



**LLC-DAEP Local Improvement Plan  
2025-2026  
REVISED 2/25/2024**

	<b>Question/Item</b>	<b>Response</b>
<b>STUDENT OUTCOME GOALS</b>	What is the campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year?	Increase the percentage of Eco Dis students from 5% to 19% and Continuously Enrolled students from 6% to 26% Meets Grade Level on STAAR ELAR exams..
	What is the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year?	Increase the percentage of Eco Dis students from 0% to 16% and Continuously Enrolled students from 0% to 20% Meets Grade Level on STAAR Mathematics exams.
	What is the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III?	The component points target for Domain III: Academic Achievement is 10, or 50%.
	What is the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III?	The component points target for Domain III: Academic Growth is 4, or 25%.
	What is the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III?	The campus does not meet the 10 student threshold.
	What Is the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III?	The component points target for Domain III: Student Success is 3, or 25%
	What is the Domain III Closing the Gaps performance target?	In 2025-2026, Freeport Intermediate School will improve the Domain III Closing the Gaps performance from 6 to 66.
<b>School Improvement Strategy</b>	What is/are the school improvement strategy(ies) for the campus?	LLC will implement STAAR testing support using technology, tutoring and in-class support to improve student performances on STAAR testing.
	Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?	LLC is not eligible for a school improvement grant



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	Please name any organizations you are currently working with to build capacity and support strategy implementation.	<ul style="list-style-type: none"> <li>• District staff</li> <li>• Campus Staff</li> </ul>
	What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?	<ul style="list-style-type: none"> <li>• Principal Manager, Mr. Jay Whitehead, Deputy Superintendent of Administrative Services and Secondary Schools</li> <li>• Mr. Brian Cole, Deputy Superintendent of Teaching and Learning</li> <li>• Mr. Ron Redden, Assistant Superintendent of Compliance and Data Quality/DCSI</li> <li>• Mrs. Lorin Furlow, Executive Director of Special Services</li> </ul>
<b>Curriculum &amp; Instruction</b>	Please select the adopted curriculum	District Created
	Is this the curriculum that will be implemented for the duration of the plan?	<ul style="list-style-type: none"> <li>• Yes, for English/Language Arts</li> <li>• No, for Mathematics</li> <li>• Yes, for Science</li> <li>• Yes, for Social Studies</li> </ul>
	What new curriculum will be adopted?	State Board of Education (SBOE) High Quality Instructional Materials (HQIM) in Mathematics
	When will the district adopt the new curriculum?	2026-2027
	How many instructional minutes per week are required/recommended for implementation of this curriculum?	225
	How many instructional minutes per week are in the master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?	275
	How many instructional days are included in the 2025-2026	166



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	calendar?	
	Please describe the assessment plan for the impacted campus(es)	<ul style="list-style-type: none"> <li>● Curriculum-Based Assessments are used to evaluate student progress in mastering the district curriculum,</li> <li>● Mock STAAR exams are used to evaluate STAAR readiness,</li> <li>● Eedgenuity STAAR Prep embedded exams</li> </ul>
	Will the campus(es) implement a PLC structure?	Yes. LLC will implement a consistent and high-functioning PLC structure focused on monitoring student progress.
	How will PLCs be organized (by grade level, content area, etc.)?	<p>PLCs will be organized by <b>Grade Level</b>, with a structured focus on <b>High School, Middle School, and Elementary</b> to accommodate singleton teachers, ensure meaningful collaboration in supporting student success, and to monitor student progress toward STAAR readiness.</p> <p>Additionally, the campus will hold <b>Special Education PLC meetings</b> to support meeting the needs of an ever-changing special education student population, and to monitor the progress of special education students toward STAAR readiness.</p>
	How frequently will PLCs occur?	PLC's will meet weekly.
	Who will facilitate PLCs?	Administrators will facilitate PLC meetings
	Who is required to attend PLCs?	To ensure fidelity, administrators, grade level teachers, and Special Education teachers will participate in PLCs.
	Please describe the PLC protocol to be used	<p>PLCs will operate on a weekly cadence with a standardized protocol that includes:</p> <ul style="list-style-type: none"> <li>● Review of incoming/outgoing Students</li> <li>● Teacher Failure List reports</li> <li>● Staff Concerns w/ Solutions</li> <li>● Review of goals</li> <li>● Provide walkthroughs feedback</li> </ul>



