Abilene Independent School District

Madison Middle School

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Targeted Improvement Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.056, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.055 and §39A.057, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

November 9, 2026

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

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SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

LIFT, LIFT PLC Support

Which, if any, program is your school system interested in to support this strategy?

LIFT, LIFT PLC Support

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

Amplify, Big Rock Educational Services, Carnegie Learning

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

4

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.

LIFT Grant of $68,133 is funding partnership with Big Rock Educational Services, stipends, and assessment data support.
LIFT PLC Support Grant of $60,000 is funding additional support from Big Rock Educational Services to enhance the PLC processes at Madison.

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

If the district does not receive the continuation grant for LIFT, local and Title funds will be used to continue to support campus' needs.

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

The campus has hired or been assigned new assistant principals and an instructional facilitator to the administration team.

All assistant principals, instructional facilitator, and the principal are actively involved in the activities associated with monitoring student progress through data tracking, coaching engaging instruction, and facilitating effective lesson internalization and PLCs. Additionally, staff from the district curriculum and instruction department, including the executive director for secondary education, the secondary math curriculum coordinator, the secondary RLA curriculum coordinator, and the science curriculum coordinator, are actively participating in classroom walkthroughs, PLCs, and student progress monitoring using assessment data to support improved instruction and student outcomes.

The partnership with Big Rock Education Services through the LIFT grant, along with the LIFT PLC Support, is key in providing coaching and additional support to Madison Middle School.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

Bluebonnet Learning Math Grades 6-8

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

250

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

Amplify Texas Literacy Program, Grades 6-8

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

250

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

171

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	NWEA MAP	District	BOY/MOY/ EOY	NWEA MAP Growth is an interim assessment used to identify students' current academic performance levels, measure individual student growth over time, identify strengths and areas of need, and provide data that can be used to inform instructional decisions and monitor the effectiveness of interventions and instructional practices.
Benchmark		District	Semester	STAAR-aligned district assessments will provide multiple checkpoints throughout the year to determine whether students are making progress toward grade-level standards. Campus and district teams will analyze results to identify instructional gaps, prioritize TEKS for reteaching, plan targeted supports, and evaluate whether PLC, Bluebonnet Math, and student engagement strategies are resulting in improved student outcomes.
STAAR Released Test		District	Semester	A released STAAR assessment will be administered in late February as a benchmark to measure students' readiness for the spring STAAR assessment using content, rigor, and item types aligned to the state assessment. Results will be used to identify remaining gaps in TEKS mastery, determine priority areas for reteaching and intervention, and guide targeted instructional adjustments during the final weeks before STAAR.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Monthly	Curriculum based assessments are used to measure student mastery of the TEKS and concepts taught within each unit, identify misconceptions and unfinished learning, and provide timely data for PLCs to plan reteaching, intervention, and instructional adjustments before moving forward. The assessments inform the teacher campus on immediate adjustments that should be made and also inform the district regularly on progress toward student success and support that may be needed at the campus.
Other	Daily Formative Assessments	Campus	Daily	Daily formative assessments are used to provide immediate feedback on student understanding during instruction, identify misconceptions or learning gaps, and help teachers make timely adjustments to pacing, grouping, questioning, reteaching, and intervention. They also help ensure students are mastering daily learning objectives before moving on to new content.

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

Weekly PLCs will serve as a primary structure for analyzing student data, identifying trends and learning gaps, and determining appropriate instructional responses, including reteaching, intervention, and acceleration. Campus and district leaders will monitor progress through the established performance management cycle to determine whether instructional strategies and improvement efforts are resulting in increased student growth. Data will be reviewed at the student, teacher, grade-level, and campus levels to identify students who are not demonstrating expected growth and to adjust supports and instructional practices as needed. The district's Director of Assessment and Accountability is critical in this area as she is able to provide data quickly to the campus to ensure timely adjustments can be made.

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

Madison provides additional support for students who are performing below grade level through targeted reading and math lab classes. These classes will give students additional time and instruction in areas where they need support.

