



FRIENDSWOOD
— I S D —

District
STAAR
ACCOUNTABILITY
Presentations and Action Plans
— ★ 2026 ★ —

Goal #1 - Improved Student Outcomes:

Increase all academic growth and relative performance scores on the state accountability system (STAAR) at each campus and as a district by 2 letter grades by the end of the 2026 school year.

Results:	Growth		Relative Performance	
	2025	2026	2025	2026
District	B - 80	B - 80	C - 73	C - 74
Cline	A - 94	A - 92	C - 74	C - 77
Windsong	B - 86	A - 91	D - 60	C - 70
WW/Bales	B - 88	A - 90	C - 79	B - 80
JH	B - 88	B - 89	D - 69	C - 70
HS	D - 65	D - 67	C - 75	C - 75

* No area grew by 2 letter grades

* 5 / 11 possible areas for double grade growth grew by one letter grade

Excellence in Every Classroom: Friendswood ISD Earns Straight 'A's

100% Campus Excellence

All six district campuses independently
achieved an "A" rating for 2026.

District Overall Rating: Grade A
Score: 92

Consistent Success Across All Levels

From Elementary to High School, the
"Mustang" standard of excellence
is district-wide.

Six Schools, One Standard



**CW Cline
Elementary**



**Westwood
Elementary**



**Windsong
Intermediate**



**Zue S. Bales
Intermediate**



**Friendswood
Junior High**



**Friendswood
High School**

Overview - Domain 1

Potentially accounts for 70% of overall rating

STAAR Performance is increased by more students reaching Meets and Masters performance standards

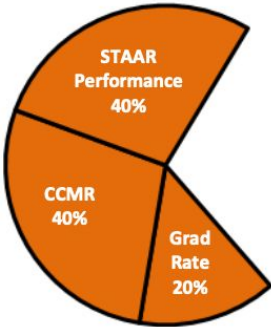
Approaches + Meets + Masters

Total Tests Taken

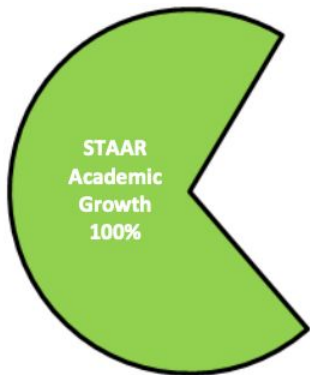
Elementary | Middle Schools



High Schools | K-12 with CCMR



Overview - Domain 2A



Potentially accounts for 70% of overall rating

Year over Year growth at the student level

Calculated for students in 4th grade math through Algebra I
AND 4th grade reading through English II

Annual Growth: STAAR		2025 Performance					
		Low Does Not Meet GL	High Does Not Meet GL	Low Approaches GL	High Approaches GL	Meets GL	Masters GL
2024 Performance	Low Does Not Meet GL	0	1	1	1	1	1
	High Does Not Meet GL	0	1/2	1	1	1	1
	Low Approaches GL	0	0	1/2	1	1	1
	High Approaches GL	0	0	0	1/2	1	1
	Meets Grade Level	0	0	0	0	1	1
	Masters Grade Level	0	0	0	0	0	1

0.25 Additional Credit for Accelerated Learners who Pass

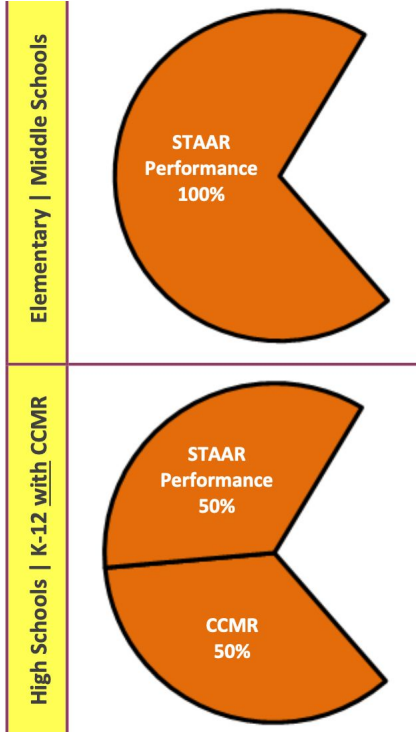
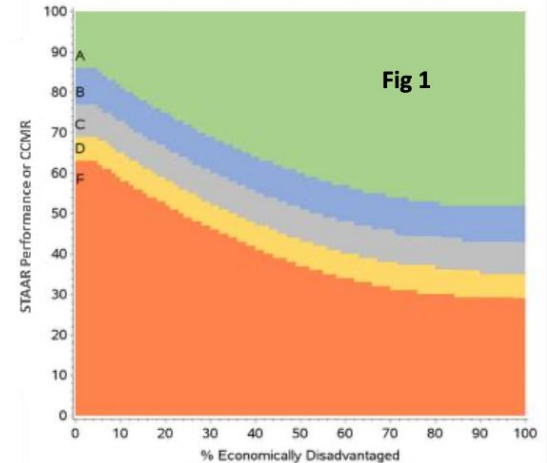
Accelerated Learning: STAAR (1416 Performance)		2026 Performance					
		Low Does Not Meet GL	High Does Not Meet GL	Low Approaches GL	High Approaches GL	Meets GL	Masters GL
2025	Low Does Not Meet GL	0	0	1	1	1	1
	High Does Not Meet GL	0	0	1	1	1	1

Overview - Domain 2B

Potentially accounts for 70% of overall rating

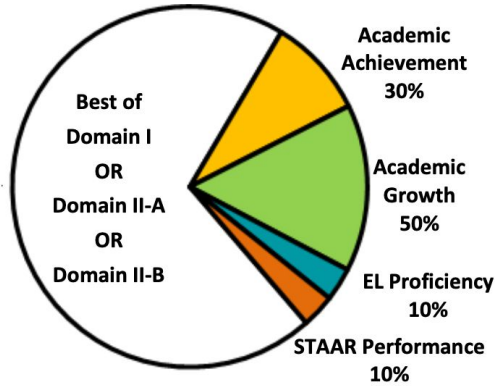
Performance score from Domain I re-evaluated based on campus % EcoDis (resulting in a scale score -- see Fig 1 Chart)

The way to improve a Domain 2B rating is to improve the Domain 1 score.



