



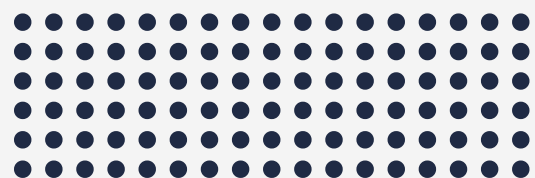
Brownsville Independent School District



2026-2027 LOCAL IMPROVEMENT PLANS

Board Presentation
October 6, 2026

Mrs. Julie A. Salinas
Director of School Improvement
District Coordinator of School Improvement (DCSI)



Garcia MS

Targeted Support and Improvement (TSI)



Identified for Federal Accountability
and Required to Develop a Local
Improvement Plan



Texas Education Agency

2026 Accountability Rating Overall Summary
GARCIA MIDDLE (031901053) - BROWNSVILLE ISD - CAMERON COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		87	B	
Student Achievement		78	C	0%
STAAR Performance	47	78		
College, Career and Military Readiness				
Graduation Rate				
School Progress		90	A	70%
Academic Growth	60	69	D	
Relative Performance (Eco Dis: 91.6%)		90	A	✓
Closing the Gaps	58	80	B	30%

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.



Targeted Support and Improvement

Campus identified for missing the targets in at least the same three indicators, for three consecutive years in Continuously Enrolled student group.

Texas Education Agency

2026 Identification of Schools for Improvement
GARCIA MIDDLE (031901053) - BROWNSVILLE ISD - CAMERON COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

- This campus is identified for targeted support and improvement.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)*	Special Ed (Current)	Special Ed (Former) ♦	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement												
	-	1	-	-	-	-	-	1	2	0	-	3
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	0	3	3
2026	-	3	-	-	-	-	-	3	3	3	4	3
Academic Achievement Status: Mathematics												
2024	-	0	-	-	-	-	-	0	1	0	-	1
2025	-	1	-	-	-	-	-	1	1	1	0	1
2026	-	3	-	-	-	-	-	3	0	3	3	1
Academic Growth Status: RLA												
2024	-	3	-	-	-	-	-	3	3	3	-	0
2025	-	3	-	-	-	-	-	3	0	0	3	0
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Growth Status: Mathematics												
2024	-	0	-	-	-	-	-	0	0	0	-	0
2025	-	1	-	-	-	-	-	1	2	0	0	1
2026	-	1	-	-	-	-	-	1	0	3	0	1
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	-	3	-	-	-	-	-	3	0	0	0	1
2025	-	3	-	-	-	-	-	3	1	1	1	0
2026	-	3	0	-	-	-	-	3	1	3	3	1
Progress in Achieving English Language Proficiency (EB Current)												
2024									1			
2025									3			
2026									2			

o o o o Garcia Focus Areas o o o o

Critical Priorities

Priority 2

Tightly Aligned Tier 1 Instruction with HQIM & Managed Instruction - Students need consistent access to rigorous, HQIM-aligned instruction.

Priority 3

Quality Observations & Feedback - Teachers improve when they receive frequent, precise, actionable feedback.

Priority 4

Supported Student Interventions & Data Tracking - Students need timely, targeted support when learning gaps emerge.

Garcia Local Improvement Plan Goals

Desired Annual Outcomes

By May 2027, at least 90% of core-content walkthroughs will show the campus Tier 1 non-negotiables: TEKS-aligned objective/task, grade-level rigor, checks for understanding/student evidence, academic vocabulary, and planned response to misconceptions. Campus mathematics Meets will increase from 40% to at least 47%, and continuously enrolled mathematics Meets will increase from 41% to at least 50%.

By May 2027, 100% of core teachers will receive at least two documented walkthroughs per month with actionable feedback within 48 hours, and at least 85% will show evidence of implementing the feedback in the next observation cycle. The campus Academic Growth score will increase from 60 to at least 67, and continuously enrolled mathematics growth will increase from 57% to at least 67%.

By October 2026, 100% of students below Approaches or below expected growth will be identified in a campus tracker with a documented intervention and progress-monitoring plan reviewed at least every three weeks. By May 2027, the Accelerated Learning score will increase from 33 to at least 45, TELPAS progress will increase from 25% to at least 30%, and the continuously enrolled STAAR component will increase from 47 to at least 50.

