

Richardson Independent School District



Hamilton Park Pacesetter Magnet 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, LIFT PLC Support

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

LIFT

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?

5

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.

Lead Academic Success Coach - \$88,471

Academic Success Coach - \$45,340

Culture Coach - \$80,545

Fall Tutoring - \$4,000

Spring Tutoring - \$4,000

Saturday School - \$5,000

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?

If we were not to receive continued grant funds through the LIFT (Region 10) partnership, which funds targeted leadership coaching for the principal. Should that grant not be awarded, the campus and district will sustain the leadership-development function internally rather than pause it. The Title I-funded Lead Academic Success Coach and Academic Success Coach already carry the campus's job-embedded coaching load, and the district's instructional leadership- the Area Superintendent, Teaching and Learning, and the Instructional Leadership Team would absorb the principal coaching and calibration role, joining walk-throughs and PLC observations directly. Just as importantly, the practices the grant helps build are campus-embedded routines, not grant deliverables: the calibrated walk-through protocol, the LIFT Action Step Tracker, weekly PLCs with lesson internalization, and DDI data meetings all continue regardless of funding status. In short, the grant accelerates leadership capacity but is not a single point of failure for the strategy.

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

To align staffing with the campus's needs, teachers have been reallocated to their content strengths within the intermediate grade levels, concentrating the strongest content expertise where it most directly supports the priority tested areas. The campus also shifted from a general-support staffing model to a standardized coaching model by hiring a Lead Academic Success Coach and an Academic Success Coach through Title I funds to strengthen Tier 1 instruction under the 50/50 dual-impact model. Given Hamilton Park's unusually high Special Education concentration, the district has additionally prioritized inclusion support and coordinated District SPED Team walk-throughs to build Resource-Gen-Ed collaboration, ensuring specialized-instruction capacity is matched to the campus's actual student population rather than a district-average staffing formula.

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?

450

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?

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

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?

176

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)
Curriculum Based Assessment		District	Quarterly	To determine students' progress of mastery and needed supports (tutoring, small groups, Saturday School)
Other	MAP	District	BOY/MOY/EOY	Data Tracking Intervention and Monitoring Groups STAAR Projections

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	Weekly Exit Tickets	Campus	Weekly	Weekly TEKS tracker Re-Teach lessons built for small group or intervention time
STAAR Released Test		District	Semester	Guide re-teach plan for STAAR based on TEKS Staff/Student conferences focusing on growth goals for STAAR growth measures

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

We have weekly data meetings, where teachers discuss data from the previous week. We use data trackers in eduphoria for district assessments.

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

Our Academic Success coach works with students during small group time. Teachers offer tutoring for Meets and Masters students after school. Saturday School will center on SPED and EBs.

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 for PreK-3rd Grade
PLCs are organized by content area for 4th-6th

How frequently will PLCs occur?

Weekly Data Meetings on Mondays
PLCs on Tuesdays

Who will facilitate PLCs?

Lead Academic Success Coach
Administration

Who is required to attend PLCs?

Classroom Teachers
SPED teachers who support that grade level/content
LAT
ILT Members
Admininstration

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

We have a weekly planning meeting protocol centered around See It, Name It, Do It processes.

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
Principal	The principal receives training in Observation/ Feedback through the Teaching and Learning Department to be able to provide effective, actionable feedback to teachers. In addition to training, the principal receives monthly coaching and support on the quality of feedback from the LIFT coach and the Area Superintendent.	All the departments that deliver training	All Professional Staff
Teacher	Pillars of Training Focus On: HMH Implementation Internalization of Bluebonnet Lessons Differentiation Strategies for SPED students Behavior Support to ensure we are maximizing instructional time, with a focus on Tier 1, Tier 2, and Tier 3 behaviors AVID Strategies for Reading and Writing	All the departments that deliver training	Teachers
Principal Manager	Region 10 LIFT coaches provide the Area Superintendent with targeted development in observation and feedback practices, with an emphasis on delivering clear, actionable guidance to campus leaders. This support is designed to strengthen principals' ability to provide meaningful, face-to-face feedback to teachers. Principals also participate in weekly coaching touchpoints with the Area Superintendent and receive additional feedback support from both the LIFT coach and the Area Superintendent.	Area Superintendent & Region 10	Campus Principals

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

Specialized Professional Development led by Administration, based on walk-through data, to address academic or management needs.

