



Temple Independent School District Thornton Elementary 2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) [§39A.053](#) to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section [§39A.053](#) of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27.

Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) [§39A.055\(2\)](#), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) [§39A.056](#), and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) [§39A.055](#) and [§39A.057](#), to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

October 13, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

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SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT

Which, if any, program is your school system interested in to support this strategy?

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Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.

Region 12

How many district staff members will be responsible for capacity building with this campus?

6

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

The district was awarded \$730,000 for the LIFT and LIFT PLC grant. These funds will be utilized to provide product training for all teaching and administrative staff, on-site weekly coaching by District and Campus Coach from Region 12 for campus leadership, a district facilitator to provide onsite coaching, product training, facilitate learning walks, and coach instructional coaches throughout the school year.

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 funding is not received, the Elementary District Instructional Team will continue to engage in professional growth focused on deepening our understanding of the Bluebonnet curriculum. We will maintain the use of the instructional protocols developed and implemented during the previous school year to ensure consistency and alignment across campuses.

We will utilize local funds to contract with Region 12 as needed.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

The district has added an additional interventionist at TES to support closing the gaps for high focus students.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

300

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

600

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

169

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		Campus	Monthly	Campus and district will review grade period data after each assessment to monitor student progress and create response plans to support student growth on specific standards.
Other	Mid Unit	Campus	Bi-Monthly	Campus will review the mid-point data after each assessment to monitor student progress and create response plans to support student growth on specific standards.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Benchmark		District	BOY/MOY/EOY	Campus and district will review data after each administration to review STAAR predictions, student growth, and teachers who fail to show expected growth. Campus leaders will present action plans to improve student performance to the principal supervisor after MOY and EOY administration. Action plans will be monitored by district staff.

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

Campuses have a student tracker to review student progress and proficiency. Data will be reviewed after every major assessment and action plans will be developed to respond to student needs. Campuses will review data each week in PLCs to identify student needs and address during intervention time.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

Students are provided intervention support three days a week. All students including those who are below grade level and/ or identified as a special population are provided enrichment or acceleration based on their need by an interventionist or the classroom teacher.

Will the campus implement a PLC structure?

Yes

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

PLCs are organized by grade level and content area. For example, 3rd grade ELAR teachers will meet together for PLCs.

How frequently will PLCs occur?

PLCs occur for two hours each week.

Who will facilitate PLCs?

The campus leaders and instructional coaches facilitate the PLCs.

Who is required to attend PLCs?

All core content area teachers and special population teachers as appropriate are required to attend PLCs.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

During PLCS teachers will review weekly data to determine reteach plans and/ or inform instructional planning; complete lesson internalization, and lesson rehearsal.

Upload PLC agenda (optional):

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Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal	Math RBIS framework	Region 12	Principal, Instructional coaches
Teacher	Math and RLA Instructional Framework Expectations	Region 12	Teachers/ instructional coaches/ principals
Principal	Observation and Feedback cycles using walkthrough tools	Region 12	Principals/ APs/ Instructional Coaches/ principal supervisor
Teacher	Product training Year One and Two based on teacher experience	Region 12	Teacher/ Principals/ Instructional Coaches
Principal	PLC structure (internalization, rehearsal, and data use)	Region 12	Principals/ Instructional Coaches

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

Product training will be differentiated for Year One and Year Two based on teacher's level of experience with the product. Teachers that are inexperienced and/ or ineffective will be provided weekly action coaching using the Walkthrough tool and coaching guide. Administrators will monitor student data and walks to determine if more directed support is needed. Principals will receive weekly coaching and campus visits to monitor implementation of improvement actions.

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?

Campuses will use the LIFT walkthrough tool and complete a bi-weekly observation for each math and reading teacher. Campus leaders will receive weekly coaching from their Campus Coach through facilitated walkthroughs and PLC observations to strengthen the campus leaders usage of the tool and providing effective feedback to the teaching staff.

