%	16%	17%	
Number of Tests											
At Approaches GL Standard or Above	237	158	79	24	45	47	33	6	175	62	
At Meets GL Standard or Above	137	80	57	22	25	27	19	4	104	33	
At Masters GL Standard	56	26	30	18	7	9	4	1	39	17	
Total Tests	344	238	106	24	52	54	84	9	242	102	
Reading/Language Arts (RLA)											
Percent of Tests											
At Approaches GL Standard or Above	76%	74%	81%	100%	96%	96%	45%	80%	79%	71%	
At Meets GL Standard or Above	44%	37%	60%	100%	54%	56%	21%	40%	47%	37%	
At Masters GL Standard	14%	9%	26%	75%	12%	15%	5%	0%	13%	18%	
Number of Tests											
At Approaches GL Standard or Above	132	89	43	12	25	26	19	4	96	36	
At Meets GL Standard or Above	76	44	32	12	14	15	9	2	57	19	
At Masters GL Standard	25	11	14	9	3	4	2	0	16	9	
Total Tests	173	120	53	12	26	27	42	5	122	51	
Mathematics											
Percent of Tests											
At Approaches GL Standard or Above	61%	58%	68%	100%	77%	78%	33%	50%	66%	51%	
At Meets GL Standard or Above	36%	31%	47%	83%	42%	44%	24%	50%	39%	27%	
At Masters GL Standard	18%	13%	30%	75%	15%	19%	5%	25%	19%	16%	
Number of Tests											
At Approaches GL Standard or Above	105	69	36	12	20	21	14	2	79	26	
At Meets GL Standard or Above	61	36	25	10	11	12	10	2	47	14	
At Masters GL Standard	31	15	16	9	4	5	2	1	23	8	
Total Tests	171	118	53	12	26	27	42	4	120	51	

Data Table: Accountability Groups

Accountability Groups

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	69%	63%	69%	78%	-	89%	-	69%	65%
At Meets GL Standard or Above	40%	35%	44%	57%	-	36%	-	35%	35%
At Masters GL Standard	16%	15%	17%	24%	-	11%	-	12%	11%
Number of Tests									
At Approaches GL Standard or Above	237	107	49	38	-	25	-	18	180
At Meets GL Standard or Above	137	59	31	28	-	10	-	9	96
At Masters GL Standard	56	26	12	12	-	3	-	3	31
Total Tests	344	170	71	49	-	28	-	26	278
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	76%	72%	78%	80%	-	93%	-	77%	73%
At Meets GL Standard or Above	44%	41%	53%	56%	-	21%	-	38%	38%
At Masters GL Standard	14%	13%	19%	20%	-	7%	-	8%	10%
Number of Tests									
At Approaches GL Standard or Above	132	61	28	20	-	13	-	10	102
At Meets GL Standard or Above	76	35	19	14	-	3	-	5	53
At Masters GL Standard	25	11	7	5	-	1	-	1	14
Total Tests	173	85	36	25	-	14	-	13	140
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	61%	54%	60%	75%	-	86%	-	62%	57%
At Meets GL Standard or Above	36%	28%	34%	58%	-	50%	-	31%	31%
At Masters GL Standard	18%	18%	14%	29%	-	14%	-	15%	12%
Number of Tests									
At Approaches GL Standard or Above	105	46	21	18	-	12	-	8	78
At Meets GL Standard or Above	61	24	12	14	-	7	-	4	43
At Masters GL Standard	31	15	5	7	-	2	-	2	17
Total Tests	171	85	35	24	-	14	-	13	138

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)+	Special Ed (Current)	Special Ed (Former) ✦	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years+												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	0	**1**	**0**	**-**	**1**	**-**	**-**	**1**	**0**	**0**	**-**	**0**
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	3	3	2	-	1	-	-	3	3	0	-	3
2025	3	3	2	-	1	-	0	3	3	3	-	3
2026	3	3	0	-	0	-	0	3	3	0	-	3
Academic Achievement Status: Mathematics												
2024	3	0	0	-	0	-	-	1	3	0	-	2
2025	3	0	2	-	2	-	0	0	3	2	-	1
2026	0	1	1	-	0	-	0	0	0	0	-	0
Academic Growth Status: RLA												
2024	3	3	2	-	0	-	-	3	3	0	-	3
2025	4	3	0	-	-	-	-	3	3	3	-	3
2026	3	3	1	-	-	-	-	0	3	0	-	3
Academic Growth Status: Mathematics												
2024	3	3	2	-	0	-	-	3	0	2	-	3
2025	0	0	3	-	-	-	-	0	3	0	-	0
2026	0	1	0	-	-	-	-	0	0	0	-	0
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	3	3	0	-	0	-	0	3	3	0	-	2
2025	3	0	2	-	2	-	2	3	3	3	3	3
2026	3	3	0	-	0	-	0	0	3	0	-	0
Progress in Achieving English Language Proficiency (EB Current)												
2024									3			
2025									0			
2026									0			

MANSFIELD INDEPENDENT SCHOOL DISTRICT
2026-2027 Action Plan using PDSA

How will you measure goal implementation with lead fidelity and lead performance measures?

Lead Fidelity Measures

- % of lesson delivery aligned to the cognitive, content and context of the standards
- % of student work that calibrates to the cognitive, content and context of the standards

Lead Performance Measures

- CBA performance
- Projected to meet on MAP

Lag Measure

What will you use as a lag measure to know you've accomplished your "One Thing"?

- Meets on 3rd Math STAAR
- Meets on 4th Math STAAR

Plan: What are the key actions to be taken in the upcoming year toward the accomplishment of the goal?

(the one to five most important things to get done on this plan are...):

1. Train teachers on lesson calibration both delivery and student work assigned
2. Hold teachers accountable to plan, collaborate, rehearse and deliver aligned lessons and work
3. Provide feedback so that teachers can continue to growth their depth of delivery
4. Hold weekly Instructional Leadership Team meetings focused on PLC prep and gradual release of lesson rehearsal
5. Monitor student outcomes to improve to a B overall campus rating (living data wall)

MANSFIELD INDEPENDENT SCHOOL DISTRICT
2026-2027 Action Plan using PDSA

PROFESSIONAL DEVELOPMENT			
What professional development needs to occur to accomplish the key actions to be taken in during the year toward accomplishment of the goal?			
PROFESSIONAL DEVELOPMENT	**PROVIDED FOR**	**PERSON(S) RESPONSIBLE**	**END DATE** *When will the PD be completed?*
Deepen teacher understanding of lesson calibration	K-4th grade	Kathy DeGeest (Principal)	October 2, 2026
Engagement strategies	K-4th grade	Dr. Roe	September 23, 2026
Small group instruction for responsive teaching	3rd-4th grade	Candace Wilson	September 11, 2026
Data driven instruction and tracking	K-4th grade	Norma Anderson (Assistant Principal)	October 30, 2026
Teach Like a Champion learning online	Instructional Leadership Team	Kathy DeGeest (Principal)	May 1, 2027

Complete the following section if identified for School Improvement

Areas Addressed: *(Academic Achievement Reading or Math; Growth; Grad Rate; ELPs; Student Success; CCMR)*	**Student group Target Area(s) missed:**
Student Academic Achievement	Overall D in 2026

Local Improvement Plan (LIP) Year-Long Strategy

Identification and Evidence-Based Strategy

Janet Brockett Elementary received an overall D rating of 69 in 2026. The campus will implement a consistent Tier 1 instructional system aligned with ESF Key Practices 5.2.4, 4.2.2, 5.2.5, and 5.3.2 . Teachers will use Janet Brockett PLC process to plan for aligned tier 1 lesson delivery and assign work to students that is aligned to state standards. Among the components of that process are weekly lesson rehearsal, calibrated observation and feedback, and data-driven instructional response to improve Reading, Mathematics, and growth for all students.

