



MARBLE FALLS

Independent School District

Meeting Date:

Meeting Type:

LOVE & INSPIRE

Marble Falls ISD has an unyielding commitment to love every child and inspire them to achieve their fullest potential.



MARBLE FALLS
Independent School District
LOVE & INSPIRE

2025-26 School Improvement Plans



Targeted Improvement Plan

Highland Lakes Elementary

Marble Falls Elementary

Marble Falls Middle School

Local Improvement Plan

Colt Elementary



Circumstances Necessitating a Targeted Improvement Plan or Local Improvement Plan

Accountability laws require a campus improvement plan when

- A campus receives and overall D or F under the Texas A-F system (TIP) as outlined in Texas Education Code §39.106
- A campus is identified for Comprehensive Support (TIP), Targeted Support (LIP) or Additional Targeted Support (LIP) under the Federal Accountability System (ESSA)



Local Improvement Plan Requirements:

- An evidence-based school improvement strategy that will improve student outcomes and result in the campus no longer being D rated or having an ATS/TSI designation,
- A description of how district and campus leaders will monitor the implementation of the plan,
- A description of the reallocation of resources (time, funding, staffing) that are needed to implement the school improvement strategy, and
- Student performance goals
- The school board approves the plan



Targeted Improvement Plan Requirements:

- The requirements of the Local Improvement Plan
- AND
- The Campus conducts a needs assessment
 - The Campus hosts a public meeting
 - A Public Hearing is conducted by the board of trustees
 - The Plan is posted to the website and feedback is solicited
 - The board of trustees approves the plan

Marble Falls ISD was awarded the LASO grant, which enabled us to elevate MFES and MFMS to Targeted Improvement Plans (TIP) from the required Local Improvement Plans (LIP), thereby increasing the support provided to the two campuses.



Campus Plan Requirements and Reasons

Campus Name	2025 Overall Rating	Reason for LIP/TIP
Highland Lakes Elementary	D	State D and Targeted Support and Improvement/LASO Grant
Marble Falls Elementary	C	Targeted Support and Improvement/LASO Grant
Marble Falls Middle School	C	Additional Targeted Support/LASO Grant
Colt Elementary	B	Targeted Support and Improvement (LIP only)



Targeted Improvement Plan

Highland Lakes Elementary School
 Marble Falls Elementary School
 Marble Falls Middle School



School Improvement Strategy-

Intensive Curriculum and Instruction Improvements

MFISD has been awarded the Instructional Leadership (LASO 3) Grant to support this Strategy.

MFISD is partnering with E3 Alliance and Region 13 to support this strategy.



Capacity Building of Leadership and Staff

- E3 Alliance will provide a comprehensive, two-year professional learning sequence through Instructional Leadership Pathway 3, designed to build the capacity of district and campus leaders to strengthen schoolwide culture, effective instruction, and data-driven practices. The training intentionally aligns to the Effective Schools Framework (ESF) focus areas 3.1: Schoolwide Culture Routines, 5.2: Observation and Feedback Cycles, and 5.3: Data-Driven Instruction Practices.
- The E3 model combines leadership coaching, collaborative professional learning, and embedded implementation support to create coherence between district systems and campus instructional practice. Each component is designed to reinforce strong leadership routines, effective teacher development systems, and continuous improvement structures that ensure equitable outcomes for students.
- Through this two-year professional learning pathway, E3 Alliance will help district and campus leaders establish aligned systems that strengthen instructional leadership, improve teaching quality, and build sustainable, data-driven cultures of learning that advance student outcomes across all campuses.



Implementation Milestones

Spring–Summer 2025: Capacity Building & Planning

- Conduct baseline data analysis and needs assessment using the E3 Campus Implementation Plan.
- Facilitate Year 1 Full-Day Workshop (May–July) to establish leadership routines, de-implementation priorities, and focus areas for schoolwide culture and feedback systems.
- Deploy initial E3 tools and resources, including classroom walkthrough forms, coaching reflection tools, and data review templates.
- Align district and campus systems to support implementation of observation/feedback cycles (EA 5.2).

