Conroe Independent School District

Anderson 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.

No

Please upload artifacts demonstrating a robust observation and feedback system.

26.27 Walkthroughs and TTESS Tracker.pdf
Curriculum Bursts Protocol.docx.pdf
LIFT Math Classroom Observation Tool.pdf
LIFT RLA Classroom Observation Tool.pdf
2025-26_Appraisal_Calendar.pdf

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)

—

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?

LIFT

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

Region 6, UnTapped Genius

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

2

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.

Anderson Elementary will implement its improvement strategy primarily through existing district, campus, state, federal, and available LIFT-supported resources. Resources will support the implementation of high-quality instructional materials (HQIM), professional learning, PLC development, observation and feedback, instructional coaching, intervention, assessment and progress-monitoring systems, and protected staff time for collaborative planning and data analysis.
The campus will prioritize available funding and personnel to address the instructional and student-support needs identified through the ESF Diagnostic, LIFT Action Plan, and campus student performance data.

Materials/Staffing	Funding Source	Projected Cost
SAVVAS Materials	HQIM Entitlement	$55,481.00
Bluebonnet Materials	OER Entitlement	$23,536.00
LASO LIFT Cost per Campus	LASO	$19,887.50
Instructional Leads Funding	Title I	$79,581.00
Instructional Leads Funding	SCE	$146,140.00

District Staff needed to support the Targeted Improvement Plan:

Executive Director of School Improvement, Accountability, & Assessment (DCSI): Within a Targeted Improvement Plan (TIP), the District Coordinator of School Improvement (DCSI) serves as the primary administrative link between the district and the campus, providing strategic oversight, guidance, and accountability. The DCSI collaborates directly with campus leadership to analyze data, diagnose root causes, monitor the implementation of targeted action steps, and ensure that the campus receives the necessary district resources, operational support, and professional capacity-building required to drive sustainable growth and meet state accountability standards.

Learning and Data Facilitator: Within a Targeted Improvement Plan (TIP), the Learning and Data Facilitator supports the campus by analyzing student performance metrics, managing data tracking systems, and helping educators interpret diagnostic assessments. This role collaborates with teachers and instructional leadership to disaggregate data, identify academic gaps, and monitor student progress, ensuring that targeted instructional interventions and action steps are guided by accurate, up-to-date evidence.

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 unavailable, Conroe ISD and Anderson Elementary will continue implementing the improvement strategy using existing district and campus resources, including Title I, SCE, state, and local funds. District curriculum coordinators, instructional leads, and campus administrators will continue supporting PLCs, instructional coaching, observation and feedback cycles, and targeted interventions. The district will prioritize resources and adjust support as needed to ensure consistent implementation of the improvement plan and continued student growth.

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

Conroe ISD and Anderson Elementary will prioritize staffing and resources based on student needs, academic performance, and classroom observation data. Effective teachers and instructional support personnel will be strategically assigned to support students with the greatest academic needs. The district has expanded its school improvement team to provide additional coaching, professional development, and instructional support. Campus instructional leads, intervention staff, and district curriculum coordinators will provide targeted support to strengthen Tier 1 instruction, interventions, and student growth. Resources will be continuously adjusted based on student data and progress toward improvement goals.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Other

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?

400

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?

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)
Other	NWEA MAP Growth	District	BOY/MOY/ EOY	Use as a universal screening, use to build intervention groups, use to measure student growth and to pace curriculum.
Other	K-4 Math SAVVAS Topic/ Cummulative Assessments	Campus	Bi-Monthly	K-4 Math SAVVAS Topic/Cummulative Assessments results will be used to monitor mastery of taught TEKS, identify misconceptions, and guide timely instructional adjustments. Teachers will analyze results during PLCs to plan reteaching, targeted small-group instruction, intervention, and enrichment. Follow-up checks will determine whether these supports improved student understanding. Students will use the results to update their data trackers, reflect on progress, and identify next steps toward their learning goals.
Other	K-4 RLA Bluebonnet Unit Assessments	District	Monthly	K-4 RLA Bluebonnet ELA Unit Assessment results will be used to monitor mastery of taught reading and writing TEKS, identify misconceptions, and guide timely instructional adjustments. Teachers will analyze results and student responses during PLCs to plan reteaching, targeted small-group instruction, intervention, and enrichment. Follow-up checks will determine whether these supports improved student understanding. Students will use the results to update their data trackers, reflect on progress, and identify next steps toward their literacy goals.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	MAP Reading Fluency — reading diagnostic	District	BOY/MOY/EOY	Identify reading fluency and foundational reading needs, guide targeted small-group instruction and intervention, and monitor students' responses to support. Results will inform literacy goals and track student progress.
Other	Summit K–12 assessments — language progress monitoring	District	BOY/MOY/EOY	Identify English language development needs and monitor progress. Results will guide language supports, targeted practice, and instructional adjustments, and will be reviewed alongside classroom performance and TELPAS results.
Other	Formative Assessments	Campus	Daily	The purpose of these daily assessments that include exit tickets and observations is to provide teachers with immediate student performance data to inform their instruction with small pieces of student feedback immediately. Teachers use this real-time data to determine whether to reteach, provide intervention or enrichment, adjust instructional strategies, and respond to individual student needs.

