



Belton Independent School District

High Point 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

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

LIFT PLC Support, Texas Instructional Leadership

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.

LASO LIFT Cycle 4:
Great Minds Coaching
Catalyst
Teaching Digital Tools
HQMI Specialist
Substitutes for Internalization days and Professional Learning
Total = \$67,545.45

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 grant funding, because we received the grant funding from LASO Cycle 4. If we no longer receive the grant then we would fund the additional supports through out local budget.

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

Strategic Staffing - 2 co-teaching (one in 5th, one in 1st)
High performing teachers moved within campus to grades 4-5

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?

800

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	These will be used during collaborative team time to analyze trends, instructional practices, and make quick adjustments for response.
Curriculum Based Assessment		District	Monthly	These will be used to measure students' mastery of learning per instruction of unit. These summatives will help us adjust our intervention and curriculum adjustments.
Benchmark		District	Semester	To measure the mastery learning of standards and help identify crucial needs for remediation and curriculum adjustments.
Other	Star Ren / Screener	District	BOY/MOY/EOY	To measure student performance in multiple areas, monitors growth over time, and identifies needs for intervention.

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

Our campus monitors student growth data through a multi-tiered framework centered on the Collaborative Team Tool (CTT), where teachers systematically track priority standards across mathematics, Reading Language Arts (RLA), and science. Within this system, educators regularly input both formative and summative assessment data to measure student proficiency, evaluate standard mastery, and pinpoint specific concepts requiring additional instructional time. To ensure targeted support, we perform detailed data pulls down to the individual student level, identifying exact TEKS (Texas Essential Knowledge and Skills) standards that require remediation or extension. Teachers and teams utilize student growth trackers to monitor daily progress—identifying students who are accelerating ("hopping") or falling behind ("dropping")—which allows for immediate instructional adjustments to maintain learning momentum. Finally, we integrate Star Renaissance assessment data to track Student Growth Percentiles (SGP), ensuring every student achieves at least one year's academic growth over the course of the school year.

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

Our campus utilizes a data-driven intervention framework to identify and support students performing below grade level, as well as those within key special populations. Using multiple diagnostic and summative measures—including Star Renaissance, unit summative assessments, and grade-level benchmark assessments—we regularly pinpoint students requiring extra time and academic support. Students are placed into flexible intervention groups structured around specific standard deficits, while others participate in personalized, adaptive practice through platforms like Freckle to address individual learning needs. To ensure equitable progress across all student groups, teachers maintain an explicit focus on our four Highly Focused student populations: Highly Mobile, Emergent Bilingual, Special Education, and Economically Disadvantaged students. Additionally, staff continuously track growth trajectories for African American and Hispanic student subgroups to ensure targeted interventions effectively close achievement gaps and maintain expected academic progress.

Will the campus implement a PLC structure?

Yes

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

PLCs are organized by grade level (collaborative teams) where content areas split to focus on data analysis. Grade levels dive into task analysis and make plans to respond. Special education teachers that support grade levels join in on PLCs. This includes our highly modified teachers as well as our modified resource teachers.

How frequently will PLCs occur?

Teams engage in PLCs every 6 school days for one hour.

Who will facilitate PLCs?

The Guiding Coalition lead facilitates the PLC collaborative team time.

Who is required to attend PLCs?

Grade level teachers, special education teacher, administrator.

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

PLC agendas should be focused on task analysis and data review and action plans.

Upload PLC agenda (optional):

[Grade 5 Meeting Agendas \(1\).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	Principal Manager: Observation & Feedback from Get Better Faster - Region 12 Principal Leadership, Supervision and Coaching - AASA TASA Midwinter Conference Leadership Pipeline - The Holdsworth Center High Yield Instructional Strategies - McRel and Region 13 Balanced Leadership - McRel Coaching Conversations - Jim Knight Podcast	Region 12, AASA, Region 13, McREL	Principal Manager
Principal	Get Better Faster Observation & Feedback Monthly Instructional Leadership Weekly 1:1 Coaching Leadership Retreats 2x a year Solution Tree MTSS and PLC Training School Turnaround Bootcamp Great Minds Math Bluebonnet Capturing Kids Hearts Initial Implementation TEPSA Instructional Leadership Professional Leadership bi-weekly	Region 12, Cabinet and Executive Directors of School Leadership, Solution Tree, JL Hinds, Great Minds, Capturing Kids Hearts	Principal

