Judson Independent School District

Hopkins Elementary 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 19, 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?

—

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

Region 20, Great Minds PBC, 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 provider support was funded through the LIFT grant. Bluebonnet Math textbooks were purchased through district funds. Additional Carnegie Learning $1,500,000 for the district paid for by the LIFT grant and Great Minds coaching is projected to cost $308,00 for the district paid for by Title I funds.

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 LIFT funding is unavailable, the district will continue implementation through the Principal Manager, DCSI, district curriculum staff, campus Academic Trainers, and existing district instructional resources.

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

The district will send at least one team member to the weekly visits by our approved provider, Carnegie Learning.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

450

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

District Created

Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

600

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

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?

174

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	Campus or District	Frequency	Purpose (how will these results be used)
Interim	District	Semester	Interim results will be used to monitor progress, adjust instruction, and target professional development in preparation for end-of-year summative annual accountability assessments.
Curriculum Based Assessment	District	Monthly	CBAs are built around individual units and TEKS standards. The assessments and results serve as the tactical guide for the school's improvement plan. Results provide the leader and PLCs to perform Item & Misconception Analysis

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

Teachers maintain ongoing student data trackers that identify proficiency levels, growth trends, and intervention needs. Student performance data are disaggregated by grade level, subject, teacher, student group, and individual student performance to identify strengths, gaps, and acceleration opportunities. The Academic Trainer supports the collection and disaggregation of campus data and oversees assessment administration and progress-monitoring systems.

Student growth data are reviewed through structured Professional Learning Communities (PLCs) and collaborative planning meetings. During PLCs, teachers:
- Analyze assessment results and growth trends.
- Identify students requiring intervention, enrichment, or acceleration.
- Disaggregate student-group performance data.
- Determine reteach priorities and instructional adjustments.
-Develop action plans with measurable outcomes.

Teachers utilize PLC Data Protocols to ensure consistency in data discussions and instructional decision-making.

Data Collection
- BOY, MOY, and EOY universal screeners
- NWEA MAP Reading and Math assessments
- STAAR Interim assessments
- District unit assessments and common formative assessments
- Classroom formative assessments and daily performance data
- STAAR summative results and accountability measures

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

Based on the campus improvement planning documents, staff handbook, and RTI procedures, Hopkins Elementary's intervention plan is built on a multi-tiered system of support that provides timely academic assistance for students performing below grade level and targeted support for special populations. The campus emphasis is on early identification, data-driven intervention, progress monitoring, and instructional responsiveness.

Identification of Students Needing Support

Students are identified for intervention through multiple data sources, including:

BOY, MOY, and EOY universal screeners
NWEA MAP Reading and Math assessments

STAAR and STAAR Interim assessments
District common assessments and unit assessments
Classroom formative assessments
Teacher observations and PLC data reviews

Data are analyzed regularly to identify students performing below grade level, monitor growth, and determine intervention needs. Special attention is given to student groups that have historically demonstrated achievement gaps, including Emergent Bilingual, Special Education, Economically Disadvantaged, At-Risk, African American, and Two or More Races student populations.

Tiered Intervention System

Hopkins utilizes the district Response to Intervention (RTI) framework to provide escalating levels of support based on student need. The system includes:

Tier 1

- High-quality core instruction aligned to district curriculum.
- Differentiated instruction within the classroom.
- Frequent formative assessment and progress monitoring.
- Small-group instruction embedded within Tier I instruction.

Tier 2

- Targeted intervention for students not responding adequately to Tier I instruction.
- Supplemental small-group instruction focused on identified skill deficits.
- Increased progress monitoring and documentation of student growth.

Tier 3

- Intensive intervention for students demonstrating significant academic needs.
- More frequent and individualized instructional support.
- Ongoing monitoring through RTI processes and collaboration with campus support teams.
- Supports for Students Below Grade Level

To accelerate learning and close achievement gaps, the campus provides:

- Structured small-group instruction at least three times per week for struggling students.
- Targeted reteach cycles based on assessment data.
- Intervention groups aligned to identified skill deficits.
- Extended-day tutoring programs.
- Use of supplemental instructional resources and intervention programs.

- Progress-monitoring checkpoints to evaluate effectiveness and adjust support as needed.
- Supports for Special Populations

The campus improvement plan identifies specific supports for special populations, including:

Emergent Bilingual Students

- Supplemental instructional resources in English and Spanish.
- Differentiated instruction within core content.
- Progress monitoring to ensure language and academic growth.

