



# Goose Creek Consolidated Independent School District Baytown Junior High 2026-2027 Targeted Improvement Plan

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## Needs Assessment, Stakeholder Engagement, and Additional Assurances

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I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) [§39A.053](#) to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section [§39A.053](#) of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27.

**Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.**

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) [§39A.055\(2\)](#), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) [§39A.056](#), and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) [§39A.055](#) and [§39A.057](#), to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 2, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

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## SI Strategy

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Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT, LIFT PLC Support

Which, if any, program is your school system interested in to support this strategy?

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Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

National Institute for Excellence in Teaching, Other, Amplify, Region 4, District Staff

Please specify the other organization:

Bluebonnet

How many district staff members will be responsible for capacity building with this campus?

10

What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.

Principal- Judy Mackyeon- 100%

Assistant Principals- Tracy Haywood, Shannon Suire, Daniella Mondragon- 100%

Teaching and Learning Coaches- Kristen Olivares, Opal Brown, Kameshia Simpson, Kamry Kraut- 100%

Assistant Superintendent of School Leadership- Richard Fowler- 20%

District Coordinator for School Improvement (DCSI)- Nancy Montemayor- 20%

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Baytown Junior School's leadership and instructional team has demonstrated a strong track record of improving student outcomes through intentional instructional leadership, data-driven decision-making, and consistent progress monitoring. BJS improved its overall accountability performance from a 65 (D) to an 80 (B), demonstrating significant academic growth, exceeding standards. This improvement was supported by strengthening Tier 1 instruction, implementing focused PLCs, monitoring student data, providing targeted interventions, and increasing teacher coaching and feedback. The campus continues to build on this progress with the goal of achieving an A rating while closing achievement gaps for all student groups.

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Baytown Junior School's 2026–2027 school improvement strategy focuses on strengthening high-quality Tier 1 instruction and improving student achievement for all students, with targeted support for special populations. Key strategies include consistent HQIM implementation, data-driven PLCs, academic discourse, checks for understanding, student data tracking, targeted interventions, and ongoing coaching and feedback.

Funding will support instructional materials, professional learning, intervention resources, progress-monitoring tools, and supplemental staffing for after-school tutorials and Saturday STAAR Bootcamps. Based on the Accelerated Plan, the projected instructional staffing cost is \$16,800, including ELA (\$4,060), Math (\$5,040), Science (\$4,060), and Social Studies (\$3,640).

Additional funding will support MTSS Teacher Alison DeLaRosa to provide targeted intervention and progress monitoring. Funds will also support the participation of Principal Judy Mackyeon; Assistant Principals Tracy Haywood, Shannon Suire, and Daniella Mondragon; and Teaching and Learning Coaches Kristen Olivares, Opal Brown, Kameshia Simpson, and Kamry Kraut during Saturday STAAR Bootcamps. This team will support implementation, monitor student data and progress, and use results to continuously adjust interventions and instructional groupings. The projected \$16,800 for after-school tutorials and Saturday STAAR Bootcamps will be supported through grant funds, Title I, SCE, and/or local funds, as allowable. Multi-Tiered System of Supports (MTSS) staffing and campus/district leadership support will be funded through existing district, campus, Title I, SCE, and/or grant-funded personnel allocations, as allowable. Instructional materials, intervention resources, progress-monitoring tools, and professional learning will be supported through Title I, Title II, SCE, grant, and local/district funds based on allowable use.

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?

If grant funding is not received, Baytown Junior School will continue implementing the strategy by leveraging existing district and campus resources, Title I, SCE, and local funds, as allowable. The campus will prioritize existing staff, district-provided instructional resources, PLC structures, instructional coaching, and data-monitoring systems to maintain the core components of the school improvement strategy. However, without the additional grant funding, the campus would have limited or no funding available for supplemental after-school and Saturday tutorial services, reducing opportunities to provide extended, targeted intervention for students. The district and campus would continue to support student needs through intervention during the instructional day, MTSS supports, PLCs, and targeted use of existing personnel and resources.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

The campus and district will strategically redistribute talent and resources based on needs identified through the Comprehensive Needs Assessment (CNA) and ongoing student performance data. The Comprehensive Needs Assessment identified student achievement, academic growth, Closing the Gaps performance, consistent implementation of high-quality Tier 1 instruction, and targeted support for identified student groups as priority needs. The Intensive Curriculum and Instruction Improvements strategy directly addresses these identified needs through HQIM implementation, data-driven PLCs, progress monitoring, targeted intervention, and job-embedded coaching.