Overview - Domain 3

Elementary | Middle Schools

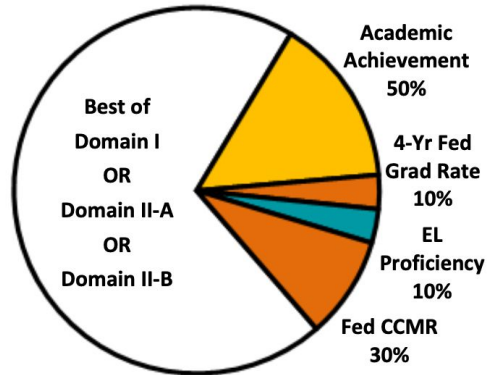


30% of overall rating

Used for federal accountability

Evaluated for 4 student groups (All Students, 2 Lowest Race/Ethnicity Groups from previous year, High Focus Group)

High Schools | K-12 with CCMR

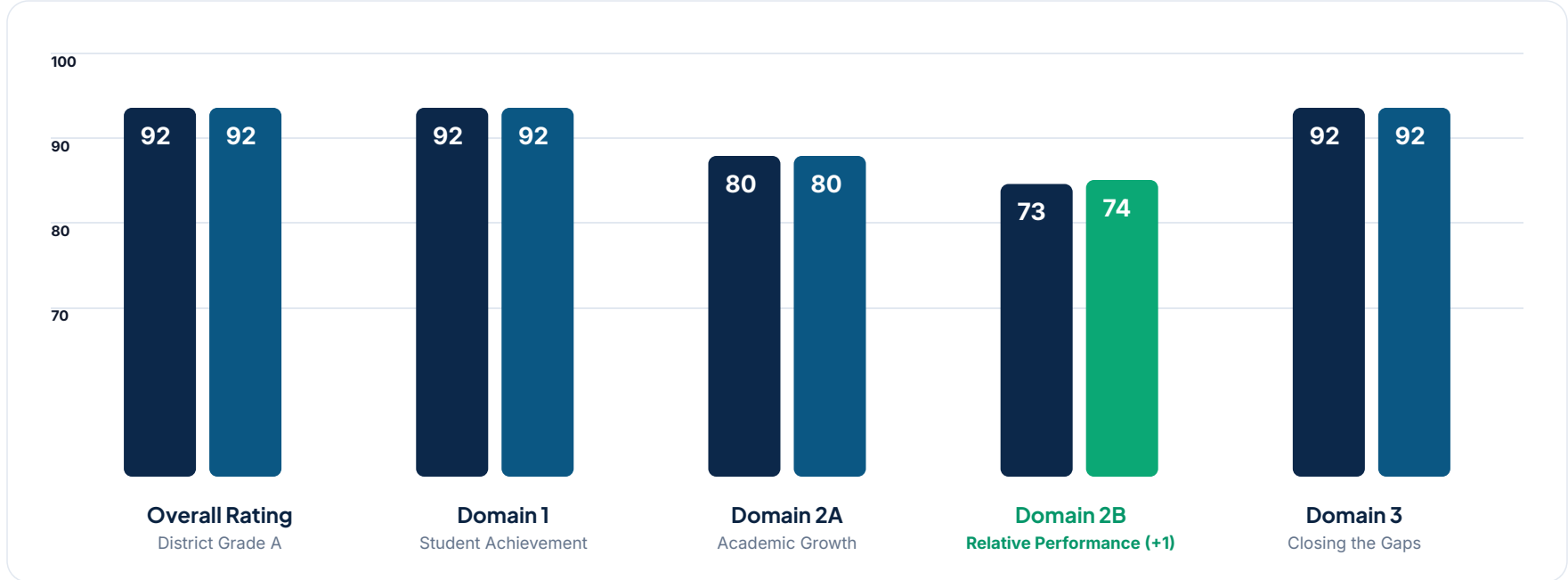


State Accountability Ratings ~ FISD



Accountability Domain Scores

2025 Score 2026 Score Growth Area (+1)



State Accountability Ratings ~ FISD

	2025	2026
Overall	92	92
Domain 1	92	92
Domain 2A	80	80
Domain 2B	73	74
Domain 3	92	92

