

Garland Independent School District Targeted Improvement Plan

Rowlett
2026–2027

District Information

School System Name	Garland Independent School District (057909)
School Name	Rowlett
Superintendent	Dr. Ricardo Lopez
District Coordinator of School Improvement	Dr. Kristin Wolfkill
Principal	Erin Pacheco
Education Service Center	Region 10
Staff member completing this submission	Tobi Schmidt
Email and role of person completing this submission	TSchmidt@garlandisd.net Executive Director of Leadership

Needs Assessment

Needs assessment	26-27 GISD TAP Needs Assessment & Stakeholder Engagement-Rowlett
1.1 & 1.2: Type of assessment and completion assurance	I assure that the campus named in this plan has conducted an on-site needs assessment that meets the requirements in Section 39A.053 of the Texas Education Code. (e.g. Texas Strategic Leadership Landscape Analysis, ESF Diagnostic, or an LNA.) If LNA:I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request. Type: Local Needs Assessment Completion confirmed: Yes

1.3: 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
1.4: Artifacts demonstrating a robust observation and feedback system: Success Criteria: A robust observation and feedback data system is aligned to district observation tools and enables campuses to monitor: - Observation and feedback frequency (weekly) - Action steps for teachers - Strong instructional delivery - Fidelity of high-quality instructional material implementation - Teacher growth	Garland ISD currently utilizes the Edugence walkthrough platform to document classroom observations and monitor instructional trends across campuses. The district selected the Edugence platform because it allows instructional leaders to conduct walkthroughs efficiently, capture instructional data quickly, and review trend reports during leadership meetings. This system is aligned to district instructional frameworks and enables consistent monitoring of: • Observation frequency • Actionable teacher feedback • Implementation fidelity of HQIM • Teacher growth over time • Instructional trends across the campus Observation & Feedback Cycle All classroom observations will follow a consistent, district-defined cycle: 1. Short-cycle classroom observation (10–15 minutes) 2. Evidence collection aligned to Instructional Driver Walkthrough Tool 3. Identification of one high-leverage action step 4. Feedback delivered within 48 hours 5. Teacher practice and coaching support provided 6. Follow-up observation within one week This cycle ensures feedback is actionable, timely, and directly tied to improving instructional practice.

1.5: I assure that the Campus Intervention Team (CIT) conducted a public meeting for this campus required to submit a Targeted Improvement Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.	Yes Meeting Date: 9/17/2026
1.6: I assure that written notice of all public meetings was provided to parents and students of this campus, notice of the meeting was posted on the campus website, and this notice included the date, time, and place of the meeting.	Yes Meeting Notice Date: 9/14/2026

1.7: I assure that the board conducted a hearing regarding this campus identified for school improvement, in accordance with Texas Education Code (TEC) §§39A.055 and 39A.057, to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period; the board solicited public comment on each plan; and the board posted the plan on the district website prior to the hearing.	Yes Posting date: October 7, 2026 Board Hearing Date: October 27, 2026
1.8: Please select the date of board approval:	Date: Pending Board Approval

School Improvement Strategy

Guiding Question: Is the proposed strategy likely to move the campus to a C or better or CSI exit in two years or less?

School improvement strategy	Intensive Curriculum and Instruction Improvements Strengthen instructional leadership systems by building leader capacity to observe instruction, provide actionable feedback and coaching, and monitor whether coaching results in improved teacher practice and student outcomes. This work builds upon the campus's prior implementation of Look Back PLCs by connecting student learning evidence to classroom observation and targeted teacher development.
Focused priorities	1. Observation and Feedback 2. Tier 1 Instructional Strategies and Supports for All Learners
Which, if any, program is this campus engaged with for the 26-27 school year?	Texas Instructional Leadership