Garcia Action Plan



Action Steps

- Establish campus instructional non-negotiable and calibration protocol.
- Build the 2026-27 baseline and student priority lists after the BOY testing window.
- Launch a six-week data-driven PLC cycle tied to TEKS, student work, and common formative evidence.
- Implement a calibrated walkthrough —> feedback —> follow-up cycle
- Launch targeted intervention and accelerated-learning progress monitoring.

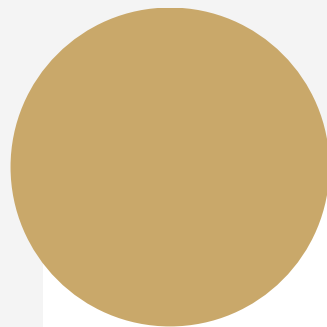


Perkins MS

Targeted Support and Improvement (TSI)



Identified for Federal Accountability
and Required to Develop a Local
Improvement Plan



Texas Education Agency

2026 Accountability Rating Overall Summary
PERKINS MIDDLE (031901046) - BROWNSVILLE ISD - CAMERON COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		84	B	
Student Achievement		75	C	0%
STAAR Performance	43	75		
College, Career and Military Readiness				
Graduation Rate				
School Progress		87	B	70%
Academic Growth	62	72	C	
Relative Performance (Eco Dis: 95.2%)		87	B	✓
Closing the Gaps	55	78	C	30%

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.



Targeted Support and Improvement

Campus identified for missing the targets in at least the same three indicators, for three consecutive years in EB (Current & Monitored) student group.

Texas Education Agency

2026 Identification of Schools for Improvement
PERKINS MIDDLE (031901046) - BROWNSVILLE ISD - CAMERON COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

- This campus is identified for targeted support and improvement.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)*	Special Ed (Current)	Special Ed (Former) ♦	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years* A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	-	0	-	-	-	-	-	0	3	0	-	2
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Achievement Status: Mathematics												
2024	-	0	-	-	-	-	-	0	0	0	-	0
2025	-	0	-	-	-	-	-	0	1	1	-	0
2026	-	2	-	-	-	-	-	3	1	3	-	1
Academic Growth Status: RLA												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	0	-	0
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Growth Status: Mathematics												
2024	-	0	-	-	-	-	-	0	0	0	-	0
2025	-	0	-	-	-	-	-	0	0	1	-	0
2026	-	2	-	-	-	-	-	2	1	3	-	2
Student Success (Student Achievement Domain Score (STAA) Component Only)												
2024	-	0	0	-	-	-	-	3	0	0	3	0
2025	-	0	0	-	-	-	-	0	0	1	3	0
2026	-	3	2	-	-	-	-	3	1	3	-	1
Progress in Achieving English Language Proficiency (EB Current)												
2024									3			
2025									0			
2026									0			

Perkins Focus Areas

Critical Priorities

Priority 1

Strategic Staffing & Instructional Leadership - Students need access to effective teachers and leaders.

Priority 2

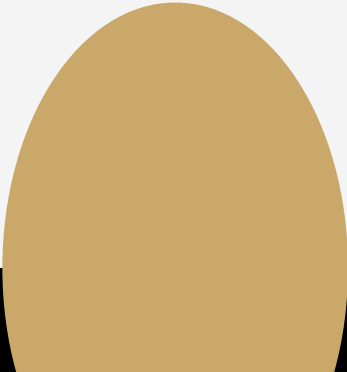
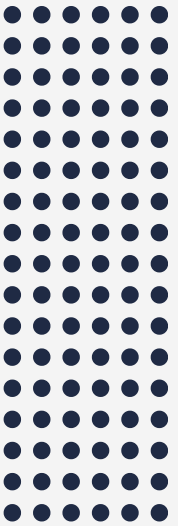
Tightly Aligned Tier 1 Instruction with HQIM & Managed Instruction - Students need consistent access to rigorous, HQIM-aligned instruction.

Priority 3

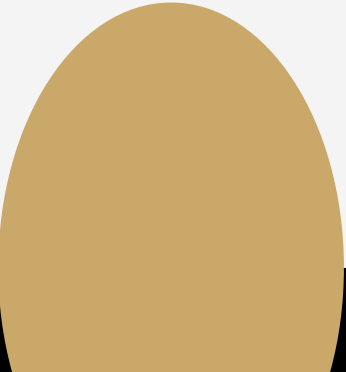
Quality Observations & Feedback - Teachers improve when they receive frequent, precise, actionable feedback.