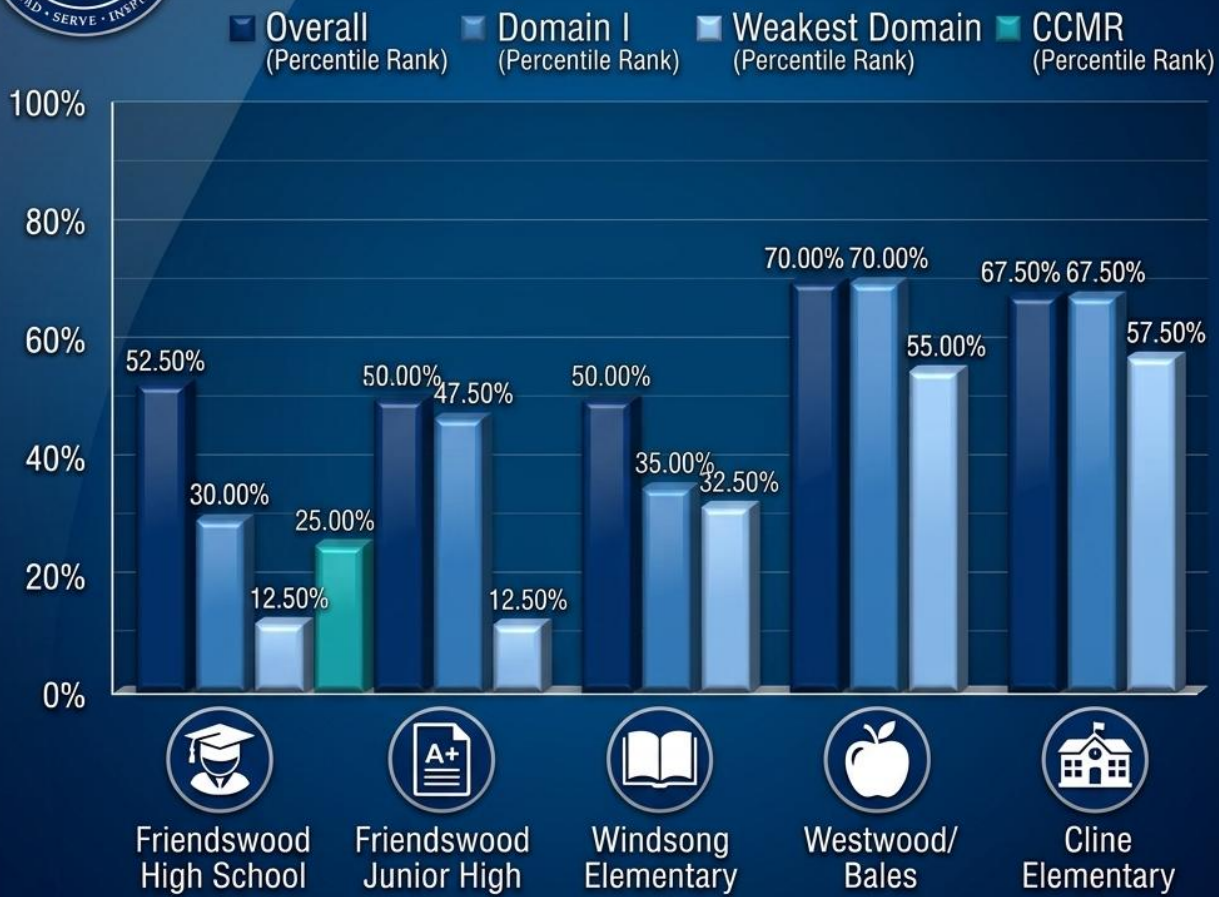
Comparison Group Data

- These Schools Represent the 40 campuses that most closely resemble our campuses in these areas:
 - Economically Disadvantaged Population
 - Size
 - Grades Levels Served
 - Demographics (Ex: EB, SPED, Mobile)
- For us, this translates to the top 40 performing schools in the state of Texas in most cases
 - Includes application based “magnet schools” such as LASA HS - Liberal Arts & Science Academy for Austin ISD



FRIENDSWOOD ISD - CAMPUS PERFORMANCE REPORT

(Inverted Data to show Percentile Rank: 100 - original %)



FRIENDSWOOD ISD



LEAD • SERVE • INSPIRE

CAMPUS	OVERALL RANKING	DOMAIN I RANKING	WEAKEST DOMAIN RANKING (FOCUS AREA)
Friendswood High School 	47.50%	70.00%	87.50%
Friendswood Junior High 	50.00%	52.50%	87.50%
Windsong Elementary 	50.00%	65.00%	67.50%
Westwood/Bales 	30.00%	30.00%	45.00%
Cline Elementary 	32.50%	32.50%	42.50%



FRIENDSWOOD
— I S D —

Campus

STAAR
ACCOUNTABILITY

Presentations and Action Plans

— ★ *2026* ★ —



FRIENDSWOOD
— I S D —

Westwood/Bales

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Presentations and Action Plans

— ★ 2026 ★ —



Lue S. Bales Intermediate & Westwood Elementary



	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		91	A	
Student Achievement		92	A	70%
STAAR Performance	69	92		
College, Career and Military Readiness				
Graduation Rate				
School Progress		90	A	0%
Academic Growth	80	90	A	✓
Relative Performance (Eco Dis: 14.7%)		80	B	
Closing the Gaps	70	87	B	30%

Distinction Designations



Academic Achievement in Reading/ Language Arts



Academic Achievement in Mathematics



Academic Achievement in Science



Top 25% : Comparative Academic Growth



Postsecondary Readiness



Top 25% : Comparative Closing the Gaps

2026 compared to 2025

Texas Education Agency

2026 Accountability Rating Overall Summary

ZUE S BALES INT (084911103) - FRIENDSWOOD ISD - GALVESTON COUNTY

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		91	A	
Student Achievement		92	A	70%
STAAR Performance	69	92		
College, Career and Military Readiness				
Graduation Rate				
School Progress		90	A	0%
Academic Growth	80	90	A	✓
Relative Performance (Eco Dis: 14.7%)		80	B	
Closing the Gaps	70	87	B	30%

Texas Education Agency

2026 Closing the Gaps

ZUE S BALES INT (084911103) - FRIENDSWOOD ISD - GALVESTON COUNTY

* Confidential *

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	20	24	83.3	30.0%	25.0
Growth Status	18	24	75.0	50.0%	37.5
ELP Status	0	4	0.0	10.0%	0.0
Student Success Status	12	16	75.0	10.0%	7.5
Closing the Gaps Score					70

