



Richardson Independent School District

Forest Meadow Middle School

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:

September 20, 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?

Texas Instructional Leadership

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

Texas Instructional Leadership

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

Region 10

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

3

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.

Staffing Costs

Teachers

4 Teachers per Saturday School

2 Reading Teachers

2 Math Teachers

Rate: \$40/hour

Time: 3 hours per session

Calculation:

$4 \text{ teachers} \times 3 \text{ hours} \times \$40 = \$480 \text{ per session}$

$\$480 \times 4 \text{ sessions} = \$1,920 \text{ annually}$

Anticipated Funding Source: Title I, Part A Supplemental Instruction Funds

Administrator

1 Administrator per Saturday School

Rate: \$40/hour

Time: 3 hours per session

Calculation:

$1 \text{ administrator} \times 3 \text{ hours} \times \$40 = \$120 \text{ per session}$

$\$120 \times 4 \text{ sessions} = \$480 \text{ annually}$

Anticipated Funding Source: Title I, Part A Campus Improvement Funds or Local Campus Funds

Student Food and Refreshments

Pizza, Snacks, and Drinks

60 students + 5 adults = 65 participants

Budgeted at \$200 per Saturday School

Calculation:

$\$200 \times 4 \text{ sessions} = \$800 \text{ annually}$

Anticipated Funding Source: Title I Parent and Family Engagement Funds (if allowable), Campus Activity Funds, PTA/PTO Donations, or Local Campus Funds

Instructional Materials

To support intervention activities, progress monitoring, and student engagement:

Consumable Supplies

Printing of instructional resources

Copy paper

Folders

Pencils

Highlighters

Progress-monitoring materials

Estimated Cost:

$\$150 \text{ per session} \times 4 \text{ sessions} = \$600 \text{ annually}$

Anticipated Funding Source: Title I Instructional Supplies or Campus Instructional Budget

Estimated Cost:

\$3,800

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 we were to not receive continued grant funds, FMMS will prioritize district instructional coaching support, campus-based intervention staffing, reallocating Title I resources, and utilizing district-developed curriculum resources to ensure implementation continues.

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

Forest Meadow will receive prioritized district coaching support in 7th grade ELA and Math, additional intervention personnel, increased data-analysis support, and targeted instructional leadership coaching through the Texas Instructional Leadership framework

Curriculum and Instruction

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

Other

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?

1800

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

Other

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?

1800

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)

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 Math (Algebra 1, Algebra 2, Geometry)?

Yes

How many instructional minutes per week are in the master schedule for 9-12 Math curriculum delivery?

1575

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 Math curriculum?

Yes

Please select the adopted curriculum for: 9-12 RLA

Not applicable

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

174

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)
Benchmark		District	Monthly	Monitor STAAR readiness and identify student groups needing intervention
Curriculum Based Assessment		Campus	Quarterly	Assess TEKS mastery and adjust instruction
Other	NWEA MAP Growth	District	BOY/MOY/EOY	Monitor academic growth and targets
Other	Unit Assessments	Campus	Monthly	Evaluate curriculum implementation
Interim		District	Semester	Predict STAAR performance and growth

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

Student performance data will be maintained in district dashboards and student data trackers. PLC teams will review growth data every two weeks, identify students below proficiency, monitor progress of Asian and Hispanic students, and adjust intervention plans based on assessment outcomes.

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

Daily intervention during WIN ("What I Need") periods.

High-dosage tutoring in 7th grade ELA and Math.

Small-group instruction aligned to TEKS gaps.

Saturday schools

Twilight Camps

Progress monitoring every 3 weeks.

Additional supports for Emergent Bilinguals, Students with Disabilities, Hispanic students, and Asian students not meeting growth measures.

Parent conferences and individualized intervention plans for students identified as at-risk.

Will the campus implement a PLC structure?

Yes

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

PLCs are organized by content and grade level for STAAR tested subjects and grade levels.

How frequently will PLCs occur?

PLCs occur daily.

Who will facilitate PLCs?

PLC leads, ASCs, and or Assistant Principal/Principal

Who is required to attend PLCs?

All teachers who teach the content or modified content.

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

The campus utilizes a structured, weekly protocol-driven schedules built with pre-populated content calendars and note catchers shared with admin and coaches at least one week before instructional delivery.

Teachers unpack upcoming unit TEKS and daily lessons using subject-specific HQIM internalization protocols and lesson internalization note catchers to ensure deep conceptual understanding and to create teacher exemplars. Internalization protocols come directly from the HQIM materials for core contents. Based on the Weekly Data Meeting (WDM) Protocol, teams analyze student formative data, including weekly exit tickets and interim assessments, to pinpoint individual student gaps and standard mastery trends. This includes an opportunity for teachers to plan and practice for the student (based on standard gaps and teacher action steps (based on observation). Lastly, we utilize the Weekly Data Meeting protocol to analyze the data coming from the WPM action steps to ensure we have addressed all student gaps, if not, we create reteach plans based on the Tier one student gaps.