Special Education Students

-Targeted accommodations and individualized supports.
- Progress monitoring aligned with IEP goals.
- Collaboration between general education and special education staff.

At-Risk and Economically Disadvantaged Students

- Tutoring and intervention opportunities.
- Extended learning supports.
- Ongoing monitoring through PLCs, RTI, and data meetings.
- Access to supplemental resources and instructional supports.
- Monitoring and Accountability

Teachers, administrators, and the Academic Trainer routinely review student growth through PLCs, collaborative planning meetings, and data conferences. Teachers use PLC protocols to:

Analyze student performance data.
Identify students requiring intervention.
Develop instructional responses.
Monitor implementation of interventions.
Evaluate the effectiveness of support plans.

Campus leaders monitor intervention implementation through walkthroughs, coaching cycles, data reviews, and periodic progress checks to ensure interventions are producing measurable student growth.

Expected Outcome

The Hopkins Elementary intervention system is designed to ensure that every student who is below grade level or belongs to a special population receives timely, targeted, and data-driven support. Through frequent progress monitoring, collaborative problem-solving, supplemental

intervention, and high-quality Tier I instruction, the campus aims to accelerate student growth, close achievement gaps, and increase overall academic proficiency.

Will the campus implement a PLC structure?

Yes

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

The campus plan indicates that PLCs will be organized primarily by grade level teams with SPED teachers attending the PLC grade level they work with. The teachers are collaborating around common student data, instructional planning, and intervention needs. The campus conducts weekly PLCs and collaborative planning meetings where teachers and administrators review student achievement data, identify trends, develop action plans, and monitor progress toward campus goals.

At Hopkins Staff Handbook 2026-2027 teachers are expected to engage in PLCs, bring requested data, participate in data conferences, and use student data to guide small-group instruction and interventions. The Academic Trainer serves as the PLC facilitator and supports data analysis and instructional planning.

Based on the campus improvement documents, PLCs will focus on:

- Grade-level collaboration around student achievement and growth data.
- Analysis of common assessments, MAP, STAAR Interim, and STAAR performance data.
- Identification of students needing intervention, acceleration, or enrichment.
- Development of reteach plans and targeted instructional responses.
- Monitoring progress of special populations, including Emergent Bilingual, Special Education, Economically Disadvantaged, and At-Risk students.

The documents specifically reference weekly PLCs, weekly collaborative planning meetings, and the use of PLC agendas and PLC data protocols to structure conversations and ensure consistent implementation of data-driven instruction.

How frequently will PLCs occur?

PLC's meet weekly for 45 minutes each session

Who will facilitate PLCs?

Academic Trainer with an administrator present

Who is required to attend PLCs?

Grade-level teachers, special education teachers, bilingual/ESL staff, intervention staff, and other instructional staff aligned to the students and content being discussed.

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

Based on the campus improvement documents, PLCs will focus on:

- Grade-level collaboration around student achievement and growth data.
- Analysis of common assessments, MAP, STAAR Interim, and STAAR performance data.
- Identification of students needing intervention, acceleration, or enrichment.
- Development of reteach plans and targeted instructional responses.
- Monitoring progress of special populations, including Emergent Bilingual, Special Education, Economically Disadvantaged, and At-Risk students.
- Internalization notes provided
- PLCs will include lesson rehearsal as appropriate
- PLCs will also review documented action steps, assigned responsibilities, and follow-up on prior actions as identified during the protocol

Upload PLC agenda (optional):

PLC Agenda.pdf

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	RBIS, Lift, Lift PLC, SPED Weekly Updates, Principal Co-Hort Monthly Meetings, Observation and Feedback Training	Region 20, District Personnel, Teachers, Administrators	Principal, AP, AC, Teachers
Teacher	Effective First Teach, RBIS, curriculum internalization, PLC data protocols, MAP, special-population supports, and observation-feedback follow-up	District instructional staff, Academic Trainer, Region 20, LIFT, Carnegie Learning, and Great Minds, as applicable	Classroom teachers, special education teachers, bilingual/ESL staff, and intervention staff aligned to the training
Other Campus Admin (Assistant Principals, Instructional Coaches)	Observation and feedback, PLC monitoring, curriculum implementation, data analysis, coaching, and special-population supports	District leadership, Region 20, LIFT, and approved instructional providers	Assistant Principal, Academic Trainer, and other campus instructional leaders

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

Experience, observation data, student results, certification status, and implementation needs will be used to assign support. Inexperienced or ineffective teachers and leaders will receive targeted training, more frequent coaching, modeling, and follow-up based on identified needs. Training on established routines, procedures, assessments, and curriculum for new or ineffective teachers is provided to that group of teachers. There has been a MAP training for all teachers new to assessment platform. Academic Trainer to teacher coaching, Administrator to teacher coaching.