Texas Education Agency

2025 School Report Card

ZUE S BALES INT (084911103) - FRIENDSWOOD ISD - GALVESTON COUNTY

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		92	A	
Student Achievement		92	A	70%
STAAR Performance	67	92		
College, Career and Military Readiness				
Graduation Rate				
School Progress		88	B	0%
Academic Growth	78	88	B	✓
Relative Performance (Eco Dis: 16.9%)		79	C	
Closing the Gaps	76	91	A	30%

Texas Education Agency

2025 Closing the Gaps

ZUE S BALES INT (084911103) - FRIENDSWOOD ISD - GALVESTON COUNTY

* Confidential *

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	27	32	84.4	30.0%	25.3
Growth Status	21	32	65.6	50.0%	32.8
ELP Status	4	4	100.0	10.0%	10.0
Student Success Status	12	16	75.0	10.0%	7.5
Closing the Gaps Score					76

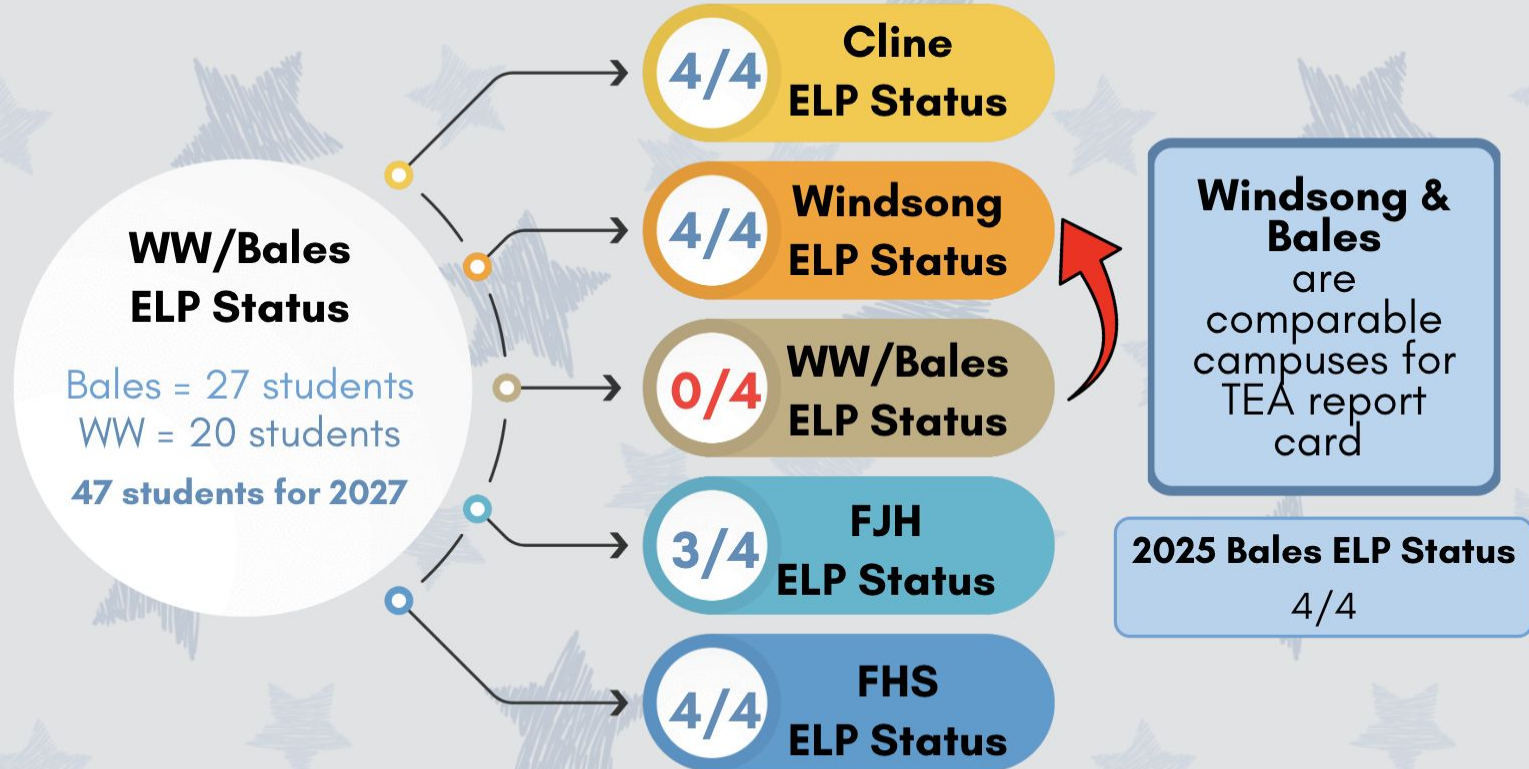
2026 Comparable Schools

Campus	Overall		Student Achievement		School Progress				Closing the Gaps	
	Rating		Score		Academic Growth		Relative Performance		Closing the Gaps	
	Rating	Score	Rating	Score	Rating	Score	Rating	Score	Rating	Score
CAMPBELL EL (Clear Creek ISD)	A	90	A	91	B	88	D	69	B	88
WINDSONG EL (Friendswood ISD)	A	90	A	91	B	86	C	70	B	89
UE S BALES INT (Friendswood ISD)	A	91	A	92	A	90	B	80	B	87
ROY LEE WALKER EL (McKinney ISD)	A	94	A	92	A	94	B	80	A	93
CAMPSON EL (Cypress- Fairbanks ISD)	A	94	A	94	A	92	B	89	A	94

All A Rated Comparable Schools

Analyzing our 'Closing the Gaps' data led us directly to ELP Status and TELPAS scores.