ESF Essential Action/Key Practice	**What the strategy looks like at Gideon**	**Implementation Evidence**
EA 5.2: Instructional Planning for Effective Classroom Instruction - Instructional Planning and Supports (KP 5.2.4)	***In weekly PLC meetings, teachers will internalize and rehearse lessons by breaking down the standard, anticipating scaffolding and extension needs, planning questions, identifying key academic vocabulary, and collaborating to present aligned student work and common assessments.***	***Completed Brockett PLC agenda forms; lesson plans with questions, links to common assessments, and student work; and PLC presentation notes***
EA 4.2 Management of Curriculum Implementation — Implementation Monitoring (KP 4.2.2)	***During weekly planning meetings, the Brockett Instructional Leadership Team will plan for upcoming PLCs, plan for demonstrations, distribute PLC leadership duties, ensure HQIM usage in lesson plans, and check daily learning targets for alignment to state standards.***	***Complete ILT team agendas noting the assignment of roles and discussion points***
EA 5.2: Instructional Planning for Effective Classroom Instruction — Observation and Feedback (KP 5.2.5)	***Principal and Assistant Principal will engage in weekly, bi-weekly, and monthly observation and feedback to teachers based on the teacher's data. Teachers receive one actionable feedback step, and leaders monitor implementation during a scheduled follow up visit.***	***Walk through logs listing feedback, coaching log, Brockett Admin Walk Calendar***
EA 5.3: Data-Driven Instruction, Assessment Reflection, and Targeted Supports — Data-Driven Instruction, Assessment Reflection, and Targeted Supports (KP 5.3.2)	***After CBA or Unit Assessments, PLC teams analyze performance by student, analyze errors, create intervention and extension groups, and monitor outcomes to adjust groups weekly. Specific monitoring of Emergent Bilingual student group performance takes place bi-weekly.***	***Data assessment reports, Small Group Intervention Tracking, Live Data Magnet Wall, progress-monitoring records***

Campus Monitoring

The principal and assistant principal will conduct weekly walkthroughs using the Brockett Instructional Monitoring Tool and review implementation trends at the end of each week. The Campus Leadership Team will review implementation and student-performance data after each CBA or Unit Assessment. Following these meetings, PLC teams and administrators will review data progress for all students.

District Monitoring

The Executive Director of Teaching and Learning will meet with the principal monthly to review walkthrough data, CBA and unit-assessment results, and teacher level data tracking. District personnel will participate in BOY, MOY, and EOY reviews to evaluate progress toward the plan's implementation and student-performance goals.

Response When Implementation or Outcomes Are Off Track

If Reading CBA or unit-assessment mastery is below 70%, Mathematics mastery is below 50%, or students in high focus group categories drop in performance , Brockett Administrators will develop professional learning to address the gap, adjust coaching frequency of teachers in need of support, adjust PLC support, revisit the makeup of WIN groups, intervention, and enrichment. If the plan is not successfully implemented or MOY progress is insufficient, Teaching and Learning will provide additional on-campus coaching and will assist in the revision of the strategies and implementation with the principal.

Reallocation of Time, Funding, and Staffing

Brockett Administrators will protect the weekly PLC lesson rehearsal time. Teachers will conduct daily WIN times, ITL at Brockett will meet weekly as a non-negotiable, and substitutes for ½ day planning will be required. The campus will reallocate $2,928 in SCE fund, and $3,742 in Title I funds for ½ day planning, $5,500 in Title 1 funds for a certified tutor, and $2700 in local 199 funds for PLC supplies, monitoring tools, data wall supplies, and other implementation costs. The principal, assistant principal, reading specialist, EB lead teacher, math interventionist, and teachers share responsibilities for monitoring student level data, coaching, and developing aligned tier 1 instruction .

Student-Performance Goals

By spring 2027, campus STAAR will increase from 69% approaches to 75%, from 40% meets grade level to 45%, and masters from 16% to 25% for all tests combined resulting in a scale score of 76, a C letter grade. Reading will increase from 76% approaches to 80%, from 44% meets grade level to 50%, and from 14% masters to 28%. Math will increase from 61% approaches to 70%, from 36% meets to 40%, and from 18% masters to 22%. The campus growth Score will increase from 65 component score to at least 72. Reading will increase from 64 to a 72 and math will increase from a 57 to a 65 component score. During the year, at least 70% of students will demonstrate mastery on each official Reading CBA or unit assessment, at least 50% will demonstrate mastery on district Mathematics CBA or unit assessment, and at least 72% will meet or exceed projected MAP growth in Reading and Math

MANSFIELD INDEPENDENT SCHOOL DISTRICT
2026-2027 Action Plan using PDSA

CAMPUS/DEPARTMENT	VISION 2030 STRATEGIC GUIDING STATEMENT	TYPE(S) OF PLAN *Check all that apply*
Judy K. Miller Elementary	Judy K. Miller teachers will deliver TEKS aligned Tier 1 math instruction and regularly analyze student data to identify and address specific learning gaps.	☑ Vision 2030 ☑ Local Improvement (TEA) ☐ Supporting

P PLAN: IDENTIFY THE NEED, THE GOAL, AND THE APPROACH

What do you hope to accomplish?
Implement intentional, data-driven mathematics instruction that deepens student understanding, accelerates academic growth, and reduces achievement gaps among targeted student groups through consistent, high-quality Tier 1 practices.

Our Goal - Identify your "One Thing" (strategy):

Judy K. Miller teachers will deliver TEKS aligned Tier 1 math instruction and regularly analyze student data to identify and address specific learning gaps.

Why did you choose this goal (strategy)? Include the process you used to establish the root cause.
We selected this goal after analyzing student achievement and growth data and conducting a root cause analysis using the 5 Whys tool. This process helped us identify underlying factors contributing to gaps in mathematics achievement and areas where instructional practices could be strengthened to improve student outcomes, particularly among our targeted student groups.

MANSFIELD INDEPENDENT SCHOOL DISTRICT
2026-2027 Action Plan using PDSA

Baseline Data & Rationale:

What data or evidence supports the need for this goal?

Over the past three school years, mathematics academic growth has lagged approximately 24 points behind RLA growth annually, while five accountability indicators have been missed for three consecutive years.