Students in special populations will receive additional support based on their individual needs. Special education staff will work closely with teachers to provide appropriate accommodations, services, and targeted instruction for students receiving special education services. Campus ESL staff will provide similar support for emergent bilingual students to help ensure they can access grade-level content and continue making academic progress. Student progress will be monitored regularly so supports can be adjusted as needed.

Student intervention is delivered through direct instruction from teachers, IXL, Progress Learning, and Summit K-12 (ESL students).

Will the campus implement a PLC structure?

Yes

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

PLCs are organized by grade level and content area.

How frequently will PLCs occur?

Weekly

Who will facilitate PLCs?

The principal, assistant principals, and instructional facilitator facilitate the PLCs. This year the PLC process is being supported by Big Rock Educational Services coaches. District curriculum coordinators also routinely participate in PLCs when applicable.

Who is required to attend PLCs?

Content teachers and special education teachers

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

Weekly PLCs will follow the Big Rock lesson internalization and rehearsal process. Teachers will work collaboratively to unpack upcoming lessons, identify the standards and learning objectives, anticipate student thinking and misconceptions, and plan key instructional moves and checks for understanding. Teachers will then rehearse high-leverage portions of the lesson, receive feedback, and make adjustments before classroom implementation. Student assessment data is also analyzed and used for intervention planning and instructional adjustments during PLCs after unit and district assessments occur. This process is designed to strengthen teacher preparation, maintain grade-level rigor, and improve the consistency and quality of instruction across classrooms.

Upload PLC agenda (optional):

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Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal	Big Rock Classroom, Culture and Classroom Rigor Planning Meeting Trainings	Big Rock Educational Services	Principal, Assistant Principals, Instructional Facilitator, Principal Manager, District Content Coordinators
Teacher	Big Rock Classroom, Culture Training	Principal	All teachers
Teacher	Math RBIS Training	Region 14	All math teachers, special education teachers, instructional facilitator, principal
Principal Manager	Abilene ISD PM Systems PD + Instructional Readiness Review	Big Rock Educational Services	Chief Academic Officer and Executive Director of Elementary Education

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

All new teachers attended a two day New Teacher Orientation developed and delivered by the district. Topics at this training included classroom management, curriculum, and technology. Also included were various topics that help them enter their first week of teaching successfully.

Madison will differentiate support for new and/or ineffective teachers and leaders based on individual needs. As part of the Texas Mentor Program, teachers with less than two years of experience will receive structured mentoring, regular feedback, and ongoing support from trained mentors. Mentors will assist with instructional planning, classroom management, student engagement, and other areas identified through observation and data.

Additional support will be provided through weekly PLCs, instructional coaching, classroom observations, and feedback from campus and district leaders. Teachers needing additional support may receive more frequent coaching, modeling, lesson rehearsal, and follow-up. New or developing campus leaders will also receive targeted coaching and support, including opportunities to work with Big Rock coaches and district leadership. Training and coaching will be adjusted based on individual needs, observation data, and student performance.

New teachers attend a check-in with district support staff quarterly.

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?

Implementation will be monitored using multiple tools, including the BRES Student Engagement and Hierarchy Tracker, LIFT Classroom Observation Tool, PLC Observation Tool, and a locally created T-TESS walkthrough form. These tools will be used by campus administrators, district C&I staff, and Big Rock coaches to monitor implementation and provide feedback.

Key look-fors will include student engagement, use of BRES classroom culture strategies, grade-level rigor, checks for understanding, use of high-quality instructional materials, lesson internalization, lesson rehearsal, and evidence that PLC work is being carried into classroom instruction. The tools will also help identify areas where teachers or teams may need additional coaching or support.

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

Weekly

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

Teachers and administrators will receive ongoing support on how to better meet the needs of students in special populations, including students receiving special education services and emergent bilingual students. Training and support will focus on accommodations, modifications, language supports, and strategies to help students access grade-level instruction.

Campus special education and ESL staff, along with district support staff, will assist teachers through PLCs, planning, classroom support, and data review. Administrators will also monitor supports to make sure students are receiving what they need and making progress.