Lue S. Bales Intermediate
2026 Comparable Data for Closing the Gaps
ELP Status = TELPAS Data K-12



Lue S. Bales Intermediate Action Plan



Academic Growth

Academic
Achievement for
all students
through Tier 1
instruction.



Relative Performance

Small Group
Instruction &
Intervention



Closing the Gaps

Instructional
practices that
focus on
Academic
Vocabulary &
Discourse

Westwood Data

2026-2027 3RD GRADE BOY ASSESSMENT

	APPROACHES	MEETS	MASTERS
BALES	72.97%	36.49%	11.49%

Westwood 2nd
graders in 25/26

	APPROACHES	MEETS	MASTERS	YEAR
Science CBA	4%	20%	72%	2026
Science CBA	13%	19%	69%	2025

CSP Goal
from last year

Westwood Elementary Action Plan



Academic Growth

Student
Engagement in Tier 1
instruction through
Friendswood 14
strategies for all
students.



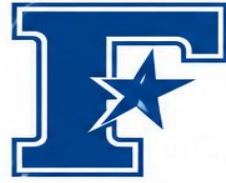
Relative Performance

Earlier tracking of
our ECD students.



Closing the Gaps

TELPAS focus
through Tier 2 and
Tier 3 alongside
home connection
support.



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Cline Elementary

STAAR

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Presentations and Action Plans

— ★ *2026* ★ —

CAMPUS OVERVIEW OF RATINGS

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		93	A	
Student Achievement		93	A	70%
STAAR Performance	72	93		
College, Career and Military Readiness				
Graduation Rate				
School Progress		92	A	0%
Academic Growth	83	92	A	✓
Relative Performance (Eco Dis: 7.0%)		77	C	
Closing the Gaps	84	94	A	30%

LOOKING BACK

2025

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		94	A	
Student Achievement		93	A	0%
STAAR Performance	71	93		
College, Career and Military Readiness				
Graduation Rate				
School Progress		94	A	70%
Academic Growth	88	94	A	✓
Relative Performance (Eco Dis: 4.2%)		74	C	
Closing the Gaps	81	93	A	30%

2026

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		93	A	
Student Achievement		93	A	70%
STAAR Performance	72	93		
College, Career and Military Readiness				
Graduation Rate				
School Progress		92	A	0%
Academic Growth	83	92	A	✓
Relative Performance (Eco Dis: 7.0%)		77	C	
Closing the Gaps	84	94	A	30%

LOOKING BACK

2025

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		94	A	
Student Achievement		93	A	0%
STAAR Performance	71	93		
College, Career and Military Readiness				
Graduation Rate				
School Progress		94	A	70%
Academic Growth	88	94	A	✓
Relative Performance (Eco Dis: 4.2%)		74	C	
Closing the Gaps	81	93	A	30%

2026

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		93	A	
Student Achievement		93	A	70%
STAAR Performance	72	93		
College, Career and Military Readiness				
Graduation Rate				
School Progress		92	A	0%
Academic Growth		92	A	✓
Relative Performance (Eco Dis: 7.0%)		77	C	
Closing the Gaps	84	94	A	30%

2026= TOP 25% FOR CTG

COMPARABLE CAMPUSES

Texas Education Agency
2026 Distinction Designation Summary
Top 25 Percent: Comparative Academic Growth (AG)
C W CLINE EL (084911102) - FRIENDSWOOD ISD - GALVESTON COUNTY

* Confidential *

	Campus Name	District Name	AG Raw Score
1	KIKER EL (227901180)	AUSTIN ISD	91
2	CASIS EL (227901112)	AUSTIN ISD	89
3	CLAYTON EL (227901184)	AUSTIN ISD	89
4	GLENHOPE EL (220906111)	GRAPEVINE-COLLEYVILLE ISD	89
5	RIVER RIDGE EL (246913123)	LEANDER ISD	89
6	WILCHESTER EL (101920118)	SPRING BRANCH ISD	88
7	LAKE POINTE EL (227913104)	LAKE TRAVIS ISD	87
8	LAKESWOOD EL (057905171)	DALLAS ISD	87
9	SERENE HILLS EL (227913105)	LAKE TRAVIS ISD	87
10	HOFFMANN LANE EL (046902112)	COMAL ISD	85
11	RUMMEL CREEK EL (101920112)	SPRING BRANCH ISD	85
12	GULLETT EL (227901117)	AUSTIN ISD	84
13	STUARD EL (184907103)	ALEDO ISD	84

COMPARABLE CAMPUSES

Texas Education Agency
2026 Distinction Designation Summary
Top 25 Percent: Comparative Academic Growth (AG)
C W CLINE EL (084911102) - FRIENDSWOOD ISD - GALVESTON COUNTY

* Confidential *

	Campus Name	District Name	AG Raw Score
1	KIKER EL (227901180)	AUSTIN ISD	91
2	CASIS EL (227901112)	AUSTIN ISD	89
3	CLAYTON EL (227901184)	AUSTIN ISD	89
4	GLENHOPE EL (220906111)	GRAPEVINE-COLLEYVILLE ISD	89
5	RIVER RIDGE EL (246913123)	LEANDER ISD	89
6	WILCHESTER EL (101920118)	SPRING BRANCH ISD	88
7	LAKE POINTE EL (227913104)	LAKE TRAVIS ISD	87
8	LAKESWOOD EL (057905171)	DALLAS ISD	87
9	SERENE HILLS EL (227913105)	LAKE TRAVIS ISD	87
10	HOFFMANN LANE EL (046902112)	COMAL ISD	85
11	RUMMEL CREEK EL (101920112)	SPRING BRANCH ISD	85
12	GULLETT EL (227901117)	AUSTIN ISD	84
13	STUARD EL (184907103)	ALEDO ISD	84

