

**Richardson Independent School
District
Stults Road 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)

—

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?

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 – (approximately \$300,000-numbers not finalized)

Days for substitute pay (so teachers can create a plan for data)- (\$3,850)

Saturday School- (Approximately \$7,700).

Tutoring- (Approximately \$9,000)

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 to not receive continued grant funds though LIFT grant funding, direct principal coaching and calibration currently supported by the LIFT Coach would shift to the area superintendent and Academic Success Coaches will develop the teacher's capacity, who are funded through Title I. Coaching and calibration would continue, but at reduced frequency relative to the minimum 18 checkpoints outlined in this plan, given competing demands on ASC/LASC time under the 50/50 Dual-Impact Model.

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

The district has redefined the Success Coach roles district-wide under a standardized 50/50 Dual-Impact Model, replacing the prior structure in which use of instructional coaches was left to individual principal discretion. Under the new model, LASCs and ASCs split their time equally between instructional leadership and coaching (data-driven instruction, observation and feedback, lesson internalization) and direct, in-classroom work with students and teachers (co-teaching, modeling, and Tier 2/3 small-group intervention). This ensures every campus's coaching capacity is proportionately and consistently directed toward both staff development and direct student support, rather than varying campus to campus based on principal preference.

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?

515

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?

875

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

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

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

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

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)
Curriculum Based Assessment		District	Quarterly	Campus instructional leadership and teachers will use these quarterly assessments to assess if students are on track to meet their growth goals. Students will be grouped by performance and students will be supported by closing gaps in relation to their highest leverage TEKs. Campus will also use this information to identify which TEKs need whole group reteach.
Other	MAP	District	BOY/MOY/EOY	The BOY assessment will be used to establish growth goals, for K-5. This information is used to goal set with students and families. The teacher is able to use the MOY data to see if students are on track to meet their EOY goal .
Other	Weekly Exit Tickets	Campus	Weekly	Teachers will use this data daily to identify if students are on track for learning in relation to the learning objective that was created. This will allow teachers to give in the moment feedback or create a timely plan for reteaching a current skill.

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

Teachers meet weekly with leadership. There is a data driven instruction protocol used for exit tickets and then protocols that will be used for CIA and MAP review.

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

The campus has 25-40 minutes for each grade level set aside for intervention. This is staggered in the schedule so that different campus support can push-in to do small groups for targeted students/special populations. The campus will also be intentional this year with checking for coherence among the interventions and the tier 1 instruction.

Will the campus implement a PLC structure?

Yes

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

PLCs are during planning, so same grade level, and divided by content area.

How frequently will PLCs occur?

Twice a week

Who will facilitate PLCs?

Academic Success Coaches, Language Acquisition Teacher, and Administration

Who is required to attend PLCs?

The facilitator, teacher, and leadership who supports this grade level by way of coaching the teacher or pulling groups may also attend

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

We are using a Bambrick style protocol for lesson internalization and DDI meetings.

Upload PLC agenda (optional):

[SRE Planning_DDI Protocols.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
Other Campus Admin (Assistant Principals, Instructional Coaches)	Calibrating as a leadership team is an anchor given that this is the principal's first year at this campus and there are two need academic success coaches. Ensuring that are teachers receive aligned feedback is crucial. The team was given training at the BOY related to TNTP Research on trajectory changing schools and how we will align this to our campus priorities for the year.	Principal	Counselors, Campus administration, Academic Success Coaches, Language Acquisition Teacher, Library Information Technology Educator
Teacher	-Management Trajectory (adapted from BRES and Bambrick)- System for tier 1 management -How to Internalize (adapted from Bambrick)- Anticipate, Activate, Adjust -HMH Roll out (components, instructional routines, etc.) -Campus Routines: Building consistency in expectations -Data Driven Instruction: What Does It Look Like at Stults Road? -Goal Setting and Monitoring for Students: What Does It Look Like at Stults Road? -Observation and Feedback: What Does it Look Like at Stults Road?	Campus Administration	All Instructional Staff- Teachers, Special Education, etc.
Principal	-The district is supporting with principal coaching through the LIFT Grant. This includes 3 times a month the principal partnering with a consultant on PLC implementation, observation and feedback, and leadership coaching. Within each sessions an action step is identified and reviewed. -Region 10 Data Series supports understanding state accountability data and walking away with action steps.	Region 10 and LIFT Grant	Principal

Role	Training/PD Description	Delivered By	Attended By
Principal Manager	-Region 10 Data Series supports understanding state accountability data and walking away with action steps. -Summer LIFT Training -Personal LIFT Coach who I meet with regularly to check progress, milestones, principal dashboards, etc. -Coach attends campus walks, PLC's, and debriefs to ensure alignment of action steps.	Region 10 and LIFT Grant	Area Superintendent

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

We are creating tight systems around monitoring what we are expecting of teachers. As opposed to it being inexperience, it is based on teacher ability to meet the target and then campus support stepping in to ensure the expectation is met. For our inexperienced teachers we are more proactive about setting them up for success but given that there are many new systems for this school year, we must monitor and support with frequency.