Which, if any, program is your school system interested in to support this strategy?	None
Please name any organizations you are currently working with to build capacity and support school improvement strategy implementation.	Region 10, District Staff, TK Education Consulting
How many district staff members will be responsible for capacity building with this campus?	1
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? (Name, Role, Percent)	Tobi Schmidt Executive Director of Leadership Percentage of role: 25%
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).	Tobi Schmidt: The principal supervisor brings over 25 years of experience in teaching, campus leadership, curriculum, principal coaching and supervision with a strong focus on campus improvement and principal development. Her turnaround experience includes supporting a campus in moving from Improvement Required to Met Standard, serving as a principal coach focused on D- and F-rated campuses, and leading the implementation of a district instructional model across D-rated elementary campuses to strengthen instructional practices and student outcomes. In her current role as a principal supervisor, she applies this experience to strengthen instructional leadership, accountability, and sustainable systems of improvement.
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 26-27 LASO 3 continuation grant award is \$186,000. Professional and Contract services with TK Ed Consulting are budgeted at \$87,500. Region 10 provides professional learning, principal coaching, performance management, and technical assistance.

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 campus partnership with TK Ed is contingent upon the availability of grant funding; however, campus leadership, in collaboration with the Executive Directors of Leadership, will ensure that the identified strategies continue to be implemented regardless of funding status.
How will the campus or district redistribute talent and resources to proportionately support this campus's needs?	Campus leadership, in collaboration with the Executive Directors of Leadership, will ensure that the identified strategies continue to be implemented regardless of funding status.

Curriculum & Instruction

Guiding Question: Does the plan increase the quality of instructional materials and provide adequate time and support for teachers to internalize materials and reflect on student performance?

Adopted curriculum-Math	Grades K–5 Math: Eureka
Implemented for the duration of the plan?	Yes
New curriculum to be adopted	None
When will the district adopt the new curriculum?	N/A
Required instructional minutes per week	Grades K–5 Mathematics: 300 minutes
Scheduled instructional minutes per week	Grades K–5 Mathematics: 550 minutes
Does the amount of minutes meet the required/recommended number of minutes for this curriculum?	Yes

Adopted curriculum-RLA	Grades K–5 RLA: K–2 Magnetic Reading Foundations/Mosaico; Grades 3–5 Amplify
Implemented for the duration of the plan?	Yes
New curriculum to be adopted	None
When will the district adopt the new curriculum?	N/A
Required instructional minutes per week	Grades K–5 RLA: 450 minutes
Scheduled instructional minutes per week	Grades K–5 RLA: 550 minutes
Does the amount of minutes meet the required/recommended number of minutes for this curriculum?	Yes
Instructional days in 2026–2027	175 days
If there are fewer than 165 instructional days in the 2026-2027 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2027-2028?	N/A
Assessment plan overview	K–5: Weekly demonstrations of learning; three-week STAAR-aligned curriculum assessment cycle; i-Ready; Interim STAAR.

Assessment Plan

Demonstrations of Learning	Campus Tracked Weekly Purpose: Demonstrations of Learning/Exit Tickets are provided daily in both Math and Reading. Teachers are asked to track data weekly- the exit ticket that accompanies the lesson used for internalization in the PLC. Student learning data is used to determine Tier 2 and 3 interventions. Tier 1 adjustments are made based on common misconceptions.
Three-Week Curriculum Checkpoints	District 3 weeks Purpose: Measure unit-level mastery of taught standards. PLCs and campus leaders will review disaggregated results to identify trends, misconceptions, and root causes and plan corrective instruction, reteaching, or acceleration.
Curriculum-Based Assessments	District assessment Frequency: Twice a year Purpose: Measure cycle-level mastery of taught standards. PLCs and campus leaders will review disaggregated results to identify trends, misconceptions, and root causes and plan corrective instruction, reteaching, or acceleration.
Other-iReady	District assessment Frequency: BOY/MOY/EOY Purpose: Diagnose individual instructional gaps and monitor student growth over time. Use results to set measurable goals and provide differentiated instruction and targeted support for students with learning gaps.
Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored	Student growth will be monitored through regular review of formative and summative assessment data, including daily demonstration of learning (DOL), 3 week checkpoints, common assessments, and STAAR. Campus and PLC teams will track individual student progress, identify students not demonstrating expected growth, and adjust instruction and interventions based on identified needs.
What is the campus plan for student intervention and supporting students below grade level and in special populations?	Students below grade level and students in special populations will receive targeted, data-driven interventions based on individual needs. PLC and campus teams will regularly monitor progress, adjust intervention strategies and instructional supports, and ensure appropriate accommodations and services are implemented with fidelity.
Will the campus implement a PLC structure? (Yes or No)	Yes

