



**ALAN & ANDRA PERRIN
ELEMENTARY SCHOOL**

Breakdown of TIP Workbook

School System Information	Alan and Andra Perrin Elementary School Dr. Michael Griffin mgriffin@nisdtx.org DCSI
Needs Assessment and Stakeholder Engagement	<p>List all SI Campuses: Perrin</p> <p>I assure that all campuses named in this plan have conducted an on-site needs assessment that meets the requirements in Section 39A.053 of the Texas Education Code. (For example: Texas Strategic Leadership Landscape Analysis, Effective Schools Framework Diagnostic, or a local needs assessment.)</p> <p>ESF Diagnostic and Local Classroom Review</p> <p>I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.</p> <p>Yes (scheduled for November 18, 2025)</p> <p>I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.</p>

	<p>Yes (scheduled to be communicated and shared by November 12, 2025)</p> <p>I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each targeted improvement plan, and the board posted the plan(s) on the district website prior to the hearing.</p> <p>No (Scheduled for February 9, 2026)</p> <p>Board approval date with optional upload of public comments (Scheduled for February 9, 2026)</p>
<p>Student Outcome Goals</p>	<p>Campus Name: Alan and Andra Perrin Elementary School CDCN: 061911126 Full Name: Michael Griffin Email: mgriffin@nisdtx.org</p> <p>Enter the campus-wide goal for the All Grades: ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year. 46%</p> <p>Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year. 41%</p> <p>Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III. 17</p> <p>Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III. 11</p> <p>Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III. 4</p> <p>Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III. 7</p>

School Improvement Strategy	<p>Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.</p> <p>Please write one of the following: Accelerating Campus Excellence (ACE) Model Closure/reassign Improve Graduation Rate <u>Intensive Curriculum & Instruction Improvements</u> School Model Change (excluding ACE) Turnaround Partnership (SB 1882)</p> <p>Which, if any, grants has your school system been awarded to support this strategy? None</p> <p>Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy? NA</p> <p>Please name any organizations you are currently working with to build capacity and support strategy implementation. ESC 11</p> <p>How many district staff members will you be reporting capacity building information for? (You can report up to 15 staff members) 1</p> <p>What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?ONLY COMPLETE IF DISTRICT STAFF NAMED (column F on this page) Jennifer Wagner, Campus Instructional Teacher (CIT)</p> <p>5.5 Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).ONLY COMPLETE IF THE ORGANIZATION NAMED (column F on this page) IS NOT AN ESC OR ON THE STATE APPROVED PROVIDER LIST (SAPL). NA</p>
ACE	N/A
Graduation Rate	N/A
School Model Change	N/A

Texas Partnerships	N/A
Closure Reassign 1/2/3	N/A
Curriculum and Instruction	<p>Criteria for Success: Does the plan increase the quality of instructional materials to be used at the campus and provide adequate time and support for teachers to internalize materials and reflect on student performance?</p> <ul style="list-style-type: none"> -The campus will increase the quality of the instructional materials to be used at the campus (if not already implementing SBOE-approved HQIM or OER). Yes. -The district has allocated sufficient instructional time for delivery of HQIM and has a calendar with a minimum of 165 instructional days. Yes. -The campus will have weekly (at a minimum) high-quality PLCs to support instructional delivery and respond to student outcomes. Yes. -The PLC protocol includes time for lesson internalization and student work analysis. Yes. <hr/> <p>Please select the adopted curriculum: This question will be asked by grade bands: K-5 Math, K-5 RLA, 6-8 Math, 6-8 RLA, 9-12 Math (Algebra 1, Algebra 2, Geometry), 9-12 RLA</p> <p><u>K-5 RLA</u></p> <p>District curriculum is anchored in the TEKS Guide for teaching and assessing, using the TEKS and authentic literature. District Curriculum is based on RBIS with daily opportunities to practice word work, fluency, vocabulary, and comprehension.</p> <p>Heggerty for Phonemic Awareness- Kinder UFlI for phonics K-2 Patterns of Power/Wonder PK-5 for grammar</p> <p><u>K-5 Math</u></p> <p>Origo Stepping Stones</p> <p>Imagine Math</p> <p>Imagine Math Facts</p>

	<p>District Created TEKS Based Word Problems</p>
	<p>Is this the curriculum that will be implemented for the duration of the plan?</p> <p>Yes</p>
	<p>What new curriculum will be adopted?</p> <p>N/A</p>
	<p>When will the district adopt the new curriculum?</p> <p>2026</p>
	<p>How many instructional minutes per week are required/recommended for implementation of this curriculum?</p> <p>ELAR K-2nd = 750 minutes; 3rd-5th = 600 minutes Math K-5th = 450 minutes</p>
	<p>How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?</p> <p>K-1 ELA 775, 2nd ELAR 750, 3rd ELAR 675, 4-5th ELAR 600 Math K-5th = 450 minutes</p>
	<p>How many instructional days are included in the 2025-2026 calendar?</p> <p>171 days</p>
	<p>If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?</p> <p>N/A</p>

Please describe the assessment plan for the impacted campus(es)

Perrin Elementary uses a comprehensive, TEKS-aligned assessment system to monitor student learning and guide instruction. Teachers utilize a balanced approach of common district assessments, teacher-created checks for understanding, and informal measures to ensure students demonstrate mastery at the level of rigor expected on STAAR. Evidence of learning is analyzed collaboratively in PLCs to celebrate progress, determine reteach needs, and plan differentiated instruction. Success criteria, rubrics, and exemplars support consistent feedback, student reflection, and goal setting. District CBAs, benchmarks, and universal screeners (mClass and MAP) at the beginning of the year (BOY), middle of the year (MOY), and end of year (EOY) further ensure progress is monitored consistently and instructional decisions are data-driven across grade levels.

Will the campus(es) implement a PLC structure?

Yes. Grade-level teams will engage in weekly PLC meetings to internalize lessons to plan instruction, analyze student data, and adjust teaching practices based on identified needs. District-provided PLCs, curriculum previews, and instructional coach support will serve as anchors for campus discussions, ensuring consistency in curriculum implementation and research-based instructional strategies. Vertical and cross-grade collaboration opportunities will further support continuous improvement and student learning across all content areas.

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

Grade level and content area PLCs will engage in regular collaborative meetings to internalize lessons, plan instruction, analyze student data, and align curriculum and assessment practices. Vertical PLC opportunities will also be included to strengthen instructional coherence of research-based instructional strategies and ensure students are progressing in learning the TEKS across all grade levels. This ensures continuous alignment with campus and district goals and allows for deep reflection to make improvements in learning.

Language in TIP Submission: Grade-level teams will engage in weekly PLC meetings to internalize lessons to plan instruction, analyze student data, adjust teaching practices based on identified needs, and align curriculum and assessment practices. Vertical PLC opportunities will also be included to strengthen instructional coherence of research-based instructional strategies and ensure students are progressing in learning the TEKS across all grade levels. This ensures continuous alignment with campus and district goals and allows for deep reflection to make improvements in learning. District-provided

	<p>PLCs, curriculum previews, and instructional coach support will serve as anchors for campus discussions, ensuring consistency in curriculum implementation and research-based instructional strategies.</p>
	<p>How frequently will PLCs occur?</p> <p>Grade level PLCs meet at least weekly with extended PLC time once each quarter. District curriculum coaches support grade level PLCs at Perrin at least once a month and provide support in all quarterly expanded PLCs.</p> <p>District-wide PLCs occur at least once a semester for each grade level in Science, Math, and ELAR. At least one representative from each grade level team will participate in each District-wide PLC to ensure alignment in curriculum implementation. In addition, district-led Curriculum Previews are offered each quarter, providing grade level teams the opportunity to examine the TEKS embedded in the curriculum at a deep level. At least one representative from each grade level team will participate in each Quarterly Curriculum Preview.</p>
	<p>Who will facilitate PLCs?</p> <p>PLCs are facilitated by Grade Level Leads, Administrators, Campus Instructional Teacher (CIT), and/or Curriculum Coaches.</p>
	<p>Who is required to attend PLCs?</p> <p>Grade level teachers, as well as District Content Coaches and Campus Instructional Teacher, Campus Principal/Assistant Principal attend PLCs to analyze data, collaboratively plan, and refine instructional practices.</p> <p>Special Education teachers collaborate with General Education Teachers in PLCs once a month to review student data, next steps and to collaborate on instructional strategies.</p>
	<p>Please describe the PLC protocol to be used</p> <p>Perrin Elementary utilizes the 4 PLC questions as the framework for PLC work.</p> <ol style="list-style-type: none">1. What do we want students to learn?<ul style="list-style-type: none">• Teachers use the backwards design process to analyze standards, review upcoming

