

Richardson Independent School District



Forestridge Elementary 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?

LIFT PLC Support

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

LIFT PLC Support

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?

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.

Academic Success Coach - \$93,000

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?

Title 1 Funds

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

Earmarked supplemental Title I funding to provide paid Saturday Academy and Language Labs led by certified teachers.

Hired 1 full-time equivalent Academic Success Coach dedicated to pull-out/push-in support for Tier 2/3 students and managing daily WIN time small groups.

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?

2700

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

Other

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?

4175

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

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?

450

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?

450

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

Yes

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

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

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

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)
Other	MAP	District	BOY/MOY/EOY	NWEA MAP Growth assessments are administered at the Beginning, Middle, and End of Year to provide a norm-referenced, adaptive measure of individual student growth and longitudinal academic achievement. MAP data develops a student-centered approach through structured teacher-student conferencing. During these data conferences, teachers and students collaboratively analyze RIT scores and learning continuums to set realistic, actionable growth goals. This goal-setting process supports student agency, builds ownership over learning outcomes, and helps teachers tailor differentiated instruction to support both remediation and acceleration throughout the school year.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
STAAR Released Test		District	Semester	The spring STAAR released assessment simulation serves as a full-scale diagnostic designed to replicate the testing environment, blueprint, and rigor of the state exam. The primary objective of this simulation is to conduct a granular analysis of student performance to pinpoint precise gaps in TEKS mastery across individual student profiles, classrooms, and student groups. Data collected from the simulation directly structures the final, high-impact stretch of the school year by driving targeted interventions. Identified TEKS deficiencies are immediately addressed through focused reteach plans during daily WIN time and dedicated tutoring sessions, ensuring at-risk students receive high-dosage, skill-specific remediation before the operational administration.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Quarterly	Quarterly Common Interim Assessments (CIAs) serve as benchmark checkpoints designed to measure student mastery of grade-level TEKS and evaluate academic growth each quarter of the school year. The purpose of CIAs is to generate timely, high-leverage performance data that directly drives PLC weekly data meetings where teachers and ASCs collaboratively identify standard-level gaps and share effective instructional strategies. CIAs ensure that educators can immediately target intervention and reteach efforts during dedicated What I Need (WIN) time and targeted tutoring sessions. This continuous assessment cycle creates a responsive instructional framework, allowing campuses to track progress toward targeted improvement goals and make proactive adjustments well before end-of-year summative evaluations.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Interim		Campus	Weekly	Weekly exit tickets serve as immediate, formative checks on daily and weekly TEKS mastery. Systematically tracked on a centralized campus spreadsheet, exit ticket data provides classroom teachers and leadership with real-time, granular visibility into individual student performance. This immediate tracking mechanism ensures that learning gaps are identified within days allowing teachers to quickly flag specific students who need targeted intervention. Exit ticket data ensures that WIN time, small-group instruction, Saturday School and tutoring are continuously adjusted to provide timely, highly specific remediation before misconceptions compound.

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

Weekly TEKS tracker: Following each weekly 3–5 question TEKS check, teachers enter raw scores into the campus-wide tracking dashboard. Reviewed weekly during data meeting and teams analyze performance by teacher, student sub-group, and specific question types to identify high-frequency misconceptions.

Student Growth Tracker: Updated three times per year following NWEA MAP testing (BOY, MOY, EOY) and quarterly by CIA/SIM results. Reviewed monthly by campus leadership and after every major assessment window during campus data meetings.

Data tracked across both systems directly dictates the assignment and instructional focus of daily WIN time small groups, weekly tutoring sessions, and Saturday Academy focus.

Students who failed the weekly TEKS check or are performing below their projected MAP growth line receive direct, teacher-led re-teaching focused on foundational skills and prerequisite TEKS.

Students sitting near performance thresholds work on targeted practice to bridge specific skill gaps identified in their MAP Learning Continuum data.

Students who demonstrate 85%+ mastery on weekly TEKS checks engage in higher-order thinking tasks, depth-of-knowledge extensions, and multi-step application problems.

At the conclusion of a WIN cycle, students complete a brief re-assessment. Upon demonstrating mastery, their status updates on the Weekly TEKS Tracker, and they rotate to their next focus area.

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

The campus utilizes a Multi-Tiered System of Supports (MTSS) to identify, serve, and monitor students performing below grade level and those within targeted special populations. This plan combines daily core instructional accommodations (Tier 1), fluid small-group intervention (Tier 2), and intensive, specialized programming (Tier 3) to ensure academic growth.