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		<ul style="list-style-type: none"> <li>• Plan for Light Time</li> <li>• Review EOC Prep progress</li> <li>• Address Edgenuity concerns\issues</li> </ul>
<b>Capacity Building</b>	% of teachers on the campus who: <ul style="list-style-type: none"> <li>• have more than 2 years experience</li> <li>• are certified</li> <li>• are TIA designated teachers</li> </ul>	<ul style="list-style-type: none"> <li>• 76.92% have 2 or more years experience</li> <li>• 92.3% are certified</li> <li>• 0% are TIA designated</li> </ul>
	Please describe your planned training/PD sessions (and who delivers and attends) for: <ul style="list-style-type: none"> <li>• Principal manager</li> <li>• Principal</li> <li>• Other campus admin (assistant principals, instructional coaches)</li> <li>• Teachers</li> </ul>	<p><b>Principal Manager</b></p> <ul style="list-style-type: none"> <li>• Principal Network Meetings- monthly meetings that include curriculum updates, model lessons, a book study, and special education updates</li> <li>• Edgenuity Training - Implementation, monitoring, loading courses, assigning credit</li> <li>• Sped - Annual training in special education best practices. Updates throughout the year as needed</li> <li>• CKH - Annual training provided by the Flippen Group, LLC, with follow up visits quarterly</li> <li>• PBIS - Annual trainer during teacher inservice prior to the first day of school</li> <li>• Curriculum - Content specific training in October, January, and February</li> <li>• PLC Secondary Admin</li> </ul> <p><b>Principal</b></p> <ul style="list-style-type: none"> <li>• Principal Network Meetings- monthly meetings that include curriculum updates, model lessons, a book study, and special education updates</li> <li>• Edgenuity Training - Implementation, monitoring, loading courses, assigning credit</li> <li>• Sped - Annual training in special education best practices. Updates throughout the year as needed</li> <li>• CKH - Annual training provided by the Flippen Group, LLC, with follow up visits quarterly</li> <li>• PBIS - Annual trainer during teacher inservice prior to the first day of school</li> </ul>



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		<ul style="list-style-type: none"> <li>● Curriculum - Content specific training in October, January, and February</li> <li>● PLC Secondary Admin</li> </ul> <p><b>Other campus admin (assistant principals, instructional coaches)</b></p> <ul style="list-style-type: none"> <li>● AP Meetings - Monthly meetings that include special education updates, a leadership book study, and behavior management training</li> <li>● Sped - Annual training in special education best practices. Updates throughout the year as needed</li> <li>● CKH - Annual training provided by the Flippen Group, LLC, with follow up visits quarterly</li> <li>● PBIS - Annual training prior to the first day of school</li> <li>● Curriculum - Content specific training in October, January, and February</li> </ul> <p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>● SpEd - Annual training in special education best practices. Updates throughout the year as needed</li> <li>● CKH - Annual training provided by the Flippen Group, LLC, with follow up visits quarterly</li> <li>● PBIS - Annual training prior to the first day of school</li> <li>● Curriculum - Content specific training in October, January, and February</li> <li>● Edgenuity - Implementation, assigning credit, supporting student progress</li> </ul>
	<p>How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?</p>	<p><b>TIP Program:</b> District mentor–induction program that pairs new teachers with experienced mentors for year-long support.</p> <p><b>PLC Collaboration:</b> Weekly PLCs provide structured time for lesson planning, data analysis, and sharing of best practices, guided by CNA findings on instructional gaps.</p> <p><b>Content Specialist Support:</b> District and campus instructional specialists meet with new teachers to model lessons, support internalization of HQIM, and provide feedback.</p> <p><b>Capturing Kids’ Hearts/CKH Process Champions:</b> New teachers receive coaching on building classroom culture aligned to CIP strategies for student engagement and behavior management.</p> <p><b>Ongoing PD:</b> New teachers attend district-/campus-based professional development aligned to CIP priorities.</p>