	<p>assessments, and calibrate success criteria.</p> <ul style="list-style-type: none"> • Teachers engage in lesson studies, annotate lessons to internalize the depth of understanding, and identify research-based instructional strategies. • Teachers design common formative assessments and checkpoints. <p>2. How do we know they learned it?</p> <ul style="list-style-type: none"> • Teachers analyze student work from common formative assessments, checkpoints, and CBAs using data protocols to determine the depth of understanding demonstrated by students in each class. <p>3. What do we do if they did not learn it?</p> <ul style="list-style-type: none"> • Teachers identify common misconceptions in student learning to make instructional adjustments, determine research-based instructional strategies needed to close learning gaps, and design reteach opportunities for individual students or small groups and develop action plans and timelines. • Teachers identify trends in data to determine skills and concepts that will be spiraled into upcoming lessons. <p>4. What do we do if they did learn it?</p> <ul style="list-style-type: none"> • Teachers design enrichment activities that build on depth and complexity of the standards.
Capacity Building	<p>ONLY COMPLETE IF YOU CHOSE INTENSIVE C&I SUPPORTS AS A SCHOOL IMPROVEMENT STRATEGY OR NAMED DISTRICT STAFF AS BUILDING CAPACITY OR SUPPORTING STRATEGY IMPLEMENTATION ON THE SI STRATEGY TAB</p> <p>Criteria for Success: Does the plan ensure that administrators and teachers receive appropriate job-embedded training?</p> <ul style="list-style-type: none"> -Administrators responsible for the campus (including the principal and principal manager) receive upfront/initial training on key elements of the school improvement strategy. Yes -Teachers receive upfront/initial training on key elements of the school improvement strategy. Yes -Teachers receive an observation and feedback round from an instructional leader or coach at least biweekly. Yes -The observation tool includes research-based instructional strategies (RBIS) look fors. Yes -The observation tool includes look fors related to implementation of approved curriculum. Yes -The capacity building/professional development (PD) plan matches the current state of talent at the

campus.

+There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that are new (in their first two years) to their role. Yes

+There is a plan to differentiate and/or increase support for teachers, administrators, and principal managers that do not have a demonstrated track record of success. Yes

+There is a plan to differentiate and/or increase support for uncertified teachers. NA

Please describe your planned training/PD sessions (and who delivers and attends) for:

-Principal manager

- **Who Delivers:** Assistant Superintendent of Curriculum and Instruction, Executive Director of Teaching & Learning, Curriculum Coordinators and Coaches
- **Who Attends:** Principal manager assigned to campus with identified areas for improvement.
- **Description:**
- The Executive Director of Elementary Education and the Director of Elementary Education attended the School Improvement Intervention Training and the Executive Director of Elementary Education will attend the Next Level Leadership Conference. Both principal managers will engage in monthly leadership calibration and coaching sessions focused on supporting the principal, assistant principal and Campus Instructional Teacher (CIT) in data-driven decision-making, effective use of progress monitoring tools, and implementation fidelity of targeted improvement strategies. Training will include collaboration on Effective Schools Framework (ESF) practices, Root Cause Analysis, and continuous improvement cycles.
- Principal managers will also participate in joint learning walks each month with principal and curriculum coordinators/coaches to ensure alignment and consistency in feedback on instructional practices and campus systems.

-Principal

- **Who Delivers:** Assistant Superintendent of Curriculum & Instruction, Executive Director of Elementary Education, Director of Elementary Education, Executive Director of Teaching & Learning, and district content specialists (Teaching & Learning, Assessment).
- **Who Attends:** Campus Principal
- Monthly professional learning sessions focus on ESF Lever 1: Strong School Leadership and Planning and Lever 5: Effective Instruction. Sessions strengthen principal capacity to implement systems for progress monitoring, data analysis, and instructional feedback cycles.
- Quarterly A-Team meetings targeted for principals leading campuses that need additional support to provide collaboration opportunities. These meetings include the use of data dive protocols for

deep analysis of student achievement measures, systems for successful campus progress monitoring, research-based instructional leadership development, and sharing of successful campus-based practices that improve student outcomes.

- Semester Strategy Huddles provide collaborative problem-solving around campus data trends and barriers to student growth.
- Monthly individualized coaching aligned to TIP goals and district expectations, ensuring the leadership team's actions are driving measurable results in student outcomes and teacher retention.
- Principal engages in learning walks at other effective schools with a focus on calibration of research-based instructional strategies aligned to ESF Lever 5: Effective Instruction.
- Bi-weekly individual classroom walks with the principal and members of the Curriculum and Instruction Leadership Team.

-Other campus admin (assistant principal, CIT, instructional coaches)

- **Who Delivers:** The Executive Directors of Teaching and Learning and Elementary Education, Director of Elementary Education and Curriculum Coordinators
- **Who Attends:** Assistant Principal, Campus Instructional Teacher (CIT), Interventionists, Instructional Coaches

Description:

- Assistant Principal, CIT and Instructional Coaches participate in Learning Teams designed to build capacity in instructional leadership, effective feedback, and implementation of Tier 1 instructional practices.
- Sessions focus on data-driven instruction protocols, classroom observation calibration, and coaching cycles to ensure consistent instructional practices across grade levels.
- Campus leadership team, which includes principal, assistant principal, CIT and teacher leaders meet biweekly to review student progress data, identify areas for reteach, and align professional learning to areas of need identified through walkthrough and assessment data.

-Teachers

- **Who Delivers:** The Executive Directors of Teaching and Learning and Elementary Education, Director of Elementary Education, Curriculum Coordinators, Instructional Coaches, Principal and Assistant Principal
- **Who Attends:** All classroom teachers, interventionists, and support staff.

Description:

- Teachers receive professional learning on key elements of Perrin's school improvement plan, including observation/feedback cycle, lesson internalization, standards-based instruction, and

student discourse.

- Teachers engage in weekly PLCs focused on standards alignment, lesson planning, and analysis of student data to adjust instruction.
- Principal, assistant principal, CIT and instructional coaches lead bi-weekly coaching and feedback cycles on research-based instructional strategies.
- Professional development during district PD days and campus learning sessions address identified areas of need in reading and math, including Tier 1 instruction, research-based instructional strategies, small-group intervention, and progress monitoring using formative assessments.
- Implementation fidelity is supported through ongoing feedback, classroom walkthroughs, and individualized coaching aligned to research-based instructional strategies, lesson internalization, and student discourse.

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

- Principal, Assistant Principal, CIT and Instructional Coaches lead bi-weekly coaching and feedback cycles on research-based instructional strategies for new teachers as well as teachers in need of additional support.
- Campus utilizes a mentor coordinator and campus mentors for all new teachers. New teachers routinely observe specific instructional practices of highly effective teachers in order to improve instruction in their classrooms.
- Perrin teachers attend New Teacher Academy with NISD Curriculum Coordinators and Coaches three times a year to get additional training on curriculum and research-based instructional strategies. During New Teacher Academy, new teachers are trained on district research-based instructional practices and then with guidance visit master teachers to observe these practices in action. During New Teacher Academy, new teachers are also supported with protocols for reviewing their data and discussing how to use data to make instructional decisions, forming small groups, reteaching, and extending.
- Utilize the Teacher Support Specialist Coach in NISD that supports only new to NISD teachers. This coach supports both instruction and classroom management pieces. The Teacher Support Specialist Coach only supports new teachers. This coach is readily available to new teachers to support them with anything they need.

