Southwest Independent School District

Kriewald Road 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:

November 17, 2026

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

26-27 TIP Review Open House -SEPTEMBER 24, 2026 (Responses).pdf

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, LIFT PLC Support

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

LIFT, LIFT PLC Support

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

National Institute for Excellence in Teaching

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

10

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.

NIET Targeted Instructional Support: Funding through the LASO/LIFT and Add-On PLC grant will support weekly NIET specialist visits focused on strengthening instructional leadership, PLC implementation, teacher coaching, and classroom instruction. This includes approximately four specialist visits per month, 30 classroom observations, and eight PLC observations as outlined in the campus support plan.

Professional Development: LASO/LIFT grant funds and available district professional development funds will support targeted professional learning, substitute coverage, and additional instructional training as needed.
Instructional Materials and Resources: Existing district curriculum allocations and applicable instructional funding sources will support the continued implementation of high-quality instructional materials, intervention resources, and supplemental instructional materials.

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 is not available, Southwest ISD will continue to prioritize Kriewald Elementary by strategically allocating existing district resources and personnel. The district recognizes the importance of sustaining improvement efforts and will not implement the campus improvement plan solely dependent on external funding.

The district will continue providing targeted leadership support through the Executive Director of Elementary Schools and district Math and RLA Coordinators, who will continue to prioritize Kriewald Elementary by providing direct instructional coaching, supporting PLCs, and assisting teachers with lesson internalization and effective instructional practices. Campus administrators and instructional coaches will continue to lead professional learning, classroom observations, and ongoing progress monitoring.

Available local and other allowable funding sources will be reviewed to address priority needs.

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

Campus Leadership: A new principal and assistant principal have been assigned to strengthen instructional leadership, establish effective systems, and lead campus improvement efforts.

District Leadership and Instructional Support: The Executive Director of Elementary Schools meets with the campus principal to provide leadership support, monitor the implementation of improvement strategies, review progress, and address barriers to campus improvement. Additionally, district Math and RLA Coordinators have prioritized Kriewald Elementary for targeted instructional coaching, classroom support, lesson internalization, and PLC facilitation to strengthen instructional practices and build teacher capacity.

Intensified NIET Support: Kriewald receives weekly NIET specialist support through the LIFT grant, compared to biweekly support provided to other identified D-rated campuses. This increased support focuses on strengthening leadership capacity, instructional practices, PLC implementation, and continuous improvement systems.

Strategic Staffing: For the 2026–2027 school year, the district allocated a classroom-reduction teacher to reduce class sizes and provide more opportunities for individualized instruction and targeted student support.
Instructional Coach Stipends: Through the LIFT grant, the district is providing stipends to instructional coaches to recognize the additional training, preparation, and responsibilities required outside their regular workday to plan and facilitate PLCs effectively. This investment supports coaches in building their instructional leadership capacity and ensuring PLCs are purposeful, collaborative, and focused on strengthening classroom instruction.

Additional Paid Planning Opportunities: Through the LIFT grant, the district will compensate teachers who participate in additional instructional planning sessions held after school or on Saturdays. These sessions will give teachers dedicated time to collaborate, internalize lessons, strengthen instructional practices, and prepare to implement high-quality instructional materials effectively.

Additional Targeted Instructional Support: The district will continuously monitor student performance data and instructional practices to determine whether additional support is needed. If data indicates a need for more intensive teacher coaching, Southwest ISD will allocate district funds to provide additional instructional coaching through Region 20 Education Service Center. This will ensure teachers receive targeted, differentiated support based on identified instructional needs.

Targeted Student Support: District and campus teams will prioritize students who did not demonstrate adequate academic growth during the previous school year, with particular attention to students receiving Special Education services and Emergent Bilingual students. The district will closely monitor student performance to ensure appropriate instructional interventions and supports are provided. Additionally, the district will implement a targeted student incentive challenge to encourage student participation, engagement, and academic growth. Incentives will be provided to recognize and motivate students for their participation and progress toward identified academic goals.