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

All campus administrators and district curriculum and instruction leaders will attend Big Rock Educational Services professional development, Classroom Culture and Engagement, and actively participate in classroom walkthroughs for baseline data collection and analysis for every core content classroom with the BRES coaches.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

campus principal, district C&I leadership, Big Rock Educational Services, assistant principals, campus academic coaches

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

BRES training materials, BRES training sign-in sheets, data from the Classroom Management Hierarchy Data Collection Form, BRES data trackers, classroom management coaching schedules and logs

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

Coaching support through BRES coaches, BRES collection forms and data trackers

Milestone 2

Description – What specific action or deliverable will be completed?

All campus administrators and district curriculum and instruction leaders will attend Big Rock Educational Services PLC professional development - CRPM Classroom Rigor Planning Meeting - and actively participate in classroom walkthroughs using the BRES CRPM walkthrough forms. PLCs will take place weekly with focus on lesson internalization and lesson rehearsal and emphasis on use of multiple engagement strategies.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

campus principal, principal managers

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

CRPM walkthrough forms and data tracker, walkthrough schedules, LIFT Observation Tool, Co-planning tools

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

Big Rock BRES coach supports, walkthrough data tracker

Milestone 3

Description – What specific action or deliverable will be completed?

All campus administrators, math teachers, and special education teachers will attend Research Based Instructional Strategies (RBIS) training for effective math instruction through Region 14 curriculum staff.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District C&I leaders, campus principal

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

Region 14 RBIS training sign-in sheets

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

Training support through Region 14.

Milestone 4

Description – What specific action or deliverable will be completed?

Analyze October 5-8 District Assessment results and implement a document instructional response. 6th-8th grade level teams will analyze student performance by TEKS, identify unfinished learning, and compare individual student performance to Domain 1 achievement and Domain 2 growth targets. Teachers will identify priority students and standards and establish specific Tier 1 reteach, small group, and intervention responses.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

C&I Math Curriculum Coordinator, campus principal, principal manager

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

assessment data/trackers, lesson plans

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

Data from campus and district assessments, Bluebonnet Math materials, district curriculum materials

Milestone 5

Description – What specific action or deliverable will be completed?

Weekly math PLCs will be held using the BRES CRPM protocols for lesson internalization and planning, including lesson objective identification, activities and engagement strategies, rigor and alignment, lesson rehearsal, intervention and extension, assessment, and data analysis.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

campus principal

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

CRPM scripts, attendance sheets, PLC schedules, classroom walkthroughs

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

BRES coach PLC supports

Milestone 6

Description – What specific action or deliverable will be completed?

Classroom walkthroughs will occur weekly in core content classes with administrators monitoring and tracking student engagement and classroom rigor using BRES walkthrough tools. Teachers will receive timely feedback and real time coaching with the frequency determined by walkthrough observations.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

campus principal

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

BRES walkthrough forms, other district walkthrough forms, data tracking tools, walkthrough schedules, coaching trackers

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

BRES coaching supports

Milestone 7

Description – What specific action or deliverable will be completed?

Evaluate the effectiveness of the October instructional response through HQIM assessments and formative assessments. PLC teams will review assessment evidence for the students and TEKS identified in October. Teams will document whether students demonstrated increased mastery and continue, adjust, or intensify the instructional response based on evidence.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Teachers, Academic Coaches

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

student assessments/data trackers, PLC scripts and agendas

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

BRES PLC Support, BRES Performance Management Support

Milestone 8

Description – What specific action or deliverable will be completed?

Monitor for Classroom Culture implementation with weekly classroom walkthroughs. Administrative team, academic coaches, the Executive Director of Secondary,Chief Academic Officer, and BRES staff will conduct classroom walkthroughs using the campus walkthrough tool to determine whether Classroom Culture Hierarchy practices from August training are consistently implemented. When implementation is inconsistent, the teacher will receive a Real Time Coaching and targeted support through modeling, rehearsal, observation and feedback, or additional classroom management coaching. Leaders will conduct a follow up observation within 1 to 2 weeks to determine whether the identified practice has improved. Support and monitoring will continue or intensify until evidence demonstrates consistent implementation.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

principal, assistant principals, instructional facilitator, principal manager

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

Classroom Culture walkthrough data/trackers, weekly trend reports, campus coaching calendars, follow up walkthrough evidence demonstrating implementation

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

BRES coaches, Safe and Civil Schools Coaches, Principal Manager/DCSI, campus leadership coaching and modeling support

Milestone 9

Description – What specific action or deliverable will be completed?