Commitments include assigning Multi-Tiered System of Supports (MTSS)/intervention support, protecting content-area and grade-level PLCs for data analysis and instructional planning, providing targeted coaching through campus Teacher Leadership Coaches, and utilizing high-yield instructional strategies for identified student groups. District and campus leaders will participate in learning walks, coaching, data-analysis meetings, and regular progress reviews to monitor implementation.

Resources and personnel will be prioritized toward identified needs, including strengthening Tier 1 instruction, increasing Meets/Masters performance, and providing targeted support for Hispanic students, Emergent Bilingual students, economically disadvantaged students, and identified high-focus student groups. Intervention groups and instructional supports will be adjusted throughout the year using assessment results, intervention data, walkthrough trends, and student progress to ensure resources are proportionately directed to the areas of greatest need.

## Curriculum and Instruction

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Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

Bluebonnet Learning Math Grades 6-8

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

300

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

Amplify Texas Literacy Program, Grades 6-8

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

300

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

170

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

| Type of Assessment | Please specify other assessment type: | Campus or District | Frequency   | Purpose (how will these results be used)                                                                                                      |
|--------------------|---------------------------------------|--------------------|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Other              | NWEA                                  | District           | BOY/MOY/EOY | To drive instruction, monitor student progress, identify learning gaps, and provide targeted interventions based on individual student needs. |
| Interim            |                                       | District           | Semester    | To drive instruction, monitor student progress, identify learning gaps, and provide targeted interventions based on individual student needs. |
| Other              | Common Unit Assessment                | District           | Bi-Monthly  | To drive instruction, monitor student progress, identify learning gaps, and provide targeted interventions based on individual student needs. |
| Other              | Common Formative Assessments          | District           | Monthly     | To drive instruction, monitor student progress, identify learning gaps, and provide targeted interventions based on individual student needs. |

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

Baytown Junior High will monitor student growth through individual data folders/trackers, student data conferences, PLC data analysis, assessment results, checks for understanding, classroom work samples, walkthrough evidence, and intervention reviews. Students will set performance goals and track their progress. Teachers will use data to identify students who need reteaching, targeted Tier 2/Tier 3 intervention, or enrichment. Administrators and TLCs will monitor implementation through PLC reviews, walkthroughs, coaching, and progress-monitoring conversations.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

Students performing below grade level will receive targeted support through differentiated Tier 1 instruction, small-group instruction, intervention support classes, RARE Days (Reteach, Accelerate, Reinforce, Enrich), tutorials, Progress Learning, IXL, and TEKS-aligned reteach cycles. RARE Days will provide intentional time for students to receive instruction based on their individual academic needs. Teachers will use assessment and progress-monitoring data to group students and provide targeted reteach, accelerated instruction, reinforcement of essential TEKS, or enrichment. Intervention groups will be adjusted based on student performance.

Students will be identified using STAAR, STAAR Interim, NWEA MAP, Common Unit Assessments (CUAs), and Common Formative Assessments (CFAs). Intervention will begin within a week of identification of a learning gap. Teachers and intervention staff will monitor progress weekly through classroom performance and formative assessments, with intervention groups reviewed and adjusted every 2–3 weeks based on student performance. Following each CUA, STAAR Interim, and NWEA MAP administration, teams will conduct data analysis and adjust intervention plans, student groupings, and instructional priorities. Students demonstrating mastery may transition to acceleration or enrichment, while students who are not making adequate progress will receive increased intensity, frequency, or duration of intervention.

Special Population and student supports include:

SPED: IEP accommodations and modifications, resource/inclusion and small-group support, progress monitoring, and collaboration between special education and general education teachers.

Emergent Bilingual: Academic vocabulary development, differentiated instruction, language supports, sheltered instructional strategies, and targeted small-group intervention.

At-Risk: Targeted academic, behavioral, attendance, and social-emotional supports through intervention personnel, mentoring, and ongoing progress monitoring.

504: Individualized accommodations, instructional supports, and progress monitoring aligned to each student's identified needs.

Hispanic Students: Data-driven small-group instruction, targeted reteach and intervention, academic vocabulary and literacy support, RARE Days, tutorials, and frequent progress monitoring to address identified achievement gaps.

