

Godwin Elementary Targeted Improvement Plan

Princeton ISD | 2026–2027 | Targeted Improvement Plan

This Targeted Improvement Plan aligns Godwin Elementary’s campus needs, student outcome goals, and implementation milestones with the Princeton ISD LIFT Action Plan and SI Progress Monitoring expectations for 2026–2027. The plan prioritizes coherent Tier 1 instruction, instructional leadership, PLC implementation, observation and feedback, data-driven intervention, and continuous progress monitoring.

District Information	2026–2027
District Name	Princeton ISD
Name of the person completing this form	Rachel Nicks
Email of responder	rnicks@princetonisd.net
Role of the responder	DCSI
Name of Campus Requiring a Targeted Improvement Plan	Godwin Elementary

Campus Needs and Focus

Godwin Elementary demonstrated growth, particularly in fifth grade RLA and math in 2025-2026. District evidence identified leadership oversight and consistency of PLC implementation and observation and feedback as key differentiators in student outcomes. Districtwide, 83% of TIP milestones were completed; ongoing support and coaching of campus leaders was a strength. This year Godwin will prioritize consistent instructional leadership, high-quality PLC execution, coaching follow-through, and use of student data to drive instructional action.

School Improvement Strategy

School Improvement Strategy	
2.1 Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2026-2027 school year. Options: ▪ Intensive Curriculum & Instruction Improvements ▪ Accelerating Campus Excellence (ACE) Model ▪ Closure/Reassign ▪ Closure (Charters Only) ▪ Improve Graduation Rate ▪ Turnaround Partnership (SB 1882)	Intensive Curriculum & Instruction Improvements. Godwin will strengthen Tier 1 instruction through RBIS, weekly PLCs, consistent observation and feedback, intervention/enrichment, and regular data reviews. Princeton ISD will use the LIFT planning year to strengthen instructional systems and complete HQIM selection for future implementation.
2.2 Which, if any, program is this campus engaged with for the 26-27 school year?	LIFT planning year for 2026–2027. Princeton ISD will use LIFT support to build coherent instructional systems and prepare for Year 2 HQIM implementation.
2.3 Which, if any, program is your school system interested in to support this strategy?	LIFT support for instructional systems and HQIM selection; Region 10 support.
2.4 Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.	Region 10; district executive directors/principal supervisors; Curriculum & Instruction; K–5 Math and Literacy Coordinators; LIFT coaches; SI Coach; behavior specialists; and Godwin campus instructional leaders.
2.5 How many district staff members will be responsible for capacity building with this campus?	4 core district staff members are assigned to capacity building, with additional support from LIFT/SI coaches and district specialists.
2.6 Please outline the projected costs required to implement the plan.	Region 10/LIFT Services District LIFT Award - \$235,000 Principal Manager - \$44,000 Campus Leaders - \$377,000
2.7 If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?	If grant funding changes, Princeton ISD will reallocate district resources to maintain leader coaching, weekly PLCs, data reviews, and essential instructional supports. District curriculum staff will continue to support lesson internalization, coaching, and data-driven planning.
2.8 How will the campus or district redistribute talent and resources to proportionately support this campus's needs?	Godwin will be prioritized in district coaching calendars. Weekly executive director/principal supervisor check-ins and twice-monthly curriculum director support will be protected. Student and teacher needs will be reviewed monthly. If impact is limited at midyear, executive director check-ins will increase to twice weekly and additional curriculum/coordinator support will be added, consistent with the SI Progress Monitoring plan.