Texas Education Agency

2026 Accountability Rating Overall Summary
JUDY MILLER EL (220908125) - MANSFIELD ISD - TARRANT COUNTY

2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | **2026**

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**78**	**C**	
Student Achievement		**78**	**C**	**70%**
STAAR Performance	51	78		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**74**	**C**	**0%**
Academic Growth	61	68	D	
Relative Performance (Eco Dis: 44.0%)		74	C	✓
Closing the Gaps	**55**	**78**	**C**	**30%**

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

• This campus is identified for targeted support and improvement.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)*	Special Ed (Current)	Special Ed (Former) +	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	1	**0**	**0**	**-**	**0**	**-**	**-**	**0**	**0**	**3**	**-**	**1**
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	3	0	3	-	2	-	3	0	3	2	-	3
2025	3	3	3	-	4	-	-	3	4	0	-	3
2026	3	3	3	-	0	-	-	3	3	1	-	3
Academic Achievement Status: Mathematics												
2024	0	0	0	-	0	-	3	0	2	0	-	0
2025	3	2	3	-	3	-	-	2	3	1	-	3
2026	3	0	3	-	0	-	-	1	3	0	-	3
Academic Growth Status: RLA												
2024	3	3	3	-	-	-	-	3	3	3	-	3
2025	3	0	3	-	4	-	-	3	4	0	-	3
2026	3	4	3	-	0	-	-	3	3	3	-	3
Academic Growth Status: Mathematics												
2024	0	0	0	-	-	-	-	0	0	0	-	0
2025	0	0	3	-	0	-	-	0	2	0	-	1
2026	0	2	0	-	2	-	-	2	4	0	-	0
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	3	0	1	-	2	-	3	0	3	0	0	3
2025	3	2	3	-	3	-	3	3	3	1	3	3
2026	3	0	3	-	0	-	0	3	3	0	-	3
Progress in Achieving English Language Proficiency (EB Current)												
2024									0			
2025									0			
2026									2			

Approach & Evidence Sources:

How will you measure goal implementation with lead fidelity and lead performance measures?

Lead Fidelity Measures

- Walkthrough data: adherence to the Math Block Structure, Alignment to the Objective & 3Cs, and Data Driven Small Groups (SE specific gaps addressed for individual students)
- CFA Data Analysis with intentional planning for the reteach and extension

Lead Performance Measures

- 90% of observed classrooms will adhere to the math block structure
- 90% of observed classrooms communicate aligned learning targets and success criteria
- 85% are running small groups using individualized data to close learning gaps

Data source: JKM walkthrough tool, formative assessment data analysis form

MANSFIELD INDEPENDENT SCHOOL DISTRICT
2026-2027 Action Plan using PDSA

Lag Measure

What will you use as a lag measure to know you've accomplished your "One Thing"?

- At least 85% of students demonstrate one year's growth on each math CBA or unit assessment
- At least 85% of students meet or exceed projected MAP growth in mathematics.
- STAAR Meets Grade Level increases from 50% to 63% for math
- Academic Growth Score for Math increases from 53 to 80
- Academic achievement in math increases from 8% to 29% for special education student group
- Academic growth in math increases from 24% to 58% for special education student group
- Academic growth in math increases from 43% to 61% for African American student group

Data source: official MISD CBA and unit assessment reports, NWEA MAP Growth reports, and TEA STAA reports

Plan: What are the key actions to be taken in the upcoming year toward the accomplishment of the goal?

(the one to five most important things to get done on this plan are...):

1. Create a structured mathematics block for K-4th grade
2. Unpack standards in PLC ensuring alignment to the 3Cs as part of the unit planning process
3. Practice and refine lesson delivery through collaborative PLC rehearsals and targeted coaching cycles
4. Calibrate instruction and student work to the objectives and 3Cs of the standard
5. Ensure data analysis is identifying and addressing specific student learning needs

MANSFIELD INDEPENDENT SCHOOL DISTRICT
2026-2027 Action Plan using PDSA

PROFESSIONAL DEVELOPMENT			
What professional development needs to occur to accomplish the key actions to be taken in during the year toward accomplishment of the goal?			
PROFESSIONAL DEVELOPMENT	**PROVIDED FOR**	**PERSON(S) RESPONSIBLE**	**END DATE** *When will the PD be completed?*
JKM Data Story, root cause, Campus One Thing, and PDSA implementation	Campus Leadership Team	Principal	Initial leadership development: July 2026; progress review quarterly through May 2027
JKM Tier 1 Instructional Guide and expectations	All instructional staff	Principal, Assistant Principal	Initial training during August 2026 in-service; reinforcement through May 2027
Unit Planning	All instructional staff	Principal, Assistant Principal	Initial training September 2026; reinforcement through May 2027
Weekly PLC lesson internalization and rehearsal	Core teachers, special education teachers, PLC leads	PLC leads, administrators	Launched: September 2026; implemented weekly through May 2027
Data-driven instruction and assessment analysis	Core teachers, special education teachers, PLC leads, and administrators	Principal	Initial training by October 2026; completed after each official CBA and unit assessment through May 2027
Student Groups that missed targets named-student monitoring and instructional response	Core teachers, special education teachers, PLC leads, and administrators	Principal	Initial roster and baseline review by October 30, 2026; updated after each assessment cycle through May 2027

MANSFIELD INDEPENDENT SCHOOL DISTRICT
2026-2027 Action Plan using PDSA

Complete the following section if identified for School Improvement

Areas Addressed: *(Academic Achievement Reading or Math; Growth; Grad Rate; ELPs; Student Success; CCMR)*	**Student group Target Area(s) missed:**
Academic Achievement Mathematics Academic Growth Mathematics Student Success (STAAR component)	Student group: Special Education (Current) African American Continuously Enrolled

Local Improvement Plan
Year-Long Strategy

ESF Essential Action/Key Practice	What the strategy looks like:	Implementation evidence:
EA 5.2: Instructional Planning Supports (KP 5.2.4)	Teachers unpack standards in PLC, ensuring alignment to the 3Cs as part of the unit planning process. Teachers practice and refine lesson delivery through collaborative PLC rehearsals weekly. Unit planning begins with the 15 Day Challenge, and additional planning time is scheduled for the entire school year.	PLC agendas; 15 Day Challenge training agenda, staff artifacts, and feedback; Innovation schedule agenda and deliverables with dates for the entire school year
EA 5.2: Observation and Feedback (KP 5.2.5)	Administrators conduct walkthroughs weekly to measure alignment of instruction and student work with the 3Cs and provide targeted coaching cycles. Administrators calibrate monthly on Tier 1 look-fors, evidence collection, and feedback quality.	Walkthrough data collection; calibration agenda, evidence comparison, agreement notes, and identified leadership next steps
EA 5.3: Data-Driven Instruction (KP 5.3.1)	Use dissegregated data to monitor student progress, provide evidence-based feedback, and guide teachers through a consistent process to analyze misconceptions, identify root causes, and plan targeted instructional responses.	Teacher Assessment Analysis Forms; disaggregated reports; named-student tracker; reteach plans

Campus Monitoring

Administrators conduct walkthroughs weekly using the aligned walkthrough tool to measure alignment of instruction and student work with the 3Cs. Administrators calibrate monthly on Tier 1 look-fors, evidence collection, and feedback quality. After each official CBA and unit assessment, teachers review targeted student group students by name and document reteach plans on the named-student tracker.

District Monitoring

The Executive Director of Teaching and Learning will meet with the principal monthly to review walkthrough data, CBA and unit-assessment results, and the named-student tracker. District representatives will participate in BOY, MOY, and EOY reviews to evaluate progress toward implementation and student-performance goals.

