

Richardson Independent School District



Northrich 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

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?

4

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.

na

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?

na

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

The district and campus will intentionally redistribute existing talent, personnel, time, and instructional resources to provide additional support based on Northrich Elementary's identified needs and student performance data. This will include prioritizing district instructional support, coaching, data analysis, professional learning, and intervention resources for the campus.

At the campus level, leadership will strategically utilize instructional staff, the Academic Success Coach, instructional leadership team, intervention personnel, and other available personnel to provide targeted support to teachers and students. Staff assignments and responsibilities will be reviewed regularly to ensure that available personnel are being utilized where they can have the greatest impact on student outcomes.

Resources will be prioritized toward high-need grade levels, content areas, student groups, and instructional practices identified through campus and student achievement data. The campus will continuously monitor the effectiveness of these allocations and make adjustments based on progress toward TIP goals.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

District Created

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?

120

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?

140

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?

60

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?

90

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	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.

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

Weekly exit tickets serve as immediate, formative checks on daily and weekly TEKS mastery. Systematically tracked for students mastery within a TEKS Tracker, 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.

Additionally, 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.

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

We have success coaches working with students during small group time. Teachers offer tutoring on Mondays and Tuesdays. Additionally, we serve our Tier 2 and Tier 3 students for Saturday school 6 times per year. The structured Saturday school tutoring program specifically supports Special Education and Emergent Bilingual students who have not yet met standards on the reading or mathematics STAAR assessments, while simultaneously offering targeted language proficiency support for the African American and Hispanic students (campus student groups of targeted focus). The campus plan for student intervention and supporting special populations relies on a multi-layered model focused on targeted skill remediation, language growth, and TEKS mastery. At the core of daily instruction is dedicated WIN time, providing intentionally designed, small-group support aligned directly to individual student learning gaps within Tier 1 Instruction for TEKS standards. To further accelerate progress and address historical achievement gaps, Complementing these initiatives, flexible before and after school tutoring sessions provide ongoing, reinforced instruction in mathematics, reading, and specialized EB language skills to ensure continuous academic instruction

Will the campus implement a PLC structure?

Yes

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

We will have PLCs by grade level and content.
T-all grades, all subjects

How frequently will PLCs occur?

Once per week for each content.
For lower grades (K-2) teachers alternate between Math/Reading each week.

Who will facilitate PLCs?

Academic Success Coaches
Assistant Principal
Principal
Teachers

Who is required to attend PLCs?

Academic Success Coaches
Assistant Principal
Principal
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):

[1A--Weekly Planning Meeting One Pager 26-27 v1.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	Training in data analysis, effective feedback, monitoring implementation of campus improvement strategies, and leading systems aligned to the Effective Schools Framework.	Region 10, and designated district support personnel	Principal
Other Campus Admin (Assistant Principals, Instructional Coaches)	Professional learning in instructional walkthroughs, T-TESS calibration, classroom management systems, coaching conversations, behavior/MTSS processes, and monitoring instructional implementation.	Principal, district leadership, and Region 10	Assistant Principal
Teacher	Professional development in HQIM implementation, lesson internalization, explicit instruction, checks for understanding, differentiation, small-group instruction, formative assessment, and data-driven instructional planning.	Academic success coaches, campus administrators, and district content specialists	K-6 classroom teachers
Teacher	Training in IEP implementation, specially designed instruction, progress monitoring, documentation of services, accommodations, and use of student data to guide instructional decisions.	Special education coordinator, district specialists, and campus administrators	Special education teachers
Teacher	Professional learning in language acquisition strategies, content-based language instruction, linguistic accommodations, and effective implementation of the Language Allocation Plan.	District bilingual/ESL specialists, instructional coaches, and campus administrators	Bilingual teachers

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

Professional learning will be differentiated based on staff experience, performance data, walkthrough evidence, student achievement data, and identified areas of need. Inexperienced teachers will receive additional modeling, structured planning support, coaching, and frequent check-ins to build foundational knowledge and strengthen implementation of campus instructional expectations. Teachers demonstrating ineffective or inconsistent practices will receive individualized coaching, targeted professional development, specific action steps, and follow-up observations to monitor progress. Supports may include planning, lesson modeling, peer observations, coaching cycles, and review of student work and assessment data. Progress will be monitored regularly, and support will be adjusted based on evidence of implementation and impact on student outcomes.