Two or More Races: Targeted academic support based on individual student data, including differentiated Tier 1 instruction, small-group intervention, RARE Days, tutorials, and ongoing progress monitoring to ensure achievement gaps are identified and addressed.

Will the campus implement a PLC structure?

Yes

How will PLCs be organized (by grade level, content area, etc.)?

Yes. Baytown Junior High will implement a structured PLC process. PLCs will use student data and TEKS unpacking to plan instruction, identify learning gaps, differentiate learning, plan intervention and extension, review student work, monitor subgroup performance, and determine next instructional steps. PLCs will also support implementation of campus instructional initiatives and review walkthrough evidence. Each core content area and grade level will participate in Professional Learning Communities (PLCs) twice per week for 50 minutes.

How frequently will PLCs occur?

2 times per week

Who will facilitate PLCs?

Assistant Principals, Teaching & Learning Coaches

Who is required to attend PLCs?

AP's, TLCs, teachers, instructional support staff

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

Baytown Junior PLC Protocol 2026–2027

Baytown Junior School will implement a consistent Professional Learning Community (PLC) protocol across all core content areas to strengthen Tier 1 instruction, analyze student work, provide actionable teacher feedback, and ensure instructional decisions are driven by evidence of student learning.

PLC Structure: Each core content area and grade level will meet twice per week for 50 minutes. PLCs will include ELA, Math, Science, and Social Studies. The two weekly meetings will provide protected time for lesson internalization, student work analysis, AT-BAT rehearsal and feedback, data analysis, intervention planning, and progress monitoring.

Lesson Internalization and Instructional Planning: Teachers will internalize upcoming lessons using the adopted HQIM and district curriculum: Amplify for ELA, Bluebonnet Learning for Math, and district-aligned curriculum/resources for Science and Social Studies. Teams will unpack the TEKS, examine lesson objectives and success criteria, anticipate misconceptions, identify critical academic vocabulary, review exemplars, plan checks for understanding, and determine where differentiation and accommodations are needed.

Student Work Analysis: Student work analysis will be an intentional and recurring component of PLCs. Teachers will bring actual student work samples from CFAs, CUAs, daily assignments,

ECRs, exit tickets, and other formative assessments. Teams will compare student responses to the TEKS, success criteria, exemplars, and expected level of rigor. Teachers will identify patterns in misconceptions, determine what students have mastered and what they have not yet mastered, and disaggregate results for identified student groups. The analysis will result in a specific instructional response, including reteach, small-group instruction, RARE Days, intervention, acceleration, or enrichment. Teachers will bring subsequent student work back to PLC to determine whether the instructional response resulted in improved learning.

**Actual AT-BAT Rehearsal:** PLCs will move beyond discussing instructional strategies to physically practicing them before classroom implementation. During AT-BATs, a teacher, TLC, or administrator will take the role of the teacher while other team members respond as students. Teachers will rehearse key portions of upcoming lessons, including lesson launches, teacher modeling, questioning, academic discourse, checks for understanding, responses to anticipated misconceptions, and transitions to independent practice. AT-BATs allow teachers to practice the exact language, questions, and instructional moves they will use with students.

**AT-BAT Feedback Forms:** A consistent AT-BAT feedback form will be used during PLC rehearsal. Team members will document evidence of strengths and provide specific, actionable feedback aligned to the instructional focus. Feedback will address areas such as TEKS alignment and rigor, clarity of modeling, questioning, academic discourse, checks for understanding, student engagement, anticipated misconceptions, and opportunities for students to demonstrate learning. Teachers will use the feedback to refine the lesson or instructional strategy before implementation. Completed feedback forms will serve as PLC artifacts and evidence of teacher practice and growth.

**Data Analysis and Intervention Planning:** Teachers will analyze STAAR, STAAR Interim, NWEA MAP, CUAs, CFAs, classroom assessments, and progress-monitoring data to identify learning gaps and students requiring additional support. Teams will plan targeted instruction through differentiated Tier 1 instruction, small groups, intervention classes, RARE Days, tutorials, Progress Learning, IXL, and TEKS-aligned reteach cycles.

**Progress Monitoring and Adjustment:** PLC teams will regularly review student data and new student work to determine whether planned instructional strategies and interventions are producing the intended outcomes. Teams will determine whether to continue, modify, intensify, or discontinue an intervention and identify the next instructional response based on evidence of student learning.