Will the campus implement a PLC structure?

Yes

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

Primary Grades (K-2) are organized by grade-Level. Intermediate grades (3rd - 6th) are organized for grade and content.

How frequently will PLCs occur?

The campus structures PLCs to balance developmental grade-level needs with rigorous content-area alignment. Teams meet twice weekly through a dual-meeting format: a 60-minute Collaborative Planning PLC and a 45-minute Data Dive Session.

Who will facilitate PLCs?

Administrators and Academic Success Coach

Who is required to attend PLCs?

content area teachers and special education teachers

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

Weekly Data Meeting, See it, Name it, Do it protocol (Observation/Feedback), Weekly Planning Meeting (WPM) and the weekly HQIM Lesson Internalization Protocols.

Upload PLC agenda (optional):

[3rd Grade Math.pdf](#)

[3rd Grade RLA.pdf](#)

[4th Grade WDM Agenda.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	LIFT Grant professional learning and additional support focused on instructional leadership, high-quality Tier 1 instruction, observation and feedback, and implementation of campus improvement priorities	LIFT Grant facilitators and assigned support personnel	throughout 26-27 school year
Principal	Region 10 Accountability Data Leadership Series: understanding accountability domains, identifying performance gaps, setting measurable targets, and monitoring progress toward improved accountability outcomes	Region 10 ESC	26-27 Series
Other Campus Admin (Assistant Principals, Instructional Coaches)	Monthly district leadership development focused on instructional leadership, data-driven decision-making, accountability, and monitoring student achievement	Richardson ISD district leadership	monthly
Other Campus Admin (Assistant Principals, Instructional Coaches)	Instructional coaching and feedback calibration using T-TESS, Get Better Faster, and Teach Like a Champion; identifying high-leverage action steps and monitoring teacher implementation	Principal and district instructional leaders	Monthly calibration and ongoing coaching

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 will receive additional support through mentoring, instructional coaching, frequent classroom observations, and structured feedback cycles. Professional learning will prioritize lesson internalization, classroom management, effective instructional routines, student engagement, checks for understanding, and implementation of high-quality instructional materials. Academic Success Coach and campus administrators will provide modeling, co-teaching, rehearsal opportunities, and regular follow-up to support successful implementation.

Teachers whose walkthrough evidence, observation data, or student performance results indicate areas of concern will participate in individualized coaching cycles aligned to T-TESS, Get Better Faster, and Teach Like a Champion practices. Support will include clearly defined instructional action steps, modeling of effective practices, opportunities for rehearsal, targeted professional development, and frequent progress monitoring. Campus leadership will monitor implementation and adjust the intensity of support based on demonstrated improvement.

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?

Forestridge Elementary will utilize Eduphoria, the campus-developed Teacher Action Step Tracker, and the Bambrick-Santoyo instructional coaching model and protocol to systematically monitor the implementation and effectiveness of professional development and instructional coaching.

Eduphoria Classroom Walkthroughs: Campus administrators and Academic Success coach will conduct weekly instructional walkthroughs aligned to T-TESS Domains 2 and 3, with particular emphasis on rigorous Tier 1 instruction, student engagement, effective communication, differentiation, and monitoring and adjusting instruction.

Instructional look-fors will include:

Alignment of learning objectives, grade-level standards, instructional tasks, and assessments.
Evidence of lesson internalization and effective implementation of high-quality instructional materials.

Clear teacher modeling, purposeful questioning, academic vocabulary, and structured student discourse.

Frequent checks for understanding and active monitoring of student learning.

Appropriate instructional rigor and opportunities for students to demonstrate independent mastery.

Consistent classroom routines, behavioral expectations, and high levels of student engagement.

Timely instructional adjustments based on student responses and misconceptions.

Bambrick-Santoyo Coaching Protocol: Campus administrators and Academic Success Coach will utilize the Bambrick-Santoyo observation and feedback cycle to provide individualized,

actionable coaching. The protocol will emphasize identifying a high-leverage instructional action step, providing evidence-based feedback, modeling or rehearsing the targeted practice, and conducting follow-up observations to monitor implementation.

Coaching look-fors will include:

Identification of a specific, observable, and manageable instructional action step.

Feedback grounded in classroom observation evidence.

Opportunities for teachers to practice or rehearse the identified instructional strategy.

Clear implementation expectations and timelines.