What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

The LIFT observation and feedback tool, along with TTESS are the most consistent tools being used to assess success. When certain trainings are rolled out such as teacher's delivery of clear expectations, look-fors are established and walked until proficiency is achieved.

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

Other

Please describe the observation frequency:

It depends on the level of need of the teacher. When we get in to the cadence, teachers in need of support will be weekly. Teachers showing strong delivery and student performance could be bi-weekly or tri-weekly.

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

Teachers are receiving support related to how to make the tier I instruction accessible without watering down the curriculum. Teachers are also being supported with what intervention resources to use for their small groups. In primary grades, academic success coaches are prioritizing instructional routines with the foundations portion of HMH so that there is a strong assurance of high quality phonics instruction. For our structured development classrooms, teachers are being given support by a special education behavior specialist on the setup and instructional expertise needed to support students with the identified level of autism. Our emergent bilingual population has enhanced support by way of our Dual Language Academic Success Coach and Language Acquisition Teacher- these roles serve a dual purpose of growing teacher's instructional capacity while also directly serving students.

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?

Lesson Internalization

K-5 teachers will build and sustain a weekly internalization routine for HQIM lessons: anticipating student gaps, activating prerequisite knowledge, and adjusting instructional time to meet student needs. Beginning August 2026, teachers meet weekly to internalize the upcoming week's focus lesson using this protocol, collaborating on what needs to be anticipated, activated, and adjusted. The campus targets a fully sustained internalization system by mid-September 2026, with implementation fidelity and instructional impact monitored through the December MOY checkpoint.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Classroom Teachers, Campus Administration and Academic Success Coaches

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

Teachers submit weekly internalization artifacts for the upcoming lesson by Thursday of the current week. The assigned Academic Success Coach reviews artifacts against an internalization quality sheet (gap anticipation, knowledge activation, time adjustments) and administrators collect walkthrough data confirming planned adjustments are visible in classroom instruction and not just artifact submission.

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

Teachers were trained on the internalization protocol in August 2026. The assigned Academic Success Coach or admin conducts weekly reviews of internalization artifacts and provides actionable feedback, with coaching calibrated to walkthrough evidence. Fidelity and impact will be assessed at the December MOY performance checkpoint, with additional support adjusted based on findings.

Milestone 2

Description – What specific action or deliverable will be completed?

Data Driven Instruction

Stults teachers in grades 2–5 will use daily exit tickets to drive instructional response: students complete a daily exit ticket, and teachers analyze the results through a Weekly Data Meeting (WDM) protocol to determine what was mastered and what must be retaught. Beginning August 2026, the campus will build and sustain this tracking and analysis system across all 2nd–5th grade teachers, targeting full implementation (100% of teachers) by the beginning of November 2026.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Classroom Teachers and Campus administration

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

- 100% of 2nd–5th grade teachers have exit ticket data tracked (electronically or by hand) for at least 3 exit tickets each week.
- WDM is complete for every 2nd–5th grade team, naming the mastery gap and scripting the reteach plan and verified by campus administration during weekly reviews.

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

- BOY training was held on the rationale for data-driven instruction and SRE implementation expectations.
- Weekly coaching occurs within DDI meetings and Academic Success Coaches are deployed to support teachers struggling with the tracking system.
- Tool used: campus exit ticket tracker.

Milestone 3

Description – What specific action or deliverable will be completed?

Leadership Team Calibration

Principal and Academic Success Coaches will co-walk classrooms using the LIFT Rubric to build a shared, calibrated understanding of 3rd–5th grade instructional delivery, comparing ratings and reconciling any differences after each walk. By December 2026, the principal will have walked every 3rd–5th grade reading and math classroom with an Academic Success Coach at least once, with the LIFT Coach further supporting calibration through direct principal coaching.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Principal, Academic Success Coaches, LIFT Coach

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

- Eduphoria walkthrough data confirms the principal and an Academic Success Coach have co-walked every 3rd–5th grade reading and math classroom at least once, using the LIFT Rubric.
- Calibration debrief documentation (principal + Academic Success Coach, and principal + LIFT Coach) shows rating agreement or reconciled scoring differences after each co-walk.

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

The principal receives direct coaching from a LIFT Coach, who also supports strengthening the campus's PLC and observation/feedback cycles. The principal and LIFT Coach maintain a minimum of 18 checkpoints across the year spanning PLCs, observation/feedback, and direct principal coaching. Academic Success Coaches co-walk and calibrate with the principal monthly using the LIFT Rubric.