Role	Training/PD Description	Delivered By	Attended By
Other Campus Admin (Assistant Principals, Instructional Coaches)	Observation Feedback LIFT Coach - bi-weekly Monthly Assistant Principal Leadership Learning Bi-weekly Coaching Solution Tree MTSS and PLC Great Minds Math Bluebonnet Capturing Kids Hearts Initial Implementation TEPSA Assistant Principal Professional Learning - monthly	Region 12, Executive Directors of School Leadership, School Leadership, Student Services	Assistant Principals
Teacher	District Summer Learning Beginning of School Learning District Content Cohort Learning District Professional Learning Tuesdays Special Education Job Alike Learning Observation Feedback Coaching Campus Professional Instructional Learning Monthly Campus Professional Behavior Learning as needed Campus Professional Learning (full day) once per semester	Teaching and Learning, Campus Instructional Leadership Team, District Special Education	Teachers

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

For inexperienced and developing teachers or leaders, training is differentiated through a tiered coaching structure centered on foundational instructional practices and high-frequency feedback loops. Newer educators (less than two years in role) participate in targeted onboarding and structured mentoring that focuses on core campus systems, classroom management routines, and standard-aligned lesson delivery. Instructional coaches and campus leaders provide weekly or biweekly observation-and-feedback cycles utilizing bite-sized, actionable action steps to accelerate pedagogical growth. For educators needing additional support, we implement tailored Professional Learning Communities (PLCs) and co-planning sessions where instructional leaders co-teach, model exemplar lessons, and assist with real-time data analysis to break down TEKS standards.

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 Classroom Walkthrough/Instructional Feedback Tool, aligned to the Get Better Faster (GBF) coaching framework, T-TESS, and campus instructional priorities, will be used to monitor implementation of the training. Leadership team members will conduct frequent, brief walkthroughs and use the tool to collect evidence of implementation, provide feedback, and identify trends for ongoing coaching and professional development.

Look-Fors:

Clear learning objectives and success criteria aligned to grade-level TEKS and district curriculum

Consistent implementation of the campus instructional expectations and agreed-upon high-leverage practices

Explicit modeling and clear directions before students begin tasks

High levels of student engagement and participation

Teachers checking for understanding throughout instruction and responding to student misconceptions

Use of precise academic feedback/praise to reinforce desired behaviors and learning

Effective questioning and opportunities for students to explain their thinking

Appropriate scaffolds and supports based on student academic and communication needs

Evidence of differentiation and/or targeted intervention based on student data

Consistent classroom management routines, expectations, and precorrection

Evidence that teachers are using formative assessment/student work to adjust instruction

Alignment between PLC decisions, intervention plans, and classroom instruction

Implementation will be monitored through walkthrough trends, coaching feedback, PLC data, and student outcome data to determine the degree to which training is being implemented with fidelity and is positively impacting student learning.

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?

Capacity-building supports will include targeted professional development, coaching, collaborative planning, and ongoing monitoring to strengthen teachers' and administrators' ability to effectively support students in special populations. Training will focus on understanding student needs, implementing appropriate instructional accommodations and scaffolds, using data to identify and respond to learning gaps, and ensuring access to grade-level TEKS and high-quality instructional materials.

Specific supports will include:

Special education: Training on accommodations, specially designed instruction, scaffolding, IEP implementation, and strategies for students with significant academic, behavioral, and communication needs.

MTSS/intervention: Support in using student data to identify needs, develop targeted interventions, monitor progress, and adjust instruction.

Emergent bilingual students: Strategies for language development, academic vocabulary, comprehensible instruction, and appropriate scaffolds while maintaining rigorous grade-level expectations.

At-risk students: Training on identifying barriers to learning, using data to provide timely interventions, and connecting students with appropriate academic and behavioral supports.

Behavior/SEL: Capacity building around precorrection, clear expectations, positive reinforcement, relationship-building, and proactive classroom management.

Coaching and collaborative planning: Instructional leaders, interventionists, special education staff, and teachers will collaborate through PLCs and coaching cycles to analyze student data, plan supports, examine student work, and monitor the effectiveness of interventions.

Administrator capacity: Administrators will receive support in identifying evidence of effective special-population practices during walkthroughs, providing actionable feedback, monitoring implementation of accommodations/interventions, and using campus data to identify areas requiring additional support.

Implementation will be reinforced through classroom walkthroughs, PLC data reviews, coaching cycles, and progress-monitoring data to ensure that professional learning translates into consistent classroom practices and improved outcomes for students in special populations.

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?

ESF Lever 3.2 (School-wide Culture, Behavior, Safety) & ESF Lever 5.2 (Instructional Planning for Effective Classroom Instruction)

Deliver integrated professional learning on Capturing Kids' Hearts (CKH) processes alongside campus-created Instructional Playbook strategies. Teachers will collaboratively build Social Contracts in every classroom to establish clear behavioral expectations and self-managing environments. Teachers will integrate CKH routines (Greeting students at the door, Good Things, Launching) with explicit Playbook procedures (Routines & Procedures Design, and Strong Voice) to build positive relationships, maximize instructional time, and reduce discipline disruptions.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, Instructional Coach, CKH Process Champions, Classroom Teachers

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

100% of classrooms displaying visible, student-signed CKH Social Contracts alongside; leadership walks documenting active use of Social Contracts, and routine execution.

