



## 2025-2026 South Elementary- Targeted Improvement Plan

<b>Student Outcome Goals</b>		
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.	(Please enter a percentage, for example if the goal is 85%, please enter 85).	44
Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	(Please enter a percentage, for example if the goal is 85%, please enter 85).	42
Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	(Please enter a percentage, for example if the goal is 85%, please enter 85).	38
Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	(Please enter a percentage, for example if the goal is 85%, please enter 85).	70
Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	(Please enter a percentage, for example if the goal is 85%, please enter 85).	75
Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.	(Please enter a percentage, for example if the goal is 85%, please enter 85).	50
<b>School Improvement Strategy</b>		
Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.	Intensive Curriculum & Instruction Improvements	
Please select the adopted curriculum	K-5 Math: STEMscopes, K-5 RLA: Amplify, 6-8 Math: STEMscopes, 6-8 RLA: Amplify	



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Is this the curriculum that will be implemented for the duration of the plan?	Yes
How many instructional minutes per week are required/recommended for implementation of this curriculum?	K-5 Math: STEMScopes (K-2: 120 minutes daily & 3-5: 90-115 minutes daily), I-Ready, IXL K-5 RLA: Amplify Texas (K-3: 120 minutes daily & 4-5: 90 minutes daily), I-Ready 6-8 Math: STEMScopes (90 minutes daily), I-Ready 6-8 RLA: Amplify Texas (90 minutes daily), I-Ready
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?	There are 1,800 instructional minutes per week. This amount of time meets the time requirement for the number of recommended instructional minutes set forth by Midland ISD.
How many instructional days are included in the 2025-2026 calendar?	169 days
Please describe the assessment plan for the impacted campus(es)	All students take the K-6 iReady Diagnostic Assessment for RLA and Math: BOY- September, MOY- December, and EOY- May which is tracked in student data binders and publicly displayed on the campus. The iReady diagnostic automatically creates individualized student pathways to build capacity in low- performing areas. The students are expected to complete and pass two lessons per week in each subject. The usage time for students is 60-minutes a week for math and RLA. District Math benchmarks are administered approximately two to three times a month depending on the unit of study and the number of days designated by the district scope and sequence. The District RLA benchmarks are administered approximately every three weeks. These CFUs are tracked by the students in their data folders and in teachers' online data binders. The students' CFU scores are tracked in relation to their 2026 STAAR goal. The students take an 18-week assessment that is patterned after STAAR and a 27-week assessment as well. This comprehensive data is tracked in the students' data folder and in the teachers' online data binder. The district school improvement department will run STAAR like projections for Domain 3. This information will be given to the campus administrators and principal supervisor in order to make a plan for repacing instruction and creating targeted intervention groups and after school tutorial groups.
Will the campus(es) implement a PLC structure?	Yes
How will PLCs be organized (by grade level, content area, etc.)?	Horizontal PLCs are organized by grade level teams which meet once a week. Vertical teams are organized by content: K-6 math and K-6 RLA.



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How frequently will PLCs occur?	Kinder-6th Horizontal PLCs meet once per week. Kinder-6th Vertical Math and RLA PLCs meet twice a week. Special Education and Special Areas PLCs meet once a week.
Who will facilitate PLCs?	Multi-classroom leaders and campus administrators facilitate PLCs.
Who is required to attend PLCs?	All grade level and content-area teachers and campus administrators are required to attend.
Please describe the PLC protocol to be used	PLCs analyze CFUs, exit tickets, unit assessments. The PLC is structured through the PLAN-DO-SEE-ACT cycle for reteaching and acceleration. For the PLAN portion of the cycle, teachers and administrators backwards plan using the unit assessment at the end of the unit of study and unpack priority TEKS and identify essential understandings and plan for potential student misconceptions. For DO, the teachers internalize their lessons using High Quality Instructional Materials and Teach Like A Champion strategies in which teachers identify the highest leverage task based on the unit assessment, priority TEKS, and exit tickets. The teachers create exemplars for clarity of student mastery and apply the gradual release model throughout the lesson. The teachers practice the delivery of instruction with clear "What to do" directions and research-based instructional strategies and means of participation. For SEE, the teacher delivers the lesson and assesses its effectiveness in relation to student mastery. The teacher uses daily mastery trackers and formative assessment throughout the lesson to identify opportunities for Tier 1 reteach and Tier 2 intervention. For ACT, the teacher plans short and long cycle intervention and repaces the days within the lesson to make time for reteach, spiral review, or enrichment depending on the percentage of students who produced work at the mastery level.

### Capacity Building

Please describe your planned training/PD sessions (and who delivers and attends) for: -Principal manager -Principal -Other campus admin (assistant principals, instructional coaches) -Teachers	3rd-6th Vertical Data Management PLCs led by the principal and principal supervisor- held weekly.
	Teach Like A Champion Instructional Visits- held once a month- the principal, principal supervisor, and Multi-classroom leaders attend and look-for specific research-based instructional strategies.
	District Leadership Instructional Rounds- held twice a semester with the Superintendent, Cabinet, campus leadership and principal supervisor