MANSFIELD INDEPENDENT SCHOOL DISTRICT

2026-2027 Action Plan using PDSA

Response When Implementation or Outcomes Are Off Track

If fewer than 85% of students demonstrate one year's growth on a math CBA or unit assessment, or walkthrough alignment falls below 80% for two consecutive months, JKM will adjust PLC rehearsals, coaching cycles, and reteach plans. If the plan is not successfully implemented or MOY progress is insufficient, Teaching and Learning will provide additional on-campus coaching and will revise the strategy with the principal during the MOY review.

Reallocation of Time, Funding, and Staffing

JKM will protect dedicated instructional time for 3rd and 4th grade students, a structured mathematics block for K-4th grade, and PLC and planning time through the master schedule. The campus will reallocate $2,000 in Comp Ed funds and $1,000 in Local 199 funds for substitute coverage for collaborative planning and aligned supplemental materials. Administrators and teachers will have assigned responsibilities for unit planning, PLC rehearsals, walkthroughs, coaching cycles, and named-student review.

Student-Performance Goals

By spring 2027, STAAR Meets Grade Level in math will increase from 50% to 63%, and the Academic Growth Score for math will increase from 53 to 80. Academic achievement in math for the special education student group will increase from 8% to 29%, and academic growth in math will increase from 24% to 58%. Academic growth in math for the African American student group will increase from 43% to 61%. At least 85% of students will demonstrate one year's growth on each math CBA or unit assessment.

CAMPUS/DEPARTMENT	VISION 2030 STRATEGIC GUIDING STATEMENT	TYPE(S) OF PLAN *Check all that apply*
Thelma Jones Elementary	Thelma Jones teachers will consistently deliver tier 1 instruction aligned to the content, cognitive, and context levels of the standards.	Vision 2030 Additional Targeted (TEA) Supporting

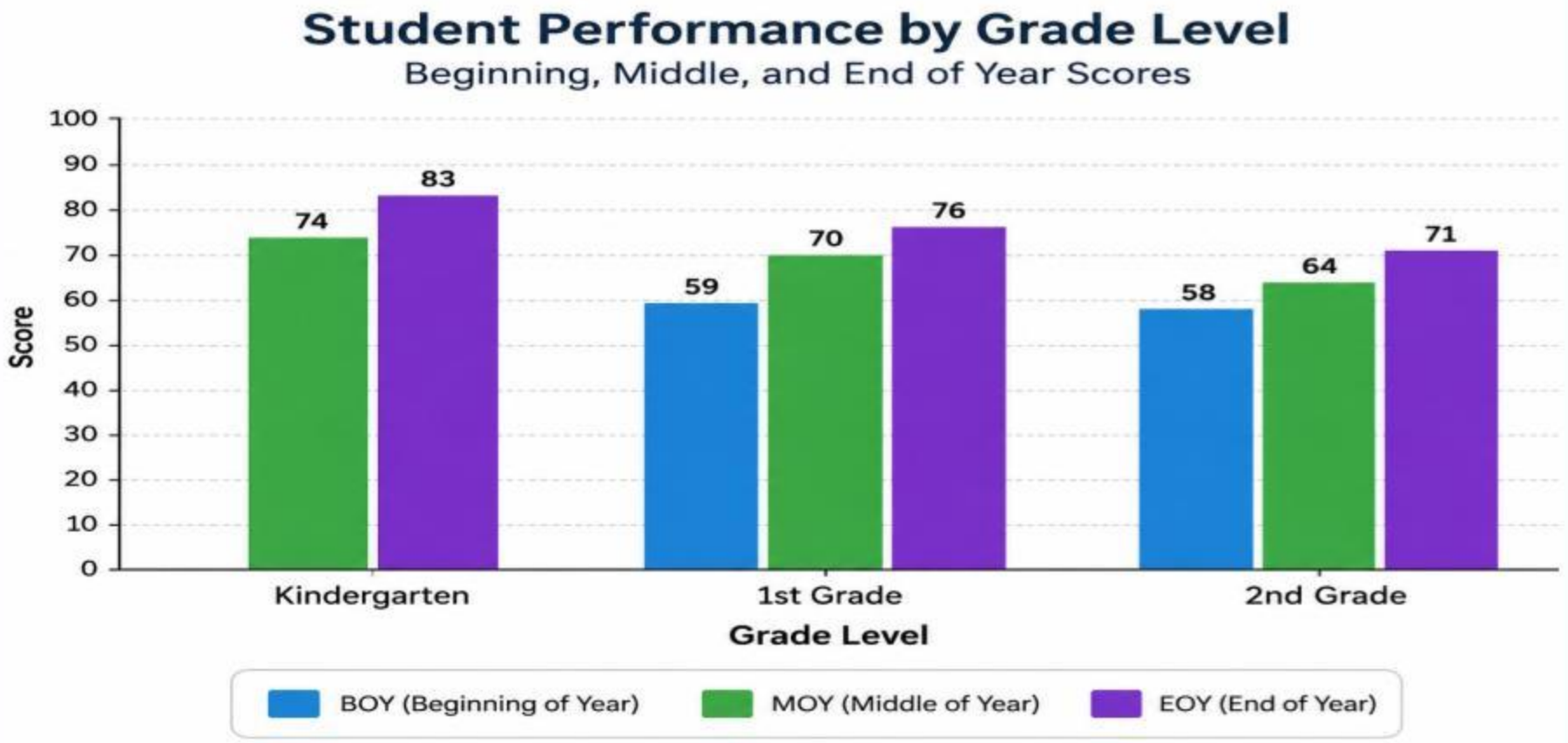
P PLAN: IDENTIFY THE NEED, THE GOAL, AND THE APPROACH

What do you hope to accomplish?
We hope to deliver instruction at the intended depth by teaching students how to process the learning.