Curriculum and Instruction

Curriculum and Instruction	
Please select the adopted curriculum for K-5 Math	K-5 Math: K-1 HMH Go Math; 2-5 Sharon Wells & Eureka online resources.
Is this the curriculum that will be implemented for the duration of the plan?	Yes
What new curriculum will be adopted?	New K-5 RLA and K-12 Math HQIM selection is in process for 2027-2028.
When will the district adopt the new curriculum?	Recommendation and Board approval targeted for spring 2027.
How many instructional minutes per week are in master schedule for this curriculum delivery?	K- 450 1- 450 2- 500 3- 500 4- 450 5- 450
Does the amount of minutes meet the required/recommended number of minutes for this curriculum?	Yes
Please select the adopted curriculum for K-5 RLA	K-5 RLA: K-2 SAVVAS My View; 3-5 HMH Into Reading
Is this the curriculum that will be implemented for the duration of the plan?	Yes
What new curriculum will be adopted?	New K-5 RLA and K-12 Math HQIM selection is in process for 2027-2028.
When will the district adopt the new curriculum?	Recommendation and Board approval targeted for spring 2027.
How many instructional minutes per week are in master schedule for this curriculum delivery?	K- 700 1- 700 2- 500 3- 500 4- 450 5- 450
Does the amount of minutes meet the required/recommended number of minutes for this curriculum?	Yes
3.37 How many instructional days are included in the 2026-2027 calendar?	170 days
3.38 If there are fewer than 165 instructional days in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028? Warning: If your campus has less than 165 instructional days and no plan to adjust to a calendar with at least 165 instructional days in the 2027-2028 school year, then the TAP is likely to be denied.	N/A

Assessment Plan

3.39 Assessment Plan			
Type of Assessment	Campus or District	Frequency	Purpose (How will these results be used?)
Unit tests and CFAs	District units; campus CFAs	After units; CFAs within units	Identify priority TEKS and misconceptions. Plan reteach, intervention, and enrichment, then check student learning again.
Nine-week assessments and benchmarks	District	Each nine weeks	Review patterns across classes and student groups. Set PLC and coaching priorities.
Reading and math MAP Growth	District	BOY, MOY, EOY	Track student growth and instructional needs. Use with classroom evidence to adjust support.
QPS phonics screener and fluency checks	District	BOY, MOY, EOY	Identify foundational reading needs and plan targeted practice.
Dyslexia screener	District	Grade 1 MOY; kindergarten EOY	Follow district procedures for results and needed support.
Practice STAAR	District/campus	District calendar	Review readiness and plan targeted instruction using this and other evidence.
Exit tickets and student work	Campus	Daily; review weekly in PLC	Adjust the next lesson and check whether students can do the work independently.

Student Monitoring, Intervention, and PLCs

3.4 Student Monitoring, Intervention & PLCs	
3.40 Describe the campus system for monitoring student growth data, please include how student growth data be tracked and monitored.	Teachers will maintain a student tracker using available prior STAAR results, MAP Growth, unit and benchmark results, and classroom checks. Data will be reviewed by student, TEKS, grade, and student group. Weekly PLCs will identify students needing reteach or enrichment and verify response after support. The principal will lead a bi-weekly campus data review and share trends with the executive director and DCSI. The campus student achievement target is 70% Approaches, 50% Meets, and 20% Masters in RLA, Math, and overall.
3.41 What is the campus plan for student intervention and supporting students below grade level and in special populations?	Protect intervention and enrichment time in the master schedule. Group students by current need and plan instruction tied to priority TEKS. Include EB, special education, and other support staff so language supports, accommodations, and services connect to grade-level instruction. Use brief checks to adjust groups and document student responses. Review plans, schedules, and reteach/intervention data during CLT meetings.
3.42 Will the campus(es) implement a PLC structure?	Yes.
3.43 How will PLCs be organized (by grade level, content area, etc.)?	By grade level and content, with RLA and math as priority areas. Include foundational reading and science planning where needed.
3.44 How frequently will PLCs occur?	Planning PLCs occur weekly, as outlined in the LIFT plan. Data PLCs occur bi-weekly.
3.45 Who will facilitate PLCs?	Principal, assistant principal, and instructional coach. Assign a facilitator and backup for each team.
3.46 Who is required to attend PLCs?	Grade-level/content teachers, the assigned administrator, and instructional coach. Include EB and special education staff when planning for their students. Share plans and next steps when they cannot attend.
3.47 Please describe the PLC protocol you use at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.	Begin by checking the last action step and student response. Review the TEKS, objective, and aligned assessment. Internalize an upcoming lesson using current materials and plan for misconceptions, vocabulary, and student supports. Rehearse a key teaching move and give feedback. Review scored student work and CFA results. Plan reteach, intervention, and enrichment, including the next check for learning. End with who will do what and by when. Record decisions in PLC agendas and minutes. Campus leaders will look for the planned teaching move in classrooms and review the related student work. The next PLC will check whether the change helped students.