How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

Biweekly

What capacity building supports related to supporting students in special populations will teachers and administrators receive?

District SPED Staff conduct instructional walks on a monthly basis and provide feedback to administrators. District SPED Executive Director or SPED Coordinator meets regularly with Principal to identify support needs and follow up on action items.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

By the mid-year, implementation of the instructional framework is validated and supported through completed RLA and Math walkthrough forms, SWAP/PLC agendas, and walkthrough trends combined with student diagnostic and interim performance data analyzed during PLCs.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal and Principal Supervisor

Evidence of Completion – What artifact, data, or observable action will verify completion?

Completion will be verified by the following evidence:

Observable Actions: Teachers applying RLA and Math framework strategies during classroom visits, PLCs examining work to adjust instruction, and leadership conducting walkthroughs to refine teacher support.

Support Needed – What training, coaching, resources, or tools are required?

Partnering with Region 12 through January 2027, the district will track RLA & Math framework alignment across classrooms and PLCs—connecting planning, instruction, and student work while tailoring support via walkthrough and assessment data to reach a 90% classroom alignment goal by year-end.

Milestone 2

Description – What specific action or deliverable will be completed?

By the end of the year, the instructional framework will be demonstrated and verified through completed RLA walkthrough rubrics, PLC meeting logs, alongside aggregate walkthrough scores and student benchmark data analyzed during PLCs.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal and Principal Supervisor

Evidence of Completion – What artifact, data, or observable action will verify completion?

Completion will be verified by the following evidence by May 2027:
Observable Actions: Teachers demonstrating RLA framework strategies in real-time, PLCs analyzing student work to adapt instruction, and leaders conducting scheduled walkthroughs to adjust teacher supports.

Support Needed – What training, coaching, resources, or tools are required?

In partnership with Region 12, the district will sustain consistent framework implementation across PLCs, instruction, and student outcomes by May 2027 to drive strong alignment and results.

Milestone 3

Description – What specific action or deliverable will be completed?

Evidence of Performance Management will be demonstrated and verified by January 2027 through MOY data analysis summaries, benchmark results, progress monitoring data, and targeted students evaluated during PLC data reviews.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal and Principal Supervisor

Evidence of Completion – What artifact, data, or observable action will verify completion?

Completion will be verified by the following evidence by January 2027:
Artifacts: MOY data analysis meeting summaries, action plans focused on grade-level scaffolding.

Support Needed – What training, coaching, resources, or tools are required?

Partnering with Region 12 through January 2027, the district will maintain consistent implementation of both frameworks to tightly align PLCs, daily instruction, and student outcomes. EOY/Spring Benchmark data will be evaluated to identify if Tier 2/3 students accelerated out of intervention and adjustments to RTI/MTSS placements for year 2 will take place.

Milestone 4

Description – What specific action or deliverable will be completed?

Performance Management completion is verified through documented data platforms, and meeting logs, alongside baseline assessment results, and regular leadership reviews of campus instruction and oversight.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal and Principal Supervisor

Evidence of Completion – What artifact, data, or observable action will verify completion?

Completion will be verified by the following evidence by May 2027:
We will use Walkthrough data and feedback data to monitor performance along with intervention Groups (Tier 2/3) updated every 6 weeks.
Leadership Stepbacks: Teams analyzing baseline data to align support. PM/P Reviews: Monthly 60–90 min reviews of campus performance. PLC Analysis: Teachers using data to adjust instruction.

Support Needed – What training, coaching, resources, or tools are required?

Partnering with Region 12, the district and campus will leverage MOY data analysis to strengthen RTI frameworks, shifting the focus from remediation to active learning acceleration.

Milestone 5

Description – What specific action or deliverable will be completed?

Assessment completion is verified by collecting campus-wide student work analysis protocols (SWAP) to evaluate response rigor, while observing teacher collaboration in review sessions and calibrating quality across all PLCs.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal and Principal Supervisor

Evidence of Completion – What artifact, data, or observable action will verify completion?