	<ul style="list-style-type: none"> • Instructional coaches visit all new to Perrin teachers a minimum of two times within the first quarter to support content and pedagogical needs. <p>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. Campus and district support staff will use classroom walkthrough tools with specific look fors aligned with professional learning on research based instructional strategies, including, but not limited to student discourse, multiple opportunities to engage in complex texts, student engagement with the standard(s) in multiple ways, and productive struggle.</p> <p>How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback? Coaches and district support staff will engage in observational walkthrough and feedback cycles every two weeks.</p> <p>What capacity building supports related to supporting students in special populations will teachers and administrators receive?</p> <ul style="list-style-type: none"> • Monthly training for principal and assistant principal by the Director of Special Education. Each session will be grounded in instructional needs of diverse learners based on data collected from IEPs, classroom walk-throughs, and student performance data. • Assistant Principal and the campus instructional teacher will receive training on MTSS best practices from the Director of Student Services. • Tier 2 behavior support training for teachers on the campus behavior framework team, made up of at least one teacher from each grade level. • Emergent Bilingual Coaches support teachers with instructional strategies that support EB students with language acquisition.
Milestones	<p>(See attachment)</p> <p>How will the strategy be implemented? -Milestones include all activities needed to fully implement the program or strategy, covering planning and implementation stages.</p>

	<p>-Milestones include all upfront capacity building, implementation action steps, and ongoing support and coaching touchpoints, and student assessment cycles.</p> <p>-Milestones cover, at a minimum, the two school years that the campus is required to implement the plan.</p> <p>Please share the key milestones for this strategy through August 2026 for TIP, and key milestones through August 2027 for TAP. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.</p>
Performance Management	<p>Criteria for success: Has the district outlined a performance management plan that ensures the strategy will be implemented with fidelity?</p> <p>-There is a plan for plan performance management, including superintendent and other key leadership review of metrics and progress at a semesterly cadence.</p> <p>-The response describes:</p> <ul style="list-style-type: none"> +Who will review progress towards milestones, +How frequently progress is reviewed, +How progress data will be collected, and +How it is shared with district leadership and other relevant stakeholders <p>Please describe how district and campus leaders will monitor the successful implementation of this plan.</p> <p>Campus and district leaders will utilize multiple, structured tools to systematically monitor the successful implementation of the plan. Leadership teams will conduct bi-weekly progress reviews documented in the Milestone Progress & Monitoring Tracker. Each milestone identifies the responsible and accountable leaders, evidence of progress, and defined measurement approaches. The tracker’s structure and rating system provide a consistent, transparent mechanism for monitoring implementation fidelity, analyzing trends, and determining next steps for continuous improvement.</p> <p>In addition, leaders will use the campus walkthrough tool to collect evidence of instructional alignment to the plan’s priorities and to identify areas for growth and targeted support. Data from walkthroughs, PLC discussions, and coaching feedback will be triangulated during review meetings to assess implementation quality and inform responsive actions. This ongoing cycle of monitoring, reflection, and adjustment ensures that strategies are implemented with fidelity and lead to measurable improvements in instructional practices and student outcomes.</p>

	<p>Who will be responsible for reviewing progress towards the milestones described in the previous section? Assistant Superintendent for Curriculum and Instruction, Executive Director for Teaching and Learning, Executive Director for Elementary Education, Director for Elementary Education, Executive Director for Research Assessment and Accountability, Executive Director for Student Support Services</p> <p>How frequently will progress toward milestones be reviewed? Bi-Weekly</p> <p>How will milestone progress data be collected? Data will be collected through multiple quantitative and qualitative sources to ensure a comprehensive picture of implementation progress. Campus and district leaders will gather evidence using the Milestone Progress Monitoring Tracker, which includes documented meeting notes, artifacts, and milestone ratings submitted monthly. Instructional walkthrough data will be collected using a standardized campus walkthrough tool that captures evidence of instructional alignment, teacher implementation of action steps, and use of research-based practices.</p> <p>Additional data will be collected through PLC agendas and minutes, coaching logs, feedback forms, and student work samples to document instructional adjustments and teacher growth. Data will be reviewed collaboratively during bi-weekly leadership and PLC meetings, allowing for real-time analysis of progress toward milestones. The combination of these data points will provide an evidence-based foundation for determining implementation fidelity, identifying areas for support, and adjusting next steps for continuous improvement.</p> <p>How will milestone progress data be shared with district leadership and other relevant stakeholders?</p> <p>Campus leaders will share progress through quarterly reports and data summaries to district leadership, including the Executive Director of Teaching and Learning and the C&I Leadership Team. A common google document will be maintained with all the gathered data and recorded meetings. Findings will also be discussed in leadership meetings and PLC debriefs, and summarized in end-of-year evaluations and TIP summaries to communicate outcomes and next steps to all stakeholders.</p>
Resources	<p>Criteria for success: Has the district identified all resources needed to implement the SI strategy? -The description lists all additional costs associated with implementing the school improvement strategy (e.g., stipends, instructional materials, training/professional development costs, costs for additional staff positions created to implement the strategy, etc.)</p>

	<p>-Each cost described includes the source of funds.</p> <p>Please share the required costs to implement plan and source of funds</p> <p>Campus Instructional Teacher (CIT) - \$90,000 (Title 1 Fund) Behavior Interventionist - \$75,000 (General Fund) MTSS Interventionist (.5 FTE) - \$39,000 (General Fund) Additional 4th Grade Teacher - \$93,000 (General Fund) Substitute Teachers for Extended Quarterly Planning - \$13,020 (General Fund) Substitute Teachers for New Teacher Academy - \$3,720 (General Fund) Substitute Teachers for Quarterly Peer Observation Classroom Walks - \$3,720 (General Fund) Heggerty for Phonemic Awareness- Kinder - \$600 (General Fund) UFLI Foundations for phonics K-2 - \$1,260 (General Fund) Patterns of Power/Wonder PK-5 for grammar - \$118 (General Fund) Origo Stepping Stones - \$6,320 (General Fund) Imagine Math - \$8,000 (General Fund)</p> <p>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?</p> <p>If the CIT is not funded through Title 1 funds, the district will fund the position out of General Fund.</p>
Additional Information	(Optional) Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents.



**ALAN & ANDRA PERRIN
ELEMENTARY SCHOOL**

Milestones

Goal 1: Implement consistent lesson review and feedback processes and increase collaboration between special populations and content area teachers through PLC cycles using a research-based instructional framework that supports foundational literacy, complex text engagement, text-based discussion, and vocabulary development to ensure effective instruction for all learners.

Timeframe	Milestone / Action Step	Responsible Party Campus	Responsible Party District	Evidence of Personnel/Time May require someone from district to cover campus leadership team in order to allow them time to do this more frequently Progress
------------------	--------------------------------	-------------------------------------	---------------------------------------	---

Q1 (Aug–Oct)	Review Northwest ISD’s research-based instructional framework and literacy practices with all staff. This includes instructional expectations for classroom practice in daily instruction. Students have daily practice with foundational literacy skills, grade level complex text and academic language, building content vocabulary and knowledge in all content areas, and building text-based responses in reading, writing, and speaking from textual evidence.	Principal, AP, Campus Instructional Teacher (CIT)	Instructional Coaches, Content Coordinator	PD agendas, sign-ins, materials
	Establish and implement clear expectations for PLCs to collaboratively plan, analyze, and respond to student learning using the four guiding PLC questions to ensure consistent, high-quality instruction and improved student outcomes.	Principal, AP, CIT		PLC norms, protocols, PLC calendar
	Conduct baseline walkthroughs to identify current instructional practices. Work with content coordinators, coaches, and Executive Director of Teaching and Learning to outline look-fors during the walkthroughs.	Principal, AP, CIT	Coaches, Content Coordinators, Executive Director of Teaching & Learning	Walkthrough data summary
	Determine next steps for professional learning based on baseline walkthrough data.	Principal, AP, CIT	Coaches, Content Coordinators, Executive Director of Teaching & Learning	Professional Learning Steps
	Content Coordinators and Instructional Coaches work with PLCs to review curriculum documents and alignment to research-based instructional strategies and embedded supports for planning.		Content Coordinators, Instructional Coaches	PLCs agendas Coaching logs
	PLCs review student data from mCLASS in grades K-3 and MAP data in grades 3-5. They also look at progress monitoring data to identify trends to determine skills and concepts that will be spiraled into upcoming lessons for Tier 1 instruction.	Teachers, Admin, CIT	Instructional Coaches	mCLASS data

