Carrollton-Farmers Branch Independent School District

Sheffield Elementary

2026-2027 Targeted Improvement Plan

DRAFT

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.

No

Please upload artifacts demonstrating a robust observation and feedback system.

—

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:

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

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SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

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Which, if any, program is this campus engaged with for the 26-27 school year?

Other

Please specify the other program:

LASO 3 Instructional Leadership

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

Texas Instructional Leadership

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

Relay Graduate School of Education, Region 10

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.

$59,000 and the source is LASO 3.

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 strategy is developed around a sustainability model that focuses on using grant funds to pour into our people and growing talent of staff who's positions are not funded through this grant.

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

Sheffield is a high priority campus in terms of talent distribution and resource allocation. I.E. leadership, full time instructional coaching assignments, and programatic funding.

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Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Other

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

Yes

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

450

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

Yes

Please select the adopted curriculum for: K-5 RLA

Other

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

Yes

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

600

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

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

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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	Campus or District	Frequency	Purpose (how will these results be used)
Benchmark	District	BOY/MOY/ EOY	MAP Growth and ULS Benchmark assessments will be administered at the beginning, middle, and end of the school year to establish baseline performance, monitor student growth, and evaluate end-of-year progress. Results will be analyzed by campus and PLC teams to identify student strengths and gaps, monitor progress toward grade-level expectations, identify students requiring additional support, and inform instructional and intervention adjustments. MAP Growth Monitoring windows will provide additional progress information for Grades 3–5.
Interim	District	Quarterly	RLA and Math DCFAs will provide recurring formative measures of student mastery of Essential Standards. PLC teams will analyze assessment results and student work to identify misconceptions, mastery gaps, and instructional priorities. Results will be used to determine reteaching, intervention, enrichment, and adjustments to upcoming instruction. This assessment cycle directly supports the TAP milestones focused on PLC Data Dives, student work analysis, and monitoring instructional responses.

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

Assessment results will be used as part of an ongoing data cycle to identify student strengths and gaps, adjust Tier 1 instruction, determine targeted intervention needs, monitor student growth, and evaluate the effectiveness of instructional responses. Campus leaders and teachers will review assessment data during PLCs, data meetings, and RTI/MTSS meetings to identify priority standards, students requiring additional support, and instructional adjustments.

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

RTI
Tutoring

Will the campus implement a PLC structure?

Yes

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

PLCs are structured by content level, with teams weekly at a designated time with instructional coaches. Teams work to ensure regular collaboration focused on instruction and student learning.

How frequently will PLCs occur?

Weekly

Who will facilitate PLCs?

Instructional Coaches

Who is required to attend PLCs?

Grade level content teachers, instructional coaches

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

Staff participate in a continuous cycle of instructional improvement. During PLCs, teachers will use the district Lesson Internalization Protocol to unpack upcoming lessons, collaboratively plan, and practice delivery with feedback from peers and instructional leaders. Following lesson implementation, teams will analyze end of unit and formative assessment data to identify trends, address gaps, and plan reteach or enrichment. Through the lesson study process, teachers will further refine instruction by planning, observing, reflecting, and revising lessons based on student outcomes, ensuring consistent, data-driven, and high quality instruction across all classrooms.

Upload PLC agenda (optional):

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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	Weekly Data Meeting PD: A weekly Relay GSE professional development session focused on analyzing student data, identifying instructional priorities, and planning targeted actions to improve student outcomes. Leaders and teachers use data to monitor progress, identify gaps, and adjust instruction and interventions. Observation and Feedback Side by Side Coaching with Relay Coach: This interactive professional development session equips leaders with Relay GSE's practice-based Observation and Feedback coaching framework. Guided by an expert Relay consultant, participants will master actionable routines to accelerate teacher growth and elevate classroom instruction through precise, high-leverage feedback.	Relay GSE	Campus Principal, Principal Manager, DCSI, School Improvement Officer, Campus Leadership Team, Instructional Coaches

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

Training will be differentiated using teacher and leader performance data, observation and feedback trends, and student achievement data. Inexperienced or ineffective staff will receive more frequent Relay GSE observations, targeted coaching, modeling, and follow-up feedback, while Weekly Data Meetings will provide ongoing support to analyze student data and adjust instructional practices. Support will be adjusted based on demonstrated growth and identified needs.