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?

Implementation of professional learning will be evaluated through a combination of classroom walkthroughs, T-TESS observation evidence, PLC documentation, lesson internalization checks, coaching logs, and student achievement data. Campus administrators and instructional coaches will use a common walkthrough tool to monitor the transfer of professional learning into daily instructional practices.

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?

Special population teachers (SpEd 24% and Emergent Bilingual 48%) actively participate in daily PLCs (e.g., HQIM internalization, Weekly Planning Meetings, Weekly Data Meetings, Classroom Observation/Feedback) and campus MTSS meetings alongside general education teams to add value through analyzing, anticipating, and adjusting instruction to meet the needs of each student. Targeted student interventions are based on students' misconceptions within Tier 1.

Administrators and Academic Success Coaches engage in walkthroughs and feedback cycles to ensure accommodations, scaffolded Tier 1 instruction, and intervention practices are implemented with fidelity and teachers receive feedback and action steps to improve their practice within one week. Teacher leaders and district coordinators provide ongoing professional development throughout the year that is directly responsive to student learning needs and walkthrough observation trends.

Special education teachers and campus leadership will participate in regular data reviews to monitor progress toward IEP goals, verify implementation of required services and accommodations, and identify barriers to student progress. Walkthroughs, service documentation, progress-monitoring data, and collaborative team meetings will be used to identify areas for additional support and ensure that instructional practices and student services are implemented consistently and effectively.

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 a campus-wide instructional focus and communicate clear expectations for Tier 1 instruction, including learning objectives, aligned tasks, checks for understanding, differentiation, and student engagement.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Academic Success Coach, Instructional Leadership Team (ILT)

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

Campus instructional expectations/Look-Fors; staff professional learning materials; teacher planning artifacts; walkthrough data establishing a baseline.

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

District instructional leadership support; professional learning; coaching resources; T-TESS-aligned instructional Look-Fors.

Milestone 2

Description – What specific action or deliverable will be completed?

Establish a consistent data-review process in which grade-level teams analyze beginning-of-year assessment data, identify priority standards and student needs, and develop specific instructional responses for identified gaps.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Academic Success Coach, ILT, Grade-Level Teams

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

Data meeting agendas and notes; student data trackers; identified priority standards; documented instructional responses and student groupings.

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

District assessment/data support; data protocols; common assessment resources; protected collaborative planning time.

Milestone 3

Description – What specific action or deliverable will be completed?

Conduct a minimum of two instructional walkthroughs per teacher each month and use collected evidence to provide timely reinforcement, refinement, and coaching aligned to the campus instructional focus.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Academic Success Coach, ILT

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

Walkthrough documentation; feedback provided to teachers; campus walkthrough trend data; coaching/action-step logs.

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

Protected leadership time; district calibration/coaching; T-TESS-aligned walkthrough tools and feedback protocols.

Milestone 4

Description – What specific action or deliverable will be completed?

Establish and implement targeted intervention groups based on student assessment data, with identified students receiving documented, standards-aligned intervention 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, Academic Success Coach, Interventionists, Grade-Level Teams

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

Student intervention rosters; intervention schedules; progress-monitoring trackers; intervention lesson/resources; documentation of student movement based on data.

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

Intervention materials; assessment resources; staff time; district intervention support; protected intervention blocks.

Performance Management

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

District and campus leaders will monitor the successful implementation of the Targeted Improvement Plan through a continuous cycle of plan, implement, monitor, and adjust. The campus principal, campus leadership team, and designated district support staff will meet regularly to review implementation evidence, assess progress toward milestones, and determine whether adjustments are needed.