	Instructional Coaches review backward design process with PLC teams and connect to curriculum documents and supports to plan formative assessments, lesson design, activities, and aligned research-based instructional strategies	Instructional Coaches, CIT, Teachers	Instructional Coaches	PLC agendas, backward design documents
	Use PLC protocols to analyze student work from common formative assessments to refine Tier 1. Teachers identify common misconceptions in student learning to make instructional adjustments, determine research-based instructional strategies needed to close learning gaps, and design reteach opportunities for individual students or small groups and develop action plans and timelines.	PLC Teams		PLC notes, student work samples
	Teachers engage in Extended Quarterly Planning sessions to analyze upcoming standards and assessments to ensure alignment and coherence. Teachers unpack TEKS to identify key knowledge and skills, map out instructional pacing, and analyze summative assessments using Backward Design. Teachers work to ensure daily lessons, researched based instructional strategies, and formative assessments directly support mastery of priority standards.	Principal, AP, CIT, Teachers	Instructional Coaches	Pacing calendar, lesson plans, team planning discourse, formative assessments
Q2 (Oct-Dec)	Launch PLC cycles that analyze student data, focus on internalization of lessons, plan aligned instruction and assessment.	PLC Leads, Teachers, Admin Team	Instructional Coaches	PLC agendas, lesson plans
	Continue walkthroughs and observation cycles to gather evidence of implementation of research-based literacy strategies and provide feedback through walkthroughs and peer observations.	Teachers, Admin, CIT		Walkthrough forms, walkthrough schedule

Provide Professional Learning for campus or PLC teams based on walkthrough data around areas of need in instructional areas and research-based instructional strategies.	Admin, CIT	Content Coordinators, Instructional Coaches	Walkthrough data
Provide Professional Learning for teachers about Highly Effective Lesson Planning focusing on Lesson Internalization, Standards-Based Instruction, and Student Discourse. Teachers annotate lessons as part of the lesson design process to internalize the depth and complexity of the standard.	Principal, AP, CIT		Sign In Sheets
Teachers annotate lessons to purposefully plan student discourse opportunities and promote rich academic discussions and productive struggle.	Teachers, Admin		Lesson Plans
Teachers write commitments about how they are incorporating standards-based instruction within guided practice, independent practice, and small groups	Teachers, Admin, CIT		Commitment statements Lesson Plans
Look at ECR samples in PLCs to calibrate for beginning of the year progress. Review the rubric with teachers and exemplars to support understanding and ensure that written responses are grounded in textual evidence.	Instructional coaches, CIT, Teachers	Instructional Coaches	ECRs, Rubrics, Exemplars, Student Samples
Continue focused walkthroughs to celebrate areas of alignment and identify instructional areas for refinement. Based on alignment walks, the leadership team will determine professional learning next steps.	Principal, AP, CIT	Coaches, Content Coordinators, Executive Director of Teaching & Learning	Walkthrough data summary
Classroom walkthroughs to observe Tier 1 instruction during UFLI lessons to ensure fidelity of implementation of the program.	Teachers, Admin, CIT	Content Coordinators, Instructional Coaches	Walkthrough data
Review middle of the year mCLASS data in PLCs to form skills groups and guided reading groups with teachers. Teachers continue to identify trends to	Teachers, Admin, CIT	Content Coordinators, Instructional Coaches	mCLASS data, grouping lists

	determine skills and concepts and to plan personalized and differentiated instruction for all student groups that will be spiraled into upcoming lessons for Tier 1 instruction.			
	Walkthroughs are done to observe skills groups and guided reading groups to ensure teachers are implementing small group instruction with fidelity and confidence.	Teachers, Admin Team, CIT	Content Coordinators, Instructional Coaches	Walkthrough data, feedback and next steps
	PLCs work on small group lesson plans to design lessons to support foundational skill gaps and plan for research-based instructional strategies .	Teachers, Admin Team, CIT	Content Coordinators, Instructional Coaches	Lesson plans
	Use PLC protocols to analyze student work from common formative assessments to refine Tier 1. Teachers identify common misconceptions in student learning to make instructional adjustments, determine research-based instructional strategies needed to close learning gaps, and design reteach opportunities for individual students or small groups and develop action plans and timelines.	PLC Teams		PLC notes, student work samples
	Establish a vertical lesson study cycle of feedback and review process campuswide. Teachers will present lessons to colleagues for feedback to look at vertical alignment of TEKS and instructional cohesion.	Admin Team	Executive Director for Elementary Education, Director for Elementary Education, Executive Director for Teaching and Learning	PLC Agenda
	Provide targeted guidance in lesson design to strengthen differentiated instruction. Coaches will help teachers utilize district curriculum documents and embedded resources for differentiation.	Admin Team, CIT	Student Support Specialists, Instructional Coaches	Coaching logs, differentiated lessons

	Look at ECR samples in PLCs to calibrate for middle of the year progress. Look for trends and next steps in instructional needs based on the rubric and ensure that written responses are grounded in textual evidence. Make instructional plans and professional learning plans for teachers.	Admin Team, CIT	Content Coordinators, Instructional Coaches	ECRs, Rubrics, Exemplars, Student samples
	Teachers engage in Extended Quarterly Planning sessions to analyze upcoming standards and assessments to ensure alignment and coherence. Teachers unpack TEKS to identify key knowledge and skills, map out instructional pacing, and analyze summative assessments using Backward Design. Teachers work to ensure daily lessons, researched based instructional strategies, and formative assessments directly support mastery of priority standards.	Principal, AP, CIT, Teachers	Instructional Coaches	Pacing calendar, lesson plans, team planning discourse, formative assessments
Q3 (Jan–Mar)	PLCs analyze student outcomes and adjust Tier 1 instruction based on data trends. Review mCLASS progress monitoring data and middle-of-year MAP data and discuss necessary instructional adjustments. Work with instructional coaches about intervention strategies. Work with instructional coaches on intervention strategies. Teachers continue to identify trends to determine skills and conceptual gaps and to plan personalized and differentiated instruction for all student groups that will be spiraled into upcoming lessons for Tier 1 instruction.	Admin Team, CIT, PLC Teams	Content Coordinators, Instructional Coaches	Data review forms, PLC reflections
	PLCs review CBA and short cycle assessments for the first semester. Complete TEKS review using Edugence to determine spiraling needs.	Admin Team, CIT, PLC Teams	Content Coordinators, Instructional Coaches	PLC agendas, data reviews, Instructional plan
	Look at ECR samples in PLCs to calibrate for late middle of the year progress. Students will support each other with peer review and feedback Teachers will	Admin Team, CIT	Content Coordinators, Instructional Coaches	ECRs, Rubrics, Exemplars, Student samples

	plan small group and individual writing conferences around the rubric and student needs.			
	Continue vertical lesson study cycle of feedback and review process campuswide. Teachers will present lessons to colleagues for feedback to look at vertical alignment of TEKS and instructional cohesion.	Admin Team	Executive Director for Elementary Education, Director for Elementary Education, Executive Director for Teaching and Learning	PLC Agenda
	Continue focused walkthroughs to celebrate areas of alignment and identify instructional areas for refinement. Based on alignment walks, the leadership team will determine professional learning next steps.	Principal, AP, CIT	Coaches, Content Coordinators, Executive Director of Teaching & Learning	Walkthrough data summary
	Use PLC protocols to analyze student work from common formative assessments to refine Tier 1. Teachers identify common misconceptions in student learning to make instructional adjustments, determine research-based instructional strategies needed to close learning gaps, and design reteach opportunities for individual students or small groups and develop action plans and timelines.	PLC Teams		PLC notes, student work samples
	Teachers engage in Extended Quarterly Planning sessions to analyze upcoming standards and assessments to ensure alignment and coherence. Teachers unpack TEKS to identify key knowledge and skills, map out instructional pacing, and analyze summative assessments using Backward Design. Teachers work to ensure daily lessons, researched based instructional strategies, and formative assessments directly support mastery of priority standards.	Principal, AP, CIT, Teachers	Instructional Coaches	Pacing calendar, lesson plans, team planning discourse, formative assessments