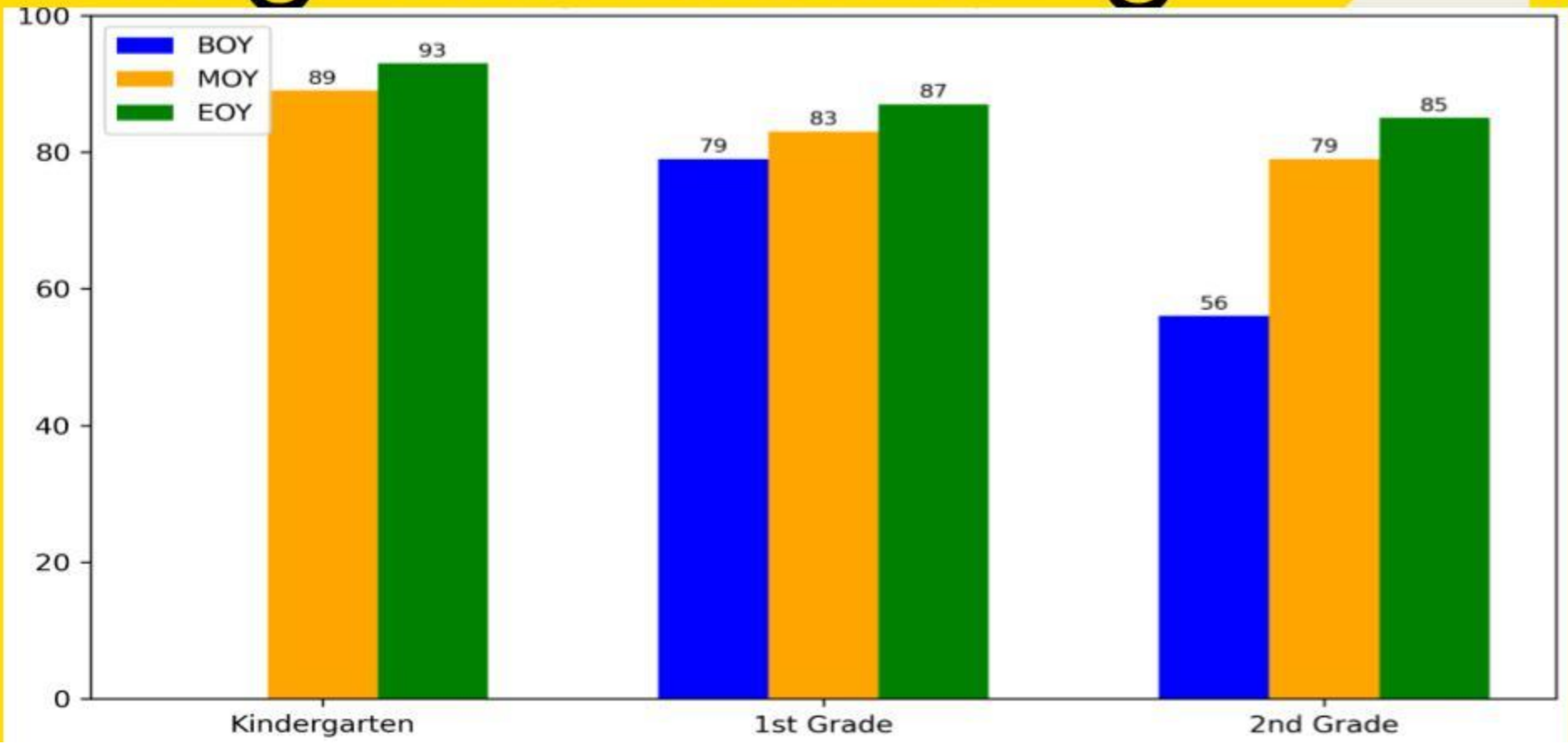
Our Goal - Identify your "One Thing" (strategy):
Thelma Jones teachers will consistently deliver Tier 1 instruction aligned to the content, cognitive, and context levels of the standards.
Why did you choose this goal (strategy)? Include the process you used to establish the root cause.
Our campus has maintained a C in domain 1 for four of the past five years. Our special education population has not met its target for student achievement and student success in the last 3 years. We are now targeted for special education. Only 14% of our special education students passed/approached on the 2026 STAAR test. Thelma Jones special education students need to get a 23 for student success. 26% of our students need to meet grade level on the reading STAAR, and 29% need to meet grade level on the math STAAR.

Baseline Data & Rationale:
What data or evidence supports the need for this goal?
(Insert data with levels, trends & comparables)
Additional Targeted schools must include Closing the Gaps report data.

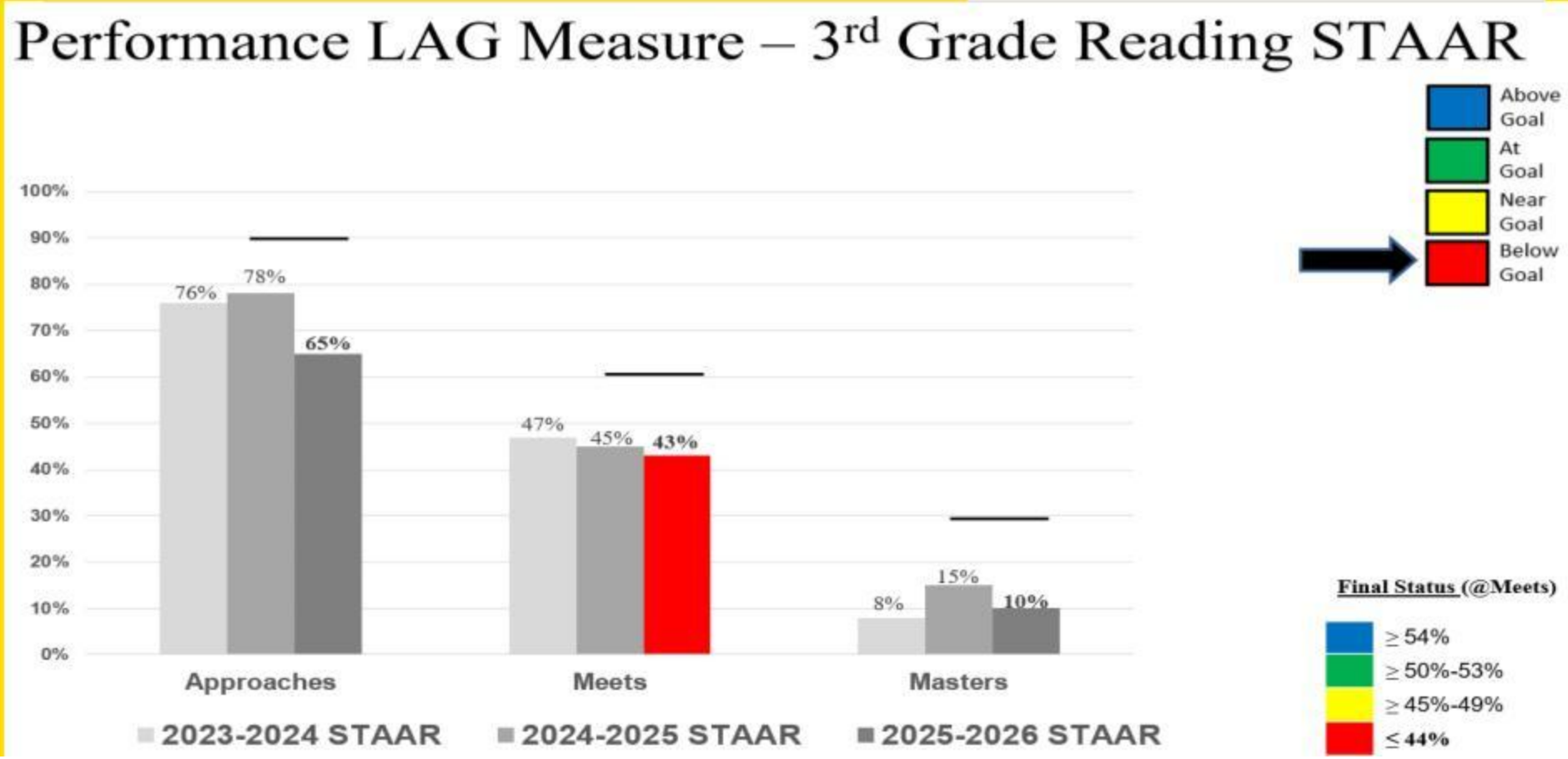
mCLASS


Student Performance by Grade Level
Beginning, Middle, and End of Year Scores
Score
100
90
80
70
60
50
40
30
20
10
0
74
83
59
70
76
58
64
71
Kindergarten
1st Grade
2nd Grade
Grade Level
BOY (Beginning of Year)
MOY (Middle of Year)
EOY (End of Year)

