



**FIS Targeted Improvement Plan**  
**2025-2026**  
**REVISED 2/25/2026**

	Question/Item	Response
<b>STUDENT OUTCOME GOALS</b>	What is the campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year?	Increase the percentage of ELAR students achieving Meets Grade Level or above from 37% to 48%.
	What is the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year?	Increase the percentage of Math students achieving Meets Grade Level or above from 30% to 39%.
	What is the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III?	The component points target for Domain III: Academic Achievement is 15, or 46.9%.
	What is the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III?	The component points target for Domain III: Academic Growth is 25, or 78.1%
	What is the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III?	The component points target for Domain III: ELP Status is 3, or 75.0%
	What Is the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III?	The component points target for Domain III: Student Success is 8, or 50.0%
	What is the Domain III Closing the Gaps performance target?	In 2025-2026, Freeport Intermediate School will improve the Domain III Closing the Gaps performance from 38 to 86
<b>School Improvement Strategy</b>	What is/are the school improvement strategy(ies) for the campus?	<ol style="list-style-type: none"> <li>1. FIS will implement a transformational Professional Learning Communities system that will address content and grade level specific needs, provide for closer monitoring of student performance, and provide singleton teachers with enhanced lesson planning and implementation support.</li> <li>2. FIS will create an Observation and Feedback Tool, along with observation and</li> </ol>



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		<p>feedback protocols and cycles, to ensure that each Freeport Intermediate School student is receiving high quality instruction everyday.</p> <p>3. FIS will work with the curriculum department to ensure that the first year of implementation of the board-approved High Quality Instructional Materials in Mathematics results in the improved performance of Freeport Intermediate School students in math.</p>
	<p>Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?</p>	<p>School Improvement Curriculum and Instruction Support Grant (application submitted 11/21/2025) (Freeport IS was not awarded the SI (SIG) grant)</p>
	<p>Please name any organizations you are currently working with to build capacity and support strategy implementation.</p>	<ul style="list-style-type: none"> <li>● N2Learning PLC Support</li> <li>● Big Rock Educational Services to support implementation of the SBOE Mathematics HQIM</li> <li>● Region 4 ESC - FLIPS Training</li> <li>● RBIS Training - ESC 4</li> <li>● District staff</li> <li>● Campus Staff</li> </ul>
	<p>What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?</p>	<ul style="list-style-type: none"> <li>● Mr. Danny Massey, Superintendent</li> <li>● Principal Manager, Mr. Jay Whitehead, Deputy Superintendent of Administrative Services and Secondary Schools</li> <li>● Mr. Brian Cole, Deputy Superintendent of Teaching and Learning</li> <li>● Mr. Ron Redden, Assistant Superintendent of Compliance and Data Quality/DCSI</li> <li>● Mrs. Lorin Furlow, Executive Director of Special Services</li> <li>● Mrs. Bridgette Percle, Executive Director of Curriculum, Instruction &amp; CTE</li> <li>● Mrs. Barbara Wells, English Language Arts Curriculum Coordinator</li> <li>● Mrs. Michelle Hernandez, Math Curriculum Coordinator</li> <li>● Mrs. Beau Watson, Science Coordinator</li> <li>● Mrs. Angela McCabe, Social Studies Curriculum Coordinator</li> </ul>



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<b>Curriculum &amp; Instruction</b>	Please select the adopted curriculum	District Created
	Is this the curriculum that will be implemented for the duration of the plan?	<ul style="list-style-type: none"> <li>● Yes, for English/Language Arts</li> <li>● No, for Mathematics</li> <li>● Yes, for Science</li> <li>● Yes, for Social Studies</li> </ul>
	What new curriculum will be adopted?	State Board of Education (SBOE) High Quality Instructional Materials (HQIM) in Mathematics
	When will the district adopt the new curriculum?	2026-2027
	How many instructional minutes per week are required/recommended for implementation of this curriculum?	225
	How many instructional minutes per week are in the master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?	260
	How many instructional days are included in the 2025-2026 calendar?	166
	Please describe the assessment plan for the impacted campus(es)	<ul style="list-style-type: none"> <li>● Curriculum-Based Assessments are used to evaluate student progress in mastering the district curriculum,</li> <li>● Mock STAAR exams are used to evaluate STAAR readiness,</li> <li>● Teacher Created Unit Assessments are used to evaluate content mastery</li> </ul>
	Will the campus(es) implement a PLC structure?	Yes. The campus will implement a consistent and high-functioning PLC structure focused on improving Tier I instruction, closing achievement gaps, and monitoring student progress.