Upload PLC agenda (optional):

[HQIM Internalization.docx](#)

[Know_Show Chart.docx](#)

[Unit Internalization Guide.docx](#)

[Weekly Data Meeting Protocol.docx](#)

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	Data-driven instruction will be delivered to teachers to ensure they are tracking real time data and addressing differentiation needs based demonstrations of learning from each day.	Admin, ASCs, Region 10, District Curriculum Staff	Teachers
Other Campus Admin (Assistant Principals, Instructional Coaches)	Coaching cycles and observation feedback instruction will be delivered to academic success coaches, assistant principals, and principal to ensure the incorporation of TIL implementation is incorporated with fidelity.	Region 10	Principal, APs, ASCs
Teacher	Data-driven instruction will be delivered specifically to our SPED and ESL teachers to ensure they are tracking real time data and addressing differentiation needs based demonstrations of learning from each day for diverse learners.	District Departments	Teachers and Administrators

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

Teachers with less than two years of experience or identified through observations as needing support will receive:

Weekly coaching cycles.

Co-planning support.

Demonstration lessons.

Additional classroom observations and feedback.

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 Texas Instructional Leadership Observation Tool and RISD walkthrough tool will be used.

Look-fors include:

TEKS alignment

Student discourse

Frequent checks for understanding

Data-driven differentiation

Effective small-group instruction

Evidence of rigorous student tasks

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

Biweekly

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

Teachers and administrators will receive training in:

Differentiated instruction

Culturally responsive teaching

Special education accommodations

Emergent bilingual supports

Closing achievement gaps among student groups

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?

PLC Data Teams + Weekly Planning with Lesson Internalization

Stand up content/grade-level PLC data teams for all STAAR-tested subjects (6–8) running the full weekly cycle: analyze data, identify essential TEKS, internalize upcoming lessons, and align HQIM before instruction by using district protocols, with attention to pacing and maximizing instructional time under the new traditional schedule.

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, PLC Leads, Academic Success Coaches

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

PLC rosters and agendas/logs, internalized lesson plans, walkthrough data showing planned lessons taught as designed.

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

Protected daily PLC time (already in the master schedule), lesson internalization and deep planning protocols, and data-analysis training.

Milestone 2

Description – What specific action or deliverable will be completed?

DDI & Weekly Data Meeting Cycle

Implement the Weekly Data Meeting Protocol with fidelity, prioritizing 7th grade Pre-Algebra and 7th Reading and 8th grade math plus Algebra I, using CIAs and benchmarks to build reteach and spiral-review plans, disaggregated for the targeted subgroups (Asian and Hispanic students) against their target indicators. Weekly Data Meetings are built into the weekly schedule and based on Weekly Planning Meeting and student data outcomes from Tier 1 delivery.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administration, Academic Success Coaches, Department Chairs, Classroom Teachers

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

Weekly data meeting logs, documented reteach plans, CIA/benchmark trend data disaggregated by student group.

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

Protected weekly data meeting time, CIA access, data-analysis support.

Milestone 3

Description – What specific action or deliverable will be completed?

HQIM Implementation in 7–Algebra I Math

Implement High-Quality Instructional Materials in grades 7–Algebra I mathematics, supported by continuous, differentiated training aligned to the Learner Framework through district PD days, campus site-team support, PLCs, and curriculum pull-out days.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administration, Academic Success Coaches, Classroom Teachers

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

HQIM fidelity walkthrough data, PD attendance and agendas, curriculum pull-out day records.

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

HQIM materials, district Teaching & Learning PD calendar, scheduled curriculum pull-out days.

Milestone 4

Description – What specific action or deliverable will be completed?

Weekly Planning, Data Analysis, and Observation & Feedback Cycles

Teachers receive feedback based on Action Steps identified from classroom observations, weekly planning, and data analysis. Action steps are tracked to ensure all teachers are meeting their action steps.

The campus utilizes the Texas Exchange Instructional Insights App and the TIL Observation Tool, to deliver specific action steps to the teacher and track confirmation of progress.

Teacher coaches and admin also calibrate monthly with Region 10 to ensure accuracy of action steps 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, Academic Success Coaches, Region 10 (TIL)

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

Observation and feedback records in the Instructional Insights App, action-step tracker, monthly calibration logs.

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

Instructional Insights App training, TIL observer calibration, protected observation and feedback time.

Milestone 5

Description – What specific action or deliverable will be completed?

TIL Leadership Coaching + Accountability Data Leadership Series

Begin Texas Instructional Leadership coaching cycles with Region 10 for the principal and ILT co-observations, leadership action steps, and PLC/data-meeting calibration along with the Accountability Data Leadership Series to build capacity for tracking growth and addressing the targeted subgroup indicators. Additionally, the campus participates in BOY, MOY, and EOY analysis and action steps with the RISD Accountability team.

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, Academic Success Coaches, Region 10 (TIL)

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

TIL coaching logs and leadership action steps, Accountability Data Leadership Series attendance and artifacts, calibrated walkthrough notes.

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

Continued TIL grant funding, Region 10 coaching calendar, protected leadership coaching time.

Milestone 6

Description – What specific action or deliverable will be completed?