Milestone 4

Description – What specific action or deliverable will be completed?

Culture-Classroom Routines and Procedures

To address the lost instructional time due to routines and procedures, the campus leadership will reinforce consistent classroom routines and procedures using the Management Trajectory tool (adapted by Big Rocks Education Service), including baseline walks, coaching, and re-walks to build strong on-task behavior. By the beginning of November 2026, 90% of classrooms will reach an on-task score of 90% or higher.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Classroom Teachers, Campus Administration and Academic Success Coaches

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

-Campus tracker documents each teacher's on-task score, along with reinforcement actions and refinement notes from every classroom walk, showing progress toward 90% of classrooms scoring 90% or higher by November 2026.

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

Teachers were trained on the Management Trajectory tool in August 2026. Baseline walks and coaching occurred on the 3rd and 4th days of school. The campus will be re-walked and scored in September 2026, with continued walks and coaching through November to reinforce routines and refine scores ahead of the December MOY checkpoint.

Milestone 5

Description – What specific action or deliverable will be completed?

Goal Setting

To empower students to own their learning, students will set individual academic goals using a standardized goal-setting form, informed by TELPAS, MAP and STAAR data. Teachers will confer with students on progress toward their goals (BOY, MOY and EOY), updating and tracking progress throughout the year.

Students and teachers will upload artifacts on their progress towards their goals on Schoology and SeeSaw portfolio.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Teachers, Academic Success Coaches, and Campus Administration

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

Goal-setting tracker shows 100% of students have a named academic goal on file, with progress updates logged at each conferencing checkpoint, completed prior to the spring MAP and STAAR assessment window (by April 2027).

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

- Clear, campus-wide expectations for when goals are created and monitored (tied to the conferencing cadence above)
- A standardized goal-setting form for students to use
- A tracker to confirm teachers have met the conferencing expectation with every student on their roster

Milestone 6

Description – What specific action or deliverable will be completed?

Staff Culture & Support

To address the staff culture and ensure retention of teachers, the Instructional Leadership Team will implement culture-building actions throughout the year, so that staff feel supported by leadership and equipped to grow students academically. Progress will be measured through the campus climate survey, with a target of 80% favorable response or a 8-point increase from the BOY baseline by the EOY administration.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Leadership Team

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

- EOY climate survey results show 80% favorable response or an 8-point increase from the BOY baseline on items related to feeling supported and equipped to grow students.
- MOY climate survey serves as a progress check against the BOY baseline.
- Winter meeting agendas and notes document the culture-building actions taken, connected to this milestone.

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

- Winter staff meeting agenda built around this focus (feeling supported + instructional capacity).

Performance Management

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

District and campus leaders will monitor implementation through a shared milestone tracker reviewed during monthly Performance Management checkpoints. Each checkpoint will include review of the data tied to each milestone (walkthrough data, campus trackers, survey results, etc.), identification of trends and barriers, root cause analysis where a milestone is off track, and documented, time-bound action steps with named owners to adjust supports as needed. The Superintendent will receive quarterly updates on the milestones.

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

District support (Area Superintendent and Director of School Improvement), Campus Principal, and the Campus Leadership will review progress collectively during monthly checkpoints. Additionally, the Superintendent will review quarterly progress on the milestones.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone owners will log their evidence source (Eduphoria walkthrough data, campus trackers, survey results) into the shared tracker ahead of each monthly review, so the tracker reflects current, verifiable progress at every checkpoint.

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

The tracker will remain accessible at any time to district and campus leaders. Following each monthly checkpoint, a summary of progress, decisions, and action steps will be shared with district leadership and relevant stakeholders.

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	36
Masters Grade Level	17

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

Performance Level	EOY Goal (%)
Approaches Grade Level	52
Meets Grade Level	28
Masters Grade Level	11

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

Performance Level	EOY Goal (%)
Approaches Grade Level	58
Meets Grade Level	30
Masters Grade Level	13

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?

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?

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)

Our principles are modeled after TNTP's research on Trajectory-Changing Schools, which ensure three foundational elements:

1. Sense of Belonging
2. Consistency
3. Cohesiveness

We will drive these three principles through our 5 Big Rocks:

1. Student Culture
2. Staff Culture
3. Observation & Feedback
4. Lesson Internalization
5. Data-Driven Instruction

Upload additional documents (optional):

[_SRE Observation_Feedback Essentials.pdf](#)

[SRE DDI Essentials \(1\).pdf](#)

[SRE Planning_DDI Protocols.pdf](#)

[_SRE Unit_Lesson Internalization_Delivery Essentials.pdf](#)

[SRE Priorities .png](#)

[1.png](#)

[2.png](#)