Brooks County Independent School District

Falfurrias High School

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

Please select the date of board approval for this plan:

October 21, 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?

Our campus is not engaged in a TEA program

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 2

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

3

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.

Teacher stipends for planning and after-school PLC/data meetings to provide small-group reading and mathematics support for students not meeting grade-level standards. Anticipated cost: $10,500; 6 teachers at $35 an hour, up to 50 hours for the year, through Title 2, Part A or State compensatory education funds.

The purchase of high-quality instructional materials (iReady Ready Math TX Algebra I) would include the purchase of mathematics, intervention resources, and supplemental practice materials in the amount $36,320 for iReady Math through EMAT (SBOE-Approved Instructional Materials Entitlement and State-Developed Open Education Resource Entitlement).

Assessment and progress-monitoring tools (iReady diagnostic and personalized learning) to provide timely student-level data for grouping, intervention, and instructional adjustments in the amount of $58,066.90 using Title 1, Part A, State Compensatory Education Funds, and TIA 10% district allotment.

Professional development and external instructional support to strengthen standards alignment, data analysis, differentiation, and evidence-based literacy and mathematics practices in the amount of $12,000 using Title II, Part A. Substitute coverage for coaching and collaborative planning to allow teachers to participate in lesson study, observations, and data-review sessions during the school day in the amount of $8,000 using Title II, Part A. Total projected yearly costs: $124,866.90

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?

The district's curriculum staff, campus administrators, and designated teacher leaders will provide coaching, facilitate PLC's, and monitor implementation as part of their current responsibilities. Title 1, Part A funds will support tutoring, intervention materials, progress-monitoring tools, and family-engagement activities. Title II, Part A funds will cover teacher stipends, substitute coverage, and professional development. State Compensatory Education funds will support supplemental services for students identified as at risk of academic failure. Local funds will serve as a limited backdrop for essential expenses that cannot be covered by another allowable source.

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

The district will use an equity-based approach, providing Falfurrias High School with resources proportional to the severity of its academic and operational needs rather than distributing support equally across campuses. Staffing and funding decisions will be based on student achievement, academic growth, the number of students requiring intervention, attendance, teacher vacancies, certification levels, and other indicators of need.
The district will take the following actions:
- Assign experienced, appropriately certified teachers to the grade levels and subjects with the largest performance gaps. In addition, teachers in math and reading/language arts have each been assigned one section/class of a tested-area subject. For example, each math teacher is assigned at least one class period of Algebra I. Each reading/language arts teacher is assigned at least one period of either English I or English II. Teacher transfers or reassignments will follow established district procedures, with consideration for staff effectiveness, certification, and campus needs.
- Prioritize Falfurrias High School, when filling vacancies, and when funding permits, provide recruitment, retention, or additional-duty stipends for hard-to-staff assignments.
- Redistribute district instructional-support time so curriculum specialists, interventionists, special-program staff, and instructional leaders can spend more time coaching teachers, modeling lessons, supporting PLC's, and reviewing student data at Falfurrias High School.
- Adjust the campus master schedule to protect weekly PLC time and provide daily reading interventions through the Creative Writing course without removing students from core instruction, dual credit, CTE or required special programs.
- Use existing staff strategically by assigning teacher leaders to facilitate PLC's, support lesson planning, and mentor newer teachers. Paraprofessionals and tutors will be scheduled according to student data and used primarily for supplemental small-group instruction under the direction of certified teachers.
- Prioritize the campus for high-quality instructional materials, progress-monitoring tools, substitute coverage, professional development, tutoring, and extended-learning opportunities.
- Review central-office and campus budgets to redirect allowable Title I, Title II, State Resources will be added to, rather than substituted for, services students are already entitled to receive.
- Lastly, the superintendent, curriculum department, human resources department, and campus principal will review staffing and resource allocations at least quarterly. They will examine implementation evidence, student progress, vacancies, attendance, intervention participation, and teacher-support data. Resources will be adjusted when the evidence shows that a grade level or student group requires more intensive support. This process will ensure that Falfurrias High School receives concentrated assistance while the district continues to maintain essential programs and services at its other campuses.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Not applicable

Please select the adopted curriculum for: K-5 RLA

Not applicable

Please select the adopted curriculum for: 6-8 Math

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)

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 Math (Algebra 1, Algebra 2, Geometry)?