Complete MOY academic performance and intervention review. Analyze MAP, curriculum assessments, intervention, and progress data. Identify students not on track for EOY expectations and student performance goals and establish an instructional response and progress monitoring plan for each identified group.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Teachers, Academic Coaches, SPED/EB Staff

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

MOY data report; updated student trackers; revised intervention rosters; PLC agenda

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

Academic coaches; content coordinators; SPED Content Coordinator; EB coaches; Summit K12

Milestone 10

Description – What specific action or deliverable will be completed?

Administer spring STAAR benchmarks and make final instructional adjustments prior to STAAR. Students in STAAR tested grades will complete district spring benchmark assessments. Teachers and leaders will analyze results by student, TEKS, reporting category, and performance level; compare results to Domain 1 achievement and Domain 2 growth targets; and identify the highest leverage instructional strategies to address gaps. PLC teams will develop final instructional response plans that prioritize Tier 1 reteach, targeted small group instruction, intervention, and progress monitoring prior to STAAR.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Teachers, Academic Coaches, District Content Coordinators, Principal Manager

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

Spring benchmark results; Eduphoria reports; TEKS and reporting category analysis; updated Domain 1 and Domain 2 student trackers; PLC data meeting documentation; final reteach/ intervention plans

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

District benchmark assessments; Eduphoria; district student trackers; academic coaches; content coordinators; protected data analysis and instructional planning time

Milestone 11

Description – What specific action or deliverable will be completed?

Complete EOY academic review. Analyze EOY MAP results, HQIM assessment data, STAAR performance, walkthrough trends, coaching effectiveness, and PLC implementation. Based on performance data, finalize staffing decisions and training needed for upcoming school year. Plan targeted professional learning for staff need and student skills needed based on EOY review.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Executive Director of Secondary Education, Chief Academic Officer, Human Resources

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

EOY data summary; MAP reports, professional development plans

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

District data support; principal manager; Human Resources; academic coaches; content coordinators; BRES

Performance Management

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

District and campus leaders will monitor implementation of the plan through regular classroom walkthroughs, PLC observations, coaching, and review of student performance data. Tools such as the BRES Student Engagement and Hierarchy Tracker, LIFT Classroom Observation Tool, PLC Observation Tool, and local T-TESS walkthrough form will be used to monitor implementation of the identified strategies.

BRES will lead the performance management process using the required TEA LIFT expectations and monitoring requirements. Performance management meetings will include the BRES coach, Chief Academic Officer, Superintendent, Executive Director of Elementary Education, Executive Director of Secondary Education, Director of Assessment and Accountability, and Chief Strategic Officer. This group will review implementation and student outcome data, identify campus needs, and determine where additional support may be needed. Based on the data reviewed, the district will put extra supports, coaching, resources, or follow-up actions in place to address identified areas of need and strengthen implementation.

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

Principal, Chief Academic Officer (Principal Manager), Executive Director of Secondary Education, District Content Coordinators

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

BRES trackers, PLC agendas, TEA LIFT Observation Tool, and assessment data from Eduphoria will be used to collect various points of data.

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

Progress data will be shared through the performance management cycle. The school board will also be updated multiple time throughout the school year during Board Workshop or Regular Board Meetings.

Student Outcome Goals

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

Performance Level	EOY Goal (%)
Approaches Grade Level	80
Meets Grade Level	52
Masters Grade Level	26

Not applicable: RLA STAAR goals (SY 26-27)

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

Performance Level	EOY Goal (%)
Approaches Grade Level	60
Meets Grade Level	40
Masters Grade Level	15

Not applicable: Math STAAR goals (SY 26-27)

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

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	40
Masters Grade Level	20

Not applicable: overall STAAR goals (SY 26-27)

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

16

Not applicable: Academic Achievement goal (SY 26-27)

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

4

Not applicable: ELP Component goal (SY 26-27)

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Did your school have a graduation class for the 2025-2026 school year?

No

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

14

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

8

Additional Info

Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

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Upload additional documents (optional):

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