ACTION PLAN

Texas Education Agency
2026 Distinction Designation Summary
 C W CLINE EL (084911102) - FRIENDSWOOD ISD - GALVESTON COUNTY

* Confidential *

MARGINAL MISS

WORK TO DO

Indicator	Indicator Score Numerator	Indicator Score Denominator	Score	Quartile 1 Minimum Score	Quartile
Attendance Rate	121,786.0	126,323.0	96.4	96.6	Q2
Accelerated Student Learning: RLA	12	23	52.0	43.0	
Accelerated Student Learning: Mathematics	14	27	52.0	64.0	Q2
Grade 3 Reading Performance (Masters Grade Level)	64	129	50.0	55.0	Q2
Grade 3 Mathematics Performance (Masters Grade Level)	47	129	36.0	47.0	Q3
Grade 4 Reading Performance (Masters Grade Level)	72	171	42.0	59.0	Q4
Grade 4 Mathematics Performance (Masters Grade Level)	93	171	54.0	57.0	Q2
Grade 5 Reading Performance (Masters Grade Level)	116	182	64.0	72.0	Q2
Grade 5 Mathematics Performance (Masters Grade Level)	89	182	49.0	50.0	Q2
Grade 5 Science Performance (Masters Grade Level)	58	182	32.0	42.0	Q3
Pct of STAAR Results at Meets Grade Level or Above (All Subjects)	891	1,146	78.0	79.0	Q2
Pct of Grade 3-8 Results at Meets Grade Level or Above in Both Reading and Mathematics	351	482	73.0	75.0	Q2

ACTION PLAN

Target Areas

**1 A.A. SUB-POP FOCUS
ACROSS SUBJECTS**

ONLY 31% GROWTH SCORE

**2 ELEVATE MATH
MASTERY LEVELS**

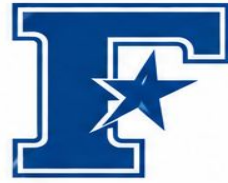
**3 ELEVATE SCIENCE
MASTERY LEVELS**

Next Steps

DISAGGREGATE THE STUDENTS FOR
ADDITIONAL INTERVENTION

MATH INTERVENTIONIST,
TIER 2 SMALL GROUP,
DATA UPDATE MEETINGS MONTHLY

LOWER LEVEL GRADES SCIENCE FOCUS,
DISAGGREGATE FOR INTENTIONAL
SMALL GROUP FOCUS



FRIENDSWOOD
— I S D —

Windsong Elementary

STAAR
ACCOUNTABILITY

Presentations and Action Plans

— ★ *2026* ★ —

Windsong Domain Ratings 2026

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		90	A	
Student Achievement		91	A	70%
STAAR Performance	64	91		
College, Career and Military Readiness				
Graduation Rate				
School Progress		86	B	0%
Academic Growth	76	86	B	✓
Relative Performance (Eco Dis: 12.4%)		70	C	
Closing the Gaps	73	89	B	30%

Comparison to 2024-25

2024-2025

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		91	A	
Student Achievement		91	A	70%
STAAR Performance	62	91		
College, Career and Military Readiness				
Graduation Rate				
School Progress		91	A	0%
Academic Growth	81	91	A	✓
Relative Performance (Eco Dis: 8.8%)		60	D	
Closing the Gaps	79	92	A	30%

2025-2026

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		90	A	
Student Achievement		91	A	70%
STAAR Performance	64	91		
College, Career and Military Readiness				
Graduation Rate				
School Progress		86	B	0%
Academic Growth	76	86	B	✓
Relative Performance (Eco Dis: 12.4%)		70	C	
Closing the Gaps	73	89	B	30%

Celebrations: Relative Performance Improved from a D to a C!

Similar Campuses

Comal ISD - Brown Elementary

Similar PLC Work around lesson
design and engagement

Focus on Quality Feedback via TTESS,
Coaching Cycles and Mentors

Academic Growth - 93

Spring Branch ISD - Valley Oaks
Elementary

Math and Reading
Interventionist

Focus on training for
special educators

Academic Growth - 92

Action Plan

Windsong is utilizing the FW14 to improve instruction for all students

Targeted Interventions

Differentiated practice for students requiring HB interventions began during the third week of school.

Academic Growth

Instruction will be planned around individual student data to ensure every learner receives appropriate intervention or enrichment.

Increase in Data Talks/MTSS

Regularly scheduled data talks and MTSS meetings allow educators to continuously track student progress, target specific learning gaps with timely interventions, and directly align instruction with STAAR standards to drive higher student achievement.