Ongoing Monitoring and Adjustments: District and campus leadership will routinely review student achievement data, classroom observation evidence, PLC implementation, and progress toward campus improvement goals. Based on this evidence, the district will adjust support levels and allocate additional resources as needed.

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

Other

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?

575

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?

173

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	Monitor student progress towards mastery of grade level Language Arts TEKS.
Curriculum Based Assessment		Campus	Monthly	Monitor student progress towards mastery of grade level Math TEKS.
Other	Adaptive Nationally Normed Assessment	Campus	BOY/MOY/ EOY	NWEA MAP Growth is a computer-adaptive, norm-referenced interim assessment that measures student achievement and academic growth over time. The assessment provides educators with actionable data regarding students' current levels of performance, areas of strength and need, and instructional readiness. Results are used to inform differentiated instruction, establish growth goals, identify students requiring additional support or enrichment, and monitor progress across multiple assessment administrations throughout the school year.

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

KRSA will implement a consistent campus-wide system for monitoring student growth and evaluating the impact of instruction and intervention. Campus-developed data-tracking spreadsheets will be used to monitor individual student growth in Reading and Math across all grade levels and in Science for 5th-grade students. The spreadsheets will serve as a centralized progress-monitoring tool that allows teachers, instructional coaches, and campus administrators to track student performance across multiple assessment points throughout the school year.

Student growth data will be updated following district and campus assessment windows, including universal screeners, common assessments, curriculum-based assessments, and other identified progress-monitoring measures. Teachers and instructional teams will use the spreadsheets to compare current performance to baseline data, monitor progress toward individual and grade-level goals, identify students who are meeting or exceeding expected growth, and quickly identify students who are not demonstrating adequate progress.

During regularly scheduled PLCs and data meetings, teachers, instructional coaches, and campus administrators will disaggregate growth data by grade level, content area, TEKS/ standard, individual student, and student group. Teams will identify trends, instructional gaps, and priority standards and determine appropriate instructional responses. Based on the data, teams will adjust Tier 1 instruction, establish targeted small-group instruction, provide intervention or acceleration, and determine when additional student support is needed.

Campus administrators and instructional coaches will monitor implementation through PLC documentation, classroom walkthroughs, intervention data, student work, and subsequent assessment results. Follow-up data reviews will be used to determine whether identified instructional actions are producing measurable student growth. When expected growth is not evident, instructional strategies and interventions will be adjusted and monitored during the next progress-monitoring cycle.

This systematic assess → analyze → respond → monitor → adjust cycle will provide KRSA with a continuous feedback loop between student outcomes and instructional practice. The system will ensure that student growth data is routinely reviewed, documented, and used to make timely instructional decisions designed to increase achievement for all students and close identified performance gaps.

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

KRSA will implement a systematic, data-driven intervention process to provide timely and targeted support for students performing below grade level and students within identified special populations. Student needs will be identified through universal screeners, district and

campus assessments, classroom performance, progress-monitoring data, and teacher observations. Campus growth-tracking spreadsheets will be used to identify and monitor students requiring additional academic support in Reading and Math across all grade levels and Science in 5th grade.

Students performing below grade level will receive targeted intervention in addition to high-quality Tier 1 instruction. A designated daily intervention/enrichment period will provide protected time for differentiated instruction based on identified student needs. Intervention groups will be flexible and skill-based rather than solely determined by overall assessment performance. Teachers will use assessment data to identify specific prerequisite skills, TEKS, and instructional gaps and provide explicit, targeted instruction aligned to those needs.

During PLCs, teachers, instructional coaches, intervention staff, special education staff, and campus administrators will routinely review student progress and determine the effectiveness of interventions. Students who are not demonstrating expected growth will receive adjustments in instructional strategy, group size, frequency, duration, or intensity of intervention. Progress-monitoring data will be documented and reviewed during subsequent PLC/data cycles to determine whether students are responding to intervention and to identify appropriate next steps.

Particular attention will be given to the progress of special populations, including Emergent Bilingual students and students receiving special education services. Data will be disaggregated by student group to ensure that achievement gaps are identified and addressed. Teachers will implement appropriate linguistic accommodations, differentiated instructional supports, and accommodations/modifications identified through students' IEPs and other individualized plans. Special education and general education teachers will collaborate to ensure students have access to grade-level content while also receiving targeted instruction addressing prerequisite skills and individual learning needs.

