Brazosport Independent School District

Freeport Intermediate

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 16, 2026

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

—

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?

Other

Please specify the other program:

Rapid Instructional Systems Enhancement - R.I.S.E. (Through the Region 4 ESC)

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

Other

Please specify the other program:

Region 4 Education Service Center Technical Assistance

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

Other, Region 4

Please specify the other organization:

Sibme K-12 Instructional Coaching

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

14

What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.

District Coordinator of School Improvement, Ron Redden - 100%
Deputy Superintendent of Administrative Services, Jay Whitehead - 10%
Deputy Superintendent of Teaching and Learning, Brian Cole - 10%
Executive Director of Curriculum, Instruction, Bridgette Percle - 10%
English Language Arts Curriculum Specialist, Barbara Wells - 20%
Math Curriculum Coordinator, Michelle Hernandez - 20%
Science Coordinator, Beau Watson - 20%
Social Studies Curriculum Coordinator, Yamille Sherrill - 20%
Reading Language Arts District Content Specialist, Liz Royer - 20%
Reading Language Arts District Content Specialist, Michael Williams - 20%
Math District Content Specialist, Stephanie Denbow - 20%
Math District Content Specialist, Cynthia Johansen - 20%
Science District Content Specialist, Alexis Fontenot - 20%
Language Acquisition Coordinator, Brenda Oros - 15%

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

District Coordinator of School Improvement, Ron Redden - 14 years as DCSI. 15 schools, all successful, and three programs (AEA, DAEP, and Fine Arts)
Deputy Superintendent of Administrative Services, Jay Whitehead - One school
Deputy Superintendent of Teaching and Learning, Brian Cole - three schools
Executive Director of Curriculum, Instruction, Bridgette Percle - one school as counselor and later Principal of the same school
English Language Arts Curriculum Specialist, Barbara Wells - Two schools
Math Curriculum Coordinator, Michelle Hernandez - Six schools
Science Coordinator, Beau Watson - One school
Social Studies Curriculum Coordinator, Yamille Sherrill - No schools
Reading Language Arts District Content Specialist, Liz Royer - 2 schools
Reading Language Arts District Content Specialist, Michael Williams - No schools
Math District Content Specialist, Stephanie Denbow - No schools
Math District Content Specialist, Cynthia Johansen - Two schools
Science District Content Specialist, Alexis Fontenot - No schools
Language Acquisition Coordinator, Brenda Oros - One school

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 Rapid Instructional Systems Enhancement (RISE) program offered by Region 4 ESC is being provided to the district at no cost since the district is participating in the pilot. The program provides Math and RLA RISE Coordinators to Freeport Intermediate School to support the implementation of the program. RISE Coordinator are on campus two full days per week, and work alongside campus administration with planning, implementation monitoring, supporting Professional Learning Communities, mand making observation and feedback classroom visits. The RISE Director and Assistant Director visit the campus to monitor implementation monthly, where they visit classrooms, PLC meetings, observe the implementation of initiatives, and meet with the Principal for after visit reports. The RISE Coordinators provide the campus principal and the DCSI with weekly RISE implementation reports.

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?

The strategy is not contingent on grant or alternative funding.

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

The campus made staffing changes in the summer to place the best teachers in RLA and Math with the most at risk students. The master schedule was adjusted to provide both adequate collaborative planning and intervention time. All teachers on campus participate in some capacity with weekly student interventions. The campus administrative team put systems and processes in place to ensure that students were assigned to appropriate interventions in both math and RLA weekly, and interventions are tracked weekly. The campus also implemented Sibme K-12 Instructional Coaching to support both T-TESS and Observation-Feedback classroom visits, and classroom visits are tightly scheduled and monitored each week to ensure that teachers with the greatest need for support receive at least one visit per week, with most receiving multiple visits per week. District Content Coordinators and Specialists support the campus by attending PLC meetings to assist with instructional planning, and by conducting curriculum implementation walkthroughs and providing timely feedback to teachers. The R.I.S.E. Coordinators conduct regular walkthroughs of RLA and Math classrooms to observe implementation of Teach Like A Champion and Elements of Effective Instruction, and provide timely feedback to both teachers and campus administrators. R.I.S.E. Coordinators also participate in RLA and Math Professional Learning Communities to monitor and support the implementation of Elements of and Effective PLC. The District Coordinator of school Improvement provides support to the Principal with both planning and monitoring the implementation of the campus' Targeted Improvement Plan. The Deputy Superintendent of Teaching and Learning conducts monthly curriculum walkthroughs, providing updates on implementation of the district's RLA and Math curriculums to the Principal. The Deputy Superintendent of Secondary Schools provides coaching and feedback to the Principal, and maintains oversight of the campus.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

250

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

District Created

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

250

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

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

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 Math (Algebra 1, Algebra 2, Geometry)?

