



**CIS Local Improvement Plan
2025-2026
REVISED 2/25/2026**

	Question/Item	Response
STUDENT OUTCOME GOALS	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 African American ELAR students achieving Meets Grade Level or above from 28% to 32%, and 2 or More Races ELAR students from 38% to 56%.
	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 Math students achieving Meets Grade Level or above from 37% to 43%, Hispanic math students from 34% to 39%, White math students from 47% to 53%, and 2 or more math students from 29% to 46%.
	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 21, or 65.6%.
	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 20, or 62.5%.
	What is the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III?	The component points target for Domain III: ELP Status is 3, or 75.0%
	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 8, or 50.0%.
	What is the Domain III Closing the Gaps performance target?	In 2025-2026, Clute Intermediate School will improve the Domain III Closing the Gaps performance from 61 to 85
School Improvement Strategy	What is/are the school improvement strategy(ies) for the campus?	<ol style="list-style-type: none"> 1. CIS will implement a variety of strategies to both improve STAAR performance at the Meets Grade Level in all tested subjects and will ensure each student grows in performance in ELAR and Mathematics from last year to this year on the STAAR and STAAR Alt exams. 2. CIS will track student performance throughout the year in STAAR tested



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		subjects to ensure that students are improving by at least one performance level over their 2025 STAAR performance.
	Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?	<ul style="list-style-type: none"> School Improvement Curriculum and Instruction Support Grant (application submitted 11/21/2025) (Update: Did not receive the grant)
	Please name any organizations you are currently working with to build capacity and support strategy implementation.	<ul style="list-style-type: none"> District staff Campus Staff Lead4ward
	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"> Principal Manager, Mr. Jay Whitehead, Deputy Superintendent of Administrative Services and Secondary Schools Mr. Brian Cole, Deputy Superintendent of Teaching and Learning Mr. Ron Redden, Assistant Superintendent of Compliance and Data Quality/DCSI Mrs. Lorin Furlow, Executive Director of Special Services Mrs. Bridgette Percle, Executive Director of Curriculum, Instruction & CTE Mrs. Barbara Wells, English Language Arts Curriculum Coordinator Mrs. Michelle Hernandez, Math Curriculum Coordinator Mrs. Beau Watson, Science Coordinator Mrs. Angela McCabe, Social Studies Curriculum Coordinator
Curriculum & Instruction	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"> Yes, for English/Language Arts No, for Mathematics Yes, for Science Yes, for Social Studies
	What new curriculum will be adopted?	State Board of Education (SBOE) High Quality Instructional Materials (HQIM) in Mathematics



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	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?	265
	How many instructional days are included in the 2025-2026 calendar?	166
	Please describe the assessment plan for the impacted campus(es)	<ul style="list-style-type: none"> • Curriculum-Based Assessments are used to evaluate student progress in mastering the district curriculum, • Mock STAAR exams are used to evaluate STAAR readiness, • Teacher Created Unit Assessments are used to evaluate content mastery
	Will the campus(es) implement a PLC structure?	Yes. The campus will implement a consistent and high-functioning PLC structure focused on improving Tier I instruction, closing achievement gaps, and monitoring student progress.
	How will PLCs be organized (by grade level, content area, etc.)?	PLCs will be organized by content , and grade level to ensure meaningful collaboration. Additionally, Interventionists meet bi-weekly as a PLC to review student performance data and to organize Tiers II and III support groups, while Special Education Teachers meet monthly as a PLC to review the progress and needs of special education students..
	How frequently will PLCs occur?	<ul style="list-style-type: none"> • Content and Grade Level meet weekly • Interventionists meet bi-weekly • Special Education Teachers meet monthly



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	Who will facilitate PLCs?	The administrators of the content areas and grade levels meet with their assigned PLCs.
	Who is required to attend PLCs?	<ul style="list-style-type: none"> ● All core teachers. ● Sped attend their content area. ● Interventionists meet bi-weekly ● Sped teachers meet monthly
	Please describe the PLC protocol to be used	<p>PLCs will operate on a weekly cadence with a standardized protocol that includes:</p> <ol style="list-style-type: none"> 1. Review norms 2. Celebrate Good Things 3. Answer PLC question 1: What do we want students to learn? (Essential outcomes/Objectives) 4. Answer PLC question 2: How do we know they learned it? (What are we using for our Formative assessment?) 5. Answer PLC question 3: What will we do if they don't learn it? (Our plan and groups for Intervention) 6. Answer PLC question 4: What will we do if they already know it? (Our plan for Enrichment) 7. Determine action steps and due dates
Capacity Building	% of teachers on the campus who: <ul style="list-style-type: none"> ● have more than 2 years experience ● are certified ● are TIA designated teachers 	<ul style="list-style-type: none"> ● 90.5% have 2 or more years experience ● 95.6% are certified ● 10.1% are TIA designated
	Please describe your planned training/PD sessions (and who delivers and attends) for: <ul style="list-style-type: none"> ● Principal manager ● Principal ● Other campus admin (assistant principals, instructional coaches) 	<p>Principal Manager</p> <ul style="list-style-type: none"> ● Solution Tree training High Impact Training - Solution Tree ● Capturing Kids' Hearts - Flippen Group, LLC ● Effective Schools Framework Training - Region 4 ESC ● Strategic Staffing - Region 4 ESC <p>Principal</p>