**PLC Accountability:** Administrators and Teacher Leadership Coaches will participate in PLCs, facilitate modeling and AT-BATs, provide coaching and feedback, and monitor implementation through classroom walkthroughs. PLC teams will maintain evidence including agendas, lesson-internalization artifacts, student work samples, data trackers, AT-BAT feedback forms, intervention plans, assessment results, and evidence of instructional adjustments.

Upload PLC agenda (optional):

[BJS PLC Clarity\\_.pdf](#)

[BJC PLC Protocol 2026-2027.pdf](#)

[At Bat Feedback Form.pdf](#)

## Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

| Role              | Training/PD Description                                                                                                                                                                                                                                                                                                                      | Delivered By                                                                                      | Attended By                                                                                                                                                                                 |
|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Principal Manager | District leadership will provide professional development focused on instructional leadership, campus improvement, data analysis, monitoring implementation, and effective coaching of campus principals. The Principal Supervisor will attend district leadership development and Principal PLCs.                                           | District Leadership / Assistant Superintendent of Curriculum & Instruction                        | Principal Supervisors / District Leadership                                                                                                                                                 |
| Principal         | The district leadership team and Principal Supervisor will provide professional development twice monthly through Principal Operational Meetings and Principal PLCs. Training will focus on instructional leadership, data-driven decision-making, monitoring Tier 1 instruction, implementation of HQIM, and campus improvement priorities. | Principal Supervisor, DCSI – District Coordinator for School Improvement, and District Leadership | Principal, Assistant Principals, Teaching and Learning Coaches, teachers, and identified new/ inexperienced staff, based on the focus and purpose of each professional development session. |

| Role                                                                               | Training/PD Description                                                                                                                                                                                                                                                                                                                                                                                                                                 | Delivered By                                                                                                                                          | Attended By                                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Other<br>Campus<br>Admin<br>(Assistant<br>Principals,<br>Instructional<br>Coaches) | The Principal, district content specialists, and district leadership staff will provide ongoing training through campus leadership meetings, Professional Learning Communities (PLCs), district professional development days, and coaching sessions. Training will focus on HQIM implementation, lesson internalization, student work analysis, data analysis, walkthrough calibration, coaching and feedback, and monitoring instructional practices. | Principal,<br>District<br>Content<br>Specialists,<br>and Curriculum<br>& Instruction<br>Department                                                    | Principal,<br>Assistant<br>Principals,<br>Teaching and<br>Learning<br>Coaches,<br>teachers, and<br>identified new/<br>inexperienced<br>staff, based on<br>the focus and<br>purpose of<br>each<br>professional<br>development<br>session. |
| Teacher                                                                            | The Principal, district content specialists, and district leadership staff will provide ongoing training through campus leadership meetings, Professional Learning Communities (PLCs), district professional development days, and coaching sessions. Training will focus on implementing HQIM, internalizing lessons, analyzing student work, analyzing data, calibrating walkthroughs, coaching and feedback, and monitoring instructional practices. | Campus<br>Administrators,<br>Teaching<br>Learning<br>Coaches,<br>District<br>Content<br>Specialists,<br>and Curriculum<br>& Instruction<br>Department | Principal,<br>Assistant<br>Principals,<br>Teaching<br>Learning<br>Coaches,<br>teachers, and<br>identified new/<br>inexperienced<br>staff, based on<br>the focus and<br>purpose of<br>each<br>professional<br>development<br>session.     |

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?

Inexperienced staff (less than two years in their role) and teachers/leaders identified as needing additional support will receive differentiated, job-embedded support based on individual needs and performance data. Support will include targeted training in foundational skills such as classroom management, instructional planning, HQIM implementation, and the campus instructional framework. Staff will receive mentoring, modeling of best practices, guided observations, coaching cycles, and frequent formative feedback. Walkthrough and observation data will determine the frequency and intensity of coaching, with staff demonstrating greater needs receiving more frequent observations, feedback, modeling, and follow-up. Support will be adjusted as staff demonstrate growth and increased instructional.

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?

