

# Kennedale Independent School District



## James F. Delaney Elementary School

### 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 19, 2026

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

[Stakeholder Feedback to Targeted Improvement Plan 2026 \(Responses\) - Form Responses 1.pdf](#)

## 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?

LIFT, LIFT PLC Support

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

Engage2Learn

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

6

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.

The campus will fund this strategy through the LASO Cycle 4 LIFT grant, with a total allotment of \$554,000. The campus has budgeted the full \$554,000 across staffing, contracted services, materials, and indirect costs.

Staffing (6100 Payroll): \$64,000

- Instructional coach stipends: \$24,000 (2 full stipends at \$7,000 each and 2 partial stipends at \$5,000 each)
- Teacher stipends for 12 teachers: \$25,000
- Salary (AV): \$15,000

Contracted Services (6200): \$405,603.80

- Engage2Learn: \$387,800, which covers the grant's 70% mandatory requirement
- Additional coaching support: \$17,803.80. The campus will use these funds to add coaching time for teachers with the highest needs. This added coaching will happen as part of the weekly coaching cadence, so these teachers get more frequent feedback and support.

Instructional Materials (6300): \$44,950

- My Math Academy: \$4,500
- Zearn Math K-1 (1 site license): \$4,000
- Zearn Math 2-5 (2 site licenses): \$7,000
- IXL bundle: \$29,450 (Reading PK-5, English/Math combo 6-8, plus Algebra I and English I singles for grades 9-12 based on 25-26 enrollment)

Other Operating Costs (6400): \$500

- Open line for incidental program expenses

Indirect Costs: \$38,946.20

- Calculated at the 7.03% indirect cost rate

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?

Due to financial constraints associated with ongoing enrollment decline and state funding formulas, is not feasible to provide this level of instructional support if we do not have grant funding.

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

The KISD leadership team designed master schedules guidelines that protect instructional time for collaboration and preparation. The schedules provide teacher teams with a dedicated 60-minute weekly PLC plus 30 minutes of daily lesson internalization by grade level and content area, establishing the structural foundation for consistent HQIM implementation. Also, in terms of resources, by the first instructional day of the 2026-2027 school year, all teachers had access to Bluebonnet HQIM instructional materials, manipulatives, and digital resources. The prior year followed the same pattern, with all teachers fully equipped with HQIM curriculum materials by the first instructional day of 2025-2026, ensuring readiness for implementation from day one in both years.

## Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

90

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Amplify Texas Elementary Literacy Program in English and Spanish

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

120

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

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?

166

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              | MAP Growth                            | District           | BOY/MOY/EOY | Instructional staff use the Beginning-of-Year (BOY) and Middle-of-Year (MOY) MAP Growth assessment to focus on early indicators and incremental progress throughout the year. The assessment projects how students are likely to perform on STAAR, and JFD uses these projections to monitor growth against grade-level expectations and to design Tier 2 instruction targeted to student need. The Part A growth tables track movement between prior-year and current-year performance bands, showing how many students grow, hold, or stall across the Did Not Meet through Masters levels. These growth tables give campus and KISD leadership an early read on academic growth with time to respond and adjust well before STAAR results are available. |

| Type of Assessment          | Please specify other assessment type: | Campus or District | Frequency  | Purpose (how will these results be used)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------|---------------------------------------|--------------------|------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Curriculum Based Assessment |                                       | District           | Bi-Monthly | JFD tracks student performance across curriculum-based assessments by module and testing window, color-coding each result from Did Not Meet through Masters so patterns of growth and stall stand out at a glance. The team's use of this data matures over the year. Early on, the focus is simply on the numbers. As the work deepens, principals begin filtering by domain and subgroup, teachers set RIT goals tied to the data, and team conversations shift from individual students to the instructional patterns the assessments reveal. This shift, from reviewing scores to interrogating patterns, lets the campus adjust instruction and intervention based on where groups of students are trending across multiple assessment windows rather than reacting to single results. |

