



Belton Independent School District

Chisholm Trail Elementary

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:

October 19, 2026

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

—

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 12, Great Minds PBC

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.

Title I Part A:

Parent Liaison = \$15,500

Math and Reading Interventionist (4) = \$249,085.00

LASO LIFT Year I Grant:

Great Minds Coaching

Catalyst

Teaching Digital Tools

HQMI Specialist

Substitutes for Internalization days and Professional Learning

Total = \$67,545.45

LASO LIFT Add On:

Additional Great Minds Coaching = \$120,000

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?

This strategy is not contingent on a grant funding source.

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

Additional FTEs - Special Programs Administrator, 3 Interventionists, and Parent liaison
Full Time IC

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?

425

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

Texas myView Literacy

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?

133

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?

170

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	Common Formative Assessments	Campus	Weekly	Utilizing the collaborative team process, teachers will group students by performance level, analyze student work trends at each performance level and use that information to make adjustments to instructional plans on a weekly basis.
Curriculum Based Assessment		District	Monthly	These assessments will be used to measure mastery of learning per instructional unit. This allows for curriculum adjustments to be made and for intervention/extension plans to be created.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Benchmark		District	Semester	Benchmark results provide key data junctures to measure mastery of the learning standards and helps identify crucial needs for remediation and curriculum adjustments.
Other	Star Renaissance - Screener	District	BOY/MOY/EOY	This is used to measure student growth over time and to identify targeted areas for intervention.

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

Chisholm Trail Elementary utilizes a comprehensive system to monitor student growth and mastery throughout the school year. Student data folders are used to track individual progress and are aligned to STAR Renaissance data and identified priority TEKS. STAR Renaissance assessments provide a measure of student growth over time and help teams identify trends, areas of strength, and students requiring additional support or extension. Collaborative teams also maintain a Collaborative Team Tool (CTT), where Common Formative Assessment (CFA) data is housed and analyzed to monitor student mastery of specific TEKS. In addition, Campus Summative Assessment (CSA) data is reviewed to evaluate standards mastery across each instructional unit. Teams compare performance from unit CFAs to CSAs to determine whether students are demonstrating increased mastery over time and to identify standards that may require reteaching, intervention, or additional instructional support. These data sources are regularly reviewed through the PLC process to support timely instructional decisions and ensure student progress is continuously monitored.

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

Chisholm Trail Elementary utilizes a multi-tiered system of supports (MTSS) to provide timely, targeted intervention for students performing below grade level and students in special populations. Intervention decisions are data-driven and are made collaboratively through the PLC process by identifying priority standards, analyzing student performance, and determining what additional support is needed when students have not yet demonstrated mastery. The campus prioritizes strong Tier I instruction for all students, followed by research-based Tier II interventions and Tier III remediation for identified students. During designated WIN time, students are grouped according to individual skill needs using screening, STAR Renaissance, STAAR, benchmark, and classroom data. K–2 students receive targeted shared-group instruction five days per week, while students in grades 3–5 receive Tier II support based on identified priority standards and Tier III intervention for significant foundational skill gaps. Students receiving Tier III intervention continue to receive Tier I and Tier II instruction so remediation does not replace access to grade-level learning. Special populations are intentionally included within this intervention system; SPED staff participate in student grouping and provide supports based on individual student needs, and emergent bilingual students may receive targeted language or instructional support within WIN based on a kid-by-kid determination. The campus SPED framework emphasizes that special education is a service rather than a place, beginning with access to grade-level instruction and adding accommodations, targeted reteaching, intensive intervention, or direct special education services based on individual need. Modification is considered only when determined appropriate by the IEP team rather than as a default intervention. Student response to intervention is monitored through ongoing data collection and Frontline documentation, and formal MTSS students receive progress monitoring and parent conferences so families understand current performance, interventions, and next steps.

Will the campus implement a PLC structure?

Yes

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

By grade level and by content area

How frequently will PLCs occur?

Weekly

Who will facilitate PLCs?

The campus guiding coalition (teacher leaders for each PLC) & campus administration team.

Who is required to attend PLCs?

All core content teachers in general and special education as well as our instructional coach and campus administration team.