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	<p>How will PLCs be organized (by grade level, content area, etc.)?</p>	<p>PLCs will be organized by <b>department</b>, with a structured focus on <b>one grade level at a time</b> to accommodate singleton teachers and ensure meaningful collaboration. Each department (Math, RLA, Science, Social Studies, etc.) will rotate its PLC emphasis weekly so that teachers can deeply analyze standards, student work, and instructional strategies for a single grade level rather than splitting attention across multiple preps.</p> <p>Additionally, the campus will hold <b>periodic grade-level PLC meetings</b> to support vertical alignment, examine cross-content student data trends, and strengthen campuswide intervention systems. These grade-level PLCs will focus on attendance, behavior, student performance by subgroup, and shared instructional priorities such as vocabulary, writing, and academic discourse.</p> <p>This hybrid structure — <b>department-based PLCs with rotating grade-level focus, plus scheduled grade-level PLCs</b> — ensures that:</p> <ul style="list-style-type: none"> <li>● Singleton teachers receive meaningful, targeted collaboration</li> <li>● Departments maintain content-specific depth</li> <li>● Grade-level teams maintain alignment around student needs</li> <li>● All instructional staff engage in data-driven decision making</li> <li>● Supports for special populations are integrated across both structures</li> </ul> <p>This organization maximizes collaboration, maintains instructional coherence, and ensures consistent progress monitoring for every grade level.</p>
	<p>How frequently will PLCs occur?</p>	<p>Every department will engage in two structured weekly PLC meetings that include data analysis, collaborative planning, student work review, and alignment to TEKS and HQIM.</p>
	<p>Who will facilitate PLCs?</p>	<ul style="list-style-type: none"> <li>● Departments PLCs will be led by the Department Chair supported by the content administrator/principal.</li> <li>● Grade Level PLCs will be led by the grade level administrator/principal.</li> </ul>
	<p>Who is required to attend PLCs?</p>	<p>To ensure fidelity, administrators and instructional leaders will participate in PLCs to provide coaching, maintain alignment with TEKS-based pacing guides, and reinforce</p>



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		<p>expectations around instructional alignment and student work analysis. Special population teachers (SPED, EL, Dyslexia, Interventionists) will participate to ensure integrated support for all learners.</p>
	<p>Please describe the PLC protocol to be used</p>	<p>PLCs will operate on a weekly cadence with a standardized protocol that includes:</p> <ol style="list-style-type: none"> <li>1. Review of student work and assessment data (CBAs, exit tickets, benchmarks, Star Ren, and MAP Growth)</li> <li>2. Planning for upcoming instruction aligned to TEKS and HQIM</li> <li>3. Identification of priority students for intervention and enrichment</li> <li>4. Analysis of instructional strategies based on the FIS Instructional Framework</li> <li>5. Collaborative development of common formative assessments</li> <li>6. Monitoring progress on SMART goals for content teams</li> </ol>
<p><b>Capacity Building</b></p>	<p>% of teachers on the campus who:</p> <ul style="list-style-type: none"> <li>● have more than 2 years experience</li> <li>● are certified</li> <li>● are TIA designated teachers</li> </ul>	<ul style="list-style-type: none"> <li>● 79.9% have 2 or more years experience</li> <li>● 90.7% are certified</li> <li>● 4.5% are TIA designated</li> </ul>
	<p>Please describe your planned training/PD sessions (and who delivers and attends) for:</p> <ul style="list-style-type: none"> <li>● Principal manager</li> <li>● Principal</li> <li>● Other campus admin (assistant principals, instructional coaches)</li> <li>● Teachers</li> </ul>	<p><b>Principal Manager</b></p> <ul style="list-style-type: none"> <li>● Solution Tree training High Impact Training - Solution Tree</li> <li>● Capturing Kids' Hearts - Flippen Group, LLC</li> <li>● Effective Schools Framework Training - Region 4 ESC</li> <li>● Strategic Staffing - Region 4 ESC</li> </ul> <p><b>Principal</b></p> <ul style="list-style-type: none"> <li>● Principal Network Meetings - District Departments (monthly meetings that include curriculum updates, model lessons, a book study, and special education updates),</li> <li>● FLIPS training - Region 4 ESC,</li> <li>● PLC High Impact Teams training - N2Learning,</li> <li>● RBIS training - Region 4 ESC,</li> <li>● PBIS training - District Administrative Services Department,</li> </ul>