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?

TEA Classroom Observation walkthrough forms and Companion Guides are used to evaluate the implementation of Effective First Teach. Leadership is looking for Cold Calling, Active Monitoring, and Gold Standard Modeling per the District supported Professional Development teachers have received this year.

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 capacity-building support focused on meeting the academic, behavioral, and social-emotional needs of students in special populations, including Emergent Bilingual students, students receiving Special Education services, Economically Disadvantaged students, At-Risk students, and other identified student groups. Professional learning will focus on data-driven instructional practices, differentiation, targeted interventions, progress monitoring, and the effective implementation of Tier I instruction that ensures equitable access to grade-level standards. Staff will engage in PLCs, coaching cycles, collaborative planning, and data analysis meetings where they will learn to identify student needs, analyze subgroup performance, design targeted supports, and monitor the effectiveness of interventions. Administrators and teachers will also receive coaching and feedback through instructional walkthroughs, district professional learning, and school improvement supports, including Carnegie Learning and LIFT Grant coaching. These capacity-building opportunities are intended to strengthen instructional practices, increase responsiveness to diverse learner needs, reduce achievement gaps, and improve outcomes for all students, particularly those requiring additional academic, behavioral, or language supports.

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?

Milestone 1: Instructional Readiness and Resource Plan Finalized. Campus and district leadership will complete an instructional readiness review and finalize the staffing, scheduling, instructional resources, funding, and district supports necessary to implement the campus school improvement strategy.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Principal Manager, DCSI

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

Completed instructional readiness review; master schedule; staffing and resource allocation plan; documented district supports; identified funding sources.

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

District Curriculum & Instruction support, Accountability/School Improvement support, LIFT/ approved provider support as applicable, staffing and budget information.

Milestone 2

Description – What specific action or deliverable will be completed?

Milestone 2: PLC Structures and Instructional Planning Routines Fully Implemented. Description –The campus will implement a consistent weekly PLC structure that includes lesson/unit internalization, student work analysis, assessment review, intervention planning, and lesson rehearsal as appropriate. Teachers serving special populations will be included in PLC structures aligned to the students they support.

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(s), Academic Trainer/Instructional Coach, PLC Facilitators

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

Master schedule showing protected PLC time; PLC agendas; lesson internalization artifacts; student work samples; PLC observation data; intervention-planning documentation.

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

PLC facilitation training, lesson and unit internalization support, data-analysis protocols, lesson-rehearsal guidance, protected PLC time, and district or LIFT PLC coaching.

Milestone 3

Description – What specific action or deliverable will be completed?

Milestone 3: Differentiated Teacher Support and Coaching System Established. Campus leadership will establish differentiated levels of instructional support for teachers based on classroom observation data, student outcomes, experience, certification status, and demonstrated implementation needs. Coaching and professional learning will be assigned according to identified need.

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(s), Academic Trainer/Instructional Coach, District Instructional Support Staff

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

Teacher-support tiers or differentiated support roster; coaching schedules; individualized support plans when applicable; professional learning assignments; documentation of coaching cycles.

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

Observation data, student performance data, coaching tools, district/LIFT instructional coaching support, professional learning resources.

Milestone 4

Description – What specific action or deliverable will be completed?

Milestone 4: Observation and Feedback Cycles Fully Operational. Campus instructional leaders will implement differentiated observation and feedback cycles. Each teacher will receive observation and feedback weekly. Teachers requiring intensive support will receive additional coaching, modeling, and follow-up based on identified needs. Observation data will be used to assign actionable coaching steps and determine subsequent support.

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(s), Academic Trainer/Instructional Coach

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

Observation schedule; completed classroom observation tools; documented teacher feedback; coaching action steps; evidence of follow-up observations; observation trend reports.

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

TEA Classroom Observation tools and Companion Guides, Instructional Insights App, leadership calibration, observation and feedback training, and district or LIFT coaching support.

Milestone 5

Description – What specific action or deliverable will be completed?