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

Chisholm Trail Elementary uses a structured PLC protocol grounded in the Four Essential Questions of a Professional Learning Community: What do we expect students to learn? How will we know they have learned it? What will we do when they have not learned it? and What will we do when they have learned it? PLCs include both product collaboration and process collaboration. During product collaboration, teams establish unit pacing, identify essential standards, define proficiency through success criteria and learning progressions, develop common formative assessments, analyze end-of-unit assessments, and plan interventions and extensions. During process collaboration, teams bring recent evidence of student learning, begin analysis with student strengths, identify misconceptions and learning gaps, determine additional time, support, or extension needed, and agree upon the next learning targets and checks for understanding.

The Collaborative Team Tool (CTT) serves as the primary documentation and data-analysis tool for the PLC cycle. Assessment data and student work are brought to PLC so teams can analyze performance by standard, determine levels of proficiency, identify specific misconceptions, and create a response plan for reteaching, intervention, WIN support, or extension. The agenda demonstrates this process in practice through teams analyzing CFA work samples, determining below/proficient/above-proficient performance, documenting next steps in the CTT, developing WIN response plans, and identifying STAR Renaissance goals for students. Data is expected to be entered prior to the PLC so collaborative time can remain focused on analysis and instructional response rather than data entry. Teams operate under common norms requiring members to be present, prepared, active listeners, and contributors, ensuring PLC time remains focused on collective responsibility for student learning.

Upload PLC agenda (optional):

[\(5\) PLC Monthly Planning Tool Copy.docx.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 Manager	Observation & Feedback from Get Better Faster Principal Leadership, Supervision and Coaching TASA Midwinter Conference Leadership Pipeline High Yield Instructional Strategies Balanced Leadership Coaching Conversations MTSS & PLC Training	Region 12 / AASA / Holdsworth Center / McRel / Region 13/ Jim Knight Podcast/ Solution Tree	Principal Manager

Role	Training/PD Description	Delivered By	Attended By
Principal	School Turnaround Bootcamp MTSS & PLC Balanced Leadership Observation & Feedback/Get Better Faster Capturing Kids' Hearts Great Minds Leadership Implementation & bi-weekly coaching Monthly Instructional Leadership Weekly 1:1 Coaching Leadership Retreats 2x a year	Jon Hinds/ Solution Tree/ Executive Directors of School Leadership / Region 12 / CKH / Great Minds / District Cabinet Members	Principal
Other Campus Admin (Assistant Principals, Instructional Coaches)	School Turnaround Bootcamp MTSS & PLC Balanced Leadership Observation & Feedback/Get Better Faster Capturing Kids' Hearts	John Hinds / Solution Tree/ District Executive Directors / Region 12 / CKH	Assistant Principals & IC

Role	Training/PD Description	Delivered By	Attended By
Teacher	Capturing Kids' Hearts MTSS & PLC Bluebonnet Get Your Teach On IGNITE: District Learning Sessions Kid By Kid Skill By Skill	CKH / Solution Tree/ Great Minds / Get Your Teach On / District Directors/ Campus Administrators	Teachers

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

Observation feedback will occur on a weekly basis and after school sessions will be held for newer to profession and struggling teachers. Summer sessions were provided for newer teachers.

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?

Campus Walkthroughs
TTESS Walkthroughs
Coaching Action Step Completion

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

Other

Please describe the observation frequency:

Varies - Anywhere from weekly to every 3 weeks depending on observation and student performance data

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

Teachers and administrators will receive ongoing, job-embedded capacity building focused on improving outcomes for emergent bilingual (EB), special education (SPED), and economically disadvantaged students. Professional learning will emphasize data disaggregation by special population, high-quality Tier I instruction, differentiation, targeted intervention, progress monitoring, and the use of the PLC/MTSS process to respond when students are not demonstrating mastery. Collaborative teams will analyze student performance and determine timely Tier II and Tier III supports, with SPED teachers, interventionists, administrators, and instructional coaches participating in intervention planning and WIN grouping. For SPED, staff will receive continued support in understanding accommodations versus modifications, appropriate service delivery, IEP implementation, access to grade-level instruction, and campus SPED decision-making procedures. Capacity building for EBs will focus on language-development supports, appropriate scaffolds and accommodations, and using language and academic data to ensure students receive targeted support while maintaining access to grade-level content. For economically disadvantaged students, professional learning will emphasize identifying and responding to achievement and opportunity gaps through strong Tier I instruction, targeted small-group intervention, and progress monitoring rather than lowering academic expectations. These efforts will be reinforced through PLCs, campus professional learning, walkthrough feedback, and individualized coaching cycles that provide teachers with actionable next steps tied to student outcomes.