Q4 (Mar–May)	PLCs compile evidence of improved Tier 1 instruction and student growth in literacy.	PLC Leads, Teachers	Instructional Coaches	PLC documentation, student data
	Leadership provides summative feedback and identifies teacher leaders for next year.	Principal, Admin		End-of-year reflections
	Use PLC protocols to analyze student work from common formative assessments to refine Tier 1. Teachers identify common misconceptions in student learning to make instructional adjustments, determine research-based instructional strategies needed to close learning gaps, and design reteach opportunities for individual students or small groups and develop action plans and timelines.	PLC Teams		PLC notes, student work samples
	Revise PLC and feedback systems and processes to sustain and scale effective practices.	Leadership Team		Updated PLC protocols
	PLCs review end of year mCLASS and MAP data and discuss celebrations and areas of growth. Use data to reflect on Campus Improvement Plan goals for the year and to begin to think about plan for next year.			
	Continue instructional walkthroughs to monitor implementation of the district’s research-based instructional framework and literacy practices across all classrooms. Expectations include daily opportunities for students to develop foundational literacy skills, engage with grade-level complex texts and academic language, build content-specific vocabulary and knowledge in every subject, and produce text-based responses through reading, writing, and speaking grounded in evidence.	Principal, Coaches	C&I Leadership Team	EOY data report, TIP evaluation summary
	Conduct a comprehensive needs assessment utilizing multiple data sources, including mCLASS, MAP, STAAR, campus-based assessments (CBAs), TELPAS, and CogAT, as well as qualitative input			

	gathered through Professional Learning Community (PLC) discussions to provide a holistic understanding of student performance, instructional effectiveness, and program implementation across all grade levels and content areas. Identify trends, strengths, and areas requiring targeted support, guiding the development of evidence-based priorities for the 2026–2027 school year.			
--	---	--	--	--

Goal 2: Establish a consistent and formalized observation and feedback coaching system that includes a clearly defined walkthrough tool, scheduled observations, and an action step tracker to monitor follow-through and growth. Campus leadership will implement a structured cadence for observations and feedback, ensuring every teacher is paired with an administrator or instructional leader for regular coaching cycles. Leaders will engage in ongoing training and calibration sessions to strengthen observation skills, provide high-quality feedback, and ensure consistent performance management practices across the campus.

Timeframe	Milestone / Action Step	Responsible Party Campus	Responsible Party District	Evidence of Progress
Q1 (Aug–Oct)	Develop and implement a comprehensive system for walkthroughs and feedback with all instructional staff. This system will include consistent feedback cycles that promote reflection, professional growth, and alignment to district and campus instructional expectations.	Principal, AP	Instructional Coaches	Walkthrough structure, system overview documents
	Assign teachers to administrators or instructional coaches for ongoing coaching cycles based on areas of expertise, ensuring equitable access to targeted support and consistent implementation of best instructional practices.	Principal, AP, CIT		Teacher-leader assignment roster, schedule logs
	Launch initial walkthrough tools for classroom observations (T-TESS and Focused Walkthroughs) and establish a system with feedback to celebrate areas of	Admin Team	Curriculum and Campus Coach and Executive Director	Walkthrough tool template, baseline walkthrough data,

	alignment and identify instructional areas for refinement connected to next steps.		for Teaching and Learning	(Feedback to teachers, administrator notes)
	Implement a 2-week coaching cycle focused on classroom observations and alignment walks to ensure coherence between schoolwide expectations, classroom routines, and research-based instructional strategies.	Principal, AP	Executive Director for Teaching and Learning, Executive Director and Director for Elementary Education	Coaching calendar, PLC agendas, Teacher Feedback (with next steps)
	Provide teachers with ongoing resources, exemplars, and professional learning tied to identified needs from walkthrough trends to promote continuous improvement and consistent instructional quality across classrooms.	Principal. AP, CIT		
Q2 (Oct-Dec)	Continue implementation of the established walkthrough and feedback system, emphasizing regular two-week feedback cycles to monitor progress and sustain consistent instructional practices across classrooms.	Principal, AP, CIT	Executive Director for Teaching and Learning, Executive Director and Director for Elementary Education	Walkthrough Documentation
	Facilitate mid-year calibration sessions for administrators and instructional coaches to ensure alignment in observation expectations and feedback language, promoting inter-rater reliability and instructional coherence.	Principal, AP, CIT	Instructional Coaches	Calibration Notes Walkthrough Documentation
	Analyze walkthrough and student performance data (e.g., MAP, CBAs, mCLASS) to identify campus-wide trends in instructional delivery, student engagement, and differentiation practices.	Principal, AP, CIT	Executive Director for Teaching and Learning, Executive Director and Director for Elementary Education	Walkthrough Documentation Meeting Notes/Agenda
	Classroom walkthroughs to observe Tier 1 instruction during UFLI lessons to ensure fidelity of			

	implementation of the program and part of the cycle of walkthrough.			
	Walkthroughs are done to observe skills groups and guided reading groups to ensure teachers are implementing small group instruction with fidelity and confidence.	Teachers, Admin Team, CIT	Content Coordinators, Instructional Coaches	Walkthrough data, feedback and next steps
	Monitor and support teacher implementation of action steps from walkthrough feedback through ongoing data collection, coaching conversations, and evidence-based reflection cycles.	Admin Team	Instructional Coaches, Executive Director for Teaching and Learning, Executive Director and Director for Elementary Ed.	Progress tracking sheets, follow-up notes
	Facilitate mid-cycle reflection PLCs to analyze walkthrough trends and feedback, identify collective professional learning needs, and plan responsive supports to improve instructional practices.	PLC Leads, Admin Team	Curriculum Coaches, Executive Director for Teaching and Learning	PLC notes, action plans, PD follow-up documentation
Q3 (Jan–Mar)	Continue implementation of the established walkthrough and feedback system, emphasizing regular two-week feedback cycles to monitor progress and sustain consistent instructional practices across classrooms.	Principal, AP, CIT	Executive Director for Teaching and Learning, Executive Director and Director for Elementary Education	Walkthrough Documentation
	Analyze walkthrough and student performance data (e.g., MAP, CBAs, mCLASS) to identify campus-wide trends in instructional delivery, student engagement, and differentiation practices.	Principal, AP, CIT	Executive Director for Teaching and Learning, Executive Director and Director for Elementary Education	Walkthrough Documentation Meeting Notes/Agenda

	Refine coaching strategies and teacher support based on data trends, classroom observations and teacher feedback.	Principal, AP, CIT	Instructional Coaches	Coaching reflection notes, revised observation protocols
	Facilitate leadership calibration and collaboration to ensure consistent, aligned feedback and coaching practices that promote high-quality instruction across all classrooms.	Principal, AP, CIT	Instructional Coaches	Meeting agendas, shared examples of practice
Q4 (Mar–Jun)	Continue to refine coaching strategies and teacher support based on data trends, classroom observations and teacher feedback.	Principal, AP, CIT	Instructional Coaches	Coaching reflection notes, revised observation protocols
	Complete final observation and reflection cycle to evaluate teacher implementation of action steps and measure growth in instructional practices.	Principal, AP, CIT	Instructional Coaches	End-of-year observation reports, teacher reflection documentation, growth summaries
	Facilitate leadership calibration and reflection sessions to analyze feedback consistency, align expectations for high-quality instruction, and plan for next-year professional learning priorities.	Principal, AP, CIT	Executive Director for Teaching and Learning	Leadership meeting agendas, calibration artifacts, shared look-for documents
	Evaluate the overall effectiveness of the feedback and coaching system by analyzing walkthrough, student performance, and teacher growth data to determine impact on instructional quality and student outcomes.	Principal, AP, CIT	Executive Director for Elementary Ed, Director for Elementary Ed.	End-of-year data analysis summary, PD planning notes
	Recognize and celebrate teacher growth and exemplary instructional practices to reinforce continuous improvement and maintain staff engagement.	Principal, AP, CIT		PD session artifacts
Goal 3: Expand the use of student data to inform Tier 1 instructional adjustments and increase the involvement of special populations’ teachers in data discussions. Campus leadership will implement structured processes that ensure teachers regularly analyze student data, use it to inform instruction, and receive consistent feedback and follow-up.				