Campus administrators and instructional coaches will monitor the fidelity and effectiveness of the intervention system through PLC documentation, intervention schedules and data, classroom walkthroughs, student work, and assessment results. The campus will follow a continuous **identify → intervene → progress monitor → evaluate → adjust** cycle to ensure that students who are below grade level receive timely support and that instructional decisions are responsive to individual student needs.

The goal of the campus intervention system is to accelerate student growth, close identified achievement gaps, and ensure that all students—including students within special populations—demonstrate measurable progress toward grade-level standards.

Will the campus implement a PLC structure?

Yes

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

KRSA PLCs will be organized by content area to provide teachers with dedicated, consistent opportunities to engage in collaborative planning, data analysis, and instructional decision-making.

PLC agendas will be driven by current student and campus needs and will include analysis of student growth and assessment data, identification of priority TEKS and learning gaps, review of student work, instructional planning, intervention and enrichment planning, and monitoring of previously identified action steps. Teachers will use the campus student-growth tracking spreadsheets to identify trends and determine which students require additional support or acceleration.

This recurring structure creates a continuous cycle of analyze → plan → implement → monitor → adjust, while maintaining alignment between classroom instruction, campus priorities, and district expectations. PLC outcomes and action steps will be documented and revisited to ensure that collaborative planning results in measurable changes in instructional practice and student growth.

How frequently will PLCs occur?

RLA PLCs will meet every Monday, and Math PLCs will meet every Wednesday. This structure allows teachers to focus specifically on content standards, student performance, instructional practices, and intervention needs within each core content area.

Who will facilitate PLCs?

Once each month, PLCs will be facilitated by district content leaders to strengthen alignment between district curriculum expectations, instructional priorities, assessment data, and campus implementation. During the remaining weeks of the month, PLCs will be facilitated by campus academic coaches and/or administrators to ensure continuity, monitor implementation, and provide job-embedded instructional support.

Who is required to attend PLCs?

All core content teachers, inclusion teachers who support core content areas, admin, academic coach, and the at-risk coach.

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

KRSA utilizes the LIFT PLC protocol to provide a structured, data-driven approach to collaborative planning. PLCs engage teachers in unit/lesson internalization, lesson rehearsal, and student work analysis. Teams analyze standards and student evidence, anticipate misconceptions and learning needs, plan and rehearse high-leverage instructional strategies, and identify specific instructional next steps. PLC action steps are then implemented in the classroom and monitored through student data, student work, and classroom observations to determine effectiveness and guide future instructional decisions.

Upload PLC agenda (optional):

Template PLC Meeting Agenda Copy (3).docx.pdf

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	Understand the purpose and key functions of the Instructional Leadership Team (ILT). Understand how effective implementation of ILT structures and practices strengthens the instructional program and builds collective efficacy across the campus.	NIET	Principal, Assistant Principals, Instructional Coaches
Principal	Understand the purpose and key components of effective Observation & Feedback Cycles and how they serve as a key lever within LIFT. Identify the enabling conditions and structures necessary to effectively implement Observation & Feedback Cycles. Understand the importance of protecting time and establishing systems for consistent observation, feedback, and follow-up. Apply learning by reviewing and designing campus calendars that intentionally support Observation & Feedback Cycles.	NIET	Principal, Assistant Principals, Instructional Coaches
Principal	Explain the purpose and design of LIFT PLCs and how they differ from compliance-based or informal collaboration. Identify the roles and responsibilities of facilitators, teachers, and leaders within a LIFT PLC system. Describe how PLCs function as part of a coherent instructional system aligned to HQIM to drive instructional improvement.	NIET	Principal, Assistant Principals, Instructional Coaches

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

We are participating in the TEA Texas Mentoring Program. The Texas Mentoring Program is a structured support system for beginning teachers designed to strengthen instructional practice, increase teacher effectiveness, and support teacher retention. New teachers are paired with trained, experienced mentor teachers who provide ongoing coaching, feedback, modeling, and professional support throughout the school year.
Mentors support beginning teachers with areas such as lesson planning, classroom management, effective instructional practices, analyzing student data, and navigating campus and district expectations. The program includes regular mentor/mentee collaboration, targeted professional learning, classroom observations, reflection, and goal setting. The overall purpose is to build beginning teachers' confidence and instructional capacity while creating a supportive professional environment that positively impacts student achievement.