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

Anderson Elementary will implement a systematic process for tracking, monitoring, and responding to student academic growth throughout the school year. Student progress will be monitored using NWEA MAP BOY, MOY, and EOY assessments, curriculum assessments, formative assessments, and STAAR data. Campus and district data dashboards, along with student growth trackers, will be used to monitor individual student progress, classroom performance, grade-level trends, and student groups, including Emergent Bilingual students and students receiving special education services.

During weekly PLC meetings, teachers and instructional leaders will analyze student performance data, identify students who are not demonstrating expected growth, and determine appropriate instructional adjustments. Teachers will use student growth trackers to establish individual goals, monitor progress, and help students take ownership of their learning.

Intervention and differentiated instruction (DI) will be planned based on identified student needs. Teachers and intervention staff will document student groups, targeted skills, instructional strategies, frequency of intervention, and progress-monitoring results. Student groups and interventions will be adjusted based on evidence of student learning.

Assistant Principals will lead the implementation and monitoring process in collaboration with Instructional Leads and grade-level teams. They will review student growth trackers, PLC documentation, intervention records, and data dashboards to verify consistent implementation and evaluate the effectiveness of instructional supports. Progress and implementation concerns will be discussed during CORE Team meetings, with action steps and follow-up responsibilities documented.

Student growth will also be celebrated through campus recognition initiatives, including Student Growth Track celebrations and incentive opportunities aligned with established growth criteria. The campus leadership team will continuously evaluate the effectiveness of these systems and make adjustments to ensure all students are making measurable academic progress.

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

Anderson Elementary will implement a structured, data-driven intervention system to support students performing below grade level and students in special populations, including Emergent Bilingual (EB) students, students receiving Special Education services, students with Section 504 plans, and students identified through the MTSS/RtI process.

Students will be identified for additional academic support through NWEA MAP BOY, MOY, and EOY assessments, district and curriculum assessments, formative assessments, STAAR

results, teacher observations, and classroom performance. Teachers and instructional leaders will analyze this information during weekly PLC meetings to identify specific learning gaps, prioritize essential TEKS, and determine appropriate instructional interventions.

Tier 1 Instruction and Differentiation: All students will receive high-quality, grade-level instruction aligned with Bluebonnet Learning for Reading Language Arts and SAVVAS for Mathematics. Teachers will use differentiated instruction, explicit modeling, scaffolding, small-group instruction, and frequent checks for understanding to address individual learning needs while maintaining grade-level expectations. Instructional Leads and administrators will support teachers through lesson internalization, coaching, classroom observations, and actionable feedback.

Targeted Interventions: Students requiring additional support will receive targeted small-group instruction during designated intervention and enrichment time. Anderson will implement a coordinated push-in intervention model using classroom teachers, instructional staff, and paraprofessionals to provide additional instructional support. When appropriate and based on student needs, small-group instruction may also occur in a separate instructional space while maintaining classroom instructional support. Intervention groups will be flexible and adjusted based on student performance and progress-monitoring data.

Support for Special Populations: Emergent Bilingual students will receive targeted language development support, including academic vocabulary instruction, structured opportunities for speaking, listening, reading, and writing, and appropriate linguistic accommodations. TELPAS data, language proficiency levels, and classroom performance will guide instructional planning and progress monitoring. Students receiving Special Education services will receive specially designed instruction (SDI), accommodations, and services aligned with their Individualized Education Programs (IEPs). General education and Special Education teachers will collaborate to ensure students have access to grade-level instruction while addressing individualized learning needs. Students with Section 504 plans will receive their required accommodations and supports. Intervention planning will also consider students with multiple areas of need to ensure services are coordinated.

Intervention Planning and Documentation: Teachers and intervention staff will maintain documentation identifying students receiving interventions, targeted skills or TEKS, instructional strategies, intervention frequency, and student progress. Teachers will use student performance data to determine whether interventions should continue, be adjusted, intensified, or discontinued. Students who do not demonstrate sufficient progress will be reviewed through the MTSS/RtI process to determine additional instructional supports.

Monitoring and Accountability: Assistant Principals will lead the monitoring of intervention implementation in collaboration with Instructional Leads, Special Education staff, and grade-level teams. Weekly PLC meetings will include the analysis of student learning and intervention effectiveness. Campus leadership will review intervention schedules, instructional planning,

documentation, student growth trackers, and assessment data to ensure interventions are implemented consistently and aligned with identified student needs.