Yes

How many instructional minutes per week are in the master schedule for 9-12 Math curriculum delivery?

255

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 Math curriculum?

Yes

Please select the adopted curriculum for: 9-12 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 RLA?

Yes

How many instructional minutes per week are in the master schedule for 9-12 RLA curriculum delivery?

255

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 RLA curriculum?

Yes

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

171

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

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment	Campus	Monthly	Unit assessment will created and/or accessed through DMAC. The results will be analyzed by Core-Area Department teams, as well as by PLC teams. Questions asked during data analysis: 1. What trends or patterns do we observe? 2. What TEKS/SEs do students score weakest and strongest on? 3. How will we address the gaps and weaknesses? 4. How will we replicate and continue the strengths/successes?
STAAR Released Test	District	Semester	We will use the STAAR released test to give the students and teachers a practice session before the STAAR assessment. This will also serve as a grouping tool once we disaggregate student data.

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

Falfurrias High School will use a centralized campus data-tracking system to monitor individual student growth, classroom and grade-level trends, and progress toward campus improvement goals. Baseline data will be established using beginning-of-year screeners, prior-year performance, diagnostic assessments, and initial classroom assessments.

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

Falfurrias High School will use a multi-tiered system of support to provide timely, targeted intervention for students performing below grade level and students in special populations. All students will receive high-quality, standards-aligned Tier 1 instruction that includes specific and direct teaching, differentiation, frequent checks for understanding, and appropriate linguistic and instructional supports. Diagnostics assessments, common formative assessments, student work, attendance, behavior, and progress-monitoring data will identify students who need additional assistance. During weekly PLCs, teachers and instructional specialists will analyze student results, identify specific skill gaps, create flexible groups, and plan reteaching, intervention, acceleration, or enrichment. Students underperforming on current summative assessments (Unit Tests, CBAs, Benchmarks, etc.) will receive targeted Tier 2 intervention during a protected intervention period in addition to core instruction. Intervention plans will identify the student's baseline, measurable goal, instructional strategy, frequency and duration of support, responsible staff member, progress-monitoring, and review date.

Will the campus implement a PLC structure?

Yes

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

PLCs are organized by content area.

How frequently will PLCs occur?

Weekly

Who will facilitate PLCs?

Academic Dean and Department Chairs

Who is required to attend PLCs?

Core-area teachers and Academic Dean

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

Falfurrias High School uses a structured, data-driven Professional Learning Community protocol to strengthen Tier 1 instruction and improve student outcomes. Grade-level and content-area PLCs meet weekly during protected collaborative planning time and include classroom teachers, instruction specialists, special program staff, and campus administrators. During each PLC, the team identifies a priority standard, clarifies the expected level of rigor and criteria for student mastery, and reviews multiple sources of evidence, including common formative assessment, district and campus assessment results, student work, and progress-monitoring results. Teachers analyze the evidence by student, standard, class period, and student groups to identify strengths, learning gaps, and patterns. The team then examines the effectiveness of current instructional practices and determines which concepts require reteaching, which students need targeted support, and which students are ready for enrichment or acceleration. PLC members develop a specific instructional response, set a measurable short-cycle goal, assign responsibilities, identify the evidence to be collected, and set a date to review progress. At the following PLC meeting, the team evaluates the new evidence and decides whether to continue, modify, or intensify the instructional response. Students who continue to demonstrate limited progress despite appropriate support may be referred to the Student Support Team for additional problem-solving. PLC agendas, meeting notes, student data, instructional plans, and follow-up results are maintained as evidence of implementation. Campus administrators and instructional leaders regularly participate in or monitor PLCs, provide feedback and coaching, and ensure PLC decisions lead to changes in adult practices and measurable improvements in student learning.