Fall 2025–Spring 2026: Implementation & Coaching

- Provide four on-site implementation support visits, each including Mini-PD sessions, classroom walkthroughs, and collaborative data analysis.
- Conduct Snapshot Visits in fall and spring for leadership calibration and refinement of feedback practices.
- Deliver sixteen principal coaching sessions and four principal manager coaching sessions to support leadership growth and systems implementation.
- Review midyear and end-of-year progress through E3 coaching logs and walkthrough data.
- Integrate student assessment data cycles into leadership meetings to monitor the impact of instructional practices.



Implementation Milestones

Summer 2026: Reflection & Sustainability Planning

- Facilitate Year 2 Full-Day Workshop to analyze Year 1 implementation data and set refined goals for effective instruction and data-driven systems (EA 5.3).
- Identify sustainability priorities and capacity-building needs for continued progress into the next year.

Fall 2026–Spring 2027: Deepening Practice & System Refinement

- Continue quarterly implementation support visits with focus on advanced data-driven instruction and alignment across content areas.
- Conduct Snapshot Visits twice per year to monitor fidelity of implementation and student outcome trends.
- Maintain ongoing coaching cycles for principals (16 sessions) and principal managers (8 sessions), emphasizing sustainability and internal coaching capacity.
- Support district and campus leaders in embedding E3 tools—Campus Implementation Plan, walkthrough forms, coaching trackers—into regular practices.
- Guide campuses in integrating student performance data and teacher feedback trends into continuous improvement cycles.



Implementation Milestones

Summer 2027: Sustainability & Capacity Transfer

- Facilitate End-of-Year Workshop and Sustainability Coaching, focusing on transfer of systems to campus leadership teams and integration of practices into district frameworks.
- Evaluate progress using E3 implementation rubrics and leadership self-assessments.
- Document successful systems and practices to inform replication and scale across additional campuses.

Key Outcomes by August 2026

- Established leadership routines and feedback systems aligned to ESF 3.1 and 5.2.
- Regular, data-informed feedback cycles embedded in campus practice.
- Initial evidence of improved instructional quality and leadership efficacy.

Key Outcomes by August 2027

- Full implementation of data-driven instructional systems (EA 5.3).
- Sustained leadership capacity for observation, feedback, and data analysis.
- Improved student performance trends and continued district support and sustainability of systems.



Allocation of Resources

Marble Falls ISD has identified all resources needed to implement the School Improvement strategy in partnership with E3 Alliance through the LASO Instructional Leadership Pathway 3. The district has budgeted \$69,000 (funded through the TEA LASO Cycle 3 Instructional Leadership Grant) for professional development, coaching, implementation support, and materials provided by E3 Alliance from July 2025–September 2026.

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Progress Monitoring

District and campus leaders will monitor implementation through regular data reviews led by the DCSI in partnership with E3 Alliance. Campus leaders will use the E3 Campus Implementation Plan, walkthrough tools, and coaching reflections to track progress on ESF 3.1, 5.2, and 5.3. The DCSI will review campus data monthly and meet quarterly with E3 to analyze trends and identify supports. The superintendent and executive leadership team will review districtwide progress each semester, using data from coaching logs, observation feedback, and student outcomes to ensure fidelity, guide adjustments, and sustain continuous improvement.

Progress toward milestones will be reviewed collaboratively by the District Coordinator of School Improvement (DCSI), E3 Alliance and campus principals under the oversight of the superintendent and executive leadership team. The DCSI will lead monthly and quarterly reviews of implementation data and artifacts with E3 Alliance to monitor fidelity and identify areas for additional support. The superintendent and executive team will conduct semesterly reviews of progress toward milestones, using summary data from coaching logs, walkthrough tools, and assessment results to ensure alignment, accountability, and continuous improvement across all participating campuses.



Progress Monitoring

Progress toward milestones will be reviewed on a monthly, quarterly, and semesterly cadence to ensure continuous improvement and accountability.

Monthly: The DCSI and E3 Alliance will review implementation data, coaching logs, and student performance trends to monitor fidelity and identify needed supports.

Quarterly: District and campus leadership teams will analyze implementation evidence and student assessment data during on-site support visits to evaluate the impact of instructional leadership practices and adjust action steps.