The CORE Team will review campuswide intervention implementation and student growth data monthly to identify trends, address barriers, and establish action steps for improvement. Administrators and Instructional Leads will provide coaching and support when adjustments are needed.

The overall goal is to ensure that students receive timely, targeted, and consistent academic support, that instructional decisions are based on evidence of student learning, and that all students, including those in special populations, demonstrate measurable academic growth.

Will the campus implement a PLC structure?

Yes

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

Organized by grade level and content area

How frequently will PLCs occur?

Weekly

Who will facilitate PLCs?

Administration and Campus Leads

Who is required to attend PLCs?

All teachers and special education teachers

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

Anderson Elementary uses a structured, collaborative Professional Learning Community (PLC) protocol focused on strengthening Tier 1 instruction, promoting teacher leadership, and improving student outcomes. PLCs are facilitated by campus Instructional Leads in collaboration with grade-level Team Leaders and follow a common agenda that includes team norms, celebrations, curriculum and lesson internalization, student data analysis, and differentiated instruction and intervention planning.

During data-focused PLCs, teachers use the Anderson Data Meeting Protocol to analyze assessment results, review grade-level and individual classroom performance, identify high-leverage TEKS, and examine student errors and misconceptions. Teachers bring student work and assessment evidence to support discussions and collaboratively determine instructional adjustments, targeted reteaching strategies, and intervention groups. Through lesson and unit internalization, Student Work Analysis Protocols (SWAP), and collaborative planning, teachers share effective instructional practices, anticipate student misconceptions, and strengthen the delivery of grade-level instruction.

Teacher voice is an essential part of Anderson's PLC process. Teachers are active participants in instructional decisions and are encouraged to share their expertise, classroom experiences, concerns, and recommendations. PLCs provide opportunities for teachers to lead discussions, present successful instructional strategies, identify instructional challenges, and collaborate on solutions. Grade-level Team Leaders serve as a connection between teachers and campus leadership, helping ensure that teacher feedback and recommendations are heard and considered when making instructional decisions.

Assistant Principals and Instructional Leads intentionally seek teacher input during PLCs, coaching conversations, and team meetings. This feedback helps identify professional development needs, improve instructional supports, strengthen intervention planning, and address barriers to implementation. Campus leadership will follow up on recommendations, communicate decisions, and provide opportunities for teachers to take greater leadership roles in PLC facilitation, instructional planning, and sharing effective practices across grade levels.

PLC discussions result in clear instructional action steps, intervention plans, and identified responsibilities for implementation and follow-up. Campus administrators and Instructional Leads monitor implementation through classroom observations, coaching, student work analysis, and student progress data. Findings are brought back to PLCs to evaluate the effectiveness of instructional adjustments and determine next steps.

Through this continuous cycle of collaboration, implementation, monitoring, and reflection, Anderson is building a culture of shared responsibility where teacher voice is valued, teacher leadership is developed, and instructional decisions are driven by evidence of student learning.

Upload PLC agenda (optional):

1st PLC Meeting Agenda.pdf
2nd PLC Meeting Agenda.pdf
Kinder PLC Meeting Agenda.pdf
4th PLC Meeting Agenda.pdf
3rd PLC Meeting Agenda.pdf
2nd TEACHER Data Meeting Protocol.pdf
1st TEACHER Data Meeting Protocol.pdf
1st Data Meeting Protocol.pdf
2nd Data Meeting Protocol.pdf
3rd TEACHER Data Meeting Protocol.pdf
Kinder TEACHER Data Meeting Protocol.pdf
4th TEACHER Data Meeting Protocol.pdf
4th Data Meeting Protocol.pdf
Kinder Data Meeting Protocol.pdf
3rd Data Meeting Protocol.pdf
Anderson 2nd Grade Math Longitudinal TEKS - Google Sheets.pdf
Student Learning Standard Breakdown - Anderson 2026-27 - Google Sheets.pdf
ANDERSON 2026 TELPAS Data - Google Sheets.pdf
2026-27 Longitudinal Data Dashboard - Anderson EL MATH Grade 3 - Google Sheets.pdf
Anderson 4th Grade Math Longitudinal TEKS - Google Sheets.pdf
2026-27 Longitudinal Data Dashboard - Anderson EL MATH Grade 4 - Google Sheets.pdf
Anderson 3rd Grade Math Longitudinal TEKS - Google Sheets.pdf
2026-27 Longitudinal Data Dashboard - Anderson EL RLA Grade 4 - Google Sheets.pdf
2026-27 Longitudinal Data Dashboard - Anderson EL MATH Grade 1 - Google Sheets.pdf
2026-27 Longitudinal Data Dashboard - Anderson EL RLA Grade 3 - Google Sheets.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
Other Campus Admin (Assistant Principals, Instructional Coaches)	LIFT observation and feedback protocols, leadership calibration, instructional coaching, PLC monitoring, and performance management	District School Improvement Team, Untapped Genius	Principal, assistant principals, instructional leads
Teacher	Bluebonnet Learning and Savvas implementation, TEKS alignment, lesson and unit internalization, and lesson rehearsal	District Curriculum & Instruction Coordinators, Instructional Leads	Classroom teachers, special education teachers, bilingual teachers
Teacher	Student Work Analysis Protocol, Anderson Data Meeting Protocol, assessment analysis, high-leverage TEKS, and intervention planning	Campus Instructional Leads, District Curriculum Coordinators, Untapped Genius	Grade-level teachers, special populations teachers, campus administrators
Teacher	Modeling, co-planning, classroom observation, actionable feedback, coaching cycles, classroom management, and student engagement	Campus Administrators, Instructional Leads, District Support Staff, Untapped Genius	Teachers receiving differentiated support, novice teachers, instructional staff
Teacher	Specially designed instruction, IEP implementation, accommodations, intervention fidelity, progress monitoring, and Tier 1–3 supports	Campus Special Education Team, Behavior Coach, Campus Administration	General education teachers, special education teachers, paraprofessionals.

