



**FOREST TRAIL**  
ELEMENTARY SCHOOL

# **2025-26**

# **Campus Improvement Plan**

## INSTRUCTIONAL PRIORITY: FOCUS ON SUCCESS FOR ALL STUDENTS

**Strategic Objective 1: Academic growth through high-quality instruction**

**Strategic Objective 2: Exploratory opportunities and a variety of pathways to increase post-secondary options**

**Strategic Objective 3: Targeted identification, intervention and supports based on student need**

Goal	Activity	Timeline	Responsible Person(s)	Resources	Measurement, Evaluation, Documentation or Evidence
1A	Increase instructional clarity and alignment through work in Professional Learning Communities (PLCs) by utilizing a PLC Strategic Implementation Guide (SIG) for team self-assessment and goal-setting. Increase teacher leadership in the PLC process	2025-2026	Campus Administration, Instructional Coach, Professional Learning Communities, Teachers, PLC Ambassador Committee	SIG, District Curriculum, Scope and Sequence, Unit Guides, Instructional Expectations, Instructional Best Practice Guidelines	<b>Formative:</b> TGAP Team Goals, PLC Agendas, Professional Development Rosters, SIG Anchor statements, PLC conference registration, common assessments, common assessment data, classroom observation data
					<b>Summative:</b> 60% of PLCs will demonstrate proficiency based on the SIG. 33% of teams will demonstrate increased teacher leadership based on the SIG.
1B	Refine small group instruction for math and language arts in all kindergarten through fifth grade classrooms by increasing differentiation.	2025-2026	Campus Administration, Instructional Coach, Teachers	Instructional Expectations, Small Group Instruction Professional Document Resources, District Curriculum, Instructional Best Practice Guidelines, High Impact Strategies for	<b>Formative:</b> Classroom walkthrough observations, PLC Agendas, Professional Development Rosters
					<b>Summative:</b> Campuses will demonstrate growth from BOY baseline as measured by classroom walkthrough observations
3A	Intentionally and proactively support TEA defined target groups, (specifically students new to Eanes ISD/Forest Trail Elementary) through holistic approaches that focus on family outreach, early academic assessment and intervention, and social-emotional well-being.	2025-2026	Campus Administration, Instructional Coach, Teachers, Counselor, School-Based Therapist	Title I, NSEO Information, Lead4Ward, Instructional Best Practice Guidelines, UDL Guidelines, Family Ambassador Booster Club Program, Student Ambassador Program	<b>Formative:</b> Benchmark assessments, progress monitoring measures, STAAR results, mClass results, Fountas & Pinnell reading assessment results, MAP results
					<b>Summative:</b> 10% or less achievement gap in any TEA defined target group
3B	Improve student outcomes by implementing best practices for WIN (What I Need) time.	2025-2026	Campus Administration, Instructional Coach, Professional Learning Communities, Teachers	WIN Guidelines (created by Task Force), Best Instructional Practice Guidelines, Instructional Expectations	<b>Formative:</b> Benchmark assessments, progress monitoring measures, STAAR results, mClass results, Fountas & Pinnell reading assessment results, MAP results, WIN Task Force Recommendations
					<b>Summative:</b> 15% or less students identified as below grade level
3G	Continue awareness activities, tracking procedures, and interventions for students with chronic absenteeism.	2025-2026	Campus Administration, Teachers, Counselor, Attendance Clerk	TEA resources, social media, communication platforms	<b>Formative:</b> Periodic monitoring checks, attendance plans
					<b>Summative:</b> Chronic absenteeism rate at 4% or lower

**INSTRUCTIONAL PRIORITY: Safe and Inclusive Schools and Communities**

**Strategic Objective 1: Educational experiences and a district culture based on positive character traits and personal skills**

**Strategic Objective 2: Safe physical and online environments**

**Strategic Objective 3: A district culture of lifelong wellness and balance through cultivation of healthy habits, personal responsibility and resilience**

Goal	Activity	Timeline	Responsible Person(s)	Resources	Measurement, Evaluation, Documentation or Evidence
1A	Improve student safety and effective learning environment by aligning and implementing classroom and common area expectations with fidelity.	2025-2026	Campus Administration, Teachers, Staff	Professional development materials, Student Code of Conduct, Student Handbook, Campus Rules	<b>Formative:</b> Common Area Expectations, Classroom Discipline Systems, Plans for implementation & reinforcement of each, hallway observation data
					<b>Summative:</b> Discipline referral rates decreased by 10%
3B	Improve staff retention by refining intentional efforts of staff support.	2024 - 2025	Counselor, School-Based Therapist, Instructional Coach, Campus Administration	Booster Club Staff Board & Appreciation Committee, staff surveys and input	<b>Formative:</b> Programs, events, supports, or activities developed, delivered, or organized by campus staff; Demonstrate growth from BOY baseline as measured by staff survey data
					<b>Summative:</b> Campus will retain 85% of staff from 2025-2026 to 2026-2027 school year.