FRIENDSWOOD
— ISD —

Friendswood Junior High

STAAR
ACCOUNTABILITY

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CAMPUS OVERVIEW OF RATINGS ACROSS DOMAINS

Overall	Domain I: Student Achievement	Domain II-A: Academic Growth	Domain II-B: Relative Performance	Domain III: Closing the Gaps
93	93	89	70	93

COMPARISON TO LAST YEAR

	Overall	Domain I: Student Achievement	Domain II-A: Academic Growth	Domain II-B: Relative Performance	Domain III: Closing the Gaps
2026	93	93	89	70	93
2025	93	93	88	69	93

COMPARISONS TO SIMILAR SCHOOLS

	Overall	Student Achievement	Academic Growth	Relative Performance	Closing the Gaps
Friendswood Junior High	93	93	89	70	93
Garcia MS, Northside ISD	92	92	87	82	93
Walter & Lois Curtis MS, Allen ISD	94	94	92	89	93
Jerry & Linda Moore MS, Celina ISD	87	90	82	66	80
Pioneer Heritage MS, Frisco ISD	94	94	89	82	93
Lake Travis MS, Lake Travis ISD	93	93	88	70	94

RLA STAAR - % Students at Meets & Above				
Grade Level	Spring 2023	Spring 2024	Spring 2025	Spring 2026
6	73	75	80	75
7	82	87	83	83
8	76	84	83	80

8th Grade Social Studies STAAR				
Performance Level	Spring 2023	Spring 2024	Spring 2025	Spring 2026
Approaches	78	79	81	79
Meets	43	49	49	48
Masters	23	28	31	28

What does our data tell us?

6th Grade Math STAAR On-Level Students Only					
Year	Total Students	Score	Approaches	Meets	Masters
2026	139	48%	82%	20%	1%
2025	246	57%	88%	50%	12%

8th Grade Science STAAR				
Performance Level	Spring 2023	Spring 2024	Spring 2025	Spring 2026
Approaches	91	90	90	92
Meets	71	70	70	79
Masters	30	30	27	50

**6-12
ELA**
VERTICAL
ALIGNMENT



Lead4ward
US HISTORY



**FJH
ACTION
PLAN**

**7-8
Math**
INSTRUCTIONAL
STRATEGY FOCUS



FW14





FRIENDSWOOD
— I S D —

Friendswood High School

STAAR
ACCOUNTABILITY

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— ★ *2026* ★ —

FRIENDSWOOD HIGH SCHOOL



October 2026

CAMPUS OVERVIEW OF RATINGS ACROSS DOMAINS

2026

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		92	A	
Student Achievement		91	A	70%
STAAR Performance	69	92		
College, Career and Military Readiness	84	86		
Graduation Rate	100.0	100		
School Progress		75	C	0%
Academic Growth	66	67	D	
Relative Performance (Eco Dis: 4.3%)		75	C	✓
Closing the Gaps	84	94	A	30%

2025

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		91	A	
Student Achievement		91	A	70%
STAAR Performance	68	92		
College, Career and Military Readiness	84	86		
Graduation Rate	100.0	100		
School Progress		75	C	0%
Academic Growth	65	65	D	
Relative Performance (Eco Dis: 4.9%)		75	C	✓
Closing the Gaps	77	91	A	30%

Academic Growth

does NOT require

PERFORMANCE

HOPPERS

(with one exception)

ACTION PLANS FOR THE YEAR - MATH

Reporting Category	TEKS	Plans to support
<p>Reporting Category 4: Quadratic Functions and Equations</p> <ul style="list-style-type: none"> • Focuses on graphing, writing, and solving quadratic equations. • Covers finding roots/zeros, vertex forms, and transformations of parabolas. 	<p>A1.6A(Readiness): Determine the domain and range of quadratic functions and represent the domain and range using inequalities</p> <p>A1.7A(Readiness): Graph quadratics functions on the coordinate plane and use the graph to identify key attributes, if possible, including x-intercept, y-intercept, zeros, maximum value, minimum values, vertex, and the equation of the axis of symmetry</p> <p>A1.7C(Readiness): Determine the effects on the graph of the parent function $f(x) = x^2$ when $f(x)$ is replaced by $af(x)$, $f(x) + d$, $f(x-c)$, $f(bx)$ for specific values a, b, c, and d</p>	<ul style="list-style-type: none"> • Incorporate fractions in quadratic functions in Unit 9 and Unit 10 • Focus on Transformation notations in Unit 9 ; emphasize these notations on assignments • Add an exploration activity in Desmos to introduce transformations • Add a Desmos day into Units 9, 10, & 11 • Replace specific practice paper assignments in Units 9, 10, & 11 with Aware assignments • Real world applications for Domain and Range
	<p>Additional Strategies:</p> <ul style="list-style-type: none"> • Spiraling homework assignments in each unit • Retests in Aware using Desmos • Enrichment activities and differentiated worksheets for mastered students • Add more “wordiness” to existing assignments and test questions 	

ACTION PLANS FOR THE YEAR - ENGLISH 1

TEKS	Plans to support	Units & Time Frames of Implementation
<p>Extended Constructed Response E1.5(B) - Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: (B) write responses that demonstrate understanding of texts, including comparing texts within and across genres; Readiness Standard</p>	<ul style="list-style-type: none"> Implement more reading of nonfiction texts during short story unit. Have students write ECRs (specifically informational texts) with most upcoming units. Make sure students better understand the requirements and rubric of the ECR. Show more strong student samples in relation to the rubric. Have students practice by grading student samples. 	<p>On-level:</p> <ul style="list-style-type: none"> Aug-Sept - 4 ECRs with poetry Nov - "Romeo and Juliet" unit, 3 ECRs more in future units <p>MAP:</p> <ul style="list-style-type: none"> Aug/Sept - Short Fiction unit Sept/Oct - Literary Nonfiction/Epic unit Nov/Dec/Jan - Victorian Novella and Bildungsroman unit
<p>Reading E1.7(D.i) - Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: (D) analyze characteristics and structural elements of informational texts such as: (i) clear thesis, relevant supporting evidence, pertinent examples, and conclusion; Readiness Standard</p>	<ul style="list-style-type: none"> Provide students the ability to review, recognize, and practice writing in different organizational structures. Test strategy - "To+verb" in the question. Does it match the overall purpose and structure of the reading? Create posters/stimuli for organization structures for students to be able to view often Continuous discussion of structure using in-class readings during novel and short story units. 	<p>On-Level:</p> <ul style="list-style-type: none"> Dec/Jan - Short story unit Nov - "Romeo and Juliet" <p>MAP:</p> <ul style="list-style-type: none"> NW1 - NW4 - Genre studies include but are not limited to: Mythology, Historical Nonfiction, Nonfiction Memoir, Short Fiction, Literary Nonfiction, Poetry, Drama, Personal Narrative, Editorial, Contemporary Fiction
<p>Revising & Editing E1.9(D.v) - Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: (D) edit drafts using standard English conventions, including: (v) punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; Supporting Standard</p>	<ul style="list-style-type: none"> Provide daily warm-ups for more student practice Focus on the most common types of Revising & Editing questions Teach students ARMS and CUPS (also create visuals of these) <ul style="list-style-type: none"> ARMS (add, remove, move, substitute) CUPS (capitalization, usage, punctuation, spelling) 	<p>On-level:</p> <ul style="list-style-type: none"> Oct - Dec - Daily oral warm-ups Sept - Brushstrokes <p>MAP:</p> <ul style="list-style-type: none"> Oct/Mar/Apr - Usage, Mechanics, and Conventions (including commas, semicolons/colons, and dashes to establish phrases and clauses)