Perkins Local Improvement Plan Goals



Desired Annual Outcomes



By May 2027, at least 90% of core-content walkthroughs will show the campus Tier 1 non-negotiables: TEKS-aligned objective/task, grade-level rigor, checks for understanding/student evidence, academic vocabulary and structured language support, and planned response to misconceptions. Campus mathematics Meets will increase from 36% to at least 47%, EB Current & Monitored mathematics Meets will increase from 27% to at least 36%, and Social Studies Meets will increase from 27% to at least 35%.

By May 2027, 100% of core teachers will receive at least two documented walkthroughs per month with actionable feedback within 48 hours, and at least 85% will show evidence of implementing the feedback in the next observation cycle. The School Progress Academic Growth component score will increase from 62 to at least 67, campus mathematics growth will increase from 59% to at least 67%, and EB Current & Monitored mathematics growth will increase from 51% to at least 62%.

By October 2026, 100% of students below Approaches or below expected growth, plus all EB Current & Monitored students needing targeted support, will be identified in a campus tracker with a documented intervention and progress-monitoring plan reviewed at least every three weeks. By May 2027, the Accelerated Learning score will increase from 36 to at least 45, EB Current & Monitored Student Success will increase from 34 to at least 40, and TELPAS progress will increase from 26% to at least 32%.

Perkins Action Plan



Action Steps

- Leadership Meetings
- Calibration every 6 weeks and weekly walkthroughs
- 6-week student checkpoints
- Data-driven accountability meetings
- Lesson plans and targeted tutorials/camps plan

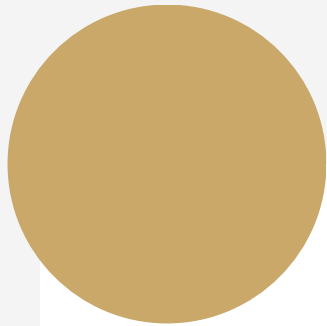


Stell MS

Targeted Support and Improvement (TSI)



Identified for Federal Accountability
and Required to Develop a Local
Improvement Plan



Texas Education Agency

2026 Accountability Rating Overall Summary
STELL MIDDLE (031901044) - BROWNSVILLE ISD - CAMERON COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		83	B	
Student Achievement		75	C	0%
STAAR Performance	43	75		
College, Career and Military Readiness				
Graduation Rate				
School Progress		87	B	70%
Academic Growth	61	70	C	
Relative Performance (Eco Dis: 95.5%)		87	B	✓
Closing the Gaps	48	75	C	30%

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.



Targeted Support and Improvement

Campus identified for missing the targets in at least the same three indicators, for three consecutive years in Continuously Enrolled student group.

2026 Identification of Schools for Improvement STELL MIDDLE (031901044) - BROWNSVILLE ISD - CAMERON COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

- This campus is identified for targeted support and improvement.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)*	Special Ed (Current)	Special Ed (Former) *	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement												
	-	2	-	-	-	-	-	1	1	1	-	3
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	3	3	3
2026	-	3	-	-	-	-	-	3	3	3	-	3
Academic Achievement Status: Mathematics												
2024	-	1	-	-	-	-	-	1	2	0	-	1
2025	-	1	-	-	-	-	-	1	0	0	3	1
2026	-	1	-	-	-	-	-	3	0	1	-	0
Academic Growth Status: RLA												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	0	0	3	3
2026	-	3	-	-	-	-	-	3	0	3	-	0
Academic Growth Status: Mathematics												
2024	-	0	-	-	-	-	-	0	2	3	-	0
2025	-	1	-	-	-	-	-	0	0	0	0	1
2026	-	0	-	-	-	-	-	1	0	3	-	0
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	-	0	0	-	-	-	-	3	1	0	0	0
2025	-	0	2	-	-	-	-	0	0	0	2	0
2026	-	3	-	-	-	-	-	3	1	3	3	1
Progress in Achieving English Language Proficiency (EB Current)												
2024									0			
2025									0			
2026									3			



Stell Focus Areas



Critical Priorities

Priority 2

Tightly Aligned Tier 1 Instruction with HQIM & Managed Instruction - Students need consistent access to rigorous, HQIM-aligned instruction.

Priority 3

Quality Observations & Feedback - Teachers improve when they receive frequent, precise, actionable feedback.

Priority 4

Supported Student Interventions & Data Tracking - Students need timely, targeted support when learning gaps emerge.