How will PLCs be organized (by grade level, content area, etc.)?	PLCs will be organized by both grade level and content area to ensure vertical and horizontal alignment. This structure allows teachers to collaborate with peers who teach the same content while also ensuring consistency and coherence across grade levels.
PLC frequency	PLCs will be held weekly, alternating Look Forward-Planning, Look Back-Student Work Analysis and Goals Monitoring.
Who will facilitate PLCs?	Campus administrators and instructional coaches will jointly facilitate PLCs. Administrators will ensure alignment with campus goals and expectations, while instructional coaches will guide the team through instructional planning, standards unpacking, and data analysis.
Who is required to attend PLCs?	All teachers within the designated grade level and/or content area are required to attend, along with campus administrators and the instructional coach. Attendance and participation are considered essential components of the campus's collaborative learning model.
PLC protocols: Please describe the PLC protocol you use at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.	The campus team will engage in three structured PLC formats. Look Forward Planning PLCs: Teams come together to Internalize upcoming learning, anticipate student thinking, and plan for rigorous instruction. Planning is anchored in the district's instructional drivers, Align, Engage, and Respond, to strengthen how teachers plan for rigor, student thinking, and responsive instruction. This PLC is structured to occur daily during a common planning time. Look Back Student Work Analysis PLCs: Teams identify learning gaps, analyze misconceptions, and make informed instructional adjustments. Through collective analysis, teachers improve their ability to respond to student needs and ensure learning gaps are addressed before they compound. This PLC is scheduled to occur every three weeks using a common assessment provided by the District. Goals Monitoring PLC: Teams systematically review student performance against goals, then identify students who are off-track, determine root causes, and coordinate targeted interventions. This process promotes collective responsibility for student success and ensures resources are aligned to student needs. This PLC is scheduled to occur quarterly based on District-provided assessments.

Capacity Building

Guiding Question: Does the plan ensure that administrators and teachers receive appropriate job-embedded training?

Principal Manager

Training and professional development	Summer PD on Observation, Feedback, and Coaching Review of PD for implementation, monitoring, and coaching Summer PD on PLCs Review of the PD for implementation, monitoring, and coaching
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Delivered by	TK Ed Consulting + District Academics EDs TK Ed Consulting through CDT Meetings TK Ed Consulting+ District Academics EDs TK Ed Consulting through CDT Meetings
Attended by	EDL of School Leadership EDs from Academics Assistant Superintendent of School Leadership

Principal

Training and professional development	Summer PD on Observation, Feedback, and Coaching Review of PD for implementation, monitoring, and coaching Summer PD on PLCS Review of the PD for implementation, monitoring, and coaching Job-embedded support: on-site planning, coaching and implementation visits.
Delivered by	TK Ed Consulting LASO visit mini PDs TK Ed Consulting Monthly Instructional Leadership PD (CAPD) Monthly EDL learning sessions LASO visit mini PDs
Attended by	Principals Assistant Principals EDL of School Leadership EDs from Academics Assistant Superintendent of School Leadership

Teacher

Training and professional development	Instructional Drivers Curriculum Updates Campus reinforcement sessions Differentiated support for developing teachers
Delivered by	EDs from Academics Instructional Specialists
Attended by	Teachers Campus Administrators Instructional Specialists

Other Campus Administrators and Staff

Training and professional development	Summer PD on Observation, Feedback, and Coaching Review of PD for implementation, monitoring, and coaching Summer PD on PLCS Review of the PD for implementation, monitoring, and coaching
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Delivered by	EDs from Academics TK Ed Consulting Monthly Instructional Leadership PD (CAPD)
Attended by	Principals Assistant Principals Instructional Specialists EDL of School Leadership EDs from Academics Assistant Superintendent of School Leadership