Yes

How many instructional minutes per week are in the master schedule for 9-12 Math curriculum delivery?

250

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 Math curriculum?

Yes

Please select the adopted curriculum for: 9-12 RLA

Not applicable

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

166

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		District	BOY/MOY/ EOY	Results of the District CBA's are used to measure student progress through the district curriculum.
STAAR Released Test		District	Semester	The Mock STAAR, using a STAAR Released Test, is administered in February each year to identify gaps in STAAR readiness to be addressed in the 10-12 weeks leading up to the STAAR administration window.
Other	Unit Formative Assessments	Campus	Bi-Monthly	The purpose of campus content specific unit formative assessments is to measure student mastery of the curriculum, to identify which readiness student expectations on which to focus reteach and interventions, and to tier students for upcoming intervention assignments.

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

The campus principal developed a tracking tool over the summer that was populated with the STAAR performance results of every student enrolled in the school at the beginning of the year, and that is updated with each new enrollee. The tracking tool provided both a baseline from which to measure student growth throughout the year, and a student tier baseline that is updated following each CBA and unit examination to measure student mastery of the curriculum. The tool is updated following each unit formative exam and following all district benchmark testing. Using the tool, students are assigned to interventions in math and RLA for a two-week period based on their most recent tier. Math and RLA teachers provide intervention support to both tier 2 and 3 students. Tier 1 students are assigned to enrichment teachers for the two weeks. The tracking tool is updated by teachers under administrator supervision during math and RLA PLC meetings.

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

Student interventions are set up weekly over four days. Monday and Wednesday interventions feature both math and RLA, while Tuesdays are Math specific and Thursdays are RLA specific. This process ensures that students who need both math and reading interventions are provided with at least two sessions in each per week. Students needing intervention support in only one subjects can receive support in that subject all four days. Students are assigned to specific teachers based on their tier, with subject math and RLA teachers receiving all tier 3 and some tier 2 students in their ubject area. STudents are assigned to every teacher in the school based on their tier. Teachers take roll using a tool entitled Prime Time Roster and Attendance. Through the attendance taking, campus administrators are able to track which students are present for interventions. Students from special population groups are interspersed in the intervention classes accoprding to their individual needs. Teacher providing them with interventions differentiate their instruction according to student needs, and they provide all accommodations according to each student’s IEP or Individual Learning Plan.

Will the campus implement a PLC structure?

Yes

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

Professional Learning Communities at Freeport Intermediate School are organized by content area. Content PLCs meet weekly, and they follow the protocols of the Elements of Effective PLCs.

How frequently will PLCs occur?

Weekly

Who will facilitate PLCs?

PLCs are facilitated by either a campus administrator, who attends each PLC for his/her assigned content area, a R.I.S.E. Coordinator, or the content areas lead teacher.

Who is required to attend PLCs?

All Math, RLA, Science, Social Studies, and enrichment teachers.

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

Agenda Items (Where are you in the Team Learning Process? (Plan/Do/Study/Act)
1. Announcements & Celebrations (3-5 min)
2. Essential TEKS & Instructional Alignment (10 min)
    --What are students expected to learn?
    --Are we aligned on learning targets and rigor?
    --Share instructional resources/strategies.
3. Evidence of Learning (15 min)
    --Review CFA results, exit tickets, or common data.
    --Who is learning?
    --Who is not yet learning?
    --Review student work samples for alignment.
4. Intervention & Enrichment Planning (10 min)
    --Which students need additional support?
    --Which students need enrichment?
    --What will we do during Prime Time?
    --What adjustments are needed for instruction?
5. Commitments & Next Steps (5 min)
    --What will each team member do before the next PLC?
    --Materials/resources needed.
    --Date of next meeting.