Follow-up observations to verify implementation and determine next steps.

Campus Teacher Action Step Tracker: The campus-developed tracker will document each teacher's instructional coaching focus, identified action step, T-TESS alignment, coaching support, implementation evidence, and follow-up results. Administrators and instructional coaches will use the tracker to monitor teacher progress, identify recurring instructional needs, and determine when additional support or a new action step is appropriate.

Leadership Coaching and Monitoring: The Principal will monitor the implementation and effectiveness of coaching provided by Assistant Principals and Academic Success Coach through collaborative walkthroughs, coaching calibration, review of action step trackers, and observation of feedback conferences. Leadership look-fors will include accurate identification of instructional priorities, effective facilitation of coaching conversations, opportunities for teacher rehearsal, and consistent follow-through on action steps.

Evaluation of Impact: Eduphoria walkthrough data, Teacher Action Step Tracker documentation, coaching evidence, and student performance data will be reviewed during weekly instructional leadership meetings. Findings will be used to evaluate implementation fidelity, differentiate professional development and coaching support, and determine whether improvements in teacher practice are contributing to increased student engagement, academic achievement, and growth.

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?

The campus Language Acquisition Teacher will provide ongoing instructional support to classroom teachers through collaborative planning, instructional coaching, and modeling of effective language acquisition strategies. Support will focus on integrating language development into Tier 1 instruction, incorporating academic vocabulary, structured student discourse, linguistic scaffolds, and opportunities for students to develop listening, speaking, reading, and writing skills. The Language Acquisition Teacher will collaborate with grade-level teams to analyze student performance and language proficiency data, identify instructional needs, and develop targeted supports. Campus administrators will monitor implementation through instructional walkthroughs, PLC participation, and student performance reviews. Special Education teachers will participate in weekly PLCs facilitated by campus administration to review student performance data, monitor progress toward individualized goals, identify learning gaps, and plan responsive instruction and intervention. The district Special Education Department will provide additional technical assistance, instructional resources, professional development, and support with implementing specially designed instruction, accommodations, and appropriate instructional practices. Collaboration between general education and Special Education teachers will be emphasized to ensure students have access to rigorous grade-level instruction with individualized supports aligned to their IEPs.

Campus administrators and Academic Success coach will collaborate with the Language Acquisition Teacher and district Special Education personnel to strengthen their understanding of effective instructional practices for special populations. Leadership development will focus on analyzing disaggregated student achievement and growth data, identifying instructional barriers, monitoring implementation of appropriate supports, and providing actionable feedback to teachers. Administrators will incorporate special population instructional look-fors into Eduphoria walkthroughs and use the Bambrick-Santoyo coaching protocol to support improvements in instructional practice.

Campus leadership will regularly analyze student achievement, growth, intervention, and language proficiency data for EB and SPED students. Data sources will include weekly DOLs, district common assessments, MAP Growth, STAAR, TELPAS, and IEP progress-monitoring data, as applicable. Findings will be used to adjust instructional supports, identify professional development needs, and monitor progress toward campus achievement and Closing the Gaps goals.

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 campus and grade-level performance targets. Analyze 2025–26 STAAR, MAP, and accountability data to establish measurable RLA, Math, Science, academic growth, and Closing the Gaps targets for each tested grade level.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal

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

Campus data analysis, grade-level goals, student achievement targets

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

ACI department support with identifying targets

Milestone 2

Description – What specific action or deliverable will be completed?

Complete student-level tiering and intervention plans. Teachers will identify students by performance band (Low DNM, High DNM, Approaches, Meets, Masters), establish individual student growth goals, and create targeted instructional groups.

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/Academic Success Coach/Teachers

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

Student tiering rosters, class goal-setting templates, intervention group plans

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

Schoolwide Culture and Routines - Emergent Tree resources
HQIM training - RISD Teaching and Learning

Milestone 3

Description – What specific action or deliverable will be completed?

Implement consistent PLC and data-meeting protocols. All grade-level teams will use a structured lesson internalization and weekly data-meeting process that includes priority TEKS, teacher exemplars, DOL analysis, student misconceptions, and instructional response plans.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Leadership Team/Teachers

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

PLC agendas, Know/Show charts, teacher exemplars, DOL trackers, data-meeting documentation

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

DDI training

Milestone 4

Description – What specific action or deliverable will be completed?

