# Beaumont Independent School District

# Odom Academy

# 2026-2027 Targeted Improvement Plan

## Needs Assessment, Stakeholder Engagement, and Additional Assurances

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)

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## SI Strategy

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?

Other

Please specify the other program:

EDFA

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

Other

Please specify the other program:

EDFA

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

MGT, Region 5

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

1

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.

Implementation will be supported through existing district resources, available program or grant funds, and contracted support aligned to the district's school-improvement priorities. Specific expenditures will be determined through the district's established budgeting and resource-allocation processes based on identified campus needs.

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 or supplemental funding is unavailable, the district will prioritize the highest-need improvement activities within available district resources and adjust the scope, sequencing, or source of support as necessary while maintaining the core instructional improvement strategy.

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

The district and campus will regularly review student, instructional, staffing, and implementation needs and allocate personnel, coaching, instructional supports, and other available resources based on identified need. Resources will be adjusted as needs change to ensure campuses requiring greater support receive proportionate access to district and campus capacity.

## 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?

500

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

Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edicion 1

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?

600

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?

175

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 MAP | District | BOY/MOY/ EOY | Track student progress and growth across the school year and use results to identify needs and inform targeted instructional supports. |
| Curriculum Based Assessment | | Campus | Daily | Identify mastery and misconceptions; determine same-day second teach or acceleration. |

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

NWEA MAP results will be reviewed at the beginning, middle, and end of the year to monitor student growth and progress. District and campus teams will use the results to identify student needs, monitor progress over time, and provide targeted instructional supports.

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

Use DOL and progress-monitoring evidence to provide purposeful differentiation, same-day second teach and acceleration. Disaggregate outcomes for economically disadvantaged students, emergent bilingual students, students receiving special education services and students experiencing mobility or attendance barriers. Coordinate academic, language, disability-related, attendance and family supports through existing campus teams and monitor the response to support.

Will the campus implement a PLC structure?

Yes

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

PLCs are organized by grade level and content (when appropriate).

How frequently will PLCs occur?

PLC's will occur once a week

Who will facilitate PLCs?

A campus administrator (principal or assistant principal) will facilitate each PLC.

Who is required to attend PLCs?

All teachers are required to attend weekly PLCs

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

Use weekly PLCs to internalize upcoming district-provided lessons, anticipate misconceptions, plan engagement and differentiation, calibrate student work and DOL evidence, and determine re-teach or extension before delivery. Weekly Demo Day rehearsal provides practice and feedback on modeling, pacing, transitions and engagement. Document preparation, rehearsal and instructional follow-up through existing agendas and artifacts.

Upload PLC agenda (optional):

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## 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 |
|---|---|---|---|
| Teacher | AIM Instructional Model and Lesson Execution: Training on consistent implementation of the Accelerated Instructional Model (AIM), including standards-aligned lesson delivery, checks for understanding, and use of Demonstrations of Learning (DOLs) at the end of core-content lessons to assess student mastery and inform next instructional steps. | District and campus instructional leaders | Core-content teachers |
| Principal | AIM Instructional Leadership and Spot Observations: Training on the AIM instructional model and use of the district spot-observation process to identify evidence of instructional fidelity, provide actionable feedback, and monitor consistent implementation across classrooms. | District instructional leadership | Principals, assistant principals, and other campus instructional leaders |
| Teacher | Supporting Students in Special Populations: Training and job-embedded support focused on understanding student needs, IEP requirements and implementation, instructional accommodations, and effective supports for students receiving special education and other specialized services. | District and campus special-program and instructional staff | District and campus special-program and instructional staff |

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

Teachers and leaders who are new to their roles or demonstrate a need for additional support will receive differentiated, job-embedded coaching at both the campus and district levels. Support may include more frequent classroom observations, one-on-one coaching and feedback, modeling of AIM-aligned instructional practices, support with lesson preparation and DOL implementation, and targeted follow-up through PLCs. Campus and district leaders will use observation and student-learning evidence to identify specific areas of need and adjust the intensity of support accordingly.

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?

District Spot Observation Form / classroom spot observations. Instructional expectations already represented in the Elementary CIP include district-provided curriculum, common learning objectives, gradual release, intentional engagement, a daily DOL, purposeful differentiation and same-day second teach/acceleration. Apply the district's monitored-classroom fidelity targets: RLA 90%+; Mathematics 90%+.

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

Other

Please describe the observation frequency:

Each teacher will receive at least two spot observations during each nine-week grading period. Additional observations and coaching may be provided based on implementation needs and observation results.

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

Teachers and administrators will receive targeted professional learning and job-embedded support focused on meeting the needs of students in special populations, with particular emphasis on special education. Support will include understanding and implementing IEP requirements, providing required accommodations and supports, aligning instruction to individual student needs, and monitoring whether students are making progress. Campus and district staff will provide follow-up coaching and technical assistance as needed to strengthen implementation.