Stell Local Improvement Plan Goals

Desired Annual Outcomes

By May 2027, at least 90% of core-content walkthroughs will show the campus Tier 1 non-negotiables: TEKS-aligned objective/task, grade-level rigor, checks for understanding/student evidence, academic vocabulary, and planned response to misconceptions. Campus mathematics Meets will increase from 37% to at least 47%, continuously enrolled mathematics Meets will increase from 39% to at least 49%, and Social Studies Meets will increase from 24% to at least 35%.

By May 2027, 100% of core teachers will receive at least two documented walkthroughs per month with actionable feedback within 48 hours, and at least 85% will show evidence of implementing the feedback in the next observation cycle. The School Progress Academic Growth score will increase from 60 to at least 67, and continuously enrolled mathematics growth will increase from 59% to at least 67%.

By October 2026, 100% of students below Approaches or below expected growth will be identified in a campus tracker with a documented intervention and progress-monitoring plan reviewed at least every three weeks. By May 2027, the Accelerated Learning score will increase from 37 to at least 45, the continuously enrolled STAAR component will increase from 44 to at least 50, and EB current/monitored mathematics Meets will increase from 24% to at least 36%.

Stell Action Plan



Action Steps

- Establish campus instructional non-negotiable and calibration protocol.
- Build the 2026-27 baseline and student priority lists after the BOY testing window.
- Launch a six-week data-driven PLC cycle tied to TEKS, student work, and common formative evidence.
- Implement a calibrated walkthrough, feedback, and follow-up cycle.
- Launch targeted intervention and accelerated-learning progress monitoring.



Del Castillo-Morningside Elementary

Targeted Support and Improvement (TSI)



Identified for Federal Accountability and Required to Develop a Local Improvement Plan

Texas Education Agency

2026 Accountability Rating Overall Summary

DEL CASTILLO - MORNINGSIDE EL (031901129) - BROWNSVILLE ISD - CAMERON COUNTY

[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		82	B	
Student Achievement		71	C	0%
STAAR Performance	42	71		
College, Career and Military Readiness				
Graduation Rate				
School Progress		83	B	70%
Academic Growth	74	83	B	✓
Relative Performance (Eco Dis: 94.8%)		79	C	
Closing the Gaps	61	81	B	30%

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Targeted Support and Improvement

Campus identified for missing the targets in at least the same three indicators, for three consecutive years in Special Education (Current) student group.

Texas Education Agency



2026 Identification of Schools for Improvement

DEL CASTILLO - MORNINGSIDE EL (031901129) - BROWNSVILLE ISD - CAMERON COUNTY

2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026

- This campus is identified for targeted support and improvement.

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)*	Special Ed (Current)	Special Ed (Former) †	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement.												
	-	0	-	-	-	-	-	0	0	3	-	1
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	-	3	-	-	-	-	-	3	3	0	-	3
2025	-	3	-	-	-	-	-	3	3	0	-	3
2026	-	3	-	-	-	-	-	3	3	1	-	0
Academic Achievement Status: Mathematics												
2024	-	0	-	-	-	-	-	0	0	0	-	0
2025	-	1	-	-	-	-	-	3	1	1	-	1
2026	-	3	-	-	-	-	-	3	3	2	-	3
Academic Growth Status: RLA												
2024	-	3	-	-	-	-	-	3	3	0	-	3
2025	-	3	-	-	-	-	-	3	3	0	-	0
2026	-	3	-	-	-	-	-	3	3	1	-	1
Academic Growth Status: Mathematics												
2024	-	0	-	-	-	-	-	0	0	0	-	0
2025	-	3	-	-	-	-	-	3	3	0	-	1
2026	-	3	-	-	-	-	-	3	3	3	-	3
Student Success (Student Achievement Domain Score (STAAR Component Only))												
2024	-	3	-	-	-	-	-	3	3	0	3	0
2025	-	3	-	-	-	-	-	3	3	0	-	0
2026	-	3	-	-	-	-	-	3	3	1	-	0
Progress in Achieving English Language Proficiency (EB Current)												
2024									4			
2025									3			
2026									0			

Del Castillo-Morningside

Focus Areas

Critical Priorities

Priority 2

Tightly Aligned Tier 1 Instruction with HQIM & Managed Instruction - Students need consistent access to rigorous, HQIM-aligned instruction.

Priority 3

Quality Observations & Feedback - Teachers improve when they receive frequent, precise, actionable feedback.

Priority 4

Supported Student Interventions & Data Tracking - Students need timely, targeted support when learning gaps emerge.