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	<ul style="list-style-type: none"> • Teachers 	<ul style="list-style-type: none"> • Principal Network Meetings - District Departments (monthly meetings that include curriculum updates, model lessons, a book study, and special education updates) • Lead4Ward sessions • Solution Tree articles • Once a month Principal PLC with MS/IS Principals • PBIS training - District Administrative Services Department, • Capturing Kids' Hearts training - Flippen Group, LLC with follow up visits through the year • Content-Specific Curriculum training in October, January, and February - District Teaching and Learning Department <p>Other campus admin (assistant principals, instructional coaches)</p> <ul style="list-style-type: none"> • AP Meetings - Monthly meetings that include special education updates, a leadership book study, and behavior management training - District Administrative Services, Special Services, and Teaching and Learning Departments • Annual training in special education best practices. Updates throughout the year as needed District Special Services Department • Capturing Kids' Hearts training - Flippen Group, LLC with follow up visits through the year • PBIS training - District Administrative Services Department • State Assessment Conference • Solution Tree Conference • TASSP Conference <p>Teachers</p> <ul style="list-style-type: none"> • Annual training in special education best practices. Updates throughout the year as needed District Special Services Department • Capturing Kids' Hearts training - Flippen Group, LLC with follow up visits through the year, • PBIS training - Campus Administrative Team • Content-Specific Curriculum training in October, January, and February - District Teaching and Learning Department
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		<ul style="list-style-type: none"> • Embedded PLC PD, • New teachers are assigned recommended PD at their initial goal setting conference • Curriculum Coordinators pull the the teachers with lower student performance for additional PD
	How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?	<p>TIP Program: District mentor–induction program that pairs new teachers with experienced mentors for year-long support.</p> <p>PLC Collaboration: Weekly PLCs provide structured time for lesson planning, data analysis, and sharing of best practices, guided by CNA findings on instructional gaps.</p> <p>Content Specialist Support: District and campus instructional specialists meet with new teachers to model lessons, support internalization of HQIM, and provide feedback.</p> <p>Capturing Kids’ Hearts/CKH Process Champions: New teachers receive coaching on building classroom culture aligned to CIP strategies for student engagement and behavior management.</p> <p>Ongoing PD: New teachers attend district-/campus-based professional development aligned to CIP priorities.</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>The campus will use the T-TESS Classroom Walkthrough Framework, including the follow-up questions with each teacher, along with monitoring the implementation of classroom routines, RBIS, behavior expectations, CKH strategies.</p> <p>In addition to the Observation and Feedback Tool, the campus will also use: PLC Artifacts (agendas, sign-ins, student work analysis tools), Coaching & Feedback Tracker to monitor follow-up on training expectations, Teacher Implementation Data captured during coaching cycles, Student Performance Data (CFAs, CBAs, benchmarks) to assess impact.</p>
	How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	Each tested subject teacher will receive a minimum of four instructional observations every semester from an instructional leader. This observation and feedback cycle allows the campus to consistently monitor implementation of instructional strategies, provide timely feedback, and ensure alignment to TEKS and HQIM expectations.



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	What capacity building supports related to supporting students in special populations will teachers and administrators receive?	The campus will collaborate with the Special Services department to support teachers in determining the best instructional support to provide to struggling sped students. After school tutorials. In-class tutorials. Following the receipt of the Mock STAAR, they do the Lead4Ward STAAR review. Each content area turns in a ten-day plan for the STAAR review. CBA results are reviewed by question to identify why students answered what they did. Individual students are pulled during Cougar time to work on what they missed. Teachers with the lowest performance on the CBA tested Readiness Standards are being supported by the district content coordinators.
Milestones	Share the key milestones for this strategy	<ul style="list-style-type: none"> ● Milestones include all activities needed to fully implement the program or strategy, covering planning and implementation stages. ● Milestones include all upfront capacity building, implementation action steps, ongoing support and coaching touchpoints, and student assessment cycles. ● Milestones cover, at a minimum, one school year for TIPS.
Performance Management	Please describe how district and campus leaders will monitor the successful implementation of this plan.	The campus administrative team will provide ongoing PLC monitoring and support. They will join the district Content Coordinators, the Deputy Superintendent of Teaching and Learning, and the Principal Manager in instructional walkthroughs aligned to coaching cycles. Each will also monitor data-driven instruction. Along with district special education support staff, the same team will monitor special education supports and student performance. The administrative team, along with the Principal Manager, will monitor the campus behavior and culture systems. The 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 shared leadership structure 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 collected weekly for PLCs and monthly for whole staff.



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	How will milestone progress data be collected?	Milestone progress data will be collected on the electronic data walls linked into the agendas . Testing results are housed in Eduphoria: Aware.
	How will milestone progress data be shared with district leadership and other relevant stakeholders?	<ul style="list-style-type: none"> • CEIC meetings quarterly. • The Principal Manager is shared through emails. • The Principal prepares a data spreadsheet to share with the staff.
Resources	Please share the required costs to implement plan and source of funds	<ul style="list-style-type: none"> • CIS was not awarded the SI (CIG) grant
	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?	In the absence of SI (CIG) funds, Clute Intermediate (CIS) would receive the same level of support that the other seventeen campuses would receive, including providing district-based professional development and support from the district Mathematics Coordinator and Mathematics Instructional Coaches. Campus administrators will be expected to support implementation at the campus level through the PLC and planning processes.
Additional Information	Please share any additional information about your strategy that was not included in the prior sections.	Clute Intermediate School, along with all of the other campuses in the district, will implement one of three SBOE Mathematics HQIM next school year. Should CIS 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 receipt of that news and develop a new plan that has greater specificity and increased district support, scrutiny and expectations.