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

CKH professional development training materials, dedicated campus back-to-school professional learning time, and anchor chart supplies.

Milestone 2

Description – What specific action or deliverable will be completed?

ESF Lever 1.2 (Campus Improvement Plan) & Lever 3.3 (Interventions and Supports)

Launch a structured communication framework utilizing ParentSquare for bi-weekly campus updates. Additionally, increase consistency across grade levels in the reading and math practice provided for students to complete with their families, while strengthening communication with families when students are experiencing challenging content or demonstrating difficulty understanding a concept.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, Guiding Coalition, Classroom Teachers

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

Campus-wide ParentSquare communication log; records of October parent-teacher data conferences and outreach logs.

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

Creation and distribution of a standardized campus parent communication log for teachers to track individual outreach; ParentSquare platform setup

Milestone 3

Description – What specific action or deliverable will be completed?

ESF Lever 5.3 (Data-Driven Instruction, Assessment Reflection, and Targeted Supports)

Conduct weekly data digs using the Collaborative Team Tool and Eduphoria to analyze unit summatives, Star Renaissance growth, and district benchmark assessments. Teachers identify standard-level deficits down to specific TEKS and establish targeted student intervention lists.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, Instructional Coach, Grade-Level PLC Leads

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

Completed CTT spreadsheets, student growth trackers ("hopping and dropping"), and minutes from weekly PLC data meetings.

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

Scheduled weekly job-embedded PLC collaboration time and CTT software user access/training including recorded video and one pager.

Milestone 4

Description – What specific action or deliverable will be completed?

ESF Lever 5.1 (Instructional Leadership) & Lever 5.2 (Instructional Planning for Effective Classroom Instruction)

Train all instructional staff on the Aggressive Monitoring (AGMO) protocol outlined in the campus-created Instructional Playbook. Teachers will identify the success criteria before each lesson, communicate to students the specific focus of each monitoring lap, establish intentional pathways for monitoring student work, and use the standardized Praise, Prompt, Leave (PPL) coding system during independent practice to provide consistent, actionable feedback.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Instructional Coach, Assistant Principals, Classroom Teachers

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

AGMO trackers, teacher-created task exemplars, posted classroom code charts, and leadership walkthrough feedback forms.

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

Modeling of AGMO pathways by an instructional leader during co-planning sessions and PLC meetings.

Milestone 5

Description – What specific action or deliverable will be completed?

ESF Lever 1.4 (Performance Management) & Lever 2.3 (Growth and Retention Strategies)

Campus leadership conducts bi-weekly calibration walkthroughs evaluating classroom implementation of the campus-created Instructional Playbook strategies and Bluebonnet implementation.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, Guiding Coalition

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

Completed administrative walkthrough calibration logs, coaching feedback entries, and quarterly subgroup progress reports.

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

Dedicated executive coaching support and calibrated walkthrough observation rubrics.

Milestone 6

Description – What specific action or deliverable will be completed?

ESF Lever 3.1 (Multi-tiered System of Supports) & ESF Lever 3.3 (Interventions and Supports)

Refine and systematically implement the campus Multi-Tiered System of Supports (MTSS) framework to address academic gaps and reduce campus discipline referrals. Establish clear entry/exit criteria, and standard-operating procedures. The MTSS team will meet on a rotating 4-6 week cycle to review student progress data (Star Renaissance, unit summatives, benchmarks, discipline referral trends and progress monitoring) and adjust targeted intervention plans for high-needs students, including sub populations.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, MTSS Leads, Counselors, Instructional Coach, Intervention Teachers

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

Documented campus MTSS handbook/flowchart; updated monthly MTSS intervention logs and student growth trackers; documented 30% reduction trend in monthly office discipline referrals; student Tier 2/Tier 3 progress monitoring records.

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

Creation of a centralized MTSS data tracking platform (Frontline); campus-wide professional development on behavior flowcharts and Tier 1 proactive behavior strategies; dedicated monthly MTSS team collaboration time.

Milestone 7

Description – What specific action or deliverable will be completed?

Administer and evaluate end-of-year STAAR assessments, final Star Renaissance diagnostic screenings, and common summative assessments. Evaluate progress toward campus goals - reaching 40% Meets on STAAR Reading/Math and ensuring 50% of K-5 students attain an Student Growth Percentile (SGP) of 65, indicating a year and half's worth of growth.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, Instructional Coach, Testing Coordinator

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

Official STAAR results, end-of-year Star Renaissance SGP summary sheets, and preliminary Campus Improvement Plan goal evaluations

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

District data system access for end-of-year state reporting

Milestone 8

Description – What specific action or deliverable will be completed?