## 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?

Document aligned RLA/Mathematics curriculum, learning objectives, DOL routines and protected instructional schedules.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal / RLA and Mathematics Teams

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

Curriculum/lesson artifacts; approved schedules; DOL samples

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

District curriculum guidance and schedule review

**Milestone 2**

Description – What specific action or deliverable will be completed?

Establish weekly PLC preparation and Demo Day rehearsal; retain agendas, rehearsal feedback and calibrated student-work samples.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal / Leadership Team / Teachers

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

PLC/Demo Day agendas; lesson artifacts; feedback records

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

Leadership calibration and rehearsal support

**Milestone 3**

Description – What specific action or deliverable will be completed?

Complete an initial scored spot-observation/coaching review and assign differentiated follow-up for identified practice gaps.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal / APs

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

Observation/coaching tracker; follow-up assignments

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

District-approved rubric and coaching support

### Milestone 4

Description – What specific action or deliverable will be completed?

Review applicable PK–2 progress and DOL response; document second-teach/acceleration adjustments and resulting student evidence.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal / PK–2 Team / Teachers

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

Progress-monitoring records; DOL samples; instructional response records

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

Approved assessments and instructional support

### Milestone 5

Description – What specific action or deliverable will be completed?

Audit attendance outreach, intervention follow-through and behavior/student-support evidence, including OSS trends; close assigned gaps.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal / Attendance Team / Counselor

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

Attendance/outreach logs; intervention records; OSS trends; follow-up tracker

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

Attendance workflow and student-support coordination

### Milestone 6

Description – What specific action or deliverable will be completed?

Review family communication and recurring stakeholder themes; document attendance/support outreach and mentoring or volunteer connections.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal / Staff / Campus Team

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

Family communication records; partnership/outreach evidence; assigned follow-up

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

District communication and community-partnership coordination

### Milestone 7

Description – What specific action or deliverable will be completed?

Compile year-end academic and subgroup evidence and record instructional adjustments for off-trajectory grades or groups.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal / Campus Team

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

Reading/Mathematics and applicable PK–2 results; campus scorecard; corrective actions

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

District assessment and data-review support

### Milestone 8

Description – What specific action or deliverable will be completed?

Evaluate monitored-classroom RLA/Mathematics fidelity against existing district expectations and document next-cycle coaching priorities.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal / APs / District Support

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

Scored observations; fidelity summary; differentiated support assignments

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

Rubric calibration and district support

### Milestone 9

Description – What specific action or deliverable will be completed?

Complete the annual summative/milestone evidence review and next-cycle action assignments; evaluate on-track progress against the district target of 90%+ each review cycle.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal / District Support / Campus Team

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

Plan4Learning review; evidence index; milestone status; next-cycle actions

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

District review of compliance, resources and improvement priorities

## Performance Management

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

District and campus leaders will monitor implementation through regular review of Spot Observation data, Demonstrations of Learning (DOL) results, and related instructional progress indicators. Campus leaders will use these data within PLCs and instructional leadership routines to identify implementation trends, determine where additional support is needed, and adjust coaching or instructional supports. District leaders will use the same evidence to monitor implementation across campuses and identify system-level areas requiring follow-up.

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

The Office of School Effectiveness, principals, and campus instructional leaders will review progress toward milestones. The Office of School Effectiveness will monitor campus-level implementation and milestone progress, while principals and campus leaders will review instructional progress through PLCs, Spot Observation results, DOL evidence, and related campus implementation data.

How frequently will progress toward milestones be reviewed?

Other

Please describe the review frequency:

Weekly

How will milestone progress data be collected?

Milestone progress data will be collected through district dashboards and established monitoring tools, including Spot Observation data and DOL progress-monitoring results. Campus and district leaders will use these data, along with milestone evidence identified in the plan, to document implementation progress and identify areas requiring additional support.

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

Progress will be shared through regular district leadership meetings, campus leadership and PLC structures, and appropriate stakeholder-engagement opportunities. District leadership will review implementation trends and next steps internally and cascade relevant information and expectations to principals and campus leaders. Progress and key updates will also be communicated to families and community stakeholders through community meetings and other district outreach channels.

## 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 | 60 |
| Meets Grade Level | 32 |
| Masters Grade Level | 15 |

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 | 55 |
| Meets Grade Level | 27 |
| Masters Grade Level | 12 |

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 | 58 |
| Meets Grade Level | 30 |
| Masters Grade Level | 14 |

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?

75

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?

75

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?

75

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

75

## Additional Info

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

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Upload additional documents (optional):

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