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?

Establish BOY baseline data and identify students requiring targeted support – ESF 3.1, 5.3. Complete BOY screeners and analyze STAR Renaissance, prior STAAR/benchmark, special-program, and classroom data to identify individual skill gaps for SPED, EB, and economically disadvantaged students. Establish an initial intervention level and academic growth target for identified students.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administrators, Instructional Coach, Interventionists, Teachers, SPED Teachers/Case Managers, EB/Dual Language Staff

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

Completed BOY screening data; subgroup data reports; student intervention roster; STAR Ren goals; student data folders; identified Tier II/Tier III students

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

STAR Renaissance; prior STAAR/benchmark data; screening tools; district data support; time for initial data analysis

Milestone 2

Description – What specific action or deliverable will be completed?

Launch the campus WIN intervention and acceleration model – ESF 3.1, 3.3, 4.1, 6.1. Create and implement flexible WIN groups based on specific student skill needs. Ensure Tier II and Tier III students receive intervention at the appropriate frequency while maintaining access to Tier I grade-level instruction. SPED and EB students will be intentionally placed according to individual need rather than program label.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administrators, Interventionists, Teachers, SPED Staff, EB/Dual Language Staff, Instructional Coach

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

WIN rosters and schedules; intervention lesson plans; student-to-group placement documentation; SPED service schedules; WIN walkthrough data

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

Protected WIN time; 95%/SIL/Catalyst intervention resources; intervention personnel; bilingual staff/paras; master schedule support

Milestone 3

Description – What specific action or deliverable will be completed?

Implement a standardized PLC/CTT data-analysis protocol – ESF 5.2, 5.3. Require teams to use the Collaborative Team Tool to identify priority standards, analyze CFA/student-work data, document misconceptions, and determine specific reteach, intervention, and extension responses. SPED, EB, and Eco Dis performance will be intentionally reviewed during the data-analysis cycle.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Teachers, Team Leads, SPED Teachers, Instructional Coach, Administrators

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

Completed PLC agendas; CTTs; CFA/CSA data in Eduphoria; student work samples; documented response plans; PLC feedback notes

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

Protected PLC time; CTT training/modeling; Eduphoria support; administrator/IC facilitation and feedback

Milestone 4

Description – What specific action or deliverable will be completed?

Build staff capacity to provide high-quality Tier I and special-population supports – ESF 4.2, 5.1, 5.2. Provide job-embedded learning and coaching on HQIM implementation, scaffolding without reducing rigor, SPED accommodations versus modifications, appropriate service delivery, EB language-acquisition supports, and targeted supports for students experiencing achievement gaps.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administrators, Instructional Coach, SPED Leadership/Case Managers, EB/Dual Language Staff, District Specialists

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

PD agendas/sign-ins; coaching logs; teacher implementation artifacts; walkthrough feedback; lesson internalization evidence; SPED/EB support tools

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

District content/SPED/EB specialists; instructional coach; HQIM resources; Summit K12; coaching time; campus Playbook

Milestone 5

Description – What specific action or deliverable will be completed?

Complete the December implementation and subgroup progress review – ESF 1.4, 3.1, 5.3. At the December checkpoint, disaggregate CFA, CSA, STAR Ren, benchmark, and intervention progress-monitoring data for SPED, EB, and Eco Dis students. Conduct a fidelity review of WIN, PLC response plans, and special-population supports, then regroup students or revise intervention intensity based on results.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, APs, Instructional Coach, Interventionists, Teachers, SPED Staff, EB Staff

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

December subgroup data report; updated intervention/WIN rosters; revised response plans; CTT evidence; fidelity/walkthrough data; list of students requiring intensified support

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

Data-analysis time; district assessment reports; intervention specialists; administrator/IC support

Milestone 6

Description – What specific action or deliverable will be completed?