Upload PLC agenda (optional):

FHS SS PLC Template - SY26-27.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
Teacher	Weekly PLC	Academic Dean and Campus Administration	Teachers, Academic Dean, and Campus Administration

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

Falfurrias High School will differentiate professional learning according to each teacher's or leader's experience, demonstrated needs, assigned role, and implementation data. Staff members with fewer than two years in their role will receive additional onboarding, specific instruction in campus expectations and instructional systems, access to model lessons or exemplars, and an assigned mentor or coach. Their support will include more frequent co-planning, observation of effective practice, rehearsal of new strategies, classroom modeling, and short coaching cycles with timely, actionable feedback.

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?

Falfurrias High School will use a campus instructional walkthrough and coaching feedback tool to assess how professional learning is implemented in classroom practice. Campus administrators and instructional leaders will conduct brief, non-evaluative walkthroughs on a regular schedule and record evidence aligned with the specific strategies introduced during training. The walkthrough/coaching tool will include look-fors such as standards-aligned learning objectives posted in the classroom, clearly communicated success criteria, instruction at the appropriate level of rigor, direct modeling, opportunities for guided and independent practice, frequent checks for understanding, purposeful questioning, active student engagement, use of student data to form flexile grouping, targeted small-group instruction, differentiation, timely feedback, and appropriate accommodations and linguistic supports for students in special populations.

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?

Falfurrias High School will provide teachers and administrators with ongoing, job-embedded capacity building support focused on meeting the academic, behavioral, linguistic, social-emotional, and accessibility needs of students in special populations. Professional learning will address the appropriate implementation of special education services, Section 504 plans, dyslexia supports, emergent bilingual services, intervention requirements, accommodations, modifications, assistive technology, culturally and linguistically responsive instruction, legal responsibilities, including Child Find and confidentiality. Teachers will receive support in differentiating grade-level instruction, using language-development strategies, implementing individualized plans, analyzing disaggregated data, selecting evidence-based interventions, and monitoring student progress.

Milestones

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

Milestone 1

Description – What specific action or deliverable will be completed?

Identify priority standards and student groups: The campus leadership team will analyze prior-year accountability results, state assessment data, and beginning-of-year diagnostic data. The team will identify the highest-priority RLA and Math standards and the student groups that need the most support. The team will create a one-page instructional focus document for each tested area.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, assistant principal, academic dean, special program teacher, inclusion aides, and classroom teachers

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

Completed data-analysis document, identified priority standards, student-group analysis, grade-level instructional focus documents, and leadership-team meeting minutes.

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

Access to current and prior-year data, accountability reports, assessment-platform training, curriculum documents, and support from district curriculum and assessment staff.

Milestone 2

Description – What specific action or deliverable will be completed?

Implement a consistent weekly PLC protocol: Every grade-level or content team in Math and RLA will begin using a common weekly PLC protocol. Each meeting will identify the standard being taught, review student evidence, determine an instructional response, assign responsibilities, and set a date to review 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, assistant principal, academic dean, special program teacher, and classroom teachers

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

Weekly PLC agendas, meeting minutes, student work samples, common assessment results, documented instructional responses, and administrator participation documents.

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

PLC protocol training, a common agenda template, protected meeting time, facilitation coaching, access to student data, and administrator training.

Milestone 3

Description – What specific action or deliverable will be completed?

Establish the campus student-growth tracker: The campus will create and populate a centralized student-growth tracker containing each student's baseline performance, common assessment results, individual failing grades, CCMR tracking, special program designation, and progress monitoring 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, assistant principal, academic dean, special program teacher, inclusion aides, and classroom teachers

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

Completed student-growth tracker, baseline data entered for all students, documented student goals, and records showing that the tracker is reviewed during PLC and Leadership meetings.