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

Instructional staff regularly analyze curriculum-embedded assessments and other formative measures to adjust instructional strategies. At JFD, 100% of teachers and leaders use the KISD protocols for Student Work Analysis (SWAP) and common embedded assessments to plan collaboratively during weekly PLCs, building more effective strategies to fill gaps and extend learning. Teams also use lesson rehearsals to strengthen delivery of lesson components and intervention activities. Teachers needing further refinement receive ongoing support from e2L coaches, KISD instructional coaches, and campus leadership. Continuous improvement cycles keep teacher practice, coaching support, and student outcomes aligned: e2L campus FOI walks happen twice monthly, campus leaders each conduct at least five walks per week, and instructional coaches visit classrooms weekly while facilitating coaching cycles. The Directors and Deputy Superintendent meet three times a year for data talks reviewing MAP, language progress monitoring, CCMR data, accountability projections, and Special Pops academic progress. Principals hold data meetings with teachers, and teachers and principals create action plans together. Teachers hold data chats with 100% of students.

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

JFD uses a campus-specific data tracker that lets principals and the MTSS team see student performance at a glance and filter by teacher, course, grade level, and student group. The tracker brings together Spring 2026 STAAR results, scale scores, performance levels, and BOY MAP RIT scores with projected proficiency, making summer slide visible by comparing where students ended the prior spring against where they start in September. With real numbers in hand at the beginning of the year, the MTSS team grounds its BOY placement and intervention decisions in actual data rather than estimates, and teachers plan more intentionally as a result. The tracker flags students moving backward so these students get targeted support early, while also surfacing growth worth celebrating across special populations. High-need teachers (as identified during ongoing classroom observations) received intensive coaching cycles, and all teachers continued to receive classroom observations and feedback based on HQIM Observation Tools. With e2L support, campus FOI walks occurred twice monthly and campus leaders conducted five walks per administrator each week, paired with teacher feedback. KISD instructional coaches completed classroom walkthroughs weekly, provided feedback and action steps through the HQIM Observation Tools, and delivered at least ten in-depth coaching cycles per nine weeks. 100% of teachers and leaders at JFD used data from NWEA MAP Growth, common curriculum-embedded assessments, online TEKS-based learning platforms such as Zearn, and formative assessments, reviewing the data regularly to adjust Tier 1 instruction and plan small-group and individual Tier 2 and Tier 3 interventions during a one-hour daily WIN period.

Will the campus implement a PLC structure?

Yes

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

PLCs will be organized by both grade level and content area, with self-contained teachers balancing participation when meetings occur simultaneously. For example, all the 3rd grade math teachers meet in PLCs together, and the 3rd grade reading teachers meet in a separate PLC. Each PLC provides structured time for lesson internalization, collaborative planning, and student work analysis, supported by instructional coaches and school leaders to ensure fidelity to Bluebonnet Learning and maximize teacher effectiveness.

How frequently will PLCs occur?

PLCs will occur weekly for 60 minutes, during which teachers will engage in planning, annotating lessons, and lesson internalization. Additional time is provided during the internalization period to prepare for upcoming lessons.

Who will facilitate PLCs?

PLCs are facilitated by district instructional coaches and/or LIFT Teacher Leaders, who receive training and coaching in leading the four types of PLCs, with oversight and support from school leaders.

Who is required to attend PLCs?

All teachers who teach and support students in the core content are required to attend and engage in PLCs. Special education teachers also attend PLCs with General Education teachers for the grade levels they serve, rotating between math and reading PLCs in accordance with instructional needs and priorities.

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

JFD uses the four PLC protocols provided by TEA, which are Module Internalization, Lesson Internalization, Lesson Rehearsal, and SWAP.

Protocol Steps Include:

Preparation:

- Teachers complete pre-work prior to the PLC, including reviewing the lesson plan, annotating materials, and preparing student work samples.
- Instructional coaches review upcoming lessons and assessment data to guide discussion.