The campus will use the T-TESS Walkthrough Tool, Bluebonnet Learning Implementation Checklist, and Observation and Feedback Walks with an aligned rubric to evaluate the implementation of professional learning. SPOT forms and coaching in the moment will also be used to provide timely, actionable feedback and support continuous improvement. Look-fors will include: implementation of HQIM with fidelity and alignment to pacing; clear, standards-aligned lesson objectives; evidence of lesson internalization; effective checks for understanding and questioning; student academic discourse and engagement; use of exemplars and student work; appropriate rigor and critical thinking; differentiation and accommodations for SPED and EB students; use of student data to adjust instruction; and evidence that strategies and practices addressed during PLCs, coaching, and professional development are being transferred into classroom instruction. Walkthrough and observation data will be used to provide specific, actionable feedback and determine the frequency and intensity of coaching and follow-up support. Teachers needing more support will receive more frequent observations and feedback, while monitoring will adjust as implementation and instructional effectiveness improve.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Weekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Teachers and administrators will receive support from district SPED and Multilingual/EB specialists through targeted training, learning walks, coaching, and feedback. Support will focus on effective instructional strategies, accommodations, differentiation, and progress monitoring to ensure the needs of students in special populations are addressed.

## Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

### Milestone 1

Description – What specific action or deliverable will be completed?

Complete Beginning-of-Year (BOY) training and establish the campus instructional framework. Train all core teachers on High-Quality Instructional Materials (HQIM), lesson internalization, Professional Learning Communities (PLCs), student work analysis, AT-BAT rehearsal and feedback, checks for understanding, academic discourse, and campus instructional expectations.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, Teaching and Learning Coaches (TLCs), District Content Specialists, District Coordinator for School Improvement (DCSI)

Evidence of Completion – What artifact, data, or observable action will verify completion?

Professional development agendas/sign-ins, training materials, PLC protocols, lesson-internalization artifacts, AT-BAT feedback forms

Support Needed – What training, coaching, resources, or tools are required?

District and campus professional learning, HQIM resources; lesson-internalization protocols, Professional Learning Communities (PLCs) protocols, AT-BAT feedback tools, coaching from Teaching and Learning (TLC), District Coordinator for School Improvement (DCSI), and district content specialists

### Milestone 2

Description – What specific action or deliverable will be completed?

Implement twice-weekly, 50-minute grade-level/content Professional Learning Communities (PLCs) for all core subjects. ELA, Math, Science, and Social Studies PLCs will include lesson internalization, student work analysis, AT-BATs, data analysis, intervention planning, and progress monitoring.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, Teaching and Learning (TLC), Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

Professional Learning Communities (PLCs) schedules, agendas/minutes, student work samples, lesson-internalization documents, exemplars, AT-BAT feedback forms

Support Needed – What training, coaching, resources, or tools are required?

Protected Professional Learning Communities (PLCs) time, PLC protocols; HQIM resources, student exemplars, AT-BAT feedback forms, Teaching & Learning (TLC) and administrator coaching/facilitation.

### Milestone 3

Description – What specific action or deliverable will be completed?

Complete Beginning-of-Year (BOY) assessments and establish intervention and progress-monitoring groups. Analyze NWEA MAP, STAAR, Common Formative Assessments (CFAs), Common Unit Assessments (CUAs), and classroom data to identify priority TEKS, student groups, and students requiring intervention, acceleration, or enrichment.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, Teaching and Learning Coaches, Teachers, and MTSS Teacher.

Evidence of Completion – What artifact, data, or observable action will verify completion?

BOY data reports, student data trackers, intervention rosters, instructional groups, student goals

Support Needed – What training, coaching, resources, or tools are required?

NWEA MAP and assessment reports; data-analysis tools; student data trackers; PLC data protocols; training/coaching on data analysis and intervention grouping

## **Milestone 4**

Description – What specific action or deliverable will be completed?

Establish and monitor targeted intervention cycles. Implement differentiated Tier 1 instruction, small-group instruction, intervention classes, RARE Days (Reteach, Accelerate, Reinforce, Enrich), tutorials, Progress Learning, IXL, and TEKS-aligned reteach. Intervention groups will be reviewed every 2–3 weeks and adjusted based on progress-monitoring data and evidence of student learning.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Assistant Principals, Teaching and Learning Coaches, Multi-Tiered System of Supports (MTSS) Teacher.

Evidence of Completion – What artifact, data, or observable action will verify completion?

Intervention schedules/rosters, RARE Day plans, progress-monitoring data, updated student groups, tutorial documentation

Support Needed – What training, coaching, resources, or tools are required?

