



Local Improvement Plan Template 26-27

Campus Name: Barbara Jordan Elementary

Areas of Identification:

RLA Meets – White, SPED, Continuously Enrolled	Math Meets – White, SPED, , Continuously Enrolled	Student Success – White, Continuously Enrolled	Math Growth- White, SPED
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Campus Improvement Team Agendas / Sign Ins:

Date: 8.24.2026 / Jordan - Campus Improvement Team Mtg #1.pdf
Date: 825/2026 meeting

Data Monitoring Documentation – Link Data Tours (including Closing the Loops) folder for monitoring:

[\(Insert Link\)](#)

Area of need #1

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Academic Achievement RLA (Meets) – White, SPED, Continuously Enrolled.**

Criteria:	Campus Plan:
Campus Goal for this area:	• 55% of White students will achieve Meets on STAAR RLA. • 26% of students served in Special Education will achieve Meets on STAAR RLA.

	47% of continuously enrolled students will achieve Meets on STAAR RLA.
Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30 November 30 December / January 30 February 30 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	Mrs. Casey Boswell, Instructional Coach (RLA)
Educational Interventions:	- Improving Tier 1 Instruction through PLC processes - PLCs for RLA will meet two days a week (Wednesday, Thursday) including Lesson Internalization, Modeling, Scripting - Mandatory Small Group – During Tier 1 small group time (EduHub district framework) 2:15 Daily Intervention Block – will focus on HB 1416 hours for students with history of STAAR failure + students in identified populations listed here.
Allocation of Resources:	Required: Time Adjustments - Adjusted master schedule to include 2 PLC periods weekly - Adjusted master schedule to include daily intervention block Required: Funding Adjustments \$79,000 – Instructional Coach

	\$12,490 – Tutoring / Teacher pay for after school tutoring + hire a retired teacher tutor Required: Staffing Adjustments - Added instructional coach position - Set aside funding to hire a retired teacher - Several strategic moves in staffing in response to data
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Data Monitoring:

Restate Goal: 55% of White students will achieve Meets on STAAR RLA.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	

Restate Goal: 26% of students served in Special Education will achieve Meets on STAAR RLA.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
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Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	

Restate Goal: 47% of continuously enrolled students will achieve Meets on STAAR RLA.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	



Area of need #2

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Academic Achievement Math (Meets) – White, SPED, Continuously Enrolled.**

Criteria:	Campus Plan:
Campus Goal for this area:	54% of White students will achieve Meets on STAAR Math. 28% of students served in Special Education will achieve Meets on STAAR Math. 49% of continuously enrolled students will achieve Meets on STAAR Math.
Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30 November 30 December / January 30 February 30 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	Jolynn Varela, Assistant Principal (Math)
Educational Interventions:	Improving Tier 1 Instruction through PLC processes PLCs for Math will meet two days a week (Monday, Tuesday) including Lesson Internalization, Modeling, Scripting

	• Mandatory Small Group – During Tier 1 small group time (EduHub district framework) • 2:15 Daily Intervention Block – will focus on HB 1416 hours for students with history of STAAR failure + students in identified populations listed here.
Allocation of Resources:	Required: Time Adjustments • Adjusted master schedule to include 2 PLC periods weekly • Adjusted master schedule to include daily intervention block Required: Funding Adjustments • \$79,000 – Instructional Coach • \$12,490 – Tutoring / Teacher pay for after school tutoring + hire a retired teacher tutor Required: Staffing Adjustments • Added instructional coach position • Set aside funding to hire a retired teacher Several strategic moves in staffing in response to data

Data Monitoring:

Restate Goal: 54% of White students will achieve Meets on STAAR Math.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
Interim (Spring)	Checkpoint 3A:	Checkpoint 3B:	Checkpoint 4A:	



(January) 3 rd %: 4 th %: 5 th %:	(February) 3 rd %: 4 th %: 5 th %:	(March) 3 rd %: 4 th %: 5 th %:	(April) 3 rd %: 4 th %: 5 th %:	
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Restate Goal: 28% of students served in Special Education will achieve Meets on STAAR Math.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	

Restate Goal: 49% of continuously enrolled students will achieve Meets on STAAR Math.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
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Interim (Spring) (January)	Checkpoint 3A: (February)	Checkpoint 3B: (March)	Checkpoint 4A: (April)	
3 rd %:	3 rd %:	3 rd %:	3 rd %:	
4 th %:	4 th %:	4 th %:	4 th %:	
5 th %:	5 th %:	5 th %:	5 th %:	

Area of need #3

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Student Success (STAAR D1) – White, Continuously Enrolled.**

Criteria:	Campus Plan:
Campus Goal for this area:	- The average of Approaches, Meets, and Masters for White students will be 54% across all subject areas and grade levels. - The average of Approaches, Meets, and Masters for continuously enrolled students will be 48% across all subject areas and grade levels.
Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30 November 30 December / January 30 February 30 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	Jolynn Varela, Assistant Principal Casey Boswell, Instructional Coach
Educational Interventions:	Improving Tier 1 Instruction through PLC processes PLCs for Math will meet two days a week (Monday, Tuesday); RLA (Wednesday, Thursday) and Science 1x weekly on Tuesdays) including Lesson