Lesson Internalization:

- Teachers collaboratively study the lesson, identifying key learning objectives, anticipated misconceptions, and appropriate scaffolds or supports for all students.
- Lessons are annotated with instructional notes, differentiation strategies, and anticipated student responses.

Student Work Analysis:

- Teachers review curriculum-embedded assessments and other student work (exit tickets, problem sets, formative checks).
- Using the SWAP protocol, teachers identify trends, celebrate successes, and determine instructional adjustments.

Planning & Collaboration:

- Teachers co-plan lessons for the upcoming week using insights from student work and data analysis.
- Discussion includes differentiation strategies, enrichment for advanced learners, and support for struggling students.

Reflection & Next Steps:

- PLC concludes with teachers and coaches identifying glows, grows, and action steps for both teacher practice and student learning.
- Follow-up actions are documented and revisited in subsequent PLCs.

Supports for Effective Implementation:

- Protocols and checklists guide internalization, planning, and student work analysis.
- Flex support is provided by district instructional coaches and approved providers as needed.
- Regular observation and feedback cycles ensure PLC discussions translate into high-quality classroom instruction.

Upload PLC agenda (optional):

- [LIFT MATH PLC Agenda\\_ MODULE Internalization.pdf](#)
- [LIFT MATH PLC Agenda\\_ LESSON Internalization.pdf](#)
- [LIFT MATH PLC Lesson Rehearsal.pdf](#)
- [LIFT MATH PLC Agenda\\_ LESSON Student Work Analysis.pdf](#)
- [LIFT MATH PLC Agenda\\_ ASSESSMENT Student Work Analysis.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 | LIFT District Needs Assessment<br>LIFT District Action Planning<br>Performance Management<br>Routines<br>Monthly Leadership Coaching on Action Plan Initiatives<br>Instructional Framework Training for Design and Implementation<br>Monthly Instructional Calibration Walks using LIFT<br>Observation/ Feedback Protocols | Engage2Learn LIFT District Coach | Deputy Superintendent/<br>Principal Manager;<br>Director of Instructional Services |

| Role      | Training/PD Description                                                                                                                                                                                                                                                                                                                                                                                   | Delivered By                   | Attended By                    |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------------|
| Principal | Observation and Feedback Tools<br>High Leverage Action Steps: Math Foundations of LIFT PLCs<br>Rollout, Monitoring, and Follow-up on Schoolwide Routines                                                                                                                                                                                                                                                  | Engage2Learn LIFT Campus Coach | Principal; Assistant Principal |
| Teacher   | Differentiated Sessions to Include:<br>Facilitating the Fluency Component<br>Planning for Explicit Instruction in the Concept Development Strategies to Maintain Pacing and Student Engagement<br>Monitoring Student Work and Adjusting Instruction<br>Effective Student Practice Aligned to the Math RBIS<br>Customizing the Lesson to Meet Student Needs<br>Internalization Best Practices for K-5 Math | Engage2Learn LIFT Provider     | K-5 Bluebonnet Math Teachers   |

| Role                                                                | Training/PD Description                                                                                                                                                                                                                                                                                                                                                                     | Delivered By                                                                                | Attended By                                                                                      |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|
| Teacher                                                             | Differentiated Sessions to Include:<br>Leveraging Bluebonnet Secondary Math for Explicit Instruction<br>Facilitating Instruction in the Secondary Math Classroom<br>Monitoring Student Work and Adjusting Instruction<br>Customizing the Lesson to Meet Student Needs<br>Discourse and Math Language Routines Lesson<br>Customizations<br>Internalization Best Practices for Secondary Math | Engage2Learn LIFT Provider                                                                  | 6-12 Bluebonnet Math Teachers                                                                    |
| Other Campus Admin<br>(Assistant Principals, Instructional Coaches) | Learning Readiness & Change Management<br>Attributes of Observation and Feedback<br>Calendar Audit/Protected Time<br>Coaching Conversations (See It, Name It, Do It)                                                                                                                                                                                                                        | Engage2Learn LIFT Campus Coach; Deputy Superintendent/Principal Manager; District LIFT Lead | Curriculum & Student Services Directors; Principals; Assistant Principals; Instructional Coaches |
| Principal                                                           | T-TESS Calibration (5 sessions annually)                                                                                                                                                                                                                                                                                                                                                    | ESC Region 11; Deputy Superintendent/Principal Manager                                      | Principal; Assistant Principal                                                                   |