Semesterly: The superintendent and executive leadership team will review districtwide progress and student outcome data to assess overall effectiveness, ensure alignment to ESF goals, and guide future decisions for sustaining and scaling successful practices.



Progress Monitoring

Milestone progress data will be collected through a combination of E3 Alliance tools, district data systems, and leadership artifacts to ensure accuracy and alignment with ESF focus areas. Evidence will be gathered from:

- The E3 Campus Implementation Plan, which tracks milestone completion and implementation fidelity.
- Coaching logs and reflection tools documenting leadership growth and progress toward targeted actions.
- Classroom walkthrough and feedback data collected during implementation and snapshot visits.
- Student assessment data (BOY, MOY, EOY) and progress monitoring results used to measure instructional impact.
- Leadership meeting agendas, notes, and artifacts demonstrating continuous review and adjustment.

All data will be compiled and reviewed monthly by the DCSI and E3 Alliance facilitators, then summarized quarterly and semesterly for district leadership review.



Progress Monitoring

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Student Achievement Goals- HLES

Domain Descriptor	2026 Goal	2025 Score
All Grades ELAR/Reading Meets Grade Level or Above STAAR	41%	31%
All Grades Math Meets Grade Level or Above STAAR	34%	24%
Component Points Campus Goal for Academic Achievement (Domain III)	16	0
Component Points Campus Goal for Growth (Domain III)	17	17
Component Point Campus Goal for ELP Status (Domain III)	4	3
Component Point Campus Goal for Student Success (Domain III)	8	0



Student Achievement Goals- MFES

Domain Descriptor	2026 Goal	2025 Score
All Grades ELAR/Reading Meets Grade Level or Above STAAR	55%	47%
All Grades Math Meets Grade Level or Above STAAR	49%	38%
Component Points Campus Goal for Academic Achievement (Domain III)	18	14
Component Points Campus Goal for Growth (Domain III)	20	16
Component Point Campus Goal for ELP Status (Domain III)	3	0
Component Point Campus Goal for Student Success (Domain III)	8	4



Student Achievement Goals- MFMS

Domain Descriptor	2026 Goal	2025 Score
All Grades ELAR/Reading Meets Grade Level or Above STAAR	53%	45%
All Grades Math Meets Grade Level or Above STAAR 2	47%	34%
Component Points Campus Goal for Academic Achievement (Domain III)	16	4
Component Points Campus Goal for Growth (Domain III)	16	3
Component Point Campus Goal for ELP Status (Domain III)	4	4
Component Point Campus Goal for Student Success (Domain III)	8	0



Local Improvement Plan Colt Elementary School



Identification: Colt Elementary is identified for Targeted Support and Improvement and is required to develop a Local Improvement Plan (LIP)

Focused Priorities

1. Increase Hispanic student performance in Reading and Math by closing the 3–5% gap to meet Domain III targets.
2. Accelerate EB student growth and achievement to reduce gaps of 9–11% in Reading, Math, and Student Success.
3. Ensure every teacher implements Tier I instruction with language scaffolds and data-driven small groups.
4. Build a strong monitoring system for TSI populations, with progress checks each cycle.
5. Engage families with bilingual outreach and goal-setting support to reinforce learning at home.

Goals, Milestones & Metrics

- Student Achievement (Domain I/III):

- Increase Hispanic Reading proficiency from 35% → 42% (exceeds target 39%).
- Increase Hispanic Math proficiency from 41% → 47% (exceeds target 44%).
- Increase Hispanic Passing Both rate from 36% → 43% (exceeds target 41%).
- Increase EB Reading proficiency from 26% → 37% (meets target 37%).
- Increase EB Math proficiency from 29% → 40% (close to 45% target).
- Increase EB Passing Both rate from 28% → 39% (close to 37% target).