Role	Training/PD Description	Delivered By	Attended By
Teacher	ELPS implementation, academic vocabulary, language objectives, instructional scaffolds, and TELPAS monitoring in listening, speaking, reading, and writing	District Bilingual/ESL Staff, Campus Instructional Leads, Campus Administration	Bilingual teachers, general education teachers, instructional leads, administrators
Teacher	CHAMPS, proactive behavior supports, classroom routines, de-escalation strategies, and implementation of behavior intervention plans	Campus Behavior Coach and Counselors	All campus staff
Principal	The principal attends monthly principal meetings focused on professional development and strengthening campus leadership practices. These meetings emphasize the Define. Model. Manage. framework and the importance of Leading from Our Strengths to enhance leadership effectiveness, build capacity, and support continuous campus improvement. Through collaboration, reflection, and ongoing professional learning, the principal applies these strategies to strengthen instructional leadership, support staff development, and promote positive student outcomes.	District Cabinet and/or District Designees	Principal
Principal	Fall & Spring Feeder Data Dives: designed for campus principals and administrative leaders, this training provides a comprehensive review of district progress and data-driven planning frameworks for the 2026–2027 school year. Participants will analyze key performance indicators and construct targeted action plans across six operational areas: NWEA MAP Growth analytics, CCMR target tracking, Attendance performance, Domain 3 accountability goal-setting, Teacher Incentive Allotment (TIA) implementation, and Emergent Bilingual progress (TELPAS).	School Improvement Department	Campus Principal and Designated Team

Role	Training/PD Description	Delivered By	Attended By
Principal	LASO Lift Observation and Feedback Training September 23rd Principal Training: introduce the RLA Classroom Observation Tool; engage leaders in leader preparation, use of the tool, and team-wide calibration. Establish the tool as a shared language and lens for UG and campus leaders as they examine Bluebonnet implementation together. October 28th Principal Training: Observation & Feedback High-Leverage Action Steps, introducing high-leverage, bite-sized action-step identification and aligned feedback. Spring Principal Training: Coaching Conversations & Follow-Through (February). Extend leaders' work with evidence and action steps into the coaching conversation. Practice preparing for and facilitating focused coaching conversations, establishing a clear follow-up look-for, and connecting follow-up to the action step previously identified.	Untapped Genius-LASO Lift Provider	Principal

Role	Training/PD Description	Delivered By	Attended By
Other Campus Admin (Assistant Principals, Instructional Coaches)	LASO Lift PLC Facilitation Training Literacy Lead Training: LIFT PLC Facilitation (November), customized around needs identified through August–October observations. Strengthen facilitator questioning, misconception anticipation, CFU planning, supports for diverse learners, and facilitation of deeper activity study. Literacy Lead / PLC Facilitator Training: High-Leverage Student Work Analysis. (February) Develop facilitator fluency in selecting a high-leverage task, establishing success criteria, analyzing and sorting student work from a common lens, identifying patterns and misconceptions, and facilitating teams toward specific instructional responses. UG coaches support application within campus PLCs.	Untapped Genius-LASO Lift Provider	Literacy Lead