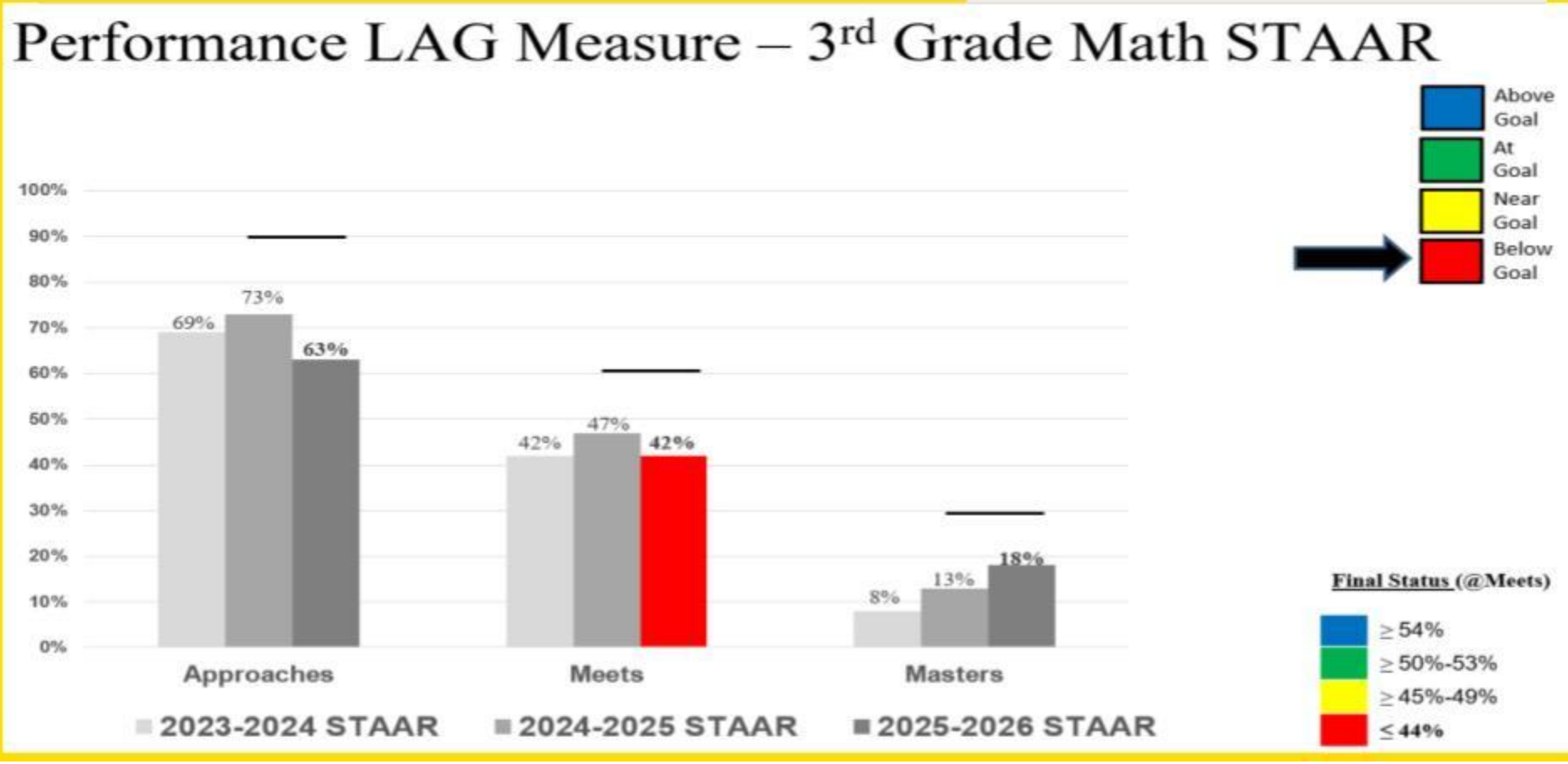
Progress Learning



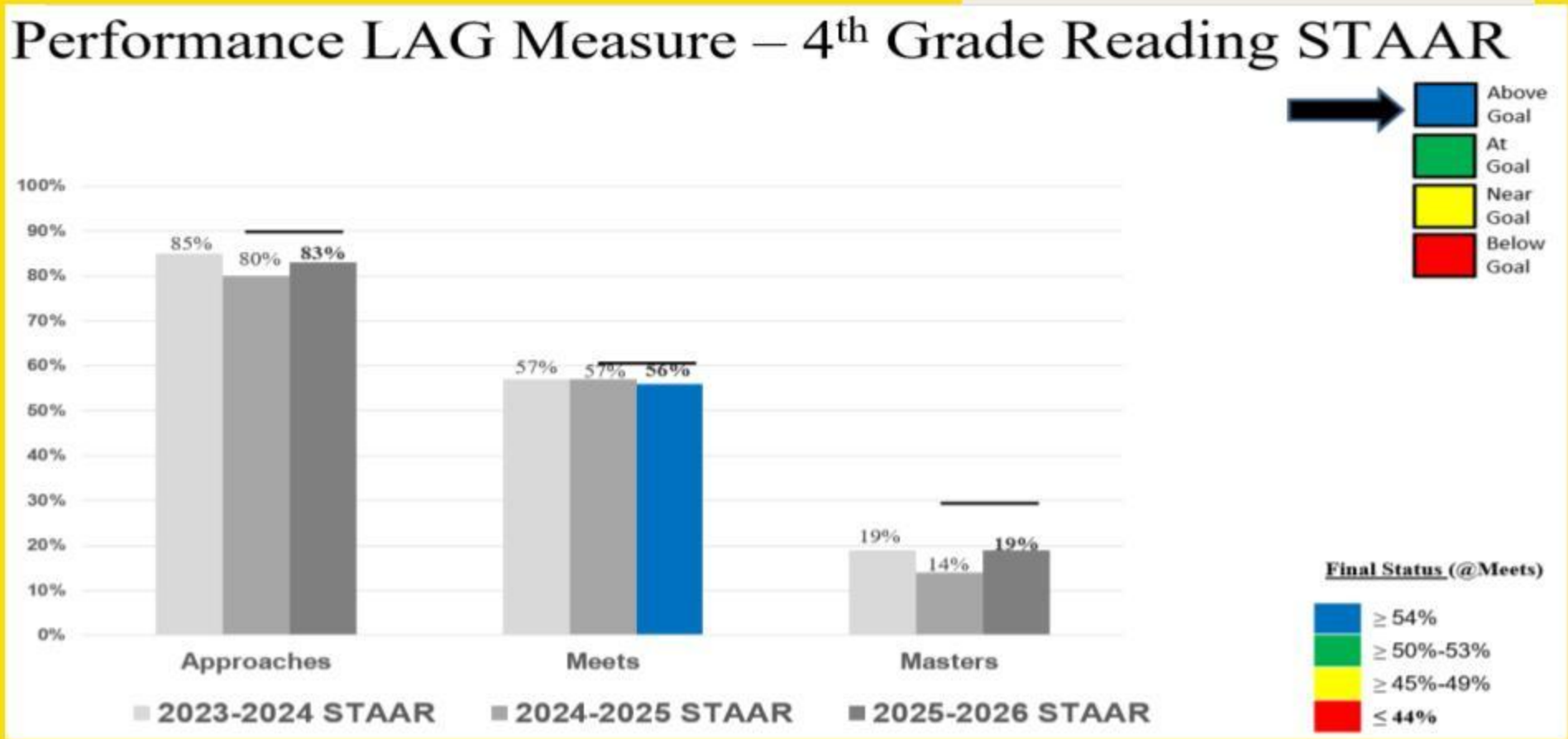
3rd Grade STAAR Reading



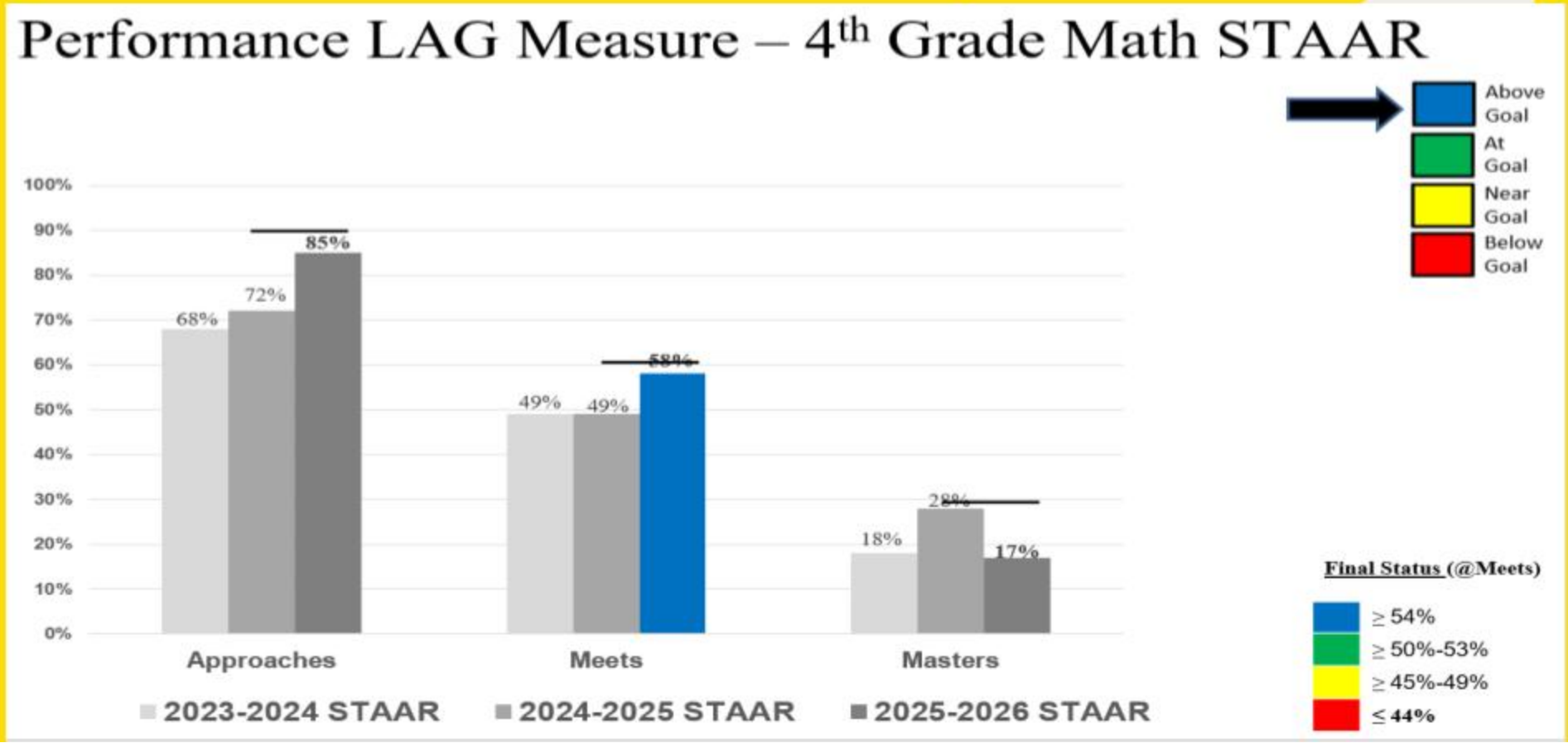
3rd Grade STAAR Math



4th Grade STAAR Reading



4th Grade STAAR Math



Texas Education Agency
2026 Identification of Schools for Improvement
THELMA JONES EL (220908117) - MANSFIELD ISD - TARRANT COUNTY
✳ Confidential ✳

• This campus is identified for targeted support and improvement.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	0	0	-	-	1	-	-	0	0	3	-	0
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	3	3	3	-	3	-	-	3	3	0	-	3
2025	3	3	4	-	0	-	3	3	4	0	-	3
2026	3	3	-	-	0	-	3	3	3	0	-	3
Academic Achievement Status: Mathematics												
2024	3	0	3	-	0	-	-	3	3	0	-	3
2025	3	0	3	-	0	-	3	3	3	0	-	3
2026	3	3	-	-	2	-	3	3	3	1	-	3
Academic Growth Status: RLA												
2024	3	0	-	-	3	-	-	3	0	0	-	3
2025	3	3	-	-	3	-	-	3	3	2	-	3
2026	3	4	-	-	-	-	-	3	4	-	-	3
Academic Growth Status: Mathematics												
2024	0	0	-	-	0	-	-	0	1	0	-	0
2025	3	3	-	-	4	-	-	3	2	3	-	3
2026	3	4	-	-	-	-	-	3	4	-	-	3
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	3	0	3	-	0	-	1	3	3	0	-	3
2025	3	3	3	-	1	-	2	3	3	0	-	3
2026	3	3	0	-	0	-	2	3	3	1	-	3
Progress in Achieving English Language Proficiency (EB Current)												
2024									4			
2025									4			
2026									3			

Additional Student Groups

	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB (Current)	EB (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile	Foster	Homeless	Migrant
All Subjects														
Percent of Tests														
At Approaches GL Standard or Above	74%	70%	81%	100%	80%	83%	36%	100%	78%	64%	-	-	-	-