Del Castillo-Morningside Local Improvement Plan Goals

Desired Annual Outcomes

By May 2027, the campus will increase the percentage of Special Education (Current) students meeting grade-level standard or above in RLA from 8% toward or above the 2027 target of 26% and in mathematics from 23% toward or above the 2027 target of 29%, as measured by STAAR and monitored through district checkpoints.

By May 2027, 100% of teachers serving special education students will receive recurring walkthrough feedback focused on rigorous Tier 1 instruction, accommodations, checks for understanding, and student response, with follow-up evidence of implementation documented throughout the year.

By May 2027, the campus will increase the Special Education (Current) RLA Academic Growth Score from 39% toward or above the 2027 target of 50% and improve the STAAR Student Success component score from 15 toward or above the 2027 target of 23 through six-week data cycles and targeted intervention.

Del Castillo-Morningside Action Plan



Action Steps

- Establish a Special Education data baseline and student-by-student tracker for RLA and Mathematics.
- Conduct Collaborative planning and lesson-plan reviews wishing HQIM, grade-level rigor, specially designed instruction, and IEP accommodations.
- Complete recurring walkthroughs focused on Special Education, checks for understanding, and student engagement.
- Implement six-weeks data meetings for Special Education students after checkpoints/progress monitoring.
- Provide targeted RLA support for Special Education students based on identified TEKS/skills deficits while protecting core Tier 1 instruction.

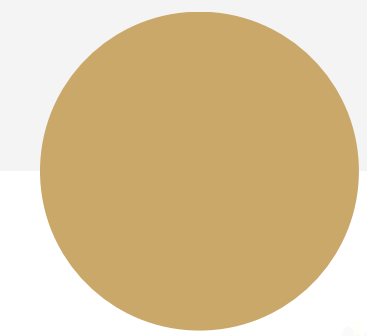


Canales Elementary

Additional Targeted Support (ATS)



Identified for Federal
Accountability and Required to
Develop a Local Improvement
Plan



Texas Education Agency

2026 Accountability Rating Overall Summary CANALES EL (031901101) - BROWNSVILLE ISD - CAMERON COUNTY

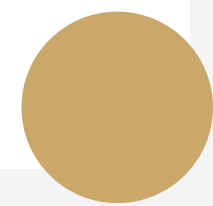
[2019](#) | [2020](#) | [2021](#) | [2022](#) | [2023](#) | [2024](#) | [2025](#) | **2026**

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		64	D	
Student Achievement		58	F	0%
STAAR Performance	33	58		
College, Career and Military Readiness				
Graduation Rate				
School Progress		65	D	70%
Academic Growth	59	65	D	✓
Relative Performance (Eco Dis: 98.6%)		63	D	
Closing the Gaps	15	61	D	30%

Identification of Schools for Improvement

This campus is identified for additional targeted support.



Additional Targeted Support

Campus identified for missing the targets in at least the same three indicators, for three consecutive years in EB (Current & Monitored) and Continuously Enrolled student group.

Texas Education Agency



2026 Identification of Schools for Improvement
CANALES EL (031901101) - BROWNSVILLE ISD - CAMERON COUNTY

2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | 2026

- This campus is identified for additional targeted support.
- This is the first year this campus has been identified for additional targeted support.
- The targeted support and improvement data table is provided for informational purposes.

Targeted Support and Improvement Information

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB (Current & Monitored)*	Special Ed (Current)	Special Ed (Former) †	Continuously Enrolled
Count of Indicators Missed for Three Consecutive Years*												
A student group that misses the targets in at least the same three indicators, for three consecutive years, is identified for targeted support and improvement												
	-	2	-	-	-	-	-	1	3	2	-	3
Academic Achievement Status: Reading/Language Arts (RLA)												
2024	-	0	-	-	-	-	-	0	1	1	-	0
2025	-	1	-	-	-	-	-	1	1	1	-	1
2026	-	1	-	-	-	-	-	3	1	0	3	1
Academic Achievement Status: Mathematics												
2024	-	0	-	-	-	-	-	0	1	0	-	0
2025	-	0	-	-	-	-	-	0	0	0	-	0
2026	-	0	-	-	-	-	-	0	0	0	0	1
Academic Growth Status: RLA												
2024	-	3	-	-	-	-	-	3	3	3	-	3
2025	-	3	-	-	-	-	-	3	3	3	-	3
2026	-	0	-	-	-	-	-	0	0	0	-	0
Academic Growth Status: Mathematics												
2024	-	3	-	-	-	-	-	3	3	0	-	3
2025	-	3	-	-	-	-	-	3	3	3	-	0
2026	-	0	-	-	-	-	-	0	0	0	-	0
Student Success (Student Achievement Domain Score (STAR Component Only))												
2024	-	0	2	-	-	-	-	0	0	0	0	0
2025	-	2	-	-	-	-	-	2	1	3	0	1
2026	-	0	-	-	-	-	-	0	0	0	3	0
Progress in Achieving English Language Proficiency (EB Current)												
2024									2			
2025									0			
2026									3			