Complete the first instructional implementation review. Campus administrators and instructional coaches will analyze walkthrough evidence related to instructional rigor, student engagement, checks for understanding, and monitoring and adjusting. Identify priority teacher coaching needs and implement targeted coaching cycles.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Leadership Team

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

Walkthrough trend reports, coaching action steps, feedback documentation, follow-up coaching conversations

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

Action tracker
Eduphoria Walkthrough reports

Milestone 5

Description – What specific action or deliverable will be completed?

Conduct a formal midyear student achievement and intervention review. Analyze CIA, MAP Growth, DOL, and intervention data against grade-level targets. Identify students not demonstrating expected progress, revise intervention groups, and develop instructional adjustment plans for the spring semester.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Leadership Team

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

Midyear data review, updated student movement trackers, revised intervention rosters, spring action plans

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

ACI department support with data analysis
Intervention Group logs

Milestone 6

Description – What specific action or deliverable will be completed?

Implement targeted instructional acceleration plans. Using MOY assessment results, launch focused instructional cycles for high focus student groups, particularly High DNM students approaching Approaches and Approaches students approaching Meets. Ensure students requiring intensive intervention continue receiving targeted support.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Leadership Team/Teachers

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

Updated intervention schedules, student-specific goals, priority TEKS plans, weekly progress-monitoring records

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

Progress Monitoring documents
HQIM intervention resources

Milestone 7

Description – What specific action or deliverable will be completed?

Complete a Closing the Gaps subgroup progress review. Analyze EB, SPED, Economically Disadvantaged, and High Focus student performance and growth. Identify gaps in progress and assign instructional leaders to monitor implementation of subgroup-specific instructional supports.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Leadership Team/ LAT/SPED teachers

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

Subgroup data tracker, targeted support plans, leadership monitoring documentation

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

ACI department support with data analysis

Milestone 8

Description – What specific action or deliverable will be completed?

Conduct STAAR readiness and instructional fidelity reviews. Analyze SIM results to identify remaining priority TEKS and student performance gaps. Implement focused reteaching and enrichment cycles, monitor instructional implementation, and adjust intervention groups based on current 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?

Campus Leadership Team/Teachers

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

SIM analysis, reteaching plans, walkthrough data, updated student movement trackers

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

ACI department support with data analysis

Milestone 9

Description – What specific action or deliverable will be completed?

Evaluate the implementation of campus improvement strategies. Review final intervention and assessment data, PLC implementation, walkthrough trends, and coaching documentation to evaluate the effectiveness of Tier 1 instruction, intervention systems, and instructional leadership actions.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Leadership Team

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

End-of-year implementation review, student growth summaries, PLC and coaching evidence, recommendations for 2027–28

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

student growth tracker, teacher action step tracker

Milestone 10

Description – What specific action or deliverable will be completed?

Complete annual TIP evaluation and establish sustainability actions. Analyze available 2027 STAAR and accountability results, compare performance with established campus targets, identify successful practices and remaining gaps, and incorporate findings into the 2027–28 Campus Improvement Plan and instructional leadership priorities.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus Leadership Team

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

Annual TIP evaluation, accountability analysis, revised CIP goals, 2027–28 professional learning and intervention plans

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

Accountability Reports, STAAR Data

Performance Management

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

District and campus leaders will collaboratively monitor the Targeted Improvement Plan's implementation and effectiveness through ongoing instructional walkthroughs, structured PLC monitoring, analysis of student performance data, and regular progress reviews. Monitoring will focus on ensuring that improvement strategies are implemented with fidelity and result in measurable improvements in Tier 1 instruction, student engagement, academic achievement, and student growth.

Campus administrators, Culture Coach, and Academic Success Coach will conduct weekly classroom walkthroughs aligned to T-TESS, Get Better Faster, and Teach Like a Champion instructional practices. Walkthrough evidence will be used to identify instructional trends, provide timely and actionable feedback, and establish targeted coaching cycles. Follow-up observations will monitor implementation of feedback and improvements in instructional practices.

Campus leadership will monitor weekly PLCs and data meetings to ensure teachers consistently engage in lesson internalization, analyze student work and DOL results, identify misconceptions, and plan responsive instruction. Student performance will be monitored through weekly DOLs, district common assessments (CIA), MAP Growth, STAAR Interim assessments, and intervention progress-monitoring data. Grade-level and student trackers will be used to monitor progress toward established Approaches, Meets, Masters, and academic growth targets, with particular attention to EB, SPED, Economically Disadvantaged, and High Focus student groups.