| Role    | Training/PD Description                                                                                                                                                                                                                                         | Delivered By                               | Attended By                                                               |
|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|---------------------------------------------------------------------------|
| Teacher | Core and Supplemental Instructional Resources & Instructional Technology<br>Emergent Bilingual Strategies and Programs (CBLI, ELlevation, Summit K12)<br>Introduction to District PLCs and Instructional Coaching<br>Lift Teacher Leaders (3 sessions annually) | K-5 Math and Reading Instructional Coaches | K-5 New to District Teachers; Returning Teachers; and Grade/Content Leads |

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

We differentiate training for inexperienced or less effective teachers and leaders by aligning support to individual growth needs. Using e2L coaching, we provide scaffolded coaching cycles, just-in-time and effective feedback, targeted modeling, and flexible supports to build skills and confidence. Each session focuses on clear growth goals, ensuring support is both personalized and impactful.

Inexperienced (<2 years): Additional onboarding sessions with step-by-step guidance on PLC protocols and lesson internalization are provided before the start of the school year. They receive more frequent coaching on lesson internalization and effective classroom routines. They also attend 12 hour Math RBIS trainings at the Regional Service Center.

Ineffective teachers/leaders: They receive targeted coaching cycles including observation and feedback, modeling effective practices and structured mentorship from instructional coaches or teacher leaders.

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?

LIFT PLC Observation Tool with Companion Guide  
LIFT PLC Observation Tool  
District PowerWalk Data Dashboard

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 receive training in research-based approaches for students in special populations. This includes using embedded scaffolds, differentiation strategies, and lesson modifications to ensure equitable access and success for English Learners, students with IEPs, 504 plans, or other identified needs. Teachers receive ongoing coaching in planning for content-based language instruction (CLBI) with the support of ELLevation strategies, Specially Designed Instruction (SDI), and STAAR designated supports.

## 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?

Establish Classroom Observation and Coaching Systems: The JFD principal and AP will each conduct at least 5 classroom observations per week and complete at least 1 coaching cycle weekly. Use a shared tracker to document observations, feedback, coaching goals, and follow-up.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal and Assistant Principal

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

Weekly observation logs; coaching-cycle tracker; baseline Bluebonnet Math implementation scores

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

Leadership coaching, observation tools, Google Sheets tracker, coaching-cycle templates

## Milestone 2

Description – What specific action or deliverable will be completed?

Strengthen Second-Grade Measurement Instruction: At JFD, collaborate with second-grade math teachers to analyze misconceptions related to rounding up when measuring with a ruler. Develop reteaching plans for WIN time and conduct follow-up walkthroughs

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

K-5 Math Instructional Coach, Second-Grade Teachers, Campus Administrators

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

PLC analysis; lesson rehearsal plans; WIN-time reteaching plans; student work and assessment data; walkthrough notes

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

Assessment analysis protocols, reteaching resources, lesson rehearsal tools, instructional coaching, and coaching minutes

## Milestone 3

Description – What specific action or deliverable will be completed?

Build Teacher-Leader PLC Facilitation Capacity: Coach teacher leaders to facilitate student-centered PLCs focused on assessment analysis, misconceptions, responsive instruction, and monitoring student progress. Target an average PLC facilitation score of 1.25–1.5

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 Principal, Instructional Coach, Teacher Leaders

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

PLC facilitation rubrics and scores; agendas; meeting notes; student data analysis; documented instructional response plans

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

PLC facilitation training, sample agendas, data protocols, calibration, feedback

## Milestone 4

Description – What specific action or deliverable will be completed?