ESF Lever 4.1 (Multi-tiered Academic Experience) & ESF Lever 4.2 (Management of Curriculum Implementation)

Establish systematic fidelity monitoring and planning protocols for district-adopted High-Quality Instructional Materials (HQIM) across reading and math. Grade-level teams will utilize weekly planning time to internalize HQIM unit plans and daily lessons, ensuring full alignment to grade-level TEKS rigor and multi-step problem-solving expectations. Teachers will leverage HQIM embedded scaffolds, extension tasks, and assessment resources to deliver rigorous Tier 1 instruction and multi-tiered academic supports that are responsive to student learning needs.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principals, Instructional Coach, Grade-Level PLC Leads, Classroom Teachers

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

Weekly PLC agendas demonstrating HQIM internalization protocols; teacher lesson plans featuring HQIM-aligned exemplar solutions and higher-order questioning prompts; leadership walkthrough data verifying HQIM implementation fidelity with 100% classroom alignment to state rigor.

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

Provision of district HQIM unit documentation and scope/sequence guides; HQIM internalization training modules during collaborative meetings.

Performance Management

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

Weekly Administrative Walkthroughs & Coaching Calibrations: Campus leaders (Principal, Assistant Principals, and Instructional Coach) will conduct weekly classroom walkthroughs to observe Tier 1 instruction, checking specifically for implementation of Instructional Playbook routines, Aggressive Monitoring (AGMO), and High-Quality Instructional Materials (HQIM) fidelity. Walkthrough data will be logged and calibrated weekly to ensure coaching feedback remains targeted and actionable.

Job-Embedded PLC Data Digs & CTT Review: Leaders will participate in weekly Professional Learning Community (PLC) meetings to review Collaborative Team Tool (CTT) entries, formative assessment data, and unit summatives. Leaders will verify that teams are tracking priority standards, identifying standard-level gaps (TEKS), and creating student-level intervention/extension lists.

Quarterly Subgroup & Growth Audits: Leadership will conduct structured quarterly audits evaluating Star Renaissance Student Growth Percentiles (SGP) and benchmark assessment performance, with explicit focus on our Highly Focused student populations (Special Education, Emergent Bilingual, Economically Disadvantaged, and Highly Mobile) as well as African American and Hispanic student subgroups to ensure equity and close achievement gaps.

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

The Principal and Assistant Principals will oversee day-to-day milestone implementation, hold weekly instructional walkthroughs, and lead quarterly progress reviews.

The Instructional Coach, MTSS Leads, Campus Counselors, and Guiding Coalition leads will monitor milestone evidence such as CTT data trackers, AGMO execution, and intervention logs.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Classroom and instructional data will be collected weekly via walkthroughs, teacher lesson plan submissions, and Aggressive Monitoring sheets. The academic data will be centralized through the Collaborative Team Tool (CTT), grade level student growth trackers, Star Ren diagnostics, and unit summatives. Behavior and MTSS data will be tracked via Frontline and Emergent Tree platforms including progress monitoring logs. Family engagement data is documented using campus ParentSquare analytics and parent teacher conference logs.

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

Formal Checkpoint Progress Presentations: Campus leadership will prepare and deliver comprehensive milestone progress presentations to district executive leadership quarterly. These presentations will highlight progress toward Campus Improvement Plan (CIP) performance objectives, disaggregated Star Renaissance growth percentile (SGP) data, benchmark results, and evidence of implementation fidelity across all ESF indicators.

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	70
Meets Grade Level	40
Masters Grade Level	15

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

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	40
Masters Grade Level	15

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

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	40
Masters Grade Level	15

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

16

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?

8

Additional Info

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

To address identified learning stagnation in 4th and 5th-grade mathematics, our instructional strategy embeds daily multi-step problem-solving tasks, academic discourse, and explicit questioning strategies during Tier 1 instruction. Teachers utilize the "Teacher Model & Think Aloud" protocol to explicitly break down complex, multi-step word problems before transitioning students to independent or station practice.

Prior to delivering units from our High-Quality Instructional Materials (HQIM), grade-level teams utilize weekly Professional Learning Community (PLC) time to complete unit internalization modules. Teachers solve unit assessments and exit tickets in advance to create teacher exemplars, and anticipate common student misconceptions.

Given our concentration of students receiving Special Education services—specifically within the Highly Modified Resource setting—special education teachers co-plan directly with general education grade-level teams during PLCs. This ensures pull-out and push-in supports directly align with essential grade-level TEKS, allowing special populations access to rigorous core instruction with appropriate accommodations.

Upload additional documents (optional):

[HP One pager final.pdf](#)