MOY Performance-Management

Complete the mid-year performance-management data step-back and adjust Tier 1 instruction and intervention based on Fall to Winter MAP, CIA, and benchmark results, disaggregated for the targeted subgroups and measured against the campus targets.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administration, Instructional Leadership Team, Academic Success Coaches, Department Chairs

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

Step-back agendas and notes, revised instructional and intervention plans tied to the data, subgroup progress trackers.

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

Access to MAP/CIA/benchmark reports, protected step-back time, data dashboards.

Milestone 7

Description – What specific action or deliverable will be completed?

Mid-Year Observation & Feedback Calibration + Implementation Check

Conduct a mid-year calibration of the observation-and-feedback cycle and verify, through follow-up observations, that teacher action steps are being carried out and changing practice; adjust coaching support for teachers who need more help.

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, Academic Success Coaches, Region 10 (TIL)

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

Follow-up observation data showing implementation, updated action-step tracker, adjusted coaching assignments.

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

Instructional Insights App, TIL calibration support, protected observation time.

Milestone 8

Description – What specific action or deliverable will be completed?

Targeted Intervention + STAAR-Readiness by Student Group

Deliver targeted intervention for identified students during daily WIN, high-dosage tutoring in 7th ELA and Math, and Saturday Schools, progress-monitored in Branching Minds every three weeks, and use the district STAAR simulation to adjust final reteach by student group, prioritizing the targeted subgroups.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administration, Academic Success Coaches, Department Chairs, Classroom Teachers

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

Intervention rosters and attendance, Branching Minds progress-monitoring data, STAAR simulation analysis and revised reteach plans by group.

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

lead4ward and intervention platforms, tutoring/Saturday/Twilight staffing (Title I), district STAAR simulation.

Milestone 9

Description – What specific action or deliverable will be completed?

EOY Data Review Across All Student Groups

Conduct the end-of-year data review across all student groups against the campus's STAAR/EOC and MAP targets, confirming whether the targeted subgroup indicators were met and document reteach and 2027–28 instructional priorities.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Administration, Instructional Leadership Team, Academic Success Coaches, Department Chairs

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

EOY STAAR/EOC and MAP analysis disaggregated by group, documented priority areas for next year.

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

Access to EOY accountability and assessment reports, protected review time.

Milestone 10

Description – What specific action or deliverable will be completed?

Evaluate Outcomes + Build the 2027–28 Sustainability Plan

Evaluate the year's implementation and outcomes and build the sustainability plan for 2027–28, carrying forward the instructional routines — PLC/internalization, DDI, observation and feedback, and coaching — that produced results.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Administration, Academic Success Coaches, Department Chairs, Region 10 (TIL)

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

End-of-year improvement report, 2027–28 sustainability plan tied to the data.

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

Access to data and the district intervention/implementation plan, Region 10 planning support.

Performance Management

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

Weekly, monthly, and quarterly assessment data including weekly exit tickets, CIAs, NWEA MAP Growth, and STAAR simulation results will be monitored by the School Improvement Team. The School Improvement team includes the Executive Director of School Improvement (DCSI), Principal Manager, and Campus Principal. Structured data analysis meetings and TIL coaching touch-points are held after key assessment windows to evaluate progress toward goals. Superintendent reviews progress quarterly.

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

Principal
Assistant Principals
Academic Success Coaches
ILT
Assistant Superintendent
District DCSI

How frequently will progress toward milestones be reviewed?

Other

Please describe the review frequency:

Progress toward milestones will be reviewed monthly, with quarterly district reviews.

How will milestone progress data be collected?

Student learning data (CIAs, MAP, STAAR Sims, Summit K-12) will be captured and reported through Eduphoria and campus data trackers following key assessment checkpoints.

Milestone implementation and teacher walkthrough trends are logged using the teacher action step tracker and evaluated during weekly Campus Leadership Team meetings.

Formative exit ticket data are tracked weekly in the campus exit ticket tracker, with next steps determined during weekly PLC data meetings.

The Executive Director of School Improvement (DCSI) and Area Superintendent will review TAP milestone artifacts during monthly TIL calibration and adjust strategies based on student performance trends.

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

The Campus Leadership Team will meet monthly to review student learning data, monitor TAP milestone completion, and evaluate the overall effectiveness of instructional strategies to accelerate student learning gains. Milestone progress, assessment trends, and implementation data will be shared with the Superintendent quarterly, Area Superintendent, and Executive Cabinet at the end of each grading period during Cabinet meetings as well as maintaining progress as a regular talking point on Cabinet agendas.

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	70
Meets Grade Level	50
Masters Grade Level	33

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

Performance Level	EOY Goal (%)
Approaches Grade Level	72
Meets Grade Level	42
Masters Grade Level	24

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

Performance Level	EOY Goal (%)
Approaches Grade Level	69
Meets Grade Level	45
Masters Grade Level	28

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

43.8

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

100

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?

62.5

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

37.5

Additional Info

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

The campus has a new building principal who is receiving direct support from the Assistant Superintendent and the Executive Director of School Improvement (DCSI).

Upload additional documents (optional):

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