Assistant Principals

Training and professional development	In addition to above, assistant principals engage with specialized leadership development opportunities, align to Leading People, Leading Systems, and Leading Instruction.
Delivered by	District Team focused on leadership pipeline work
Attended by	ED School Leadership Assistant Principals

Capacity Building continued

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders?	Inexperienced and/or ineffective teachers and leaders will receive additional coaching, modeling, targeted professional learning, and more frequent feedback based on identified areas of need.
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?	T-TESS-aligned classroom walkthrough and coaching tools will be used to monitor implementation. Walkthroughs are aligned to the District's instructional drivers and focus on the alignment and rigor of instruction, the extent to which all students are doing the cognitive work, and how teachers use evidence of student learning to provide feedback and adjust instruction.
How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback? (Weekly, Bi-Weekly, or Monthly)	Teachers will receive regular walkthroughs and feedback, with a minimum of monthly feedback. Frequency for coaching and feedback is aligned to their level of support needed: Unaware Stage - weekly support Conscious Stage - weekly support Action Stage - bi-weekly support Refinement Stage - once every 3 weeks support

What capacity building supports related to supporting students in special populations will teachers and administrators receive?	Teachers and administrators will receive ongoing training and coaching focused on differentiation, accommodations, specially designed instruction, language supports, progress monitoring, and effective instructional practices for students in special populations. These supports will occur during area meetings, monthly professional development for administrators, and individual coaching.
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Milestones

Guiding Question: Are there clear milestones to implement the strategy over the one-year planning period?

Planning period: August 2026–August 2027

School Year — 2026–2027

Milestone 1 Year 1	Establish the Observation, Feedback & Coaching system. Campus leadership teams define expectations for observation cadence, evidence collection, feedback, action steps, follow-up, and documentation. Responsible roles: Principal, APs, Instructional Coach Checkpoint: December 2026
Evidence of completion	Campus Observation/Feedback plan; observation calendar; roles/responsibilities; communication artifacts
Support needed	District/TK Ed Consulting tools and leadership planning support
Milestone 2 Year 1	Calibrate leaders on high-quality observation. Leadership teams conduct calibration walks to develop shared expectations for identifying evidence of effective instruction and determining the highest-leverage coaching need. Responsible roles: Principal, APs, Instructional Coach Checkpoint: December 2026
Evidence of completion	Calibration walk data; leader notes; evidence of increased alignment
Support needed	District/TK Ed Consulting calibration, modeling, and exemplars
Milestone 3 Year 1	Develop leader skill in actionable feedback and coaching. Leaders practice identifying bite-sized action steps and delivering feedback that clearly communicates what the teacher should do differently and how to do it. Responsible roles: Principal, APs, Instructional Coach Checkpoint: December 2026
Evidence of completion	Feedback artifacts; coaching notes; leader practice/calibration evidence
Support needed	Coaching models, exemplars, and feedback from district/TK Ed Consulting

Milestone 4 Year 1	Implement consistent observation and feedback cycles. Teachers receive observation and feedback according to the established campus cadence, with priority support for teachers demonstrating the greatest instructional need. Responsible roles: Principal, APs, Instructional Coach Checkpoint: May 2027
Evidence of completion	Observation tracker; completed coaching cycles; feedback documentation
Support needed	Monitoring support and continued calibration
Milestone 5 Year 1	Connect coaching to Look Back PLC evidence. Leaders use student work, assessment results, and Look Back PLC findings to inform classroom observation priorities and teacher coaching. Responsible roles: Principal, APs, Instructional Coach, PLC Leads Checkpoint: May 2027
Evidence of completion	PLC artifacts connected to observation focus/action steps; student work evidence
Support needed	PLC/O-F alignment tools and coaching support
Milestone 6 Year 1	Implement follow-up observations to determine whether feedback changed practice. Leaders revisit classrooms after coaching to monitor action-step implementation and reinforce, revise, or resolve coaching priorities. Responsible roles: Principal, APs, Instructional Coach Checkpoint: May 2027
Evidence of completion	Follow-up observation data; action-step completion; coaching records
Support needed	Coaching and calibration support
Milestone 7 Year 1	Monitor the quality, not only completion, of coaching cycles. Principals review leader observation evidence, action steps, feedback quality, and follow-up to identify strengths and gaps in leader practice. Responsible roles: Principal Checkpoint: May 2027
Evidence of completion	Principal monitoring tracker; coaching audits; feedback to leadership team
Support needed	District/TK Ed Consulting calibration and principal coaching
Milestone 8 Year 1	Evaluate impact on teacher practice and student learning. Leadership teams analyze trends across PLC evidence, classroom observations, teacher action steps, student work, and interim/student outcome data. Responsible roles: Principal, Campus Leadership Team Checkpoint: August 2027