Upload PLC agenda (optional):

PLC Focus & Agenda_FIS -(Updated).pdf
RLA PLC Agenda.pdf
FIS Team Agenda Math.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
Teacher	Teach Like A Champion: Strong Voice, What to Do, No Opt Out, Cold Call, Show Call, Everybody Writes, and Teacher Radar.	R.I.S.E. Coordinators	All campus teachers
Principal	Teach Like A Champion: Strong Voice, What to Do, No Opt Out, Cold Call, Show Call, Everybody Writes, and Teacher Radar.	R.I.S.E. Coordinators	Campus Principal
Other Campus Admin (Assistant Principals, Instructional Coaches)	Teach Like A Champion: Strong Voice, What to Do, No Opt Out, Cold Call, Show Call, Everybody Writes, and Teacher Radar.	R.I.S.E. Coordinators	Assistant Principals, District RLA Content Specialist, District Math Content Specialist
Teacher	Teach Like A Champion: What to Do and Do it Again	R.I.S.E. Coordinators	All campus teachers
Principal	Teach Like A Champion: What to Do and Do it Again	R.I.S.E. Coordinators	Campus Principal
Other Campus Admin (Assistant Principals, Instructional Coaches)	Teach Like A Champion: What to Do and Do it Again	R.I.S.E. Coordinators	Assistant Principals, District RLA Content Specialist, District Math Content Specialist
Principal	Elements of Effective Instruction: HQIM and Board Configurations	R.I.S.E. Coordinators	Campus Principal
Teacher	Elements of Effective Instruction: HQIM and Board Configurations	R.I.S.E. Coordinators	All campus teachers
Other Campus Admin (Assistant Principals, Instructional Coaches)	Elements of Effective Instruction: HQIM and Board Configurations	R.I.S.E. Coordinators	Assistant Principals, District RLA Content Specialist, District Math Content Specialist

Role	Training/PD Description	Delivered By	Attended By
Principal	Elements of Effective Instruction: Get Better Faster and Exit Tickets	R.I.S.E. Coordinators	Campus Principal
Teacher	Elements of Effective Instruction: Get Better Faster and Exit Tickets	R.I.S.E. Coordinators	All campus teachers
Other Campus Admin (Assistant Principals, Instructional Coaches)	Elements of Effective Instruction: Get Better Faster and Exit Tickets	R.I.S.E. Coordinators	Assistant Principals, District RLA Content Specialist, District Math Content Specialist
Principal	Elements of Effective PLCs: Train on Planning - Intellectual Preparedness, and Learning - Resource Exploration, Knowledge Sharing, and Demonstrations.	R.I.S.E. Coordinators and senior leadership	Campus Principal
Other Campus Admin (Assistant Principals, Instructional Coaches)	Elements of Effective PLCs: Train on Planning - Intellectual Preparedness, and Learning - Resource Exploration, Knowledge Sharing, and Demonstrations.	R.I.S.E. Coordinators and senior leadership	Assistant Principals, District RLA Content Specialist, District Math Content Specialist
Teacher	Elements of Effective PLCs: Train on Planning - Intellectual Preparedness, and Learning - Resource Exploration, Knowledge Sharing, and Demonstrations.	R.I.S.E. Coordinators and senior leadership	Campus Content Lead Teachers
Principal	Elements of Effective PLCs: Practice(lesson internalization), and Explicit Relevance.	R.I.S.E. Coordinators	Campus Principal
Teacher	Elements of Effective PLCs: Practice(lesson internalization), and Explicit Relevance.	R.I.S.E. Coordinators	All campus teachers
Other Campus Admin (Assistant Principals, Instructional Coaches)	Elements of Effective PLCs: Practice(lesson internalization), and Explicit Relevance.	R.I.S.E. Coordinators	Assistant Principals, District RLA Content Specialist, District Math Content Specialist

Role	Training/PD Description	Delivered By	Attended By
Principal	Elements of Effective PLCs: Setting Wildly Important Goals (WIGS), Data-driven Action Planning, and Student Work Analysis.	R.I.S.E. Coordinators	Campus Principal
Teacher	Elements of Effective PLCs: Setting Wildly Important Goals (WIGS), Data-driven Action Planning, and Student Work Analysis.	R.I.S.E. Coordinators	All campus teachers
Other Campus Admin (Assistant Principals, Instructional Coaches)	Elements of Effective PLCs: Setting Wildly Important Goals (WIGS), Data-driven Action Planning, and Student Work Analysis.	R.I.S.E. Coordinators	Assistant Principals, District RLA Content Specialist, District Math Content Specialist
Principal	R.I.S.E. Coaching Protocols	R.I.S.E. Coordinators	Campus Principal
Other Campus Admin (Assistant Principals, Instructional Coaches)	R.I.S.E. Coaching Protocols	R.I.S.E. Coordinators	Assistant Principals