Role	Training/PD Description	Delivered By	Attended By
Principal	TELPAS Monitoring Plan and ELPS Training ELPS & Instructional Strategies: Explore the new English Language Proficiency Standards (ELPS), learn actionable instructional strategies, and identify available supports to improve campus TELPAS performance. Question Analysis & Priorities: Examine sample TELPAS assessment items across Listening, Speaking, Reading, and Writing to establish campus instructional priorities. Data-Driven Action Planning: Analyze campus-level TELPAS data to identify performance trends, prioritize instructional next steps, and create targeted student action plans. Implementation & Monitoring: Learn how to leverage Summit K12 and conduct effective classroom walkthroughs to monitor implementation and support language acquisition. District Support Alignment: Review the District TELPAS Strategic Support Plan to align campus initiatives with central office resources.	Director of Bilingual and ESL	Principal
Principal	Special Education Performance & Instructional Supports Audit In this targeted work session, campus teams will conduct a comprehensive audit of current Special Education student performance data aligned with state accountability and Domain 3 expectations. Participants will analyze student-level academic outcomes in direct relation to their IEP-designated testing accommodations, classroom supports, and instructional settings. Through this data-driven review, leadership teams will identify service gaps, evaluate the effectiveness of current accommodations, and refine instructional placement and support plans to maximize student growth.	Sped Coordinator and Facilitator	Principal and Sped Lead

Role	Training/PD Description	Delivered By	Attended By
Principal Manager	Education Resource Group (ERG) Series of trainings with Superintendent, Principal Managers and District staff to work through ERG Resources for District and Campus Analyst. ERG Performance Matrix Compare performance your with peers to determine the effectiveness of district initiatives, programs and strategies. The Performance Matrix allows you to identify high performers in all areas of academics, spending, and staffing among all districts and campuses. Performance Profile The time school leaders spend on annual improvement planning is significant. Administrators can evaluate performance trends using the longitudinal analysis to quickly identify priority areas for improvement and monitor progress of strategies year to year.	Education Resource Group	Superintendent, Principal Managers, and District Staff

Role	Training/PD Description	Delivered By	Attended By
Principal	The Campus Data Dives series offers year-long, collaborative planning sessions for campus leadership teams to analyze student metrics and adjust instructional strategies in real time. September — Fall MAP Data: Analyze baseline RIT scores, achievement percentiles, and projected proficiency to establish yearly growth targets and identify high-need student groups. December — Curriculum-Based Assessments: Evaluate TEKS mastery, monitor curriculum alignment, and refine instructional pacing before the end of the semester. February — Winter MAP Data: Measure mid-year academic progress, assess growth percentiles against projections, and adjust targeted interventions. March — Curriculum-Based Assessments: Conduct a final spring readiness review to finalize Domain 3 target groups and align high-yield STAAR review strategies.	Executive Director of School Improvement, Accountability, and Assessment and Learning and Data Facilitator	Principal and Campus Leadership Team

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

Anderson Elementary will provide differentiated professional development, coaching, and ongoing support based on teachers' and leaders' experience, demonstrated effectiveness, and individual professional growth needs. Support will be determined through classroom observations, T-TESS data, student performance, coaching conversations, PLC participation, and feedback from teachers and campus leadership.

Novice Teachers and Texas Mentorship Program: Anderson is participating in the Texas Mentorship Program to provide structured support for teachers with less than two years of experience. Novice teachers are paired with experienced mentors who provide guidance in instructional planning, classroom management, curriculum implementation, student engagement, and professional responsibilities. The program includes regular mentor-mentee meetings, coaching, classroom observations, learning walks, and structured professional learning topics aligned with beginning teachers' needs. Mentors support novice teachers in implementing Bluebonnet Learning and SAVVAS, internalizing lessons, analyzing student work,

and responding to student learning needs. Mentor and mentee feedback will be used to identify additional needs and adjust support throughout the year.

Differentiated Support for Teachers: Teachers identified as needing additional instructional support will receive individualized coaching and targeted professional development based on specific areas for growth. Assistant Principals and Instructional Leads will provide modeling, lesson rehearsals, collaborative planning, classroom observations, and actionable feedback. Focused coaching cycles will include clearly identified instructional goals, implementation expectations, and follow-up observations to monitor progress. Support will prioritize effective Tier 1 instruction, classroom management, student engagement, checks for understanding, differentiated instruction, and targeted interventions. Teachers demonstrating effective instructional practices will have opportunities to share strategies, facilitate PLC discussions, and support professional learning across grade levels.

LIFT and Differentiated Leadership Development: Anderson is participating in the LIFT initiative to strengthen instructional leadership and improve the implementation of high-quality Tier 1 instruction. Assistant Principals, Instructional Leads, and Team Leaders will receive differentiated leadership development through LIFT, district professional learning, Region 6 support, and coaching from Untapped Genius. Through the campus LIFT Action Plan, leaders will strengthen their ability to facilitate effective PLCs, support curriculum and lesson internalization, lead student work analysis, provide actionable instructional feedback, and monitor instructional implementation. Leaders will participate in collaborative planning, coaching, classroom observations, and implementation reviews. Professional learning and leadership responsibilities will be differentiated based on individual experience, strengths, and identified growth areas. Leaders requiring additional support will receive targeted coaching, modeling, and follow-up from the principal and district support personnel.