Campus leaders will monitor implementation through classroom walkthroughs, T-TESS observations, lesson and planning reviews, professional learning participation, collaborative planning, intervention records, student work, and formative assessment data. Evidence will be collected and reviewed to determine whether identified strategies are being implemented with fidelity and are having the intended impact on student outcomes.

Student achievement and progress data will be reviewed at regular intervals, including MAP, common formative assessments, classroom assessments, intervention data, and other state and district assessment results. Data will be disaggregated by grade level, content area, student group, and identified areas of need to ensure that progress is occurring equitably across the campus.

The campus leadership team will conduct regular TIP progress-monitoring meetings to review each strategy and milestone, identify barriers to implementation, and assign specific action steps and responsible individuals. District leaders will provide ongoing feedback and support and will monitor campus progress through scheduled check-ins, data reviews, and campus visits.

When evidence indicates that a strategy is not being implemented as intended or is not producing the desired results, campus and district leaders will collaboratively identify the root cause, provide additional support or resources, and adjust the strategy, timeline, or action steps as appropriate. This process will ensure that the TIP remains a living improvement plan focused on measurable implementation and improved outcomes for all students.

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

- The campus principal will have primary responsibility for monitoring progress toward the milestones outlined in the Targeted Improvement Plan. The principal will work collaboratively with the campus leadership team, Academic Success Coach, and designated district support staff to review implementation evidence and student outcome data.
- The campus leadership team will review progress during regularly scheduled TIP monitoring meetings and will use data and implementation evidence to determine whether milestones are being met, identify barriers, and establish next steps. The principal will ensure that identified action steps are assigned to responsible staff members and implemented within the established timelines.
- District leaders will provide additional monitoring and accountability through regular check-ins, data reviews, campus visits, and feedback to campus leadership. District and campus leaders will collaborate to determine whether additional resources, support, or adjustments are needed to ensure continued progress toward the TIP goals.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress data will be collected through a combination of implementation evidence, instructional monitoring data, and student achievement data. Campus leaders will maintain documentation of milestone completion through walkthrough records, coaching logs, professional learning participation, collaborative planning artifacts, intervention rosters, progress-monitoring records, assessment data, and other identified evidence for each milestone.

The principal, Academic Success Coach, and ILT will review implementation evidence on a regular basis to determine whether action steps are being completed as scheduled and with fidelity. Student performance data, including MAP, common formative assessments, classroom assessments, intervention progress-monitoring data, and state assessment results, will be analyzed at established intervals to determine whether implementation is contributing to student growth.

A campus TIP monitoring tracker will be used to document the status of each milestone, responsible staff member, evidence of completion, identified barriers, and next steps. Progress will be formally reviewed at the December 2026, May 2027, and August 2027 checkpoints, with interim monitoring occurring throughout the school year. Data will be disaggregated by grade level, content area, and student group when appropriate to identify areas requiring additional support or adjustment.

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

Milestone progress data will be shared with district leadership through scheduled TIP progress-monitoring meetings, data reviews, campus visits, and written progress updates. The principal will provide district leaders with an updated milestone tracker that documents the status of each action step, evidence of completion, student performance trends, barriers to implementation, and planned next steps.

Formal progress updates will be provided at the December 2026, May 2027, and August 2027 checkpoints, with additional updates provided as requested or when data indicates that a strategy requires adjustment. District support staff will participate in data reviews and provide feedback, coaching, resources, or additional support based on identified needs.

ILT, Academic Success Coaches, grade-level teams, and other staff responsible for implementation, will receive appropriate progress information through leadership meetings, professional learning sessions, collaborative planning, and data-review meetings. Student and parent/community information will be communicated through appropriate campus and district communication channels while maintaining student confidentiality.

Progress updates will focus on what has been implemented, what the evidence shows, what barriers have been identified, and what actions will be taken next to ensure continuous progress toward the TIP goals.

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	68
Meets Grade Level	40
Masters Grade Level	25

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

Performance Level	EOY Goal (%)
Approaches Grade Level	69
Meets Grade Level	39
Masters Grade Level	19

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	40
Masters Grade Level	22

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

25

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?

25

Additional Info

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

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Upload additional documents (optional):

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