Intervention resources; Progress Learning, IXL, RARE Day planning tools, protected intervention time, (Multi-Tiered System of Supports) MTSS, TLC coaching; progress-monitoring tools

## **Milestone 5**

Description – What specific action or deliverable will be completed?

Complete the first instructional implementation review and coaching cycle. Administrators and TLCs will use T-TESS walkthroughs, SPOT forms, HQIM implementation tools, PLC artifacts, and coaching documentation to identify trends and provide targeted feedback.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, Teaching and Learning Coaches (TLCs), and District Coordinator for School Improvement (DCSI).

Evidence of Completion – What artifact, data, or observable action will verify completion?

Walkthrough data, SPOT forms, coaching documentation, PLC artifacts, identified trends and next steps

Support Needed – What training, coaching, resources, or tools are required?

T-TESS walkthrough tools, SPOT forms, HQIM implementation checklists, administrator/TLC calibration, District Coordinator for School Improvement (DCSI) support, coaching protocols and feedback tools

## Milestone 6

Description – What specific action or deliverable will be completed?

Complete Middle-of-Year (MOY) data analysis and revise intervention and instructional plans. Analyze NWEA MAP, STAAR Interim, Common Formative Assessments (CFAs), Common Unit Assessments (CUAs), student work, and special-population performance data to adjust instructional groups and RARE Days (Reteach, Accelerate, Reinforce, Enrich), tutorials, interventions, and teacher supports.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, Teaching and Learning Coaches (TLCs), Multi-Tiered System of Supports (MTSS) Teacher, Teachers, District Coordinator for School Improvement (DCSI)

Evidence of Completion – What artifact, data, or observable action will verify completion?

MOY reports, updated student trackers, revised intervention groups, PLC data-analysis documentation, reteach plans

Support Needed – What training, coaching, resources, or tools are required?

MOY assessment reports; data-analysis tools; intervention resources; district content support; TLC/DCSI coaching; special-population data and support

## Milestone 7

Description – What specific action or deliverable will be completed?

Implement targeted STAAR acceleration and Saturday Bootcamps based on student-level data. Identify priority students and TEKS and provide targeted ELA, Math, Science, and Social Studies acceleration. Administrators and TLCs will support implementation and monitor progress.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, Teaching and Learning Coaches (TLCs), Multi-Tiered System of Supports (MTSS) Teacher, and Core Teachers.

Evidence of Completion – What artifact, data, or observable action will verify completion?

Student rosters, tutorial/ bootcamp schedules, attendance records, instructional plans, progress-monitoring results

Support Needed – What training, coaching, resources, or tools are required?

Supplemental funding for tutorial staffing, STAAR-aligned instructional resources, student data reports, Progress Learning/IXL, staffing for after-school and Saturday instruction, administrator and TLC support

## Milestone 8

Description – What specific action or deliverable will be completed?

Complete End-of-Year (EOY) assessment and strategy-impact analysis. Analyze EOY NWEA MAP, STAAR, TELPAS, CFAs, CUAs, intervention data, and student-growth data to determine the impact of Tier 1 instruction, PLCs, interventions, and special-population supports.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, Teaching and Learning Coaches (TLCs), Teachers, District Coordinator for School Improvement (DCSI), and District Leadership.

Evidence of Completion – What artifact, data, or observable action will verify completion?

EOY assessment reports, student-growth reports, accountability projections, intervention outcomes, campus data-analysis summary

Support Needed – What training, coaching, resources, or tools are required?

EOY assessment reports; accountability tools; data-analysis protocols; district/DCSI support; time for campus leadership and PLC teams to analyze outcomes

## **Milestone 9**

Description – What specific action or deliverable will be completed?

Develop the 2027–2028 instructional improvement and professional-learning plan. Use EOY achievement data, walkthrough trends, PLC evidence, teacher-support needs, and accountability results to identify priorities, professional learning, interventions, and resource allocations.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, Teaching and Learning Coaches (TLCs), District Coordinator for School Improvement (DCSI), and District Leadership.

Evidence of Completion – What artifact, data, or observable action will verify completion?

Comprehensive Needs Assessment, data review, identified priorities, professional-learning plan, coaching plan, resource recommendations

Support Needed – What training, coaching, resources, or tools are required?