Monitoring and Evaluation: Campus leadership will monitor the effectiveness of mentorship, professional development, coaching, and LIFT implementation through classroom walkthroughs, T-TESS observations, coaching documentation, PLC evidence, teacher and mentor feedback, and student achievement and growth data. The principal and Assistant Principals will review implementation progress, identify areas requiring additional support, and adjust professional learning and coaching plans accordingly.

Through these differentiated systems, Anderson will strengthen teacher and leadership capacity, promote continuous professional growth, improve instructional consistency, and ensure that professional development leads to measurable improvements in student learning.

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?

Anderson Elementary will evaluate the implementation of professional development through the TEA Content Agnostic, Math, and RLA Classroom Observation Tools, along with the campus T-TESS walkthrough tracker, district Eduphoria observation forms, and LIFT observation and feedback protocols.

These tools will support consistent observations, instructional leadership calibration, and evidence-based coaching. Instructional look-fors will include effective classroom routines and management, lesson pacing, explicit modeling, academic language, rigorous grade-level questions and tasks, frequent student practice, student engagement, checks for understanding, active monitoring of student learning, and instructional adjustments based on student needs.

Content-specific observations will also focus on mathematical reasoning, conceptual understanding, and problem-solving in Math, as well as text-based comprehension, foundational reading skills, and evidence-based responses in RLA.

Campus administrators and instructional leads will use observation findings to provide actionable feedback, identify individual and campuswide professional development needs, and monitor implementation of coaching action steps. PLC artifacts, student work, and assessment data will provide additional evidence of instructional improvement.

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

Other

Please describe the observation frequency:

Observation/feedback frequency will be based on teacher needs/performance. Teachers requiring intensive support will receive at least weekly walkthroughs and actionable feedback. Teachers demonstrating effective practices will receive at least biweekly observations or feedback. Administrators and Instructional Leads will use the campus observation tracker to document visits, monitor growth, and ensure follow-up. Frequency will be adjusted based on instructional evidence and student performance.

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

Anderson Elementary will provide ongoing professional development and coaching focused on improving instruction and academic growth for students receiving special education services, emergent bilingual students, students with dyslexia, and students requiring additional academic or behavioral interventions.

For special education, training will emphasize IEP implementation, specially designed instruction (SDI), accommodations, inclusion practices, behavior intervention plans, and progress monitoring. Special education staff will collaborate with general education teachers during PLCs to ensure access to rigorous grade-level instruction and appropriate individualized supports.

For emergent bilingual students, teachers will receive support in implementing ELPS, academic vocabulary, structured language opportunities, and language acquisition strategies across all content areas. The campus will use TELPAS data and the district TELPAS monitoring plan to identify language development needs and monitor progress in listening, speaking, reading, and writing.

Teachers and administrators will also receive training in MTSS, differentiated intervention, data analysis, and proactive behavior management. Campus instructional leads, the behavior coach, special education staff, and district specialists will provide modeling, coaching, and implementation support.

Student progress will be monitored through MAP, curriculum-based assessments, TELPAS, IEP progress data, and campus intervention trackers. PLC and MTSS teams will review results, identify students requiring additional support, and adjust instructional strategies and interventions accordingly.

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?

Provide professional learning for Anderson's campus leadership team and instructional leads on the LIFT observation and feedback protocol, TEA classroom observation tools, calibration, actionable coaching, HQIM implementation, lesson and unit internalization, SWAP, and lesson rehearsal. Training will establish consistent instructional expectations and leadership practices.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

School Improvement Director, DCSI, Principal, Assistant Principals, Instructional Leads, District Curriculum and Instruction Leaders, Untapped Genius.

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

Training agendas, attendance records, TEA observation tools, calibration records, coaching practice artifacts, and documented leadership action steps.

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

Region 6 and Untapped Genius coaching, district training, TEA observation tools and companion guides, LIFT protocols, HQIM materials, and protected leadership collaboration time.

Milestone 2

Description – What specific action or deliverable will be completed?

Implement recurring instructional walkthroughs and feedback cycles alongside Anderson's established weekly grade-level PLCs. PLCs will use the campus agenda and Anderson Data Meeting Protocol to support curriculum internalization, assessment analysis, student work review, and differentiated instruction.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, Instructional Leads, Teachers, Untapped Genius.

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

PLC calendar and agendas, Anderson Data Meeting Protocol, walkthrough schedules, completed observation records, coaching feedback, teacher action steps, and PLC instructional products.

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

LIFT observation and feedback training, TEA observation tools, PLC protocols, instructional lead support, coaching trackers, and protected PLC time.