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

Embedded into the training for each professional development offering is a monitoring and feedback component. Walkthrough protocols are used to monitor implementation of the Teach Like A Champion, Elements of Effective Instruction, and Elements of effective PLCs activities to ensure that they are all implemented with fidelity. Using the Sibme K-12 Instructional Coaching Platform, campus administrators provide immediate feedback regarding implementation of TLAC and Effective Elements of Instruction training to support implementation with fidelity in each campus classroom. Ineffective teachers and teachers new to their role are supported with frequent observations with constructive feedback and follow up from the R.I.S.E. Coordinators, the campus principal, and the campus assistant principals.

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?

Sibme K-12 Instructional Coaching Platform. This platform provides the ability to provide immediate feedback, as well as the option to video the lesson and provide it to the teacher.

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

Other

Please describe the observation frequency:

Weekly, with teachers with fewer than two years experience and ineffective teachers more than once per week.

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

The Special Services Department assigned Coordinators and Specialists to specifically support Freeport Intermediate School by conducting classroom walkthroughs, coaching special education teachers, and student level monitoring meetings with special education teachers.

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?

Teachers and administrators will be trained in the Elements of Effective Instruction by the end of September, 2026.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Administrators; R.I.S.E. Coordinators; District STAAR-Tested Subject Content Coordinators; Senior-level R.I.S.E. Administrators

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

Calendar invites; Sign-in Sheets; Presentations

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

Google Drive for the collection of artifacts

Milestone 2

Description – What specific action or deliverable will be completed?

Implementation of Elements of Effective Instruction training will be monitored from October 2026 through April 2027

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Administrators; R.I.S.E. Coordinators; District STAAR-Tested Subject Content Coordinators; Senior-level R.I.S.E. Administrators

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

R.I.S.E. Walkthrough forms; R.I.S.E. walkthrough logs; Notes from coaching conversations (redacted); Student work samples showing growth; CBA Results; STAAR/STAAR Alt 2 results; State Accountability Results

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

Google Drive; Campus created tracking tools; Sibme K-12 Instructional Coaching and Evidence Platform; TPRS on the TEA Website; District-level shared CBA and Mock STAAR results; Eduphoria: Aware

Milestone 3

Description – What specific action or deliverable will be completed?

Teachers and administrators will be trained in Teach Like a Champion by the end of November 2026.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Administrators; R.I.S.E. Coordinators; District STAAR-Tested Subject Content Coordinators; Senior-level R.I.S.E. Administrators

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

Calendar invites; Sign-in Sheets; Presentations

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

Google Drive for the collection of artifacts

Milestone 4

Description – What specific action or deliverable will be completed?

Implementation of TLAC will be monitored from November 2026 through May of 2027.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Administrators; R.I.S.E. Coordinators; District STAAR-Tested Subject Content Coordinators; Senior-level R.I.S.E. Administrators

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

R.I.S.E. Walkthrough forms; R.I.S.E. walkthrough logs; Notes from coaching conversations (redacted); Student work samples showing growth; CBA Results; STAAR/STAAR Alt 2 results; State Accountability Results

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

Google Drive; Campus created tracking tools; Sibme K-12 Instructional Coaching and Evidence Platform; TPRS on the TEA Website; District-level shared CBA and Mock STAAR results; Eduphoria: Aware

Milestone 5

Description – What specific action or deliverable will be completed?

The campus Principal and Campus Improvement Team will be trained in the Elements of an Effective PLC by the end of September 2026.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Administrators; R.I.S.E. Coordinators; District STAAR-Tested Subject Content Coordinators; Senior-level R.I.S.E. Administrators

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

Calendar invites; Sign-in Sheets; Presentations

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

Google Drive for the collection of artifacts

Milestone 6

Description – What specific action or deliverable will be completed?