Key Strategies

Priority	Strategy	Staff Responsible	Timeline	Evidence of Progress
Tier I Instruction	Embed sentence stems, visuals, vocabulary anchors, and bilingual resources in lessons	Teachers	Daily	Lesson plans, walkthroughs
Tier I Instruction	Use structured math talks/small groups and targeted reading groups with language focus	Teachers, Intervention	Daily	Exit tickets, observation data
Interventions	WIN Time small groups targeting EB/Hispanic students not meeting targets	Teachers, Intervention	Daily	Data trackers, logs
Interventions	MTSS 6-week cycle review for EB/Hispanic student progress	MTSS team	Every 6 weeks	MTSS documentation
Monitoring	Maintain TSI Data Tracker for EB/Hispanic proficiency	Admin, teachers, intervention	Monthly	Data wall tracker
Monitoring	Weekly walkthroughs focused on EB scaffolds and small-group fidelity	Admin	Weekly	Walkthrough feedback
Family Engagement	Host EB & Hispanic Family Nights - goal discussion/practice	Admin	Fall/Spring	Sign-in sheets, surveys
Family Engagement	Mail student progress letters each semester with goal setting	Teachers, Admin	Each MAP window	Copies of letters
Professional Learning	Monthly PLCs on EB strategies and scaffolds	Admin, intervention	Monthly	PLC agendas, reflections



Monitoring & Accountability

- Responsible Parties: Principal, AP, intervention teachers, teachers
- Frequency: Monthly leadership review, data analysis after MAP/CBA, 6-week MTSS cycle.
- Structures:
 - Data Wall Tracker: monitor Hispanic and EB Reading/Math proficiency rates.
 - PLC Data Reviews: align instructional adjustments to MAP/CBA results.
 - Quarterly Updates: share progress with PTO, staff, and district.



25-26 Improvement Plan Feedback

* Indicates required question

1. Email *

2. Select the Campus you would like to provide feedback on *

 Dropdown

Mark only one oval.

☐ Highland Lakes Elementary

☐ Marble Falls Elementary

☐ Marble Falls Middle School

☐ Colt Elementary

3. Any feedback on the Student Achievement Goals?

4. Any feedback on the School Improvement Strategy?

5. Any feedback on the Capacity Building of Leadership and Staff?

6. Any feedback on the Implementation Milestones?

7. Any feedback on Progress Monitoring?

8. Any feedback on Allocation of Resources?

This content is neither created nor endorsed by Google.

Google Forms

Marble Falls ISD- Highland Lakes Elementary
25-26 Targeted Improvement Plan (TIP)



In Texas, schools are required to create a Targeted Improvement Plan (TIP) when they receive an overall or domain accountability rating of “D” or “F” under the state’s A–F system, as outlined in Texas Education Code §39.106 or when a campus is identified for support under the Federal Accountability System (ESSA).

The purpose of the TIP is to ensure that campuses engage in a focused and systematic process to identify the root causes of low performance and implement targeted strategies to improve student outcomes. The plan promotes continuous improvement through regular goal setting, action planning, and progress monitoring. Additionally, the TIP process provides access to state and district support, helps coordinate resources for improvement, and promotes transparency with parents and the broader school community about how the campus plans to achieve better academic results. The key components of the plan outlined below include a comprehensive school improvement strategy; curriculum and instructional initiatives designed to enhance student learning; job-embedded professional development to build staff capacity and provide ongoing support; clearly defined milestones to guide implementation; a performance management system to ensure fidelity of execution; and the allocation of necessary resources to sustain implementation efforts.

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District and campus staff time for participation will be supported through local funds and built-in professional learning days. Facilities, supplies, and logistical supports will also be covered with local funds. A Data Sharing Agreement (DSA) and existing district systems will support monitoring of student data and implementation fidelity, ensuring all resources and funding are aligned to execute the strategy with fidelity and sustainability.



In Texas, schools are required to create a Targeted Improvement Plan (TIP) when they receive an overall or domain accountability rating of “D” or “F” under the state’s A–F system, as outlined in Texas Education Code §39.106 or when a campus is identified for support under the Federal Accountability System (ESSA).

The purpose of the TIP is to ensure that campuses engage in a focused and systematic process to identify the root causes of low performance and implement targeted strategies to improve student outcomes. The plan promotes continuous improvement through regular goal setting, action planning, and progress monitoring. Additionally, the TIP process provides access to state and district support, helps coordinate resources for improvement, and promotes transparency with parents and the broader school community about how the campus plans to achieve better academic results. The key components of the plan outlined below include a comprehensive school improvement strategy; curriculum and instructional initiatives designed to enhance student learning; job-embedded professional development to build staff capacity and provide ongoing support; clearly defined milestones to guide implementation; a performance management system to ensure fidelity of execution; and the allocation of necessary resources to sustain implementation efforts.