Evidence of completion	BOY - to - EOY observation trends; student work/data; implementation analysis
Support needed	Data-analysis and reflection support
Milestone 9 Year 1	Differentiate support based on evidence. Campus teams identify instructional practices, teachers/teams, and leader coaching skills requiring continued or intensified support. Responsible roles: Principal, Campus Leadership Team Checkpoint: August 2027
Evidence of completion	Differentiated coaching plan; identified priority teachers/teams and practices
Support needed	District/TK Ed Consulting planning and coaching support
Milestone 10 Year 1	Establish sustainability routines for the next school year. Campus teams document the PLC + Observation/Feedback/Coaching cycle, monitoring routines, leader ownership, and next-step priorities. Responsible roles: Principal, Campus Leadership Team Checkpoint: August 2027
Evidence of completion	Documented routines; leadership ownership plan; 2027-28 priorities and monitoring plan
Support needed	District/TK Ed Consulting sustainability planning support

Performance Management

Guiding Question: Has the district outlined a performance management plan that ensures the strategy will be implemented with fidelity?

How will district and campus leaders monitor successful implementation?	District and campus leaders will work in partnership to ensure fidelity of the observation and feedback system. This includes supporting the launch of the system with organizational tools (tracker, calendar, caseloads), supporting implementation through calibration of scoring, action steps, and feedback, and monitoring the growth of leaders, teachers and students.
Who will review progress toward milestones?	Executive Directors of Leadership (EDLs): Provide direct supervision, coaching, and accountability for principals. Campus Principal: Implements strategies at the campus level, monitors observation and feedback implementation and effectiveness, and ensures consistent follow-through. Academics Support Staff (as needed): Provide content-specific support and collaborate on content-specific observation and feedback needs.

How frequently will progress be reviewed?	Monthly or more Coaching Cycles: Weekly or bi-weekly principal coaching sessions with the EDL, including collaborative classroom walks. Data Reviews: Quarterly reviews of teacher progress, observation data, and student achievement. Campus Leadership Team Meetings: Monthly meetings to monitor campus milestones and make mid-course adjustments.
How will milestone progress data be collected?	Classroom walkthrough forms documenting observed implementation of instructional strategies. Coaching logs capturing feedback provided to principals and follow-up action steps. Data trackers aligned to district common assessments, progress monitoring checks, and targeted milestones. Agendas/minutes from campus leadership team meetings to document progress and next steps.
How will progress data be shared with district leadership and stakeholders?	Quarterly Updates: EDLs will provide updates to district leadership following district common assessments, highlighting milestone progress, trends, and adjustments. Campus Leadership Team Reports: Principals will share milestone data with campus teams to ensure transparency and collective ownership. District Performance Reviews: Findings will be shared in LASO meetings and with other relevant stakeholders to monitor overall district progress.

The plan is reviewed and updated monthly. Related documentation and data sources are maintained locally and made available for audit or upon request by the Texas Education Agency.

Student Outcome Goals

School year	2026–2027
2026-2027 RLA STAAR goals	Approaches Grade Level: 76% Meets Grade Level: 51% Masters Grade Level: 23%
2026-2027 Mathematics STAAR goals	Approaches Grade Level: 71% Meets Grade Level: 49% Masters Grade Level: 24%

2026-2027 Campus-wide STAAR goals	Approaches Grade Level: 71% Meets Grade Level: 47% Masters Grade Level: 22%
Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?	75 component points
Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?	3 component points
Will this campus have a graduation class for the 2025-2026 school year?	No