Accountability and EOY data, Comprehensive Needs Assessment tools, district leadership/ District Coordinator for School Improvement (DCSI) collaboration, staffing and funding information, professional-learning resources

## Milestone 10

Description – What specific action or deliverable will be completed?

Launch revised 2027–2028 instructional systems based on implementation and outcome data. Update BOY professional learning, PLC protocols, lesson-internalization expectations, intervention systems, progress-monitoring processes, and coaching priorities based on 2026–2027 outcomes.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, Teaching and Learning Coaches (TLCs), District Coordinator for School Improvement (DCSI), and District Curriculum and Instruction Support.

Evidence of Completion – What artifact, data, or observable action will verify completion?

BOY professional-learning agendas, revised PLC protocols, updated intervention/progress-monitoring plan, coaching calendar, campus action steps

Support Needed – What training, coaching, resources, or tools are required?

BOY professional-learning time; updated HQIM and PLC resources, district Curriculum and Instruction support; District Coordinator for School Improvement (DCSI), Teaching and Learning Coaches (TLC) coaching, intervention and progress-monitoring resources

## Performance Management

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Please describe how district and campus leaders will monitor the successful implementation of this plan.

District and campus leaders will monitor successful implementation through systematic monitoring and accountability structures, including scheduled data-analysis meetings, classroom walkthroughs, PLC reviews, coaching cycles, intervention reviews, and progress checks aligned to district and state performance indicators. Leaders will review student achievement data, instructional-practice evidence, professional learning implementation, PLC artifacts, intervention data, and milestone evidence to determine whether implementation is on track and identify necessary adjustments.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

The Principal, Assistant Principals, Teaching and Learning Coaches (TLCs), District Coordinator for School Improvement (DCSI), Principal Supervisor, and appropriate district leadership will be responsible for reviewing progress toward TIP milestones. The team will review student achievement data, walkthrough and observation evidence, PLC artifacts, intervention data, professional learning implementation, and milestone evidence to determine whether implementation is on track and identify necessary adjustments.

How frequently will progress toward milestones be reviewed?

Other

Please describe the review frequency:

Quarterly

How will milestone progress data be collected?

Milestone progress data will be collected through multiple sources aligned to each milestone's identified evidence of completion. Sources will include state and district assessment results, NWEA MAP data, student progress-monitoring data, PLC agendas and artifacts, student work samples, intervention rosters and results, walkthrough and observation data, coaching documentation, professional learning attendance and artifacts, AT-BAT feedback forms, and implementation checklists. Campus leaders will compile and review evidence to determine implementation status, identify trends, and document progress toward each milestone.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

At the district and community level, summarized updates will be presented in board reports, newsletters, and campus communications to promote accountability and transparency. Parents and families will also be informed of milestone progress through parent-teacher conferences. School websites and family engagement events. This comprehensive approach ensures that all stakeholders remain informed and engaged in supporting the successful implementation of the plan. Formal milestone progress will be reviewed quarterly. The campus principal, principal supervisor, District Coordinator for School Improvement (DCSI), and Assistant Superintendent of Curriculum and Instruction will review the data once a month during the Principal PLC to ensure that the campus is on track to meet its goals.

## Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level      | EOY Goal (%) |
|------------------------|--------------|
| Approaches Grade Level | 80           |
| Meets Grade Level      | 45           |
| Masters Grade Level    | 22           |

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level      | EOY Goal (%) |
|------------------------|--------------|
| Approaches Grade Level | 80           |
| Meets Grade Level      | 45           |
| Masters Grade Level    | 22           |

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

| Performance Level      | EOY Goal (%) |
|------------------------|--------------|
| Approaches Grade Level | 80           |
| Meets Grade Level      | 45           |
| Masters Grade Level    | 22           |

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

25

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

4

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

37.5

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

7.5

## Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

Baytown Junior School's 2026–2027 Accountability Projections (Data) One-Pager provides a clear data-driven roadmap for continued improvement and the campus's Pathway to an A. Current projections identify an overall scaled score of 78 (C), with Domain 2A/2B projected as the campus's strongest area.

The attached one-pager will serve as a progress-monitoring tool throughout the year, helping BJS campus leaders and Professional Learning Community (PLC) teams identify priority students, monitor growth, adjust interventions, and maintain a collective focus on moving Baytown Junior toward an A rating.

Upload additional documents (optional):

[BaytownJH\\_26\\_27 Data 1Pager.pdf](#)