At Meets GL Standard or Above	51%	46%	60%	95%	52%	58%	14%	100%	57%	37%	-	-	-	-
At Masters GL Standard	16%	13%	22%	58%	20%	28%	2%	0%	17%	14%	-	-	-	-
Number of Tests														
At Approaches GL Standard or Above	214	131	83	38	43	53	16	2	159	55	-	-	-	-
At Meets GL Standard or Above	148	87	61	36	28	37	6	2	116	32	-	-	-	-
At Masters GL Standard	47	25	22	22	11	18	1	0	35	12	-	-	-	-
Total Tests	290	188	102	38	54	64	44	2	204	86	-	-	-	-
Reading/Language Arts (RLA)														
Percent of Tests														
At Approaches GL Standard or Above	73%	70%	78%	100%	78%	81%	32%	100%	77%	63%	-	-	-	-
At Meets GL Standard or Above	50%	47%	57%	89%	41%	50%	9%	100%	56%	37%	-	-	-	-
At Masters GL Standard	15%	13%	20%	47%	19%	25%	5%	0%	15%	16%	-	-	-	-
Number of Tests														
At Approaches GL Standard or Above	106	66	40	19	21	26	7	1	79	27	-	-	-	-
At Meets GL Standard or Above	73	44	29	17	11	16	2	1	57	16	-	-	-	-
At Masters GL Standard	22	12	10	9	5	8	1	0	15	7	-	-	-	-
Total Tests	145	94	51	19	27	32	22	1	102	43	-	-	-	-
Mathematics														
Percent of Tests														
At Approaches GL Standard or Above	74%	69%	84%	100%	81%	84%	41%	100%	78%	65%	-	-	-	-
At Meets GL Standard or Above	52%	46%	63%	100%	63%	66%	18%	100%	58%	37%	-	-	-	-
At Masters GL Standard	17%	14%	24%	68%	22%	31%	0%	0%	20%	12%	-	-	-	-
Number of Tests														
At Approaches GL Standard or Above	108	65	43	19	22	27	9	1	80	28	-	-	-	-
At Meets GL Standard or Above	75	43	32	19	17	21	4	1	59	16	-	-	-	-
At Masters GL Standard	25	13	12	13	6	10	0	0	20	5	-	-	-	-
Total Tests	145	94	51	19	27	32	22	1	102	43	-	-	-	-