Implement individualized midyear response plans for students not demonstrating adequate growth – ESF 3.3, 4.1, 5.3. Use MOY and ongoing formative data to identify students whose current response is insufficient through MTSS. Specify the skill, intervention, frequency, provider, progress-monitoring measure, and next review date. Continue Tier I access while increasing intensity where needed.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Teachers, Interventionists, SPED Case Managers, EB Staff, Administrators, Instructional Coach

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

Written intervention/MTSS plans; Frontline documentation when applicable; progress-monitoring data; updated WIN placements; intervention schedules

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

MTSS/Frontline support; diagnostic assessments; intervention materials; interventionists; SPED/EB consultation

Milestone 7

Description – What specific action or deliverable will be completed?

Conduct targeted coaching and fidelity cycles based on special-population achievement data – ESF 5.1, 5.2, 4.2. Administrators and the instructional coach will use walkthrough and student data to identify classrooms/teams needing additional support in Tier I rigor, small-group instruction, accommodations, language supports, and WIN implementation. Coaching cycles will include an actionable next step and follow-up evidence of implementation.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Administrators, Instructional Coach, Teachers, SPED Staff, District/Region Specialists as needed

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

Walkthrough data; coaching cycle documentation; teacher reflection/coaching journals; implementation follow-ups; improved student-work or CFA evidence

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

Instructional coaching time; district/Region 12 specialists; HQIM resources; walkthrough tools; release/planning time as available

Milestone 8

Description – What specific action or deliverable will be completed?

Complete the May EOY impact and intervention effectiveness review – ESF 1.4, 5.3, 3.1. Analyze EOY STAR Renaissance, spring benchmark/STAAR-related data, CFA/CSA trends, and intervention progress by student group. Determine which interventions resulted in growth for SPED, EB, and Eco Dis students and identify remaining gaps requiring changes for 2027–2028.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Administrators, Instructional Coach, Teachers, Interventionists, SPED Staff, EB Staff

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

EOY subgroup data analysis; STAR Ren growth reports; benchmark/STAAR data when available; intervention effectiveness summary; CTT trends; list of successful/ineffective practices

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

District accountability/data support; protected data-review time; Lead4ward/data tools; assessment reports

Performance Management

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

District and campus leaders will monitor the successful implementation of this plan through regular classroom observations, walkthroughs, PLC observation, and analysis of student assessment data. Progress will be reviewed in weekly leadership meetings and bi-weekly principal coaching meetings, with adjustments made as needed to ensure alignment to the mission, vision, and goals and to maintain a culture of continuous improvement.

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

District and campus leaders will monitor the successful implementation of this plan through regular classroom observations, walkthroughs, and analysis of student assessment data. Campus leadership will track fidelity of instructional practices, small-group planning, and behavior systems using established protocols, while district partners provide ongoing coaching and feedback. Progress will be reviewed in weekly meetings, with adjustments made as needed to ensure alignment to the mission, vision, and goals and to maintain a culture of continuous improvement.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Via spreadsheet

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

The spreadsheet will be linked in my one on one coaching documents with district leadership

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	82
Meets Grade Level	52
Masters Grade Level	25

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

Performance Level	EOY Goal (%)
Approaches Grade Level	82
Meets Grade Level	52
Masters Grade Level	25

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

Performance Level	EOY Goal (%)
Approaches Grade Level	82
Meets Grade Level	52
Masters Grade Level	25

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

21

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

3

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?

19

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

10

Additional Info

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

Chisholm Trail Elementary's strategy is intentionally designed as an integrated campus system rather than an additional initiative. The work connects existing structures within the CTES Playbook, including PLCs, the Collaborative Team Tool, WIN intervention and acceleration, HQIM implementation, student data tracking, MTSS, instructional coaching, and supports for special populations. The focus for 2026–2027 is not simply establishing new systems, but increasing the fidelity, consistency, and effectiveness of systems already in place. Campus leaders will regularly analyze student achievement and growth data with PLC artifacts, walkthrough evidence, intervention progress monitoring, and coaching data to determine whether implementation is producing the intended student outcomes. Particular attention will be given to SPED, Emergent Bilingual, and economically disadvantaged students to ensure that achievement gaps result in timely instructional responses rather than lowered expectations. Through continuous monitoring, coaching, and adjustment, CTES will build staff capacity while strengthening a sustainable culture of collective responsibility for every student's growth.

Upload additional documents (optional):

[CTES CIP One Pager 26-27 \(1\).png](#)