Student Achievement Goals:

Domain Descriptor	2026 Goal	2025 Score
All Grades Reading Meets Grade Level or Above STAAR	53%	45%
All Grades Math Meets Grade Level or Above STAAR	47%	34%
Component Points Campus Goal for Academic Achievement (Domain III)	16	4
Component Points Campus Goal for Growth (Domain III)	16	3
Component Point Campus Goal for ELP Status (Domain III)	4	4
Component Point Campus Goal for Student Success (Domain III)	8	0



School Improvement Strategy:

Intensive Curriculum and Instruction Improvements

Strategy Implementation Plan:

MFISD has been awarded the Instructional Leadership (LASO 3) Grant to support this Strategy.

MFISD is partnering with E3 Alliance and Region 13 to support this strategy.

Capacity Building of Leadership and Staff:

- E3 Alliance will provide a comprehensive, two-year professional learning sequence through Instructional Leadership Pathway 3, designed to build the capacity of district and campus leaders to strengthen schoolwide culture, effective instruction, and data-driven practices. The training intentionally aligns to the Effective Schools Framework (ESF) focus areas 3.1: Schoolwide Culture Routines, 5.2: Observation and Feedback Cycles, and 5.3: Data-Driven Instruction Practices.
- The E3 model combines leadership coaching, collaborative professional learning, and embedded implementation support to create coherence between district systems and campus instructional practice. Each component is designed to reinforce strong leadership routines, effective teacher development systems, and continuous improvement structures that ensure equitable outcomes for students.
- Through this two-year professional learning pathway, E3 Alliance will help district and campus leaders establish aligned systems that strengthen instructional leadership, improve teaching quality, and build sustainable, data-driven cultures of learning that advance student outcomes across all campuses.

Implementation Milestones:

Spring–Summer 2025: Capacity Building & Planning

- Conduct baseline data analysis and needs assessment using the E3 Campus Implementation Plan.
- Facilitate Year 1 Full-Day Workshop (May–July) to establish leadership routines, de-implementation priorities, and focus areas for schoolwide culture and feedback systems.
- Deploy initial E3 tools and resources, including classroom walkthrough forms, coaching



reflection tools, and data review templates.

- Align district and campus systems to support implementation of observation/feedback cycles (EA 5.2).

Fall 2025–Spring 2026: Implementation & Coaching

- Provide four on-site implementation support visits, each including Mini-PD sessions, classroom walkthroughs, and collaborative data analysis.

- Conduct Snapshot Visits in fall and spring for leadership calibration and refinement of feedback practices.

- Deliver sixteen principal coaching sessions and four principal manager coaching sessions to support leadership growth and systems implementation.

- Review midyear and end-of-year progress through E3 coaching logs and walkthrough data.

- Integrate student assessment data cycles into leadership meetings to monitor the impact of instructional practices.

Summer 2026: Reflection & Sustainability Planning

- Facilitate Year 2 Full-Day Workshop to analyze Year 1 implementation data and set refined goals for effective instruction and data-driven systems (EA 5.3).

- Identify sustainability priorities and capacity-building needs for continued progress into the next year.

Fall 2026–Spring 2027: Deepening Practice & System Refinement

- Continue quarterly implementation support visits with focus on advanced data-driven instruction and alignment across content areas.

- Conduct Snapshot Visits twice per year to monitor fidelity of implementation and student outcome trends.

- Maintain ongoing coaching cycles for principals (16 sessions) and principal managers (8 sessions), emphasizing sustainability and internal coaching capacity.

- Support district and campus leaders in embedding E3 tools—Campus Implementation Plan, walkthrough forms, coaching trackers—into regular practices.

- Guide campuses in integrating student performance data and teacher feedback trends into continuous improvement cycles.