Canales Focus Areas

Critical Priorities

Priority 1

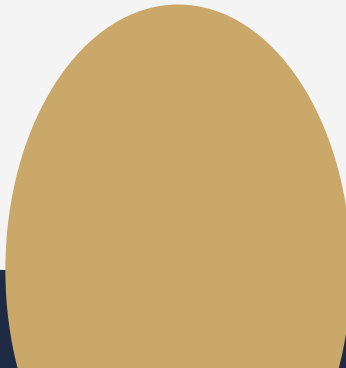
Strategic Staffing & Instructional Leadership - Students need access to effective teachers and leaders.

Priority 2

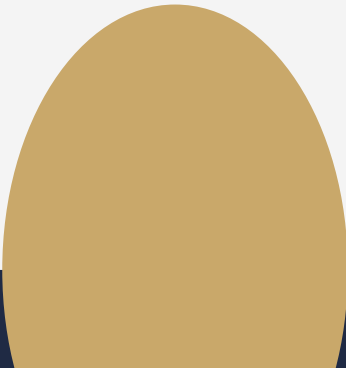
Tightly Aligned Tier 1 Instruction with HQIM & Managed Instruction - Students need consistent access to rigorous, HQIM-aligned instruction.



Canales Local Improvement Plan Goals



Desired Annual Outcomes



By the end of the school year, 100% of classrooms will demonstrate implementation of structured lesson delivery (I Do, We Do, You Do) as measured through walkthrough data, with at least 85% of classrooms.

By the end of the school year, 100% of RLA teachers will demonstrate daily use of TXRL high-quality instructional materials with fidelity as measured through lesson plans and walkthrough observations. Student reading performance will improve as measured by benchmark assessments and progress monitoring data.

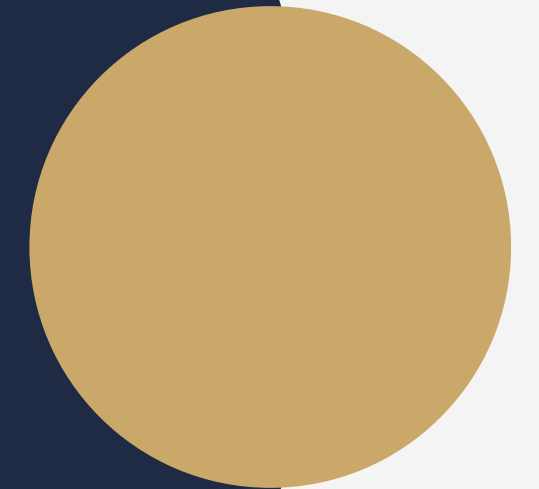
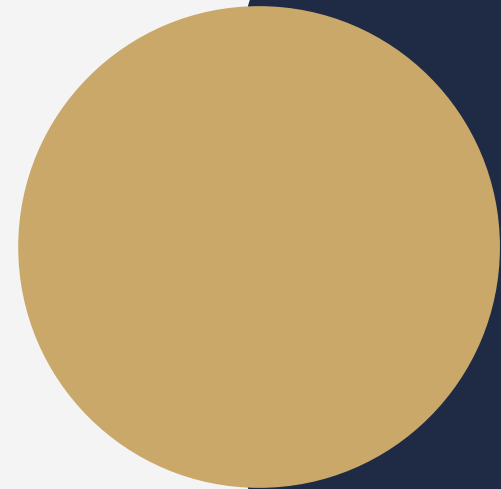
Canales Action Plan



Action Steps

- Conduct weekly instructional walkthroughs focused on gradual release lesson structure (I Do, We Do, You Do) and student engagement practices.
- Implementation lesson internalization meetings to ensure teachers plan structured lessons aligned to TEKS and gradual release model.
- Provide TXRL implementation support through professional development and instructional coaching.
- Monitor fidelity of high-quality instructional materials through lesson plan reviews and student work analysis.





Thank You