District leaders will provide an additional layer of accountability through scheduled campus progress reviews, instructional learning walks, and collaborative analysis of implementation evidence and student outcomes. District and campus leaders will evaluate progress toward established milestones, identify barriers to implementation, and determine necessary adjustments to instructional practices, coaching supports, intervention systems, and resource allocation.

Formal progress reviews will occur at the December 2026, May 2027, and August 2027 checkpoints. At each checkpoint, campus leadership will document completed milestones, evaluate implementation fidelity, analyze available student achievement and growth data, and identify next steps. Findings will be used to refine campus improvement strategies, strengthen leadership and teacher capacity, and sustain continuous improvement toward achieving a B accountability rating.

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

The Campus Principal will have primary responsibility for monitoring and reviewing progress toward the Targeted Improvement Plan milestones, in collaboration with the Assistant Principals Campus Instructional Leadership Team.

Campus leaders will review implementation evidence, instructional walkthrough data, PLC documentation, student achievement and growth data, and intervention progress-monitoring results to evaluate progress, identify barriers, and determine necessary adjustments.

District instructional leadership and school improvement personnel will provide oversight, support, and accountability through scheduled progress-monitoring meetings, campus visits, and collaborative data reviews.

The Principal will coordinate formal milestone reviews at the December 2026, May 2027, and August 2027 checkpoints, ensuring that progress is documented, implementation concerns are addressed, and action steps are adjusted to support continuous improvement in student achievement.

How frequently will progress toward milestones be reviewed?

Other

Please describe the review frequency:

Progress toward Targeted Improvement Plan milestones will be formally reviewed monthly by the Campus Principal, Assistant Principal, and Instructional Leadership Team (ILT). bi-weekly leadership meetings will provide opportunities to monitor implementation, address barriers, and make timely instructional adjustments. District and campus leaders will conduct comprehensive progress reviews at the December 2026, May 2027, and August 2027 checkpoints.

How will milestone progress data be collected?

Milestone progress data will be collected through a systematic process that includes instructional walkthroughs, PLC documentation, student performance assessments, and intervention progress-monitoring tools.

Campus administrators, Culture Coach, and Academic Success Coach will collect weekly walkthrough and observation data aligned to T-TESS, Get Better Faster, and campus instructional priorities. PLC agendas, lesson internalization artifacts, teacher exemplars, weekly DOL analyses, and intervention plans will provide evidence of consistent implementation of instructional practices.

Student achievement and growth data will be collected through weekly DOLs, district common assessments (CIA), MAP Growth, STAAR Interim assessments, and intervention progress-monitoring tools. Grade-level and student trackers will document progress toward Approaches, Meets, and Masters performance targets, with data disaggregated by student group to monitor Closing the Gaps priorities.

The Campus Principal and Instructional Leadership Team will maintain a centralized TIP progress-monitoring tracker documenting milestone completion, implementation evidence, responsible personnel, identified barriers, and next steps. Data will be reviewed during monthly leadership meetings, with findings and action steps documented to ensure accountability and timely adjustments.

District and campus leaders will use the collected evidence during formal December 2026, May 2027, and August 2027 progress reviews to evaluate implementation fidelity, measure progress toward student achievement goals, and determine necessary improvements to campus instructional systems.

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

District leadership will receive regular updates through scheduled campus progress reviews, leadership meetings, and district monitoring visits. Formal progress reports will be shared at the December 2026, May 2027, and August 2027 checkpoints to evaluate implementation fidelity, student outcomes, and progress toward campus improvement goals.

The Campus Instructional Leadership Team (ILT) will review progress during monthly leadership meetings, while grade-level teams will receive relevant student performance data and instructional feedback through weekly PLCs and data meetings. Key progress updates will also be communicated to appropriate stakeholders to promote transparency, collaboration, and shared accountability.

All data shared will emphasize progress toward established milestones, evidence of instructional implementation, student achievement and growth trends, and specific adjustments needed to accelerate improvement. Student-level information will be shared only with authorized personnel, while broader stakeholder updates will use aggregated data to maintain confidentiality.

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	65
Meets Grade Level	40
Masters Grade Level	18

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

Performance Level	EOY Goal (%)
Approaches Grade Level	60
Meets Grade Level	36
Masters Grade Level	17

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

Performance Level	EOY Goal (%)
Approaches Grade Level	63
Meets Grade Level	38
Masters Grade Level	17

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

37.5

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?

625

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

50

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):

—