Leaders will provide professional development on interpreting and applying data to modify instructional strategies, differentiate instruction, and guide real-time adjustments based on formative assessments.

Timeframe	Milestone / Action Step	Responsible Party Campus	Responsible Party District	Evidence of Progress
<p>Q1 (July–Oct)</p>	<p>Design a campus playbook, a focused plan for improvement, that articulates how the campus will move from data analysis to action.</p>	<p>Principal, Admin Team, Instructional Leadership Team (ILT) - Includes at least one teacher from each grade level and department, including special education and interventionists</p>	<p>Collaboration with and feedback from: Curriculum Coordinators, Director & Executive Director of Elementary Education, Executive Director for Teaching & Learning, Assistant Superintendent for C&I</p>	<p>Completed Playbook containing: a summary of needs identified through data review; clearly defined goals aligned with district priorities; key strategies responsible parties, timelines, and success measures; space for quarterly reflections and evidence of progress</p>
	<p>Establish and implement clear expectations for regular data cycles, collaborative analysis meetings, and systematic evaluation of formative assessments. Develop protocols that ensure teachers use data to make informed instructional decisions, differentiate instruction, and provide targeted support for special populations, including English learners and students receiving interventions. Monitor implementation and progress through documented action plans and evidence of student growth to ensure all students have equitable access to high-quality Tier 1 instruction.</p>	<p>Principal, AP, CIT</p>	<p>Executive Director of Teaching and Learning, Executive Director of Student Services, Executive Director of Research, Assessment, and Accountability</p>	<p>PLC calendar</p>
	<p>Engage in individualized administration team data meeting to analyze accountability rating components, evaluate campus performance across domains, and</p>	<p>Principal, AP, CIT</p>	<p>Executive Director of Research,</p>	<p>Calendar Invitation</p>

	<p>identify priority areas and action steps for instructional and student outcome improvement.</p>		<p>Assessment, and Accountability</p>	
	<p>Provide grade level PLCs professional development on effective data analysis and instructional adjustments.</p>	<p>Principal</p>	<p>Instructional Coaches</p>	<p>PD agendas, training materials</p>
	<p>Establish and implement clear expectations for PLCs to collaboratively plan, analyze, and respond to student learning using the four guiding PLC questions to ensure consistent, high-quality instruction and improved student outcomes.</p>	<p>Principal, AP, CIT</p>		<p>PLC norms, protocols, PLC calendar</p>
	<p>Support implementation of the backward design process during campus team PLCs consisting of using the backward design template, annotated CBAs, and planned short-cycle assessments. Provide targeted guidance in lesson design to strengthen differentiated instruction. Instructional coaches will help teachers utilize district curriculum documents and embedded resources for differentiation.</p>	<p>AP, Principal, CIT</p>	<p>Instructional Coaches, Curriculum Coordinators</p>	<p>Curriculum Based Assessment (CBA) notes, Lesson Internalization mark-ups, CBA annotations done and reviewed, backward design template</p>
	<p>Support student data collection and analysis procedures for Tier 1 instruction by identifying relevant academic needs, administering universal screeners and formative assessments, and gathering baseline performance data. Analyze data to identify trends, strengths, and areas of need at the individual, classroom, and grade-level levels. Use this analysis to inform Tier 1 instructional planning, differentiate instruction, and monitor progress over time, ensuring all students receive research-based instructional strategies and high-quality instruction.</p>	<p>Teachers, Instructional Leadership Team (ILT), Principal, AP, CIT</p>	<p>Executive Director for Research Assessment and Accountability, Student Services, Teaching and Learning Elementary Education</p>	<p>Baseline data reports, data collection templates</p>
	<p>Campus collaborates with a small group of administrators and curriculum and instruction staff to analyze beginning of year data, share dilemmas and</p>	<p>Principal, 3-4 Additional Principals,</p>	<p>Director of Elementary Education, Executive</p>	<p>Fall Strategy Huddle meeting agenda, presentation slides,</p>

	<p>utilize protocols to collaborate and brainstorm solutions to improve student outcomes.</p>		<p>Director for Elementary Education. Executive Director for Teaching and Learning, Executive Director of Research, Assessment, and Accountability, Assistant Superintendent for Curriculum & Instruction</p>	<p>protocols, campus playbook action steps</p>
	<p>Develop capacity in data analysis and collective problem-solving through quarterly A-Team Meeting to provide an opportunity for campus and district leaders to review progress toward identified goals, analyzing key data points, and refine strategies to ensure sustained improvement. The focus is on accelerating progress toward performance targets.</p>	<p>Principal</p>	<p>Director of Elementary Education, Executive Director for Elementary Education. Executive Director for Teaching and Learning, Executive Director of Research, Assessment, and Accountability, Assistant Superintendent for Curriculum & Instruction</p>	<p>Meeting agenda</p>
	<p>Implement Progress Monitoring Review for Special Education. This process involves a data review, schedule of services review and accommodation</p>	<p>Special Education Teachers, Principal, AP</p>	<p>Special Education Department - Coordinator of</p>	<p>Meeting agenda, Data spreadsheet</p>

	review for all Special Education students. Special consideration is taken to ensure that we are providing services and adding or removing supports to ensure they reflect students' present levels.		Elementary Special Education, Elementary Special Education Instructional Coach, Dyslexia Coordinator	
	Train special education teachers and campus administrators on utilizing the Elementary Special Education Curriculum and the Critical Elements Professional Development documents.	Principal, AP, Special Education Teachers	Coordinator of Elementary Special Education, Elementary Special Education Instructional Coach, Dyslexia Coordinator	Agenda, presentation
	Professional Learning on Specially Designed Instruction, including lesson planning, accommodations and modifications, collaborative consultation, and the NISD instructional framework.	Special Education Teachers	Coordinator of Elementary Special Education, Elementary Special Education Instructional Coach, Dyslexia Coordinator	Agenda, presentation
	Grade level teams identify a high leverage skill to focus on for State of the School. This skill is identified based on Beginning of Year data and assessed through short-cycle assessments. Teachers make instructional adjustments based on student performance and needs.	Grade Level Teams, Principal, AP		State of the School
	Principal conferences with and coaches grade level teams on State of the School data and instructional adjustments	Grade Level Teams, Principal,		State of the School presentation, Coaching Log
	Conduct PLC meetings to analyze student data and plan instructional adjustments.	PLC Teams, CIT, Principal, AP	Instructional Coaches	PLC notes, instructional adjustment plans, student work samples