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

A shared data tracking template, access to assessment systems, training to enter and interpret data, protected data-entry time, and district technical support as needed.

Milestone 4

Description – What specific action or deliverable will be completed?

Create and begin targeted student intervention plans: assign students performing below grade level to a targeted intervention group. Each student's plan will identify the specific skill deficit, baseline, measurable goal, intervention strategy, frequency, duration, group size, responsible staff member, and progress-monitoring measure. Include required accommodations, linguistic supports, and individualized services for students in special populations.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Classroom teachers, academic dean, special program teachers, dyslexia staff, counselors, and administrators.

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

Intervention rosters, individual and small-group intervention plans, intervention service logs, accommodation records, and initial progress-monitoring data.

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

Diagnostic assessment tools, evidence-based intervention materials, protected intervention time, training in progress monitoring, collaboration time with special-program staff, and administrator assistance with scheduling.

Milestone 5

Description – What specific action or deliverable will be completed?

Complete the first walkthrough and coaching cycle: campus administrators and instructional specialists will complete at least one documented walkthrough and follow-up coaching conversation for each teacher in the identified priority grades or content areas. Each teacher will receive one manageable action step related to standards alignment, checks for understanding, small-group instruction, intervention, or support for special populations.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, assistant principal, academic dean, special program teacher, inclusion aides, and classroom teachers

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

Completed walkthrough tools, coaching logs, teacher action steps, follow-up dates, and campus-wide summaries of implementation trends.

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

A common walkthrough tool, administrator calibration, coaching training, model lessons or exemplars, and protected time for feedback and follow-up visits.

Milestone 6

Description – What specific action or deliverable will be completed?

Complete the midyear data and implementation review: the campus leadership team will review middle-of-year benchmark results, student-growth data, PLC records, intervention logs, walkthrough evidence, attendance, and progress monitoring results. The team will identify students and standards that are off track and revise intervention groups, instructional priorities, coaching assignments, and progress monitoring schedules.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, assistant principal, academic dean, special program teacher, and classroom teachers

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

Midyear data review summary, updated student growth tracker, revised intervention rosters, adjusted student goals, updated coaching plan, and leadership meeting minutes.

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

Current benchmark and progress-monitoring reports, structured data-review protocol, protected leadership and PLC time, and district support with data interpretation when needed.

Milestone 7

Description – What specific action or deliverable will be completed?

Complete end-of-year student response and transition plans: PLCs and the Student Support Team will review students who remain below grade level or have not met intervention goals. The team will document each student's current strengths and weaknesses in Math and Reading/Language Arts, successful and unsuccessful supports, required services, and recommendations for summer learning or beginning of year support. The team will prepare information for the student's receiving teacher. For example: Algebra I teacher will share with Algebra II teacher; and English I teacher will share with English II teacher.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, assistant principal, academic dean, special program teacher, inclusion aides, and classroom teachers

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

End-of-year student growth reports, intervention summaries, transition plans, updated service documentation, and lists of students recommended for summer or beginning-of-year support.

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

A common transition-plan template, current progress-monitoring data, protected PLC, family communication materials, and coordination with summer-program.

Milestone 8

Description – What specific action or deliverable will be completed?

Evaluate Year 1 results and launch the Year 2 Improvement cycle: the campus leadership team will compare available 2026-2027 accountability, assessment, student-growth, intervention, and implementation data with the August 2026 baseline. The team will identify which practices produced measurable improvement, discontinue or revise ineffective actions, establish Year 2 growth targets, update the campus action plan, and assign responsibilities before beginning-of-year instructional cycle.

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 principal, academic dean, special program teacher, inclusion aides, and classroom teachers

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

Year 1 strategy evaluation, accountability and student-growth analysis, revised 2027-2028 campus action plan, updated priority standards, Year 2 student-growth targets, assigned responsibilities, and an approved professional-learning and coaching calendar.

