



FOREST TRAIL
ELEMENTARY SCHOOL

2026-27 Campus Improvement Plan

INSTRUCTIONAL PRIORITY: SUCCESS FOR ALL STUDENTS				
Goal	Timeline	Responsible Person(s)	Resources	Measurement, Evaluation, Documentation or Evidence
Increase the level of technology integration within Tier 1 instruction to enhance students' ability to communicate, collaborate, think critically, and create	2026-2027	Campus Administration, Instructional Coaches, Curriculum Writing Teams, Professional Learning Communities, Teaching & Learning Department	District Curriculum, Scope and Sequence, Unit Guides, Instructional Best Practice Guidelines and UDL Guidelines, Thoughtful Use of Technology, Instructional Rounds Data & SAMR Framework SAMR Walk-through Data Collection Form	5% increase of observed lessons integrating technology to enhance teaching or learning, as evidenced by SAMR-aligned data in Instructional Rounds.
Increase two T-TESS high-priority growth dimensions: Differentiation and Monitor and Adjust	2026-2027	Campus Administration, Instructional Coach, Professional Learning Communities, Classroom Teachers, Teaching & Learning Department	District Curriculum, Scope and Sequence, Unit Guides, T-TESS Resource documents, Outside presenters (i.e. Region 13), SAMR Framework, <i>Enriching the Learning</i> bookCampus and District Professional Learning Plan	10% growth from 2026 Summative Evaluations to 2027 Summative Evaluations, peer observation completion logs, PLC agendas, walkthrough data
Develop collaborative relationships where teachers work together to support students in their individual needs by educating and supporting staff members in their roles and responsibilities.	2026 - 2027	Student IEPs, Progress Monitoring Tools, Co-Teaching Models, District Curriculum, Collaborative Training Materials, Staff Shared-Responsibility Surveys	Campus Administration, Special Education Instructional Coaches, Special Education Coordinator and Department, General Education Teachers, Collaborative Special Education Teachers, Professional Learning Communities	Collaborative staff survey results on shared responsibilities and STAAR Meets/Masters growth for special education students
Reverse performance drops in 5th grade math and 4th grade reading language arts by ensuring growth on MAP composite benchmarks.	2026 - 2027	Campus Administration, Teaching & Learning Department, Interventionists, Classroom Teachers, Professional Learning Communities	MAP growth reports, STAAR performance data, grade level common assessment data	5% of students increase MAP Composite benchmark score from BOY to EOY.

INSTRUCTIONAL PRIORITY: Safe and Inclusive Schools				
Goal	Timeline	Responsible Person(s)	Resources	Measurement, Evaluation, Documentation or Evidence
Increase student capacity in prosocial behavior, conflict resolution, and peer mediation through positive behavior support systems, active Bully Prevention committee, and explicit social-emotional instruction.	2026 - 2027	Campus Administration, Bullying Prevention Committee, School Counselor, School-Based Therapist, Teachers, Professional Learning Communities	MTSS Framework, Second Step Digital Curriculum, House System, House Points App, Restorative Practices and Trauma-Informed Professional Development, Common Area Expectations	70% SEL competency mastery across K-5 report cards
Increase staff morale as measured by survey (Positivity Pulse) by providing psychoeducational and experiential wellness opportunities for staff.	2026 - 2027	Campus Administration, School Counselor, School-Based Therapist, Teaching & Learning Department, Campus Staff	Alpaca Positivity Pulse Survey Platform & Resources, District Personnel, Scheduled PL & PLC Days, Staff Collaboration Time	10% increase in campus score on staff morale survey (positivity pulse) by May 2027.
Incorporate student voice in district strategic visioning process	2026 -2027	District & Campus Administration, Campus Staff, Superintendent,	Surveys, focus groups, panels,	100% of designated student groups provided a mechanism for feedback