Milestone 3

Description – What specific action or deliverable will be completed?

Collaborate with district leadership to establish consistent observation expectations and evidence-collection procedures using the TEA Content Agnostic, Math, and RLA Observation Tools. Anderson will align its existing T-TESS walkthrough tracker with the LIFT observation and feedback system, including differentiated coaching frequency, actionable feedback, and follow-up monitoring.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

School Improvement Director, District Instructional Leadership Team, Principal, Assistant Principals, Untapped Genius, Human Resources Director.

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

Documented observation expectations, TEA observation instruments, Anderson walkthrough tracker, observation calendar, calibration records, and coaching action-step tracker.

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

District leadership guidance, TEA observation companion guides, Untapped Genius coaching, calibration training, and observation tracking systems.

Milestone 4

Description – What specific action or deliverable will be completed?

Align Anderson's existing PLC structure with district LIFT expectations for HQIM implementation, lesson and unit internalization, student work analysis, lesson rehearsal, and data-driven instructional planning. Establish common expectations for PLC agendas, instructional products, follow-up actions, and participation by special education and bilingual staff.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District Curriculum and Instruction Leaders, DCSI, Principal, Assistant Principals, Instructional Leads, Untapped Genius.

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

District PLC expectations, Anderson PLC schedule, PLC agenda templates, Anderson Data Meeting Protocol, internalization documents, SWAP artifacts, and PLC monitoring records.

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

District and Untapped Genius PLC training, Bluebonnet and Savvas materials, lesson and unit internalization protocols, SWAP resources, and instructional lead coaching.

Milestone 5

Description – What specific action or deliverable will be completed?

Conduct a beginning-of-year performance management review using MAP BOY results, curriculum-based assessments, student work, and classroom observation data. Identify priority TEKS, students requiring intervention, special population needs, and teachers requiring differentiated coaching. Develop documented action steps with assigned responsibilities and progress-monitoring timelines.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI, District Data and Curriculum Facilitators, Principal, Assistant Principals, Instructional Leads.

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

BOY MAP reports, assessment analysis, data meeting agendas, intervention groupings, student data trackers, teacher support tiers, and documented action steps.

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

District data facilitator support, MAP and Eduphoria access, Anderson Data Meeting Protocol, student performance dashboards, and protected data-analysis time.

Milestone 6

Description – What specific action or deliverable will be completed?

Implement differentiated classroom observation and coaching cycles using the TEA observation tools, LIFT protocols, and Anderson's walkthrough tracker. Provide evidence-based feedback and specific teacher action steps, with more frequent coaching for novice teachers and teachers requiring intensive instructional support. Monitor implementation through follow-up observations.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, Instructional Leads, District Support Staff, Untapped Genius.

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

Completed walkthrough records, observation frequency tracker, coaching notes, teacher action steps, follow-up observations, and instructional improvement trends.

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

TEA observation tools, LIFT coaching protocols, observation calibration, instructional modeling, and differentiated coaching support.

Milestone 7

Description – What specific action or deliverable will be completed?

Strengthen Anderson's weekly PLCs through consistent implementation of SWAP, lesson rehearsal, and lesson and unit internalization. Teachers will analyze student misconceptions, identify high-leverage TEKS, rehearse instructional strategies, and develop targeted reteaching and intervention plans. Special education and bilingual staff will collaborate to address accommodations, SDI, and language acquisition needs.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, Instructional Leads, Grade-Level Teachers, Special Education and Bilingual Staff.

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

PLC agendas, SWAP protocols, student work samples, lesson rehearsal records, lesson internalization documents, intervention plans, and student progress-monitoring data.

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

HQIM materials, district curriculum support, instructional lead modeling, SWAP and rehearsal protocols, and protected PLC time.

Milestone 8

Description – What specific action or deliverable will be completed?

Analyze classroom observation trends, coaching records, and student achievement data to identify campuswide professional development priorities and individual teacher support needs. Adjust teacher support tiers, coaching frequency, instructional modeling, and professional learning based on evidence of implementation and student growth.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, Human Resources Director, Instructional Leads, DCSI, District Support Staff, Untapped Genius.

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

Observation trend reports, teacher tiering tracker, coaching plans, professional development records, documented instructional action steps, and follow-up observation evidence.

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

TEA observation tools, Anderson walkthrough tracker, LIFT coaching system, student assessment dashboards, and district coaching support.

Milestone 9

Description – What specific action or deliverable will be completed?

Conduct a midyear performance management review using MAP MOY data, curriculum-based assessments, intervention progress, and classroom observation trends. Analyze student growth by grade level, teacher, and student group, including special education and emergent bilingual students. Identify gaps in instruction and adjust interventions, coaching priorities, and professional development.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI, District Data and Curriculum Facilitators, Principal, Assistant Principals, Instructional Leads.