	Internalization, Modeling, Scripting, Mandatory Small Group – During Tier 1 small group time (EduHub district framework) • 2:15 Daily Intervention Block – will focus on HB 1416 hours for students with history of STAAR failure + students in identified populations listed here.
Allocation of Resources:	Required: Time Adjustments • Adjusted master schedule to include 2 PLC periods weekly • Adjusted master schedule to include daily intervention block Required: Funding Adjustments • \$79,000 – Instructional Coach • \$12,490 – Tutoring / Teacher pay for after school tutoring + hire a retired teacher tutor Required: Staffing Adjustments • Added instructional coach position • Set aside funding to hire a retired teacher Several strategic moves in staffing in response to data

Data Monitoring:

Restate Goal: The average of Approaches, Meets, and Masters for White students will be 54% across all subject areas and grade levels.

Checkpoint 1A: (September)	Checkpoint 1B: (October)	Interim (Fall) (October)	Checkpoint 2A: (November)	Checkpoint 2B: (December)
RLA:	3 rd %:	3 rd %:	3 rd %:	3 rd %:
3 rd %:	4 th %:	4 th %:	4 th %:	4 th %:
4 th %:	5 th %:	5 th %:	5 th %:	5 th %:
5 th %:	Math:	Math:	Math:	Math:
	3 rd %:	3 rd %:	3 rd %:	3 rd %:
		4 th %:		



Math: 3 rd %: 4 th %: 5 th %: Science: 5 th %:	4 th %: 5 th %: Science: 5 th %:	5 th %: Science: 5 th	4 th %: 5 th %: Science: 5 th	4 th %: 5 th %: Science: 5 th
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	

Restate Goal: The average of Approaches, Meets, and Masters for continuously enrolled students will be 48% across all subject areas and grade levels.

Checkpoint 1A: (September) RLA: 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th
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5 th %:				
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %: Math: 3 rd %: 4 th %: 5 th %: Science: 5 th	



Area of need #4

This strategy of our campus improvement plan is intended to satisfy the fulfillment of the Local Implementation Plan (LIP) aligned to Essential Action 1.3 of the Effective Schools Framework, focusing on targeted plan development and regular monitoring of implementation and outcomes to support our **Math Growth- White, SPED.**

Criteria:	Campus Plan:
Campus Goal for this area:	68% of White students will meet or exceed expected academic growth on STAAR Math. 57% of students served in Special Education will meet or exceed expected academic growth on STAAR Math.
Campus Data to be regularly reviewed and tracked for this metric:	Checkpoint assessments, Interim Assessments,
Monitoring Frequency (List dates):	Data will be updated by: Sept 30 October 30 November 30 December / January 30 February 30 March 30 April 30 May 30
Staff responsible for updating these metrics (Names of staff responsible, position)	Jolynn Varela, Assistant Principal (Math)
Educational Interventions:	- Improving Tier 1 Instruction through PLC processes PLCs for Math will meet two days a week (Monday, Tuesday) including Lesson Internalization, Modeling, Scripting - Mandatory Small Group – During Tier 1 small group time (EduHub district framework) 2:15 Daily Intervention Block – will focus on HB 1416 hours for

	students with history of STAAR failure + students in identified populations listed here.
Allocation of Resources:	Required: Time Adjustments - Adjusted master schedule to include 2 PLC periods weekly - Adjusted master schedule to include daily intervention block Required: Funding Adjustments \$79,000 – Instructional Coach \$12,490 – Tutoring / Teacher pay for after school tutoring + hire a retired teacher tutor Required: Staffing Adjustments - Added instructional coach position - Set aside funding to hire a retired teacher Several strategic moves in staffing in response to data

Data Monitoring:

Restate Goal: 68% of White students will meet or exceed expected academic growth on STAAR Math.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	



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Restate Goal: 57% of students served in Special Education will meet or exceed expected academic growth on STAAR Math.

Checkpoint 1A: (September) 3 rd %: 4 th %: 5 th %:	Checkpoint 1B: (October) 3 rd %: 4 th %: 5 th %:	Interim (Fall) (October) 3 rd %: 4 th %: 5 th %:	Checkpoint 2A: (November) 3 rd %: 4 th %: 5 th %:	Checkpoint 2B: (December) 3 rd %: 4 th %: 5 th %:
Interim (Spring) (January) 3 rd %: 4 th %: 5 th %:	Checkpoint 3A: (February) 3 rd %: 4 th %: 5 th %:	Checkpoint 3B: (March) 3 rd %: 4 th %: 5 th %:	Checkpoint 4A: (April) 3 rd %: 4 th %: 5 th %:	



Assurances:

If benchmarks are not met, modifications to strategies will be implemented to ensure fidelity to the plan and improve outcomes. These adjustments will be documented in monthly LIP Reporting.

District Level Monitoring will take place monthly via meetings between the principal and principal supervisor (EDL) **Julie Marshall**. If the plan is not successfully implemented, principal supervisors will move the campus into a higher, more intensive campus support tier.