Completion will be verified by the following evidence by January 2027:
Observable Actions: Teachers actively collaborating in SWAP sessions to evaluate work samples, and leaders observing classrooms/PLCs to monitor task rigor and response depth.

Support Needed – What training, coaching, resources, or tools are required?

Partnering with Region 12, the campus will conduct Student Work Analysis (SWAP) to evaluate response rigor and ensure high-quality student output across campuses.

Milestone 6

Description – What specific action or deliverable will be completed?

Assessment completion is verified by applying data findings to adjust instruction and reteach plans.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal and Principal Supervisor

Evidence of Completion – What artifact, data, or observable action will verify completion?

Completion will be verified by the following evidence by May 2027:
We will use data response plans to monitor student progress.

Support Needed – What training, coaching, resources, or tools are required?

Partnering with Region 12, the district and campus will leverage data trends to make targeted, responsive adjustments to instruction.

Milestone 7

Description – What specific action or deliverable will be completed?

By January 2027, 100% of campus leaders (principal, assistant principals, instructional coaches) will be trained on the observation and feedback framework and walkthrough tool.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal and Principal Supervisor

Evidence of Completion – What artifact, data, or observable action will verify completion?

Completion will be verified by the following evidence by January 2027:
Training Sign-In Sheets & Attendance Roster confirming leader participation and Kickup will house be utilized to house walkthrough data.

Support Needed – What training, coaching, resources, or tools are required?

Partnering with Region 12, the district will ensure 100% of leaders are trained on Observation and Feedback cycles by January 2027, verified through complete training records and completion artifacts.

Milestone 8

Description – What specific action or deliverable will be completed?

By May 2027, we will have demonstrated measurable teacher growth through calibrated Observation and Feedback cycles with coaching logs, coaching follow-up and growth plans.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal and Principal Supervisor

Evidence of Completion – What artifact, data, or observable action will verify completion?

Completion will be verified by the following evidence by May 2027:
Artifacts: Documented Observation/Feedback (O/F) logs

Support Needed – What training, coaching, resources, or tools are required?

Partnering with Region 12 through May 2027, the district and campus will maintain a strong Observation/Feedback framework, ensuring measurable teacher growth directly drives student success.

Milestone 9

Description – What specific action or deliverable will be completed?

We will complete a campus-wide teacher tier analysis using walkthrough and coaching data and finalize differentiated observation/support schedules for each tier.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, ILT team, and principal supervisor

Evidence of Completion – What artifact, data, or observable action will verify completion?

Tiering of Teacher spreadsheet with coaching logs along with walkthrough data.

Support Needed – What training, coaching, resources, or tools are required?

In collaboration with the District Campus Support Team, campus leadership will analyze the Tiered Teacher List to define targeted next steps and support plans.

Performance Management

Please describe how district and campus leaders will monitor the successful implementation of this plan.

The Chief Academic Officer will be onsite weekly to observe PLCS, review data, and classroom instruction. The principal manager will conduct onsite visits monthly. The DCSI, Principal Manager, Chief Academic Officer and EDEE will meet monthly with the campus leadership team to discuss progress on plan and provide feedback and support. Campus leaders will observe instruction weekly and discuss progress during weekly WIG meeting.

Who will be responsible for reviewing progress towards the milestones described in the previous section?

The District Improvement Team consisting of Deputy Superintendent, Chief Academic Officer, Executive Director of Elementary Education, and DCSI will monitor progress.

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

Progress will be tracked using a internal tracking document.

How will milestone progress data be shared with district leadership and other relevant stakeholders?

Deputy Superintendent will share with district leaders during Senior Leadership meetings
School Board meetings in the fall and spring semesters.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	66
Meets Grade Level	40
Masters Grade Level	20

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	67
Meets Grade Level	42
Masters Grade Level	21

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	73
Meets Grade Level	44
Masters Grade Level	23

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

24

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

3

Did your school have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

24

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

12

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

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Upload additional documents (optional):

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