Approach & Evidence Sources:

How will you measure goal implementation with lead fidelity and lead performance measures?

Lead Fidelity Measures

- PLCs
- Math Walk-Through Form

Lead Performance Measures

- CFA/CBA
- BOY and MOY 3rd and 4th grade Math MAP

Lag Measure

What will you use as a lag measure to know you've accomplished your "One Thing"?

- 3rd and 4th Grade Math STAAR

Plan: What are the key actions to be taken in the upcoming year toward the accomplishment of the goal?

(the one to five most important things to get done on this plan are…):

1. Analyze STAAR Data and choose boulders
2. Complete the 15 Day Challenge Unit Planning
3. Gain a common understanding of process standards
4. Start the PLC and walk-through cycle
5. Give feedback and coaching

PROFESSIONAL DEVELOPMENT			
What professional development needs to occur to accomplish the key actions to be taken in during the year toward accomplishment of the goal?			
PROFESSIONAL DEVELOPMENT	**PROVIDED FOR**	**PERSON(S) RESPONSIBLE**	**END DATE** *When will the PD be completed?*
15 Day Challenge Unit Planning Launch	K-4 Teachers	M. Rhines (Principal) AP Jackson	Initial training August 2026; reinforced during PLC's through May 2027
Unit planning days	K-4 Teachers	M. Rhines (Principal)	First planning day September 2026; scheduled for each unit through May 2027
Update to PLC Protocols	K-4 Teachers	M. Rhines (Principal)	Initial training September 2026; implemented weekly through May 2027

Complete the following section if identified for School Improvement

Areas Addressed:	Student group Target Area(s) missed:
Academic Achievement Reading/Language Arts Academic Achievement Math Student Success	Special Education

Local Improvement Plan Year-Long Strategy

Identification and Evidence-Based Strategy
Thelma Jones Elementary School will implement a coherent Tier 1 instructional system aligned with ESF Key Practices 4.1.2, 5.2.4, 5.2.5, and 5.3.1. Teachers will participate in weekly lesson internalization, calibrated observation and feedback cycles, and data-driven instructional to improve Reading, Mathematics, and Student Success outcomes for students specifically Special Education. The campus will review results through PLC data cycles and determine needed Tier 1 reteaching, WIN intervention, extension, or enrichment.
This will include monitoring and tracking of implementation and fidelity of instructional systems in Reading and Mathematics through STAAR, NWEA MAP, district assessments, campus formative, and frequent progress-monitoring data.

ESF Essential Action (EA)/Key Practice	*What the strategy looks like at Thelma Jones Elementary*	*Implementation Evidence*
EA 4.1 Multi-tiered Academic Experience - Tier 1 Instructional Strategies and Supports for All Learners (KP 4.1.2)	Teachers will deliver daily Tier 1 instruction that includes standards-aligned learning targets, alignment to the Content, Context, and Cognitive level of state standards, explicit modeling, checks for understanding, student discourse, and academic monitoring for instructional adjustments.	Weekly Lesson plan Checks; aligned learning targets and student Success Criteria; weekly walkthrough data; student work analysis; documented instructional adjustments
EA 5.2: Instructional Planning for Effective Classroom Instruction — Instructional Planning Supports (KP 5.2.4)	Teachers will internalize and rehearsals lessons for upcoming instruction weekly by analyzing alignment of the written, taught, and assessed curriculum, anticipating misconceptions, planning questions and checking for understanding (CFUs), practicing critical lesson components, and identifying needed scaffolds and extensions.	Completed lesson-internalization forms; PLC agendas; planned questions and CFUs; anticipated-misconception plans; teacher exemplars; PLC observation notes
EA 5.2: Instructional Planning for Effective Classroom Instruction — Observation and Feedback (KP 5.2.5)	Campus administrators conduct calibrated walkthroughs bi-weekly. Teachers receive one actionable feedback step, and leaders monitor implementation through observation and feedback cycles.	Calibrated walkthrough tool; walkthrough schedule and logs; teacher action-step tracker; written feedback; follow-up walkthrough evidence
EA 5.3: Data-Driven Instruction, Assessment Reflection, and Targeted Supports — Data-Driven Instruction with Curriculum-Embedded Assessments (KP 5.3.1)	After each official CBA or unit assessment, PLC teams analyze performance by student, standard, question, classroom, and student group. Teams review special education students by name and document the Tier 1 reteach, WIN intervention, extension, or enrichment each student will receive.	Disaggregated assessment reports; Teacher Assessment Analysis Forms; named-student tracker; reteach plans; WIN rosters; student work; progress-monitoring records

Campus Monitoring
The principal and assistant principal will conduct weekly walkthroughs using campus calibration protocols and provide feedback. The Campus Leadership Team will review implementation and student-performance data monthly. Following each official CBA or unit assessment, teachers and administrators will review special education students by name and document the Tier 1 reteach, WIN intervention, extension, or enrichment each student will receive.

District Monitoring
The principal's Executive Director will meet with the principal to review walkthrough fidelity, CBA and unit-assessment results, implementation milestones, and special education students. District representatives will participate in BOY, MOY, and EOY reviews to evaluate progress toward the plan's implementation and student-performance goals.

Response When Implementation or Outcomes Are Off Track
Thelma Jones will adjust professional learning, coaching, PLC support, WIN groups, intervention, and enrichment if the plan is not implemented successfully or MOY progress is insufficient; Teaching and Learning/Executive Director will provide additional on-campus coaching and revise the strategy and implementation milestones with the principal during the MOY review.

Reallocation of Time, Funding, and Staffing
The campus will reallocate %4,000 in Title I funds, $2,000 in State Compensatory Education funds, $1,000 in Local 199 funds, and $500 in activity funds to support professional learning, substitute coverage, instructional and intervention materials, progress-monitoring tools, and allowable implementation costs. The principal and assistant principal will be responsible for monitoring the allocation of funds and effects.

Student-Performance Goals

By spring 2027, campus STAAR Meets Grade Level or above will increase from 9% to 26% in reading and from 18% to 29% in math in the Meets category as measured by STAAR.