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	<p>What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?</p>	<p>Walkthrough Forms in Eduphoria:</p> <ul style="list-style-type: none"> <li>● Domain I Planning: Feedback Walkthrough</li> <li>● Domain II Instruction: Feedback Walkthrough</li> <li>● Domain III Learning Environment: Feedback Walkthrough</li> </ul>
	<p>How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?</p>	<p>Each teacher will receive a <b>minimum of one instructional observation per week</b> from an instructional leader. This monthly observation and feedback cycle allows the campus to consistently monitor implementation of instructional strategies, provide timely feedback, and monitor student progress toward STAAR readiness.</p>
	<p>What capacity building supports related to supporting students in special populations will teachers and administrators receive?</p>	<ul style="list-style-type: none"> <li>● Small group (pull out)</li> <li>● Teachers will be trained on how to provide the appropriate accommodations through the Edgenuity program.</li> <li>● Capturing Kids’ Hearts training during summer</li> <li>● PBIS beginning of the year and ongoing</li> <li>● Curriculum professional development in October and February</li> <li>● Test prep daily with weekly monitoring</li> </ul>
<b>Milestones</b>	<p>Share the key milestones for this strategy</p>	<p><b>Milestone 1:</b> Complete annual Capturing Kids’ Hearts training <b>by August 2025</b>  <b>Milestone 2:</b> Complete annual PBIS training <b>by August 2025</b>  <b>Milestone 3:</b> Edgenuity training <b>by August 2025</b>  <b>Milestone 4:</b> Content specific curriculum training <b>in October 2025</b>  <b>Milestone 5:</b> Implementation of STAAR Prep programs <b>by November 2025</b>  <b>Milestone 6:</b> Additional content specific curriculum training <b>in February 2026</b></p>
<b>Performance Management</b>	<p>Please describe how district and campus leaders will monitor the successful implementation of this plan.</p>	<p>The campus principal will document completion of milestone activities and maintain artifacts documentation of their completion. He will provide ongoing PLC monitoring and support. He will join his Principal PLC, the Deputy Superintendent of Teaching and Learning, and the Principal Manager in instructional walkthroughs. The same team will monitor special education support and student performance. The Principal, along with the Principal Manager, will monitor the campus behavior and culture systems. The DCSI and Principal Manager will meet with him bi-weekly to monitor campus progress. The</p>



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		Principal will ensure that documentation and evidence is gathered to support all of the above efforts, and then lead an end of year review to determine next steps for the 2027-2028 school year.
	Who will be responsible for reviewing progress towards the milestones described in the previous section?	Progress toward each milestone will be monitored through a <b>shared leadership structure</b> involving both district and campus personnel. Roles and responsibilities are clearly defined to ensure accountability, consistency, and timely adjustments to implementation.
	How frequently will progress toward milestones be reviewed?	Milestone progress data will be shared <b>bi-weekly and transparently</b> with district leadership.
	How will milestone progress data be collected?	Milestone artifacts and evidence will be maintained in a Google Folder shared with the DCSI and the Principal Manager.
	How will milestone progress data be shared with district leadership and other relevant stakeholders?	Milestone progress data will be shared <b>regularly (at a minimum monthly) and transparently</b> with district leadership and stakeholders through: formal review meetings, shared documentation platforms, walkthrough debriefs, special population reporting cycles, staff communication systems, and district accountability processes. This ensures continuous alignment, timely feedback, and collaborative problem-solving throughout the implementation of the plan.
<b>Resources</b>	Please share the required costs to implement plan and source of funds	<ul style="list-style-type: none"> <li>● Capturing Kids’ Hearts training is provided by The Flippen Group and it is paid for by the district.</li> <li>● Edgenuity is paid for by the district.</li> </ul>
	If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?	The strategy is not linked to grant funding.
<b>Additional Information</b>	Please share any additional information about your strategy that was not included in the prior sections.	Should the LLC-DAEP fail to achieve their outcome goal of no longer being an ATS campus, the district will conduct a targeted needs assessment with the campus upon



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		receipt of that news and develop a new plan that has greater specificity and increased district support, scrutiny and expectations.
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