Milestone 5: Assessment, Student Data Tracking, and Progress-Monitoring Systems Implemented. The campus will implement a consistent assessment and data-monitoring system in which teachers and leaders analyze student performance, monitor progress toward campus goals, identify learning gaps and misconceptions, and maintain student-level data trackers to inform instructional decisions.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Academic Trainer/Instructional Coach, Teachers, Campus Intervention Staff

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

Assessment calendar; Eduphoria or other assessment reports; student data trackers; PLC data-analysis documentation; student growth reports; campus progress-monitoring dashboard.

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

Eduphoria, NWEA MAP, curriculum-based assessments, district assessment support, data-analysis protocols and training.

Milestone 6

Description – What specific action or deliverable will be completed?

Milestone 6: Targeted Student Intervention System Fully Operational. The campus will implement a systematic process for identifying students requiring additional support, assigning targeted Tier 2/Tier 3 interventions, monitoring intervention effectiveness, and regrouping students based on progress-monitoring data. Intervention planning will explicitly address students receiving special education, emergent bilingual, and other specialized supports.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, RtI/Intervention Staff, Academic Trainer/Instructional Coach, Teachers, Special Education and Bilingual/ESL Staff

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

Intervention schedule; student intervention rosters; progress-monitoring records; student grouping criteria; intervention plans; evidence of regrouping or instructional adjustments based on student response.

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

RtI support, intervention resources, progress-monitoring tools, special populations support, assessment data.

Milestone 7

Description – What specific action or deliverable will be completed?

Milestone 7: Mid-year Implementation and Student Outcome Review Completed Campus and district leadership will conduct a formal midyear review of strategy implementation and student outcomes using assessment data, classroom observation trends, PLC implementation evidence, intervention data, and progress toward campus student outcome goals. Leadership will identify barriers and document necessary adjustments.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Principal Manager, and DCSI

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

MOY data analysis; implementation review; observation and PLC trend reports; intervention-effectiveness data; written adjustments to campus supports, staffing, professional learning, or intervention structures.

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

District Accountability/Assessment support, A–F Estimator, assessment reports, LIFT/ approved provider coaching, performance-management protocols.

Milestone 8

Description – What specific action or deliverable will be completed?

Milestone 8: Instructional and Intervention Supports Adjusted Based on Mid-year Evidence. Following the midyear review, campus leadership will implement documented adjustments to instructional support, teacher coaching, PLC priorities, student interventions, staffing, and/or professional learning based on identified implementation gaps and student performance trends.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Academic Trainer/Instructional Coach, Campus Leadership Team

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

Revised coaching schedules; adjusted intervention groups; revised PLC priorities; professional learning plans; updated teacher support tiers; progress-monitoring documentation demonstrating follow-through on identified adjustments.

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

District instructional specialists, Accountability/Assessment support, LIFT/approved provider coaching, campus performance-management data.

Milestone 9

Description – What specific action or deliverable will be completed?

Milestone 9: End-of-Year Improvement Review and 2027–2028 Sustainability Plan: Campus and district leadership will evaluate implementation of the school improvement strategy and student outcomes, determine progress toward accountability and exit goals, identify practices demonstrating evidence of effectiveness, and develop a continuation or intensification plan for the 2027–2028 school year.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, District Curriculum & Instruction Leadership

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

EOY implementation review; STAAR and other student outcome analyses; A–F Estimator results; observation and PLC trend data; intervention-effectiveness analysis; documented 2027–2028 priorities, supports, staffing, and professional learning needs.

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

STAAR and accountability data, A–F Estimator, district Accountability/Assessment support, Curriculum & Instruction support, LIFT/approved provider implementation data as applicable.

Performance Management

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

Campus leaders will monitor milestone evidence, PLC implementation, classroom observation and feedback records, coaching, student results, and intervention data. The principal and district leaders will review progress monthly, identify barriers, assign corrective actions, name the person responsible, and set follow-up dates.

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

Principal, Campus Leadership Team, Principal Manager, and DCSI. (The Superintendent will review quarterly.)

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress data will be collected through assessment reports, student data trackers, PLC agendas and products, observation and feedback records, coaching documentation, intervention records, schedules, and milestone evidence artifacts.

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

The principal will share milestone status, supporting evidence, barriers, and corrective actions with the Principal Manager and DCSI during monthly reviews. Progress updates appropriate for families and the community will be shared through parent-engagement events and academic nights.

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	76
Meets Grade Level	47
Masters Grade Level	21

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

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	76
Meets Grade Level	40
Masters Grade Level	16

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

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	76
Meets Grade Level	43
Masters Grade Level	18

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

No

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

12

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

No

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

3

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

No

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?

18

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

4

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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