Monitor and Improve Bluebonnet Math Implementation: Establish baseline and ongoing observation scores from August/September 2026. Use walkthroughs, teacher feedback, and coaching to address implementation needs related to lesson internalization, instructional delivery, student engagement, and curriculum components. Target a 15–20% increase in average observation scores

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 Principal, K–5 Math Instructional Coach, Teachers

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

Baseline and interim scores; walkthrough records; coaching documentation; campus-level analysis of progress toward the 15–20% improvement target

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

Bluebonnet Math look-fors, observation calibration, internalization resources, data tracking, targeted coaching

## Milestone 5

Description – What specific action or deliverable will be completed?

Evaluate Instructional Growth and Refine Support: Analyze classroom observation scores, coaching records, PLC data, and student assessment evidence. Identify remaining Bluebonnet Math implementation gaps and develop targeted support plans

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 Principal, Instructional Coach, Teacher Leaders

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

End-of-year data analysis; baseline-to-final score comparisons; PLC results; coaching-cycle data; recommendations for improvement

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

Data analysis protocols, leadership reflection tools, trend reports, collaborative planning

## Milestone 6

Description – What specific action or deliverable will be completed?

Strengthen Lesson Rehearsal PLCs at JFD: Facilitate at least one lesson internalization PLC per month for each grade level at JFD

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

### Responsible Roles – Who is accountable for this milestone?

K–5 Math Instructional Coach, JFD Principal, Grade-Level Teacher Leaders, Grade-Level Teachers

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

PLC agendas and attendance records

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

Bluebonnet Math internalization protocols, PLC facilitation tools, curriculum resources, instructional coaching, and collaborative planning time

## Milestone 7

### Description – What specific action or deliverable will be completed?

Strengthen SWAP and Data Analysis PLCs at JFD: Facilitate at least one SWAP and data analysis PLC per month for each grade level at JFD. Guide teachers in analyzing common assessment results and student work, identifying trends and misconceptions, grouping students by instructional need, and developing targeted reteaching or enrichment plans. Establish clear next steps and use follow-up assessment evidence to evaluate the impact of instructional responses

### Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

### Responsible Roles – Who is accountable for this milestone?

K–5 Math Instructional Coach, JFD Principal, Grade-Level Teacher Leaders, Grade-Level Teachers

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

Monthly PLC agendas and attendance; common assessment data analyses; student work samples; documented misconception trends; student grouping and reteaching plans; follow-up assessment results showing student progress

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

Common assessment analysis protocols, SWAP PLC tools, student data trackers, reteaching resources, and coaching support for responsive instruction

## Milestone 8

Description – What specific action or deliverable will be completed?

Establish the Next-Year Instructional Improvement Plan: Use end-of-year data and leadership reflections to define measurable priorities, targets, and a calendar for classroom observations, coaching cycles, PLC support, and curriculum implementation monitoring

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 Principal, Instructional Coach, Teacher Leaders

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

Written improvement plan; measurable goals and baseline data; finalized observation and coaching calendar; PLC professional learning plan; assigned responsibilities

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

Strategic planning facilitation, campus data review, curriculum resources, leadership coaching

## Performance Management

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

District and campus leaders will monitor the successful implementation of the plan through:

- Regular PLC Observations: Leaders and instructional coaches attend PLCs to ensure fidelity to lesson internalization and collaborative practices.
- Classroom Walkthroughs & Observations: Principals and instructional coaches use observation tools to track HQIM implementation and instructional practices.
- Data Analysis Meetings: Student assessment data, curriculum-embedded assessment results, and PLC notes are reviewed monthly to identify trends and inform instructional adjustments.
- Progress Reviews of PD & Coaching: Evaluate the effectiveness of professional learning, internalization, and coaching cycles.
- Feedback Loops: Structured follow-ups with teachers, instructional coaches, and campus leaders to ensure actionable next steps.