The campus Principal and R.I.S.E. Coordinator will monitor weekly PLCs for evidence that the Elements of an Effective PLC are being implemented at a fidelity level of 90% or above from September 2026 through May 2027.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Administrators; R.I.S.E. Coordinators; District STAAR-Tested Subject Content Coordinators; Senior-level R.I.S.E. Administrators

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

PLC Agendas; PLC minutes or notes; PLC Walkthrough notes; Evidence that instruction prioritized essential standards at the appropriate rigor level; Evidence of aligned assessments; Evidence of tiered interventions, including the assignment of students to interventions and tutorials; CBA results; Screener results; STAAR/STAAR Alt 2 results; 2027 State Accountability results

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

Google Drive; Campus created tracking tools; Sibme K-12 Instructional Coaching and Evidence Platform; TPRS on the TEA Website; District-level shared CBA and Mock STAAR results; Eduphoria: Aware

Milestone 7

Description – What specific action or deliverable will be completed?

The campus Principal and Assistant Principal will be trained in the R.I.S.E. Coaching Protocols by the end of September 2026.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

R.I.S.E. Coordinators Certificates or sign-in sheets from training sessions;

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

Presentations; Certificates or sign-in sheets from training sessions; R.I.S.E. Coordinators training notes; Calendar showing training dates and times

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

Google Drive for the collection of artifacts

Milestone 8

Description – What specific action or deliverable will be completed?

R.I.S.E. Coordinators will support and monitor campus leadership implementation of the R.I.S.E. protocols from October 2026 through April 2027

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

R.I.S.E. Coordinators

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

The Coaching Protocols process; The Coaching walkthroughs tool; Calendar invites of walkthroughs that include a campus administrator and a R.I.S.E. Coordinator; Redacted calendar invites of coaching conversations; Evidence of action items required; Evidence of follow up monitoring; R.I.S.E. Coordinators and senior R.I.S.E. administrator written feedback; Evidence of teacher improvement; Walkthrough data; Redacted notes; CBA results by teacher; STAAR/STAAR Alt 2 results by teacher

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

Google Drive; Campus created tracking tools; Sibme K-12 Instructional Coaching and Evidence Platform; TPRS on the TEA Website; District-level shared CBA and Mock STAAR results; Eduphoria: Aware

Performance Management

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

Campus leadership will include as a standing agenda item the review of student progress and plan implementation progress.
Campus Administrators will conduct weekly walkthroughs of core content teachers, and participate in designated PLCs, where they will monitor the implementation of the Elements of and Effective PLC.
The DCSI will participate in all activities involving the Region 4 Senior Leadership monitoring visits, and participate in all debriefs.
The Deputy Superintendent of Teaching and Learning will engage in periodic walkthroughs to monitor the implementation of tier 1 instructional priorities, particularly those aligned with TLAC and the Elements of Effective Instruction.
The District Content Coordinators will conduct periodic classroom walkthroughs to monitor the implementation of the district's content area curriculum, particularly in mathematics and RLA.
The District RLA and Math Content Specialists will participate in the weekly PLCs and support the implementation of the Elements of Effective PLCs protocols.

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

The DCSI and the Campus Principal, with the support of the Deputy Superintendent of Administrative Services.

How frequently will progress toward milestones be reviewed?

Other

Please describe the review frequency:

At a minimum monthly, but also when the R.I.S.E. senior leadership conducts monitoring visits.

How will milestone progress data be collected?

In Google Folders in Google Drive that are shared with the DCSI and the Region 4 SI moitor.

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

Through quarterly reports to the Superintendent and his Cabinet, and through quarterly reports to the Board through their weekly update.

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	72
Meets Grade Level	44
Masters Grade Level	18

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

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	64
Meets Grade Level	35
Masters Grade Level	9

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

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	68
Meets Grade Level	40
Masters Grade Level	13

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

No

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

8

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

No

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

3

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

No

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?

8

Additional Info

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

In addition to the overall targets set for the campus this year, Freeport Intermediate School is also addressing the performance of the following groups to ensure that when the campus meets exit criteria for CSI, they will also meet the exit criteria for TSI.

FIS will increase the percentage of African American ELAR students achieving Meets Grade Level or above from 17% to 27%, and 2 or More Races ELAR students from 33% to 43%.

FIS will increase the percentage of Hispanic math students from 25% to 35%, White math students from 19% to 29%, and 2 or more math students from 12% to 22%.

FIS student growth will improve from 48% to 70% in grades 6 & 7 RLA Growth.

FIS student growth will improve from 36% to 68% in grades 6 & 7 Math Growth

75% of all students will meet or exceed expected closing the gap growth targets.

Upload additional documents (optional):

—