Summer 2027: Sustainability & Capacity Transfer

- Facilitate End-of-Year Workshop and Sustainability Coaching, focusing on transfer of systems to campus leadership teams and integration of practices into district frameworks.

- Evaluate progress using E3 implementation rubrics and leadership self-assessments.

- Document successful systems and practices to inform replication and scale across additional campuses.



Key Outcomes by August 2026

- Established leadership routines and feedback systems aligned to ESF 3.1 and 5.2.
- Regular, data-informed feedback cycles embedded in campus practice.
- Initial evidence of improved instructional quality and leadership efficacy.

Key Outcomes by August 2027

- Full implementation of data-driven instructional systems (EA 5.3).
- Sustained leadership capacity for observation, feedback, and data analysis.
- Improved student performance trends and continued district support and sustainability of systems.

Progress Monitoring:

- District and campus leaders will monitor implementation through regular data reviews led by the DCSI in partnership with E3 Alliance. Campus leaders will use the E3 Campus Implementation Plan, walkthrough tools, and coaching reflections to track progress on ESF 3.1, 5.2, and 5.3. The DCSI will review campus data monthly and meet quarterly with E3 to analyze trends and identify supports. The superintendent and executive leadership team will review districtwide progress each semester, using data from coaching logs, observation feedback, and student outcomes to ensure fidelity, guide adjustments, and sustain continuous improvement.
- Progress toward milestones will be reviewed collaboratively by the District Coordinator of School Improvement (DCSI), E3 Alliance and campus principals under the oversight of the superintendent and executive leadership team. The DCSI will lead monthly and quarterly reviews of implementation data and artifacts with E3 Alliance to monitor fidelity and identify areas for additional support. The superintendent and executive team will conduct semesterly reviews of progress toward milestones, using summary data from coaching logs, walkthrough tools, and assessment results to ensure alignment, accountability, and continuous improvement across all participating campuses.
- Progress toward milestones will be reviewed on a monthly, quarterly, and semesterly cadence to ensure continuous improvement and accountability.



Monthly: The DCSI and E3 Alliance will review implementation data, coaching logs, and student performance trends to monitor fidelity and identify needed supports.

Quarterly: District and campus leadership teams will analyze implementation evidence and student assessment data during on-site support visits to evaluate the impact of instructional leadership practices and adjust action steps.

Semesterly: The superintendent and executive leadership team will review districtwide progress and student outcome data to assess overall effectiveness, ensure alignment to ESF goals, and guide future decisions for sustaining and scaling successful practices.

Milestone progress data will be collected through a combination of E3 Alliance tools, district data systems, and leadership artifacts to ensure accuracy and alignment with ESF focus areas. Evidence will be gathered from:

- The E3 Campus Implementation Plan, which tracks milestone completion and implementation fidelity.
- Coaching logs and reflection tools documenting leadership growth and progress toward targeted actions.
- Classroom walkthrough and feedback data collected during implementation and snapshot visits.
- Student assessment data (BOY, MOY, EOY) and progress monitoring results used to measure instructional impact.
- Leadership meeting agendas, notes, and artifacts demonstrating continuous review and adjustment.

All data will be compiled and reviewed monthly by the DCSI and E3 Alliance facilitators, then summarized quarterly and semesterly for district leadership review.

Milestone progress data will be shared through ongoing collaboration between the District Coordinator of School Improvement (DCSI), E3 Alliance and district leadership. Data collected from the E3 Campus Implementation Plan, coaching logs, walkthroughs, and student assessments will be reviewed monthly with E3 and shared during regular meetings with principal supervisors to monitor campus progress and identify needed supports.



Allocation of Resources:

Marble Falls ISD has identified all resources needed to implement the School Improvement strategy in partnership with E3 Alliance through the LASO Instructional Leadership Pathway 3. The district has budgeted \$69,000 (funded through the TEA LASO Cycle 3 Instructional Leadership Grant) for professional development, coaching, implementation support, and materials provided by E3 Alliance from July 2025–September 2026.

District and campus staff time for participation will be supported through local funds and built-in professional learning days. Facilities, supplies, and logistical supports will also be covered with local funds. A Data Sharing Agreement (DSA) and existing district systems will support monitoring of student data and implementation fidelity, ensuring all resources and funding are aligned to execute the strategy with fidelity and sustainability.