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		<ul style="list-style-type: none"> <li>• Capturing Kids' Hearts training - Flippen Group, LLC with follow up visits through the year,</li> <li>• Content-Specific Curriculum training in October, January, and February - District Teaching and Learning Department</li> </ul> <p><b>Other campus admin (assistant principals, instructional coaches)</b></p> <ul style="list-style-type: none"> <li>• AP Meetings - Monthly meetings that include special education updates, a leadership book study, and behavior management training - District Administrative Services, Special Services, and Teaching and Learning Departments</li> <li>• Annual training in special education best practices. Updates throughout the year as needed District Special Services Department</li> <li>• Capturing Kids' Hearts training - Flippen Group, LLC with follow up visits through the year,</li> <li>• PBIS training - District Administrative Services Department,</li> <li>• RBIS training - Region 4 ESC</li> </ul> <p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>• Annual training in special education best practices. Updates throughout the year as needed District Special Services Department</li> <li>• Capturing Kids' Hearts training - Flippen Group, LLC with follow up visits through the year,</li> <li>• PBIS training - Campus Administrative Team</li> <li>• Content-Specific Curriculum training in October, January, and February - District Teaching and Learning Department</li> <li>• RBIS training - Region 4 ESC</li> </ul>
	<p>How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?</p>	<p><b>TIP Program:</b> District mentor–induction program that pairs new teachers with experienced mentors for year-long support.</p> <p><b>PLC Collaboration:</b> Weekly PLCs provide structured time for lesson planning, data analysis, and sharing of best practices, guided by CNA findings on instructional gaps.</p> <p><b>Content Specialist Support:</b> District and campus instructional specialists meet with new teachers to model lessons, support internalization of HQIM, and provide feedback.</p> <p><b>Capturing Kids’ Hearts/CKH Process Champions:</b> New teachers receive coaching on</p>



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		<p>building classroom culture aligned to CIP strategies for student engagement and behavior management. <b>Ongoing PD:</b> New teachers attend district-/campus-based professional development aligned to CIP priorities.</p>
	<p>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?</p>	<p>The campus will use a combination of <b>implementation monitoring tools</b> to evaluate the effectiveness and fidelity of staff training, including an <b>Observation &amp; Feedback Tool</b> aligned to the district instructional Framework TEKS expectations, and the specific training provided (e.g., classroom routines, RBIS, behavior expectations, CKH strategies).</p> <p>In addition to the Observation and Feedback Tool, the campus will also use: <b>PLC Artifacts</b> (agendas, sign-ins, student work analysis tools), <b>Coaching &amp; Feedback Tracker</b> to monitor follow-up on training expectations, <b>Teacher Implementation Data</b> captured during coaching cycles, <b>Student Performance Data</b> (CFAs, CBAs, benchmarks) to assess impact.</p>
	<p>How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?</p>	<p>Each teacher will receive a <b>minimum of one instructional observation per month</b> from an instructional leader. This monthly observation and feedback cycle allows the campus to consistently monitor implementation of instructional strategies, provide timely feedback, and ensure alignment to TEKS and HQIM expectations.</p> <p>In addition to the monthly coaching observation, teachers will also receive: <b>Targeted walk-throughs</b> tied to campus initiatives and professional development, <b>Follow-up observations</b> to monitor progress on assigned action steps, <b>additional support visits</b> for new teachers, teachers developing in specific areas, or teachers designated for intensive coaching. This structure ensures that every teacher receives <b>ongoing, job-embedded coaching</b>, while providing differentiated support based on need and aligned to the campus instructional goals.</p>
	<p>What capacity building supports related to supporting students in special populations will teachers and administrators receive?</p>	<p>The teachers will also receive capacity building support during the professional development days in October, January, and February. Administrators will provide capacity building support through Region 4 ESC.</p>