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?

Eduphoria Walk-Throughs
Formal Assessments

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?

Growth Goal tracking documents for super groups
Accommodations Professional Development

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?

HQIM Math Implementation
Implement High-Quality Instructional Materials in K-5 and Grades 6 mathematics (Bluebonnet and Savvas), supported by continuous, differentiated training for all campus staff aligned to the Learner Framework, driving toward the 2026-27 Math Board Goal of 47%.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administration, Instructional Leadership Team, Classroom Teachers

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

HQIM internalization/fidelity audits, PL attendance and agendas, walkthrough implementation data

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

Bluebonnet/HMH materials and licenses, differentiated training calendar from Teaching and Learning

Milestone 2

Description – What specific action or deliverable will be completed?

Weekly PLC & Lesson Internalization

Strengthen and monitor weekly PLCs so teachers deeply plan, unpack standards, internalize lessons, and align HQIM prior to instruction using district protocols and resources, building content knowledge and stronger Tier 1 instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administration, Instructional Leadership Team

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

PLC agendas and logs, lesson internalization artifacts, walkthrough alignment data.

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

Protected weekly PLC time, district PLC/internalization protocols

Milestone 3

Description – What specific action or deliverable will be completed?

Data-Driven Instruction & Weekly Data Meetings

Implement the DDI protocol with fidelity through weekly data meetings targeting priority areas (3rd grade Math and Reading) (toward the 61% Reading / 47% Math Board Goals) using CIAs and benchmarks to drive re-teach and spiral review.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administration, All HPPM Teachers

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

Data meeting logs, CIA/benchmark trend data, documented re-teach plans

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

Protected weekly data meeting time, CIA development support from T&L.

Milestone 4

Description – What specific action or deliverable will be completed?

The campus uses LIFT observation and walkthrough actions aligned with the Get Better Faster framework and T-TESS rubrics to evaluate classroom implementation and leadership coaching. To track growth, leaders utilize a teacher tracking sheet to document walkthrough trends, bite-sized action steps, and progress over time. Key supports focus on high leverage areas, including classroom management, lesson internalization, quality Tier 1 instruction, and data driven instructional practices. To ensure consistency across the campus, principal and principal manager calibrate with a Region 10 coach at least once per month.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administration, Instructional Leadership Team

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

LIFT Action Step Tracker records
Calibrated walk-through forms
Teacher action-step follow-up documentation
Agendas from Monitoring the Learning overview meetings with observers

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

Protected observation/feedback time, calibration norming sessions

Milestone 5

Description – What specific action or deliverable will be completed?

LIFT Grant Leadership Coaching & Accountability Data Leadership Series
Participate in the LIFT grant program for targeted principal leadership coaching, paired with the Accountability Data Leadership Series to deepen leadership capacity for tracking student growth across each accountability domain and addressing state standards.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administration, LIFT Coaches

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

LIFT coaching logs, Accountability Data Leadership Series attendance and artifacts, campus accountability data trends

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

Continued LIFT grant allocation, leadership coaching calendar

Milestone 6

Description – What specific action or deliverable will be completed?

Foundational Early-Childhood Literacy
Ensure daily high-quality phonics instruction using HQIM across all PK-2 classrooms and consistent teacher-led small-group instruction in Pre-K, with targeted coaching and data-driven lessons, resulting in a 4% annual increase in end-of-year CLI Engage letter recognition and numeracy scores and stronger foundational reading.

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, PK-2 Staff, SPED Teachers

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

CLI Engage BOY-to-EOY growth data, mCLASS/MAP scores, small-group and phonics walkthrough data

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

Phonics HQIM materials, Pre-K coaching support, CLI Engage assessment windows

Milestone 7

Description – What specific action or deliverable will be completed?

MTSS Academic Tiered Support System

To address the individual students' needs, we will implement improved tiered support for at-risk students (economically disadvantaged, previously failed STAAR, McKinney-Vento, emerging bilingual, special education) through monthly MTSS meetings, differentiated WIN plans, Bobcat Prep Tutoring, and Saturday School, with HB1416-identified students progress-monitored in Branching Minds and attendance tracked toward the 94% goal.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administration, MTSS Team, Student Data Specialist.