1. Needs Assessment

Identification: Colt Elementary is identified for Targeted Support and Improvement due to both Hispanic and Emergent Bilingual (EB) populations missing Domain III targets for three consecutive years in the same indicators:

- Student Achievement (Reading, Math)
- Student Success (passing both Reading and Math)

2025 Data vs. Targets

- Hispanic Students:

- Reading Target: 39% | CES: 35%
- Math Target: 44% | CES: 41%
- Passing Both Target: 41% | CES: 36%

- Emergent Bilingual Students:

- Reading Target: 37% | CES: 26%
- Math Target: 45% | CES: 29%
- Passing Both Target: 37% | CES: 28%

Summary of Gaps:

- Hispanic students missed all three Domain III indicators by 3–5 percentage points.
- EB students have larger gaps, missing indicators by 9–11 percentage points.
- These groups significantly impact overall Closing the Gaps (Domain III) accountability rating.



2. Focused Priorities

1. Increase Hispanic student performance in Reading and Math by closing the 3–5% gap to meet Domain III targets.
2. Accelerate EB student growth and achievement to reduce gaps of 9–11% in Reading, Math, and Student Success.
3. Ensure every teacher implements Tier I instruction with language scaffolds and data-driven small groups.
4. Build a strong monitoring system for TSI populations, with progress checks each cycle.
5. Engage families with bilingual outreach and goal-setting support to reinforce learning at home.

3. Goals, Milestones & Metrics

- Student Achievement (Domain I/III):

- Increase Hispanic Reading proficiency from 35% → 42% (exceeds target 39%).
- Increase Hispanic Math proficiency from 41% → 47% (exceeds target 44%).
- Increase Hispanic Passing Both rate from 36% → 43% (exceeds target 41%).
- Increase EB Reading proficiency from 26% → 37% (meets target 37%).
- Increase EB Math proficiency from 29% → 40% (close to 45% target).
- Increase EB Passing Both rate from 28% → 39% (close to 37% target).

- Closing the Gaps (Domain III):

- Meet all three indicators for Hispanic students in 2026.
- Meet at least two of three indicators for EB students in 2026, with continuous improvement toward full compliance.

- School Progress (Domain II):

- Maintain Academic Growth rating at 86 or higher.



4. Key Strategies

Priority	Strategy	Staff Responsible	Timeline	Evidence of Progress
Tier I Instruction	Embed sentence stems, visuals, vocabulary anchors, and bilingual resources in lessons	Teachers	Daily	Lesson plans, walkthroughs
Tier I Instruction	Use structured math talks/small groups and targeted reading groups with language focus	Teachers, Intervention	Daily	Exit tickets, observation data
Interventions	WIN Time small groups targeting EB/Hispanic students not meeting targets	Teachers, Intervention	Daily	Data trackers, logs
Interventions	MTSS 6-week cycle review for EB/Hispanic student progress	MTSS team	Every 6 weeks	MTSS documentation
Monitoring	Maintain TSI Data Tracker for EB/Hispanic proficiency	Admin, teachers, intervention	Monthly	Data wall tracker



Monitoring	Weekly walkthroughs focused on EB scaffolds and small-group fidelity	Admin	Weekly	Walkthrough feedback
Family Engagement	Host EB & Hispanic Family Nights - goal discussion/practice	Admin	Fall/Spring	Sign-in sheets, surveys
Family Engagement	Mail student progress letters each semester with goal setting	Teachers, Admin	Each MAP window	Copies of letters
Professional Learning	Monthly PLCs on EB strategies and scaffolds	Admin, intervention	Monthly	PLC agendas, reflections

5. Monitoring & Accountability

- Responsible Parties: Principal, AP, intervention teachers, teachers
- Frequency: Monthly leadership review, data analysis after MAP/CBA, 6-week MTSS cycle.
- Structures:
 - Data Wall Tracker: monitor Hispanic and EB Reading/Math proficiency rates.
 - PLC Data Reviews: align instructional adjustments to MAP/CBA results.
 - Quarterly Updates: share progress with PTO, staff, and district.