JFD leadership reviews progress, data, and PD needs during monthly administrator meetings with the Deputy Superintendent. The e2L Lead Coach visits JFD to support data review, conduct FOI walks, and provide monthly PD on observation and feedback, data-driven decisions, schoolwide culture and routines, and lesson alignment. The e2L Executive Director of Partner Success, the KISD Deputy Superintendent, and the Director of Instructional Services meet twice monthly for check-ins. During these check-ins, the group reviews progress and adjusts support and PD plans based on timely and longitudinal data.

Principals, assistant principals, directors, coordinators, and instructional coaches participate in quarterly data meetings to review key assessments for progress monitoring. The Deputy Superintendent leads these meetings to ensure consistent analysis across teams. Each assessment window prompts a review of which students grow, which stall, and why, so the team can identify successful practices and replicate these practices across classrooms.

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

### Responsible Parties

- District Level: Director of Instructional Services, Deputy Superintendent, HQIM Implementation Team
- Campus Level: Principals, Assistant Principals, Instructional Coaches
- Support: Engage2Learn Implementation & Product Advisors

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

- Observation Tools: Qualtrics, DMAC, HQIM Fidelity of Implementation rubric
- PLC & Lesson Internalization Documentation: Agendas, notes, and SWAP protocols
- Student Assessment Data: Curriculum-embedded assessments, exit tickets, and formative assessments
- Progress Tracking Tools: Dashboard reports and milestone tracking templates

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

- District Leadership: Monthly review meetings, dashboard reports, and milestone summary documents
- Campus Leadership Teams: Weekly PLC and internalization meeting debriefs; monthly data meetings
- Teachers & Staff: PLC discussions, internalization sessions, newsletters, and emails highlighting progress and next steps
- Parents & Community: District website postings, newsletters, family nights, and updates on curriculum implementation

## 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 | 78           |
| Meets Grade Level      | 57           |
| Masters Grade Level    | 28           |

Not applicable: RLA STAAR goals (SY 26-27)

No

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

| Performance Level      | EOY Goal (%) |
|------------------------|--------------|
| Approaches Grade Level | 75           |
| Meets Grade Level      | 49           |
| Masters Grade Level    | 20           |

Not applicable: Math STAAR goals (SY 26-27)

No

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

| Performance Level      | EOY Goal (%) |
|------------------------|--------------|
| Approaches Grade Level | 73           |
| Meets Grade Level      | 49           |
| Masters Grade Level    | 24           |

Not applicable: overall STAAR goals (SY 26-27)

No

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

24

Not applicable: Academic Achievement goal (SY 26-27)

No

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

4

Not applicable: ELP Component goal (SY 26-27)

No

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?

24

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

11

## Additional Info

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

Principals, assistant principals, instructional coaches, and teachers participated in a multi-session onboarding sequence covering Internalization Protocols, PLC structures, Lesson Rehearsal and Feedback, Observation and Feedback, and Supporting Special Populations. The sessions were facilitated collaboratively by Engage2Learn partners, the Deputy Superintendent, and the Director of Instructional Services, with follow-up support offered during PLCs based on data to deepen expertise across these areas.

KISD principals and system leaders visit classrooms together using a common observation rubric to ground their look at instruction in shared criteria. After each round, the team holds structured discussions about what they were seeing, comparing how they rated the same evidence and working through any differences in interpretation. These conversations calibrated the group's observations so that a given practice was scored consistently regardless of who was in the room, and they aligned expectations for quality instruction across campuses and across KISD. The result was a shared, consistent standard for what strong HQIM implementation looked like in practice, which made the feedback teachers received more reliable and the data from walkthroughs more trustworthy.

JFD has made progress visible at both the classroom and student levels. Teachers used data walls to track student performance over time, giving each team a shared, at-a-glance view of where students stood and how they were moving across assessments. Students kept individual data binders to set their own goals and monitor their progress toward them, taking ownership of their learning by recording results, comparing them against their targets, and reflecting on their growth. Together, these tools connected the campus-level data work to the students themselves, so that the same focus on growth driving teacher planning and MTSS decisions also lived in each classroom and with each learner.

Upload additional documents (optional):

[Kennedale LIFT Monthly Performance Management Routine October 2026.pdf](#)