Q2 (Oct–Dec)	Continue walkthroughs and observation cycles to gather evidence of implementation of research-based instructional strategies and provide feedback through walkthroughs and peer observations.	Teachers, Admin, CIT		Walkthrough forms, walkthrough schedule
	Support implementation of the backward design process during campus team PLCs using the backward design template, annotated CBAs, and planned short-cycle assessments.	AP, Principal, CIT	Instructional Coaches, Curriculum Coordinators	Curriculum Based Assessment notes (CBA), Lesson Internalization mark-ups, CBA annotations done and reviewed, backward design template
	Develop capacity in data analysis and collective problem-solving through quarterly A-Team Meeting to provide an opportunity for campus and district leaders to review progress toward identified goals, analyzing key data points, and refine strategies to ensure sustained improvement. The focus is on accelerating progress toward performance targets.	Principal	Director of Elementary Education, Executive Director for Elementary Education. Executive Director for Teaching and Learning, Executive Director of Research, Assessment, and Accountability, Assistant Superintendent for Curriculum & Instruction	Meeting agenda
	Support implementation of Progress Monitoring Review for Special Education. This process involves a data review, schedule of services review and accommodation review for all Special Education students. Special consideration is taken to ensure that	Principal, AP	Special Education Department -Coordinator of Elementary Special Education,	Meeting agenda, data spreadsheet

	we are providing services and adding or removing supports to ensure they reflect students' present levels.		Elementary Special Education Instructional Coach, Dyslexia Coordinator	
Q3 (Jan–Mar)	PLCs analyze student outcomes and adjust Tier 1 instruction based on data trends. Work with instructional coaches on intervention strategies. Teachers continue to identify trends to determine skills and conceptual gaps and to plan personalized and differentiated instruction for all student groups that will be spiraled into upcoming lessons for Tier 1 instruction.	PLC Teams, Admin Team	Instructional Coaches	Data review summaries, PLC reflection notes, lesson plans
	Principal conferences with and coaches grade level teams on State of the School data and instructional adjustments.	Grade Level Teams, Principal		State of the School presentation, Coaching Log
	Use formative assessment results to guide real-time instructional adjustments and provide differentiated support tailored to individual student needs. Teachers analyze exit tickets, quick checks, and student discourse to identify misconceptions, adjust pacing, and modify instructional strategies. This ensures students receive targeted intervention, enrichment, or reteaching at the moment of need, promoting stronger mastery and continuous learning growth.	Teachers, PLC Leads		Student assessment data, instructional adjustment documentation
	Embed PLC protocols that allow for teachers to share successful strategies and make instructional adjustments across grade levels and content areas to support high quality instruction and research-based instructional strategies.	Admin Team, PLC Leads		Best practice artifacts, meeting agendas, shared resources
	Support implementation of the backward design process during campus team PLCs consisting of using	AP, Principal	Curriculum Coordinators, Instructional Coaches	Curriculum Based Assessment (CBA) notes, Lesson

	<p>the backward design template, annotated CBAs, and planned short-cycle assessments.</p>			<p>Internalization mark-ups, CBA annotations done and reviewed, backward design template</p>
	<p>Campus collaborates with a small group of administrators and curriculum and instruction staff to analyze MOY data, share dilemmas and utilize protocols to collaborate on next steps to increase student achievement.</p>	<p>Principal, 3-4 Additional Principals</p>	<p>Director of Elementary Education, Executive Director for Elementary Education. Executive Director for Teaching and Learning, Executive Director of Research, Assessment, and Accountability, Assistant Superintendent for Curriculum & Instruction</p>	<p>Spring Strategy Huddle meeting agenda, presentation slides, protocols, campus playbook action steps</p>
	<p>Develop capacity in data analysis and collective problem-solving through quarterly A-Team Meeting to provide an opportunity for campus and district leaders to review progress toward identified goals, analyzing key data points, and refine strategies to ensure sustained improvement. The focus is on accelerating progress toward performance targets.</p>	<p>Principal</p>	<p>Director of Elementary Education, Executive Director for Elementary Education. Executive Director for Teaching and Learning, Executive Director of Research, Assessment, and</p>	<p>Meeting agenda</p>

			Accountability, Assistant Superintendent for Curriculum & Instruction	
	Support implementation of Progress Monitoring Review for Special Education. This process involves a data review, schedule of services review and accommodation review for all Special Education students. Special consideration is taken to ensure that we are providing services and adding or removing supports to ensure they reflect students' present levels.	Principal, AP	Special Education Department	Meeting agenda, data spreadsheet
Q4 (Mar–Jun)	Evaluate the impact of data-informed instruction on student outcomes and teacher practice.	Principal	Instructional Coaches	End-of-year data summary, student growth reports
	Principal conferences with and coaches grade level teams on State of the School data and instructional adjustments	Grade Level Teams, Principal,		State of the School presentation, Coaching Log
	Provide summative feedback and celebrate improvements resulting from data-informed instructional adjustments.	Principal, Admin Team		Recognition logs, teacher portfolios, PLC documentation
	Refine data review processes and set expectations for the following school year.	Leadership Team		Revised PLC calendar, updated protocols, reflection notes
	Support implementation of the backward design process during campus team PLCs consisting of using the backward design template, annotated CBAs, and planned short-cycle assessments.	Principal, AP	Instructional Coaches, Curriculum Coordinators	Curriculum Based Assessment (CBA) notes, Lesson Internalization mark-ups, CBA annotations done and reviewed, backward design template

	Develop capacity in data analysis and collective problem-solving through quarterly A-Team Meeting to provide an opportunity for campus and district leaders to review progress toward identified goals, analyzing key data points, and refine strategies to ensure sustained improvement. The focus is on accelerating progress toward performance targets.	Principal	Director of Elementary Education, Executive Director for Elementary Education. Executive Director for Teaching and Learning, Executive Director of Research, Assessment, and Accountability, Assistant Superintendent for Curriculum & Instruction	Meeting agenda
--	---	-----------	--	----------------

Goal 4: Implement consistent lesson review and feedback processes and increase collaboration between special populations and content area teachers through PLC cycles using a research-based instructional framework that supports the use of research-based instructional strategies to strengthen problem-solving, procedural fluency and conceptual understanding to ensure rigorous, student-centered mathematics instruction in all classrooms.

Timeframe	Milestone / Action Step	Responsible Party Campus	Responsible Party District	Evidence of Progress
Q1 (July–Oct)	Review Northwest ISD’s research-based instructional framework and implement the Research-Based Instructional Strategies (RBIS) framework for mathematics to ensure daily, high-quality instruction aligned with district and state expectations. Instruction will include explicit teaching, guided practice, and opportunities for productive struggle. Teachers will emphasize academic language, use multiple	Principal, AP, Campus Instructional Teacher (CIT)	Instructional Coaches, Content Coordinator	PD agendas, sign-ins, materials

	representations (concrete, pictorial, abstract), and engage students in mathematical discourse and problem-solving to promote deep conceptual understanding and application of mathematical concepts.			
	Define PLC cycle expectations and collaboration protocols between content and special populations teachers. Set PLC calendar and review with staff.	Principal, AP, CIT		PLC norms, protocols, PLC calendar
	Conduct baseline walkthroughs to identify current instructional practices. Work with content coordinators, coaches, and Executive Director of Teaching and Learning to outline look-fors during the walkthroughs.	Principal, AP, CIT	Coaches, Content Coordinators, Executive Director of Teaching & Learning	Walkthrough data summary
	Determine next steps for professional learning based on baseline walkthrough data.	Principal, AP, CIT	Coaches, Content Coordinators, Executive Director of Teaching & Learning	Professional Learning Steps
	Begin PLC cycles that analyze student data, focus on internalization of lessons, plan aligned instruction and assessment.	PLC Leads, Teachers, Admin Team	Instructional Coaches	PLC agendas, lesson plans
	Content Coordinators and Instructional Coaches work with PLCs to review curriculum documents and alignment to research-based instructional strategies and embedded supports for planning.	Instructional coaches, CIT, Principal, AP, Teachers	Content Coordinators, Instructional Coaches	PLCs agendas
	PLCs review student data from the district-created math diagnostic in grades K-2 and MAP data in grades 3-5 to identify trends to determine skills and concepts that will be spiraled into upcoming lessons for Tier 1 instruction.	Teachers, Admin, CIT	Instructional Coaches	mClass data