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	<p>Campus HQIM PD- this is held once a month with district coordinators and campus leadership to ensure consistent implementation of STEMscopes, Amplify, and iReady.</p> <p>Campus Staff Development Days- 5 days this year-- all staff development days include PD on data management, reviewing and updating student data, and planning instruction using HQIM. This is led by campus leadership, district coordinators, and principal supervisor.</p>
<p>How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?</p>	<p>Multi-classroom leaders support novice teachers after school twice a week for planning and multiple times during the day through observation and feedback coaching cycles. The MCLs have release times throughout the instructional day when they go to the novice teachers' classrooms and model instruction and give specific action steps. This feedback is tracked through School Mint. The MCLs meet with their district Opportunity Culture coaches and review their coaching cycles and action steps. The MCLs are responsible for the novice teacher's data and help those teachers build instructional capacity, so their students growth at a quicker pace.</p>
<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?</p>	<p>Campus leaders and MCLs use the instructional focus visit walkthrough tool in School Mint that is closely aligned to Teach Like A Champion and TTESS instructional strategies and descriptors. The campus leaders must complete 15 walkthroughs per week per administrators and give specific and actionable feedback regarding "look-fors" such as evidence of lesson internalization and rehearsal and active observation.</p>
<p>How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?</p>	<p>Campus Administrators must 15 walkthroughs per administrator per week and 2 coaching cycles.</p>
<p>What capacity building supports related to supporting students in special populations will teachers and administrators receive?</p>	<p>The campus dyslexia teacher and diagnostician have delivered professional development to staff regarding instructional practices and tracking goal progress measures. The interim principal provides daily support with RtI/MTSS as the district coordinator in this area.</p>



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### Milestones

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.

August 2025: Campus Professional Development- The principal supervisor and campus principal reviewed accountability with the staff. The campus leadership, principal supervisor, and MCLs set campus goals for RLA and math and student groups served through the Dual Language program and Special Education. MCLs and teachers received professional development for Teach Like A Champion instructional strategies and daily mastery trackers. The trackers are displayed outside of the teachers' doors and they display student mastery at 80% and above measured through exit tickets. This data gives teachers immediate feedback so they can reteach the concept quickly and minimize the amount of student gaps.

September-November 2025: All teachers will track CFU data, iReady diagnostic data, and daily mastery trackers to inform their Tier 1 instruction and targeted Tier 2 intervention. Teachers will also prepare student data folders and hold students accountable for tracking their own data. Teachers are expected to confer with each student regarding areas of improvement and challenge while setting goals for the next opportunity to show mastery. Throughout these months, the campus principal and MCLs are attending district Teach Like a Champion professional learning which builds their instructional capacity. The principal, AP, and MCLs must create an action plan as to how the Teach Like a Champion PD will be turned around and implemented on the campus. The campus principal, principal supervisor, and members from the CEIC will hold a parent meeting to discuss South's Targeted Improvement Plan. Teachers will begin creating after school tutoring groups based on data. Teachers will begin after school tutoring and Saturday School in November.

December 2025: Students will take the MOY iReady Diagnostic for RLA and math. The students and teachers will track their progress and recreate intervention groups as needed. Students in 3rd-6th math and reading will take the district 18-week assessment. They will track their data in their data folders and teachers will update their online data binders. The district School Improvement Executive Director will run the 18-week assessment data identical to STAAR. Before the semester is over, the campus administrator and principal supervisor will conduct a "data dig" using the district data analysis protocol. The teachers will be required to reorganize, repace, and restructure their lessons based on misconceptions and low-performing standards to better meet the needs of students. Before teachers and administrators return in January, they must have a plan of action and repace



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	their scope and sequence until the next benchmark in February/March.
	January-February 2026: Teachers will executive their Spring plan that was created from the 18-week assessment. The campus principal, AP, and principal supervisor will monitor the plans and ensure each classroom is on target with implementing the pacing using HQIM
	February-March 2026: The district 27-week assessment will be administered. The teachers, campus principal, AP, and principal supervisor will create a plan before teachers leave for Spring Break. The teachers will use the data analysis protocol and identify priority standards and repace their instruction to allow more time for targeted intervention and reteach.
	April-May 2026: The campus principal, AP, and teachers will administer 2026 STAAR and EOY iReady Diagnostic for RLA and math. Teachers will continue to provide high quality instruction and attend PLCs three times a week.
	June-August 2026: The campus principal and AP will start planning for the 2026-2027 school year by pulling relevant data for the Campus Improvement Plan. With support from School Improvement, preliminary STAAR data will be released and the campus will use this data in addition to iReady to make staffing changes and plan for targeted professional development for teachers, campus administrators, and the principal supervisor. Parents will be notified and sent directions to access their students' STAAR results and the Campus Improvement Plan will be vetted by the CEIC, taken to the Board for approval and posted to the website in August once approved.



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<b>Performance Management</b>				
Please describe how district and campus leaders will monitor the successful implementation of this plan.	Who will be responsible for reviewing progress towards the milestones described in the previous section?	How frequently will progress toward milestones be reviewed?	How will milestone progress data be collected?	How will milestone progress data be shared with district leadership and other relevant stakeholders?
The principal supervisor will oversee that campus principals have a system to track the daily mastery of classroom exit tickets.	Principal, AP, and Principal Supervisor	Weekly	Daily Mastery Tracker-- this is a public display of data that hangs outside of the classroom door and the trackers are turned in to the administrators every week.	South is required to share their progress with the Superintendent, CAO, and Board of Trustees every week through the weekly update.
CFU data tracking and goal-setting	Principal, AP, and Principal Supervisor	Every 2-3 weeks	Student data trackers and Online Teacher Data Binders	The principal supervisor will share this data weekly during one on one meetings with the Chief Academic Officer.
18-week and 27-week Instructional Plans	Principal, AP, and Principal Supervisor	December and March	The teachers and campus administrators will break down the data from the STAAR-like assessments and create plans that restructure their instructional pacing to maximize more time to reteach low-performing standards and plan for targeted intervention groups.	The December and March plan must be submitted to the Chief Academic Officer. If the campus is not trending in a positive trajectory, the campus principal and principal supervisor will need to present an improvement plan to the Board of Trustees. The principal supervisor will update the Superintendent on the data and provide a plan of action highlighting action steps for all areas of improvement.