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?

KRSA will use the LIFT Classroom Observation Tools to evaluate the implementation of professional learning and provide ongoing coaching and feedback. Administrators and academic coaches will conduct classroom walkthroughs using the Content Agnostic Observation Tool, along with the Math and RLA content-specific tools, to monitor implementation and identify trends for continued professional learning and coaching. The tools use a common 1–4 implementation scale, allowing the campus to monitor changes in instructional practice over time.
Key look-fors will include effective classroom routines and management; appropriate pacing; explicit teacher modeling and think-alouds; precise academic/content language; rigorous grade-level questions and tasks; frequent opportunities for all students to practice and demonstrate their thinking; appropriate depth of student cognitive work; purposeful checks for understanding; active monitoring of student responses and work; and instructional adjustments based on evidence of student learning.
Content-specific look-fors will further evaluate implementation. In Math, observations will focus on mathematical reasoning, use of representations, conceptual understanding, rigor, problem solving, and student justification. LIFT Math Classroom Observation... In RLA, look-fors will include explicit modeling with grade-level text, meaningful use of academic vocabulary, rigorous text-based questions and tasks, and students engaging in grade-level cognitive work using textual evidence.
Walkthrough results will be used to provide specific praise, identify an area for growth, establish a next action step, and determine future coaching and professional learning needs, creating an ongoing cycle of training, implementation, observation, feedback, and refinement.

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?

Teachers and administrators will receive ongoing capacity-building support focused on effectively serving students in special populations through QSSSA, CBLI, and district-provided professional learning. Training will strengthen staff capacity to provide differentiated, linguistically responsive, and accessible grade-level instruction while maintaining high expectations for all learners. QSSSA strategies will support structured academic language and student discourse, while CBLI will strengthen teachers' ability to make content comprehensible and accessible for Emergent Bilingual students. District trainings will provide additional support related to special education, accommodations, differentiation, compliance, and instructional practices for identified student populations.
Administrators and academic coaches will reinforce implementation through PLCs, modeling, coaching, and classroom walkthroughs. Walkthroughs and student data will be used to identify additional professional learning needs and provide targeted follow-up support, creating a continuous cycle of training → implementation → observation → feedback → refinement.

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?

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Timeline – By what checkpoint will this milestone be completed?

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Responsible Roles – Who is accountable for this milestone?

—

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

—

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

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Performance Management

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

District and campus leadership will routinely review student achievement data, classroom observation evidence, PLC implementation, and progress toward campus improvement goals. Based on this evidence, the district will adjust support levels and allocate additional resources as needed.

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

Campus Principal and district leadership

How frequently will progress toward milestones be reviewed?

Bi-Weekly

How will milestone progress data be collected?

District-level data tracker will be used to monitor student growth, PLC agendas will be reviewed, and sign-in sheets will be reviewed to ensure all teachers are receiving PD and on-the-spot coaching, and full coaching cycles will be completed for teachers who are not showing growth.

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

Milestone progress will be reviewed monthly with district leadership and relevant stakeholders.

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	80
Meets Grade Level	60
Masters Grade Level	30

Not applicable: RLA STAAR goals (SY 26-27)

—

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

Performance Level	EOY Goal (%)
Approaches Grade Level	66
Meets Grade Level	50
Masters Grade Level	20

Not applicable: Math STAAR goals (SY 26-27)

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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	55
Masters Grade Level	25

Not applicable: overall STAAR goals (SY 26-27)

—

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

14

Not applicable: Academic Achievement goal (SY 26-27)

—

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

4

Not applicable: ELP Component goal (SY 26-27)

—

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?

19

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

5

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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