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

MOY MAP reports, assessment data presentations, student growth trackers, intervention adjustments, observation trend summaries, updated coaching plans, and documented action steps.

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

District data-analysis support, MAP and Eduphoria reports, student and intervention trackers, TELPAS monitoring data as available, and leadership collaboration time.

Milestone 10

Description – What specific action or deliverable will be completed?

Evaluate the effectiveness of Anderson's PLC, observation and feedback, instructional coaching, and intervention systems. Review implementation evidence alongside student performance trends to determine which practices are improving Tier 1 instruction and student growth. Identify needed refinements for continued implementation.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

DCSI, School Improvement Director, Principal, Assistant Principals, Instructional Leads, District Instructional Leadership Team, Untapped Genius.

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

PLC monitoring reports, observation and coaching trends, student achievement and growth data, implementation review summaries, and documented improvement priorities.

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

LIFT implementation data, TEA observation tools, PLC artifacts, assessment dashboards, district improvement support, and leadership review meetings.

Milestone 11

Description – What specific action or deliverable will be completed?

Analyze end-of-year MAP, STAAR, TELPAS, intervention, and MTSS data alongside PLC and observation implementation evidence to evaluate Anderson's improvement progress. Develop a Year 2 sustainability plan that identifies effective instructional practices, remaining gaps, professional development priorities, staffing and resource needs, and specific actions to strengthen student outcomes.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

DCSI, School Improvement Director, Principal, Assistant Principals, Instructional Leads, District Instructional Leadership Team.

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

End-of-year data analysis, campus implementation review, MTSS and intervention reports, revised coaching and PLC expectations, Year 2 improvement priorities, and a documented sustainability plan.

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

District improvement and curriculum support, EOY assessment data, observation and coaching records, intervention trackers, LIFT implementation reports, and district resource planning.

Performance Management

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

Conroe ISD and Anderson Elementary will monitor implementation of the Targeted Improvement Plan through monthly reviews of the LIFT Action Plan, classroom observations, coaching cycles, PLC implementation, and student achievement data. Campus administrators and instructional leads will monitor daily implementation through walkthroughs, coaching conversations, PLC participation, and review of instructional artifacts.

The district School Improvement Team, in collaboration with Untapped Genius, will review implementation trends, identify areas requiring additional support, and establish action steps for improvement. Monitoring will focus on HQIM implementation, evidence of student learning, targeted interventions, and progress toward campus student outcome goals.

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

The District Coordinator of School Improvement (DCSI) will oversee milestone progress in collaboration with the Anderson Elementary principal, assistant principals, and instructional leads. The campus leadership team will review implementation evidence weekly, while the DCSI and district School Improvement Team will review progress with campus leaders biweekly. District leadership, including the superintendent or designee, will receive monthly progress updates to monitor implementation and determine additional support needs.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Formal milestone progress reviews will occur monthly, supported by weekly campus leadership monitoring and biweekly district and campus improvement meetings. Campus and district leaders will use data dashboards to monitor student achievement, instructional implementation, and progress toward improvement goals. Additional implementation reviews will occur at the December 2026, May 2027, and August 2027 checkpoints.

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

Milestone progress will be documented through the LIFT Action Plan and campus implementation trackers. Evidence will include TEA classroom observation results, Anderson's T-TESS walkthrough tracker, coaching action steps, PLC agendas, lesson and unit internalization protocols, student work analysis, assessment results, and intervention progress-monitoring data.

Campus leaders and instructional leads will collect and review evidence weekly. The DCSI and district School Improvement Team will analyze the information during biweekly meetings to identify progress, barriers, and next steps. Each milestone will include responsible parties, completion timelines, and supporting artifacts.

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	70
Meets Grade Level	42
Masters Grade Level	18

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

Performance Level	EOY Goal (%)
Approaches Grade Level	72
Meets Grade Level	50
Masters Grade Level	23

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

Performance Level	EOY Goal (%)
Approaches Grade Level	71
Meets Grade Level	46
Masters Grade Level	21

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

14

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?

14

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

3

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):

Problem-Solving Team Types.pdf
MTSS At a Glance - Conroe ISD _ 2026-27.pdf
Copy of Short-Term Student Supplementary Tier I Instruction Plan - TEMPLATE.pdf
Overarching Campus Strategic Instructional Plan - ELEM EXEMPLAR.pdf
Copy of Intervention Plan .pdf
Anderson Elementary 26-27 Stakeholder Input Survey - School Improvement - TIP - Google Forms.pdf
Cover Letter.pdf
Spanish - Anderson Elementary 26-27 Stakeholder Input Survey - School Improvement - TIP - Google Forms.pdf
Parent Meeting Flyer English.png
Parent Meeting Flyer Spanish.png
Parent Newsletter.png
Parent Newsletter - Spanish.png