	Instructional Coaches review backward design process with PLC teams and connect to curriculum documents and supports to plan formative assessments, lesson design, activities, and aligned research-based instructional strategies.	Instructional Coaches, CIT, Teachers	Instructional Coaches	PLC agendas, backward design documents
	Use PLC protocols to analyze student work from common formative assessments to refine Tier 1. Teachers identify common misconceptions in student learning to make instructional adjustments, determine research-based instructional strategies needed to close learning gaps, and design reteach opportunities for individual students or small groups and develop action plans and timelines.	PLC Teams		PLC notes, student work samples
	Teachers engage in Extended Quarterly Planning sessions to analyze upcoming standards and assessments to ensure alignment and coherence. Teachers unpack TEKS to identify key knowledge and skills, map out instructional pacing, and analyze summative assessments using Backward Design. Teachers work to ensure daily lessons, researched based instructional strategies, and formative assessments directly support mastery of priority standards.	Principal, AP, CIT, Teachers	Instructional Coaches	Pacing calendar, lesson plans, team planning discourse, formative assessments
	Continue walkthroughs and observation cycles to gather evidence of implementation of research-based literacy strategies and provide feedback through walkthroughs and peer observations.	Teachers, Admin, CIT		Walkthrough forms, walkthrough schedule
	Provide Professional Learning for campus or PLC teams based on walkthrough data around areas of need in instructional areas and research-based instructional strategies.	Admin, CIT	Content Coordinators, Instructional Coaches	Walkthrough data

Q2 (Oct–Dec)	Provide Professional Learning for teachers about Highly Effective Lesson Planning focusing on Lesson Internalization, Standards-Based Instruction, and Student Discourse. Teachers annotate lessons as part of the lesson design process to internalize the depth and complexity of the standard.	Principal, AP, CIT		Sign In Sheets
	Teachers annotate lessons to purposefully plan student discourse opportunities and promote rich academic discussions and productive struggle.	Teachers, Admin		Lesson Plans
	Teachers write commitments about how they are incorporating standards-based instruction within guided practice, independent practice, and small groups	Teachers, Admin, CIT		Commitment statements Lesson Plans
	Look at problem solving journals in PLCs to calibrate for beginning of the year progress. Review the rubric with teachers and exemplars to support understanding and ensure that students are getting to the justification portion of the problem solving process.	Instructional coaches, CIT, Teachers	Instructional Coaches	ECRs, Rubrics, Exemplars, Student Samples
	Continue focused walkthroughs to celebrate areas of alignment and identify instructional areas for refinement. Based on alignment walks, the leadership team will determine professional learning next steps.	Principal, AP, CIT	Coaches, Content Coordinators, Executive Director of Teaching & Learning	Walkthrough data summary
	Classroom walkthroughs to observe Tier 1 instruction during problem solving block to look for research-based instructional strategies such as student discourse, content specific vocabulary usage, and to ensure a balance of conceptual and procedural skill practice.	Teachers, Admin, CIT	Content Coordinators, Instructional Coaches	Walkthrough data
	Review middle of the year math diagnostic data in PLCs to form guided math groups with teachers. Teachers continue to identify trends to determine skills and concepts and to plan personalized and	Teachers, Admin, CIT	Content Coordinators, Instructional Coaches	mClass data, grouping lists

	differentiated instruction for all student groups that will be spiraled into upcoming lessons for Tier 1 instruction.			
	Walkthroughs are done to observe guided math groups to ensure teachers are implementing small group instruction and students receive multiple opportunities for practice, discussion, justification, and writing in math.	Teachers, Admin Team, CIT	Content Coordinators, Instructional Coaches	Walkthrough data, feedback and next steps
	Use PLC protocols to analyze student work from common formative assessments to refine Tier 1. Teachers identify common misconceptions in student learning to make instructional adjustments, determine research-based instructional strategies needed to close learning gaps, and design reteach opportunities for individual students or small groups and develop action plans and timelines.	PLC Teams		PLC notes, student work samples
	Establish a vertical lesson study cycle of feedback and review process campuswide. Teachers will present lessons to colleagues for feedback to look at vertical alignment of TEKS and instructional cohesion.	Admin Team	Executive Director for Elementary Education, Director for Elementary Education, Executive Director for Teaching and Learning	PLC Agenda
	Provide targeted guidance in lesson design to strengthen differentiated instruction. Coaches will help teachers utilize district curriculum documents and embedded resources for differentiation.	Admin Team, CIT	Student Support Specialists, Instructional Coaches	Coaching logs, differentiated lessons
	Teachers engage in Extended Quarterly Planning sessions to analyze upcoming standards and assessments to ensure alignment and coherence. Teachers unpack TEKS to identify key knowledge and skills, map out instructional pacing, and analyze	Principal, AP, CIT, Teachers	Instructional Coaches	Pacing calendar, lesson plans, team planning discourse, formative assessments

	summative assessments using Backward Design. Teachers work to ensure daily lessons, researched based instructional strategies, and formative assessments directly support mastery of priority standards.			
Q3 (Jan–Mar)	PLCs analyze student outcomes and adjust Tier 1 instruction based on data trends. Review math diagnostic data and middle-of-year MAP data and discuss necessary instructional adjustments. Work with instructional coaches about intervention strategies. Work with instructional coaches on intervention strategies. Teachers continue to identify trends to determine skills and conceptual gaps and to plan personalized and differentiated instruction for all student groups that will be spiraled into upcoming lessons for Tier 1 instruction.	Admin Team, CIT, PLC Teams	Content Coordinators, Instructional Coaches	Data review forms, PLC reflections
	PLCs review CBA and short cycle assessments for the first semester. Complete TEKS review using Edugence to determine spiraling needs.	Admin Team, CIT, PLC Teams	Content Coordinators, Instructional Coaches	PLC agendas, data reviews, Instructional plan
	Continue vertical lesson study cycle of feedback and review process campuswide. Teachers will present lessons to colleagues for feedback to look at vertical alignment of TEKS and instructional cohesion.	Admin Team	Executive Director for Elementary Education, Director for Elementary Education, Executive Director for Teaching and Learning	PLC Agenda
	Continue focused walkthroughs to celebrate areas of alignment and identify instructional areas for refinement. Based on alignment walks, the leadership team will determine professional learning next steps.	Principal, AP, CIT	Coaches, Content Coordinators, Executive Director of Teaching & Learning	Walkthrough data summary
	Use PLC protocols to analyze student work from common formative assessments to refine Tier 1.	PLC Teams		PLC notes, student work samples

	Teachers identify common misconceptions in student learning to make instructional adjustments, determine research-based instructional strategies needed to close learning gaps, and design reteach opportunities for individual students or small groups and develop action plans and timelines.			
	Teachers engage in Extended Quarterly Planning sessions to analyze upcoming standards and assessments to ensure alignment and coherence. Teachers unpack TEKS to identify key knowledge and skills, map out instructional pacing, and analyze summative assessments using Backward Design. Teachers work to ensure daily lessons, researched based instructional strategies, and formative assessments directly support mastery of priority standards.	Principal, AP, CIT, Teachers	Instructional Coaches	Pacing calendar, lesson plans, team planning discourse, formative assessments
Q4 (Mar–Jun)	PLCs compile evidence of improved Tier 1 instruction and student growth in mathematics.	PLC Leads, Teachers	Instructional Coaches	PLC documentation, student data
	Leadership provides summative feedback and identifies teacher leaders for next year.	Principal, Admin		End-of-year reflections
	Use PLC protocols to analyze student work from common formative assessments to refine Tier 1. Teachers identify common misconceptions in student learning to make instructional adjustments, determine research-based instructional strategies needed to close learning gaps, and design reteach opportunities for individual students or small groups and develop action plans and timelines.	PLC Teams		PLC notes, student work samples
	Revise PLC and feedback systems and processes to sustain and scale effective practices.	Leadership Team		Updated PLC protocols
	PLCs review end of year diagnostic and MAP data and discuss celebrations and areas of growth. Use data to	Leadership Team		PLC Notes

	<p>reflect on Campus Improvement Plan goals for the year and to begin to think about plan for next year.</p>			
	<p>Conduct a comprehensive needs assessment utilizing multiple data sources, including MAP, STAAR, campus-based assessments (CBAs), and CogAT, as well as qualitative input gathered through Professional Learning Community (PLC) discussions to provide a holistic understanding of student performance, instructional effectiveness, and program implementation across all grade levels and content areas. Identify trends, strengths, and areas requiring targeted support, guiding the development of evidence-based priorities for the 2026–2027 school year.</p>	<p>Principal, Leadership Team</p>		<p>Campus Improvement Plan</p>