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

Branching Minds progress-monitoring data, monthly MTSS meeting logs, WIN/tutoring/ Saturday School attendance, HB1416 documentation

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

Counselor-provided intervention resources, Branching Minds access/training, Title I-funded tutoring staffing

Milestone 8

Description – What specific action or deliverable will be completed?

SPED Specialized Instruction

Given HPPM's 6 central SPED programs and 28% Special Education population, ensure administrators monitor SPED teachers' consistent use of the Data Dashboard (lesson planning, service logs, student progress), reviewed quarterly, paired with inclusion walks alongside the District SPED Team to strengthen Resource–Gen-Ed collaboration and address SPED accountability targets.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administration, SPED Staff, Inclusion Support Specialist

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

Quarterly Data Dashboard review records, inclusion walk logs, SPED Department PLC documentation, IEP goal-attainment data

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

Data Dashboard training, coordinated scheduling with the District SPED Team.

Milestone 9

Description – What specific action or deliverable will be completed?

EB Language Acquisition

To address Emergent Bilingual students' needs, we will implement the ESL content-based model in K-6, utilizing Language Acquisition Teachers to embed ELlevation strategies across Listening, Speaking, Reading, and Writing within lesson internalization, paired with the Bobcat Language Boost Saturday School, to raise TELPAS proficiency growth.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administration, Language Acquisition Teachers, Staff

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

ELlevation strategy documentation, TELPAS progress data, Saturday School attendance

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

ELlevation access/training, collaborative planning time, Saturday School staffing

Milestone 10

Description – What specific action or deliverable will be completed?

MTSS Behavior System

To address the lost instructional time due to students' behavior, we will implement a clear, consistent Tier 1 behavior expectations and discipline management plan using the Tier 1 Behavior Form to keep students in class and reduce office referrals, with the MTSS Behavior Team reviewing Tier 2 students biweekly and a comprehensive Code of Civility refresh across the campus.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administration, Culture Coach, MTSS Team, District Behavior Supports

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

Tier 1 Behavior Form usage data, MTSS Behavior Team logs, office referral trend data, Code of Civility rollout documentation

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

District Behavior Supports coaching, Code of Civility signage and family communication.

Performance Management

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

Campus and district leaders monitor implementation through a layered structure anchored in the LIFT framework. Campus administration and the Instructional Leadership Team conduct LIFT Calibrated Walk-Throughs on a regular cycle, using shared look-fors tied to the campus's priority action steps and HQIM fidelity, with findings logged in the LIFT Action Step Tracker so trends are visible over time. LIFT PLC Observations verify that weekly PLCs are producing deep lesson internalization, that DDI data meetings are driving re-teach and spiral-review planning, and that teacher action steps from coaching cycles are being implemented. Growth Goal tracking monitors both student data/graduate-profile goals (MAP diagnostics at BOY/MOY/EOY and quarterly Schoology and Seesaw portfolio artifacts) and staff TTESS growth goals. To the extent possible, the Area Superintendent joins LIFT coaches and campus leaders in walk-throughs and PLC observations to calibrate ratings and validate that implementation matches what the milestone tracker reports. Progress of this plan is shared with the superintendent quarterly.

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

The Area Superintendent holds district-level accountability for the plan, reviewing milestone progress against campus data and joining calibration walk-throughs and PLC observations. Campus Administration (principal and assistant principal) is the primary owner of day-to-day monitoring, maintaining the milestone tracker, leading data meetings, and ensuring evidence of completion is current. The Instructional Leadership Team and LIFT Coaches serve as supporting reviewers, surfacing implementation data from walk-throughs, PLCs, and coaching cycles into each review so decisions are grounded in classroom-level evidence rather than self-report.

How frequently will progress toward milestones be reviewed?

Bi-Weekly

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 will be logged using the teacher action tracking sheet and evaluated during weekly Campus Leadership Team meetings.

Formative exit ticket data will be 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 campus trend reviews and adjustments are made based on 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 m

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	30

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

Performance Level	EOY Goal (%)
Approaches Grade Level	57
Meets Grade Level	36
Masters Grade Level	18

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

Performance Level	EOY Goal (%)
Approaches Grade Level	64
Meets Grade Level	43
Masters Grade Level	24

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?

75

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?

31.3

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)

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Upload additional documents (optional):

[5th Grade WDM_PLC Agenda .pdf](#)

[HP Walks Schedule and Prep .pdf](#)