Capacity Building

Capacity Building	
9.1 Please describe your planned training/PD sessions for: - o Principal manager - o Principal - o Other campus admin (assistant principals, instructional coaches) - o Teachers	Principal Manager/DCSI: Region 10 and district leaders will support RBIS, the Instructional Framework, calibrated observation and feedback, PLC observation, and performance management. Weekly check-ins will review Godwin's instructional calendar, coaching, and follow-up. Principal: Receive weekly support from the executive director/principal supervisor and twice-monthly support from the curriculum director. Focus on instructional leadership time, coaching quality, data reviews, and classroom implementation of PLC plans. Leadership goals will be reviewed monthly. Other campus leaders: The AP and instructional coach will practice internalization, feedback, follow-up, and student work analysis with the principal and district staff. Joint walks and PLC observations will support calibration. APs receive monthly leadership training from executive director and district staff. Instructional coaches meet weekly with the executive director and curriculum director. Teachers: Participate in RBIS learning, weekly PLCs, rehearsal, and coaching. Focus on standards alignment, productive struggle, conceptual understanding, checks for understanding, and response to student work. District professional learning is planned for October, January, and March. Product training will follow HQIM selection.
9.2 How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?	Staff with less than two years in role will receive orientation to expectations, modeled planning, and additional practice. Staff needing additional support will receive smaller action steps, model lessons, and more frequent feedback and follow-up. Observations and student work will be used to determine support needs, with progress reviewed monthly.
9.3 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?	Use LIFT RLA and math tools and a shared coaching tracker. Look for standards-aligned tasks, effective lesson delivery, productive struggle, conceptual understanding, checks for understanding, and response to student learning. PLC observations will check internalization, rehearsal, and student work analysis. Campus and district leaders will calibrate scoring and feedback.
9.4 How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	Two coaching cycles per teacher each month, consistent with Princeton's LIFT plan. Each cycle includes observation, a clear action step, coaching, and follow-up. Teachers that are Tier 3 and requiring more support will receive before or after school individual coaching training from the campus instructional coach as well as be required to attend Saturday coaching sessions focused on their current action step. The campus leadership team will track completion and whether the action step is observed during follow-up; and review missed cycles weekly.
9.5 What capacity building supports related to supporting students in special populations will teachers and administrators receive?	Include EB and special education staff in lesson and intervention planning. Provide learning on language supports, grade-level tasks, accommodations, and use of assessment data. Review work from students receiving these supports in PLCs and coaching while maintaining strong Tier 1 expectations.

Milestones

Implementation targets are aligned to Princeton ISD's LIFT Action Plan and should be reviewed against current Godwin evidence at each progress-monitoring checkpoint.