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

Final or most current accountability and assessment data, a structured program-evaluation protocol, district accountability guidance, campus planning time, updated curriculum and intervention resources, and assistance aligning the Year 2 budget, staffing, and professional learning to the identified needs.

Performance Management

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

District and campus leaders will monitor implementation through a scheduled cycle of evidence review, classroom observation, feedback, and follow-up. The principal and campus leadership team will review progress monthly using the campus milestone tracker, student-growth data, PLC agendas and minutes, intervention rosters and logs, walkthrough results, coaching documentation, student attendance data, and documentation of services and supports for students in special populations.

Campus leaders will verify that each action is completed by the identified deadline, that assigned staff members carry out their responsibilities, and that implementation produces measurable changes in instruction and student performance. The principal will provide staff with timely feedback, identify barriers, assign corrective actions, and establish follow-up dates when implementation is incomplete or student growth is below expectations.

District leaders will conduct formal monitoring conferences with the principal at least once each grading period and at the December 2026, May 2027, and August 2027 checkpoints. During these reviews, district and campus leaders will examine milestone evidence, disaggregated student results, intervention fidelity, walkthrough trends, professional learning implementation, and progress toward accountability targets.

District staff will also conduct periodic campus visits and classroom walkthroughs to validate reported implementation and provide coaching, resources, or technical assistance. District staff will document findings and next steps in a shared monitoring tool that identifies milestone status, supporting evidence, responsible person, required action, and completion date.

If evidence shows that an action is not being implemented consistently or is not improving student outcomes, district and campus leaders will revise the strategy, increase coaching or training, reallocate resources, and monitor the adjusted action during the next review cycle.

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

The Falfurrias High School principal will have the primary responsibility for reviewing progress toward each milestone and ensuring that required actions are completed by the established deadlines. The principal will conduct monthly reviews with the campus leadership team, including the assistant principal, academic dean, high school counselors, special program teacher, and classroom teachers. Each member will present evidence related to the milestones assigned to their area, including student-growth data, PLC documentation, intervention records, walkthrough results, coaching logs, and evidence of services for students in special populations.

The district supervisor assigned to the campus, in collaboration with district curriculum, assessment, special programs, and school improvement staff, will review progress at least once each grading period and during the formal December 2026, May 2027, and August 2027 checkpoints. The principal will document milestone status, barriers, required corrective actions, responsible staff members, and follow-up dates in the shared monitoring tool and will report progress to district leadership.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress data will be collected through a shared campus monitoring tracker maintained by the principal or designated campus improvement coordinator. Each milestone owner will update the tracker with completion status, completion date, supporting evidence, identified barriers, and required next steps before the monthly leadership review. Evidence will be collected from PLC agendas and minutes, student-growth trackers, common assessment results, intervention plans and service logs, progress-monitoring data, classroom walkthrough tools, coaching records, professional learning attendance and products, and records of accommodations and services provided to students in special populations.

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

Milestone progress data will be shared with district leadership through the shared campus monitoring tracker, monthly principal updates, and formal progress-review meetings held at least once each grading period. The principal will provide a concise status report identifying milestones that are complete, on track, delayed, or in need of district support, along with supporting evidence, student-growth trends, barriers, corrective actions, responsible staff members, and follow-up dates. Lastly, district leadership will only share student information with authorized personnel and individual families, and use aggregated data for public or broader stakeholder reports to protect student confidentiality.

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	68
Meets Grade Level	44
Masters Grade Level	11

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

Performance Level	EOY Goal (%)
Approaches Grade Level	75
Meets Grade Level	35
Masters Grade Level	7

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

Performance Level	EOY Goal (%)
Approaches Grade Level	72
Meets Grade Level	40
Masters Grade Level	9

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?

0

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

Yes

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

7

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

9

What was your CCMR percentage for your 2025 graduation class?

60

We did not have a 2025 graduating class

No

What was your graduation rate percentage for your 2025 graduating class?

88.4

We did not have a 2025 graduating class

No

Additional Info

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

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Upload additional documents (optional):

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