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<b>Milestones</b>	Share the key milestones for this strategy	<p><b>Milestone 1:</b> Establish PLC Structures &amp; Protocols <b>by August 2026</b></p> <p><b>Milestone 2:</b> Implement Monthly Instructional Coaching Cycles <b>by December 2026</b></p> <p><b>Milestone 3:</b> Special Populations Capacity Building <b>by May 2026</b></p> <p><b>Milestone 4:</b> Data-Driven Instruction Cycle #1 <b>by November 2026</b></p> <p><b>Milestone 5:</b> Behavior and Culture Systems Implementation <b>by August 2025</b></p> <p><b>Milestone 6:</b> Data-Driven Instruction Cycle #2 (Midyear Review) <b>by January 2026</b></p> <p><b>Milestone 7:</b> Special Populations Capacity Building – Phase 2 <b>by December 2026</b></p> <p><b>Milestone 8:</b> Data-Driven Instruction Cycle #3 (Spring Readiness) <b>by March 2026</b></p> <p><b>Milestone 9:</b> End-of-Year Systems Reflection &amp; Planning <b>by May 2026</b></p>
<b>Performance Management</b>	Please describe how district and campus leaders will monitor the successful implementation of this plan.	The campus administrative team will provide ongoing PLC monitoring and support. They will join the district Content Coordinators, the Deputy Superintendent of Teaching and Learning, and the Principal Manager in instructional walkthroughs aligned to coaching cycles. Each will also monitor data-driven instruction. Along with district special education support staff, the same team will monitor special education supports and student performance. The administrative team, along with the Principal Manager, will monitor the campus behavior and culture systems. The CIT meets with the administrative team monthly to monitor campus progress. The Principal will ensure that documentation and evidence is gathered to support all of the above efforts, and then lead an end of year review to determine next steps for the 2027-2028 school year.
	Who will be responsible for reviewing progress towards the milestones described in the previous section?	Progress toward each milestone will be monitored through a <b>shared leadership structure</b> involving both district and campus personnel. Roles and responsibilities are clearly defined to ensure accountability, consistency, and timely adjustments to implementation.
	How frequently will progress toward milestones be reviewed?	Milestone progress data will be shared <b>monthly and transparently</b> with district leadership.
	How will milestone progress data be collected?	Milestone artifacts and evidence will be: uploaded to Plan4Learning as required, and stored in a shared district-monitored folder (PLC artifacts, data meeting notes, coaching trackers) that district leaders will have ongoing access to real-time documents for monitoring and support.



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	How will milestone progress data be shared with district leadership and other relevant stakeholders?	Milestone progress data will be shared <b>regularly (at a minimum monthly) and transparently</b> with district leadership and stakeholders through: formal review meetings, monthly leadership reports, shared documentation platforms, walkthrough debriefs, special population reporting cycles, staff communication systems, and district accountability processes. This ensures continuous alignment, timely feedback, and collaborative problem-solving throughout the implementation of the plan.
<b>Resources</b>	Please share the required costs to implement plan and source of funds	<ul style="list-style-type: none"> <li>● Region 4 ESC FLIPS Training = \$0</li> <li>● Internalization and implementation support = \$60,000 (SI CISG)</li> <li>● Region 4 ESC RBIS Training = \$TBD</li> <li>● N2Learning PLC Training = \$19,000</li> </ul>
	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?	Freeport Intermediate (CSI) would receive the same level of support that the other seventeen campuses would receive, including providing district-based professional development and support from the district Mathematics Coordinator and Mathematics Instructional Coaches. Campus administrators will be expected to support implementation at the campus level through the PLC and planning processes.
<b>Additional Information</b>	Please share any additional information about your strategy that was not included in the prior sections.	<ul style="list-style-type: none"> <li>● The campus engaged with N2Learning at the beginning of November 2025. They have already begun to implement key recommendations, including one-on-one data meetings with teachers and two PLC meetings per week, that are part of a completely new approach to effective Professional Learning Communities for a campus that has only one teacher per core content area in each grade level. The transformational PLC process, combined with the implementation of an Observation and Feedback tool and process should make a big difference in the effectiveness of classroom instruction. The administrative team began FLIPS training in early November. That training is being provided by Region ESC.</li> <li>● Freeport Intermediate School, along with all of the other campuses in the district, will implement one of three SBOE Mathematics HQIM next school year with district provided support.</li> </ul>