Milestones				
Description	Timeline By what checkpoint will the milestone be completed?	Responsible Roles	Evidence of Completion	Support Needed
1. Strengthen RBIS implementation and productive struggle. By May, at least 90% of observed classrooms demonstrate aligned RBIS practices and 85% of teachers effectively facilitate productive struggle.	December: confirm training and PLC implementation. May: review RBIS measures and Godwin trends. August: onboard new staff.	Principal; executive director/principal supervisor; curriculum staff	Training records; scored walkthroughs; PLC agendas; student work	Region 10 RBIS learning; calibration; LIFT tools
2. Use the Instructional Framework to guide planning, coaching, and observation. By May, at least 90% of observed instruction aligns to framework indicators.	December: confirm framework alignment in campus tools. May: review alignment trends. August: embed expectations in new-staff onboarding.	District LIFT team; curriculum director; principal	Framework-aligned tools; staff learning; observation trends; coaching records	District framework guidance and shared look-fors
3. Make weekly PLCs the engine of instructional improvement. By May, at least 90% of observed PLCs demonstrate effective internalization, rehearsal, and student-work analysis.	December: weekly routines and agendas in place. May: review PLC quality and classroom transfer. August: revise PLC sequence based on results.	Principal; AP; instructional coach	Agendas; annotated lessons; rehearsal feedback; PLC observations; reteach checks	Region 10 modeling; facilitator coaching; district content support
4. Complete two coaching cycles per teacher monthly. By May, reach at least 95% cycle completion and observe at least 85% of action steps at follow-up.	December: cycles and tracker in place. May: review completion and follow-up. August: update assignments.	Principal; campus leaders; executive director	Observation dates; action steps; coaching notes; follow-up evidence	LIFT tools; protected coaching time; joint walks
5. Use assessment results to plan and verify intervention and enrichment, with a focus on priority TEKS and student groups.	December: review BOY/unit data and intervention groups. May: review MOY/EOY data and student response. August: update calendars and groups.	Principal; teachers; support staff; curriculum staff	Student trackers; intervention plans; PLC minutes; reassessment results	Assessment calendar; planning templates; content support
6. Complete frequent data and fidelity reviews and act on findings. CLT will utilize the Unit Test Data Tracker and the Elementary Nine Weeks A-F data tracker to identify strengths and growth areas.	December: document BOY/monthly reviews. May: complete MOY/spring reviews. August: use final results to revise the plan.	DCSI; executive director; principal; district leaders	Dashboard; fidelity checks; review minutes; owners and deadlines	Region 10 data review support; shared tracker
7. Complete HQIM selection and prepare Godwin for Year 2 implementation.	December: review pilots and criteria. Spring 2027: document recommendation and Board approval. August: prepare materials and rollout.	Curriculum leaders; LIFT team; Board; principal	Selection rubric; pilot input; Board record; rollout plan	Region 10 selection support; district-confirmed budget

Performance Management

Performance Management	
11.1 Please describe how district and campus leaders will monitor the successful implementation of this plan	The campus leadership team will review coaching completion, PLC next steps, intervention/enrichment response, and student learning weekly. The executive director/principal supervisor will check in weekly, and the curriculum director twice monthly. A monthly fidelity check will review coaching data, PLC observations, and assessment results. BOY, MOY, and EOY reviews will determine whether the systems are improving teaching and student learning.
11.2 Who will be responsible for reviewing progress towards the milestones described in the previous section?	Principal and campus leadership team; executive director/principal supervisor; DCSI; curriculum director and coordinators. The executive director will update the Assistant Superintendent of Education. Progress will be shared with the superintendent each nine weeks.
11.3 How frequently will progress toward milestones be reviewed?	Weekly campus and principal supervisor reviews; twice-monthly curriculum director check-ins; monthly campus data reviews, district progress meetings, and fidelity checks. Complete BOY, MOY, EOY reviews and December, May, and August milestone checkpoints.
11.4 How will milestone progress data be collected?	Maintain a shared milestone tracker with action, owner, due date, status, evidence, and next step. Collect coaching records, follow-up evidence, PLC agendas and observations, student trackers, assessment results, intervention plans, and training records. Confirm completion with evidence, not only a scheduled date.
11.5 How will milestone progress data be shared with district leadership and other relevant stakeholders?	The principal will share monthly findings and next steps with the executive director and DCSI. District leaders will review progress monthly and update the superintendent each nine weeks. Share clear summaries with the campus planning committee and other stakeholders through established district processes, including what is working, what needs support, and planned changes.

Student Outcome Goals

Student Outcome Goals	Student Outcome Goals
Campus goal	STAAR 2027
12.1 Enter the campus goal for RLA approaches, meets, and masters on STAAR.	Approaches: 70%; Meets: 50%; Masters: 20%
12.2 Enter the campus goal for Math Approaches, Meets, and Masters on STAAR.	Approaches: 70%; Meets: 50%; Masters: 20%
12.3 Enter your OVERALL goal for Approaches, Meets, and Masters on STAAR.	Approaches: 70%; Meets: 50%; Masters: 20%
12.4 Using Component Points, what is your campus goal for Academic Achievement in Domain III?	65.6%
12.5 Using Component Points, what is your campus goal for the ELP Component of Domain III?	100%
12.12 Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?	75%
12.13 Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?	56.3%