ACTION PLANS FOR THE YEAR - ENGLISH 2

TEKS	Plans to support	Units & Time Frames of Implementation
Reading E2.2(B) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: (B) analyze context to distinguish among denotative, connotative and figurative meanings of words; Readiness Standard	<ul style="list-style-type: none"> Utilize the Frayer model to support vocab knowledge More review of denotative vs. connotative Access the released test to make sure students are familiar with the online dictionary tool Encourage students to take the time to look up words 	On-level: <ul style="list-style-type: none"> 2nd 9 Weeks, <i>Fahrenheit</i> 451 unit MAP: <ul style="list-style-type: none"> 3rd 9 Weeks, <i>Fahrenheit</i> 451 unit
Reading E2.6(A) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: (A) Analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures; Supporting Standard	<ul style="list-style-type: none"> Provide more review of characterization and plot during novel studies Provide more examples of characterization and plot developing a theme using CommonLit Continuous modeling for students using in-class readings 	On-level: <ul style="list-style-type: none"> 2nd 9 Weeks, <i>Fahrenheit</i> 451 unit 3rd 9 Weeks, "Othello" unit MAP: <ul style="list-style-type: none"> 2nd 9 Weeks, "Othello" unit 3rd 9 Weeks, <i>Fahrenheit</i> 451 unit
Revising & Editing E2.9(D.v) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions. The student is expected to: (D) edit drafts using standard English conventions, including: (v) punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; Supporting Standard	<ul style="list-style-type: none"> Provide warm-ups for students to practice revising and editing Focus on the most common types of Revising & Editing question; show student sample STAAR questions Teach students ARMS and CUPS (also create visuals of these) <ul style="list-style-type: none"> ARMS (add, remove, move, substitute) CUPS (capitalization, usage, punctuation, spelling) 	On-level: <ul style="list-style-type: none"> 2nd 9 weeks, <i>Fahrenheit</i> 451 unit The writing process is covered every nine weeks. MAP: <ul style="list-style-type: none"> 3rd 9 Weeks, <i>Fahrenheit</i> 451 unit (writing process) 2nd 9 Weeks, Grammar unit (commas).

The Impact of CCMR-Plans for Growth

Timeline	Core Goals and Targets	Key Action Items and Logistics																		
Year One (26-27) <table><tr><th colspan="3">CCMR</th></tr><tr><th></th><th>HS/K-12</th><th>AEA</th></tr><tr><th>A</th><td>88</td><td>60</td></tr><tr><th>B</th><td>78</td><td>30</td></tr><tr><th>C</th><td>64</td><td>18</td></tr><tr><th>D</th><td>51</td><td>12</td></tr></table>	CCMR				HS/K-12	AEA	A	88	60	B	78	30	C	64	18	D	51	12	<ul style="list-style-type: none">• (estimated) 87% CCMR score (baseline from 2026)• Increase college-readiness benchmarks (SAT/ACT/TSIA2) by +2 percentage points.• 18% of graduates earn at least one TEA-approved high-value IBC (13% from 2026).• Improving data input into OnPoint for improved tracking and reporting (TSIA off campus, Texas College Bridge, and IBC)	<ul style="list-style-type: none">• Expand high-value IBCs (Goal: one IBC per CTE Program of Study).• Create annual student "one-pagers" for alpha counselor/credit check reviews.• Increase on-campus TSIA testing opportunities for seniors (multiple opportunities for CP Algebra).• Administer TSIA to 10 grade students in Geometry (small group based on sign-up/teacher recommendation)
CCMR																				
	HS/K-12	AEA																		
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Year Three (28-29)	<ul style="list-style-type: none">• 90% CCMR score• 25% of graduates earn at least one TEA-approved high-value IBC.	<ul style="list-style-type: none">• Increase dual credit enrollment by adding 10th-grade options (COM and OnRamps).• Increase OnRamps enrollment (to be planned Fall 2026 with Dean of Instruction).• Ensure CCMR point prior to off periods or Teacher Aide (need to find more options for classes to fulfill the requirements)																		
Year Five (30-31) (Differential Ratings)	<ul style="list-style-type: none">• 92% CCMR score• 35% of graduates earn at least one TEA-approved high-value IBC.	<ul style="list-style-type: none">• Focused instruction to ensure a high IBC success rate• Further expand dual credit offerings.• Provide frequent on-campus TSIA testing to improve pass rates.																		