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?

The Relay GSE Observation and Feedback Tracker, classroom walkthroughs, and Weekly Data Meeting artifacts will be used to evaluate implementation of the training. Campus and district leaders will monitor whether teachers and leaders are consistently applying the practices learned during professional development and coaching.

Look-fors may include: implementation of Relay GSE action steps; evidence that feedback from observations is applied during subsequent classroom visits; alignment between student data, identified instructional gaps, and planned instructional responses; use of student work and assessment data during Weekly Data Meetings; targeted reteaching, intervention, or enrichment based on identified needs; and evidence of student progress following instructional adjustments. Leaders will use observation and data-meeting evidence to determine additional coaching, modeling, or professional development needs.

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

Monthly

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

Teachers and administrators will receive Safe & Civil Schools professional development to strengthen campus-level behavior systems and ensure consistent, proactive supports are in place for students, including students in special populations. In addition, staff will participate in frequent Relay GSE observation and feedback coaching to strengthen instructional practices and receive timely, actionable feedback based on identified needs. Weekly Data Meetings will build teacher and leader capacity to analyze student performance, identify learning gaps, monitor the progress of students in special populations, and plan targeted instructional responses and interventions. Together, these supports strengthen systems for serving special populations while improving instructional and behavioral supports for all students.

DRAFT

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?

The Campus Leadership Team (CLT) will establish and consistently implement a system for tiering, tracking, and responding to teacher instructional needs. Campus leadership will conduct regular content-focused walkthroughs and provide timely feedback aligned to identified instructional priorities.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Instructional Coaches, School Improvement Officer, DCSI/Principal Manager

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

Teacher tiering/tracking system is established and actively maintained.
Relay Observation & Feedback (O/F) tracker demonstrates regular walkthroughs and feedback.
Weekly content-focused walkthroughs are documented.
Evidence that teacher feedback is aligned to identified instructional priorities.

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

Relay Observation & Feedback coaching
Weekly district School Improvement Officer support
Instructional Coach support
Principal T-TESS calibration

Milestone 2

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Description – What specific action or deliverable will be completed?

Campus and district instructional leaders will participate in ongoing coaching and implementation support to strengthen campus leaders ability to identify instructional gaps, provide feedback, and monitor implementation. The Principal will complete at least two 1:1 coaching sessions with the approved provider, and campus leadership will participate in at least two implementation support visits with the approved provider.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Principal Manager, DCSI, School Improvement Officer, Approved Provider/Relay GSE

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

Minimum of two Principal 1:1 coaching sessions completed.
Minimum of two implementation support visits completed.
Five side-by-side walkthroughs with the Principal Manager/SI Officer and campus leadership completed.
Walkthrough feedback and next steps documented.

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

Relay GSE coaching
Approved provider implementation support
Weekly School Improvement Officer walkthroughs and data analysis
Principal Leadership Meetings

Milestone 3

Description – What specific action or deliverable will be completed?

Campus leadership and teachers will receive and implement professional development focused on Fundamental 5, Framing the Lesson, Power Zone, First Five/Last Five, materials internalization and alignment, and Relay Observation and Feedback. PLCs will consistently use the Data Dive Protocol to analyze student performance and identify instructional responses connected to Essential Standards.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

DRAFT

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Instructional Coaches, Teachers, School Improvement Officer

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

PD completion records/agendas.
PLC agendas and documentation showing use of the Data Dive Protocol.
Evidence of Essential Standards being identified and analyzed.
Walkthrough data demonstrating implementation of Fundamental 5 and identified instructional practices.
Relay O/F tracker demonstrates feedback and follow-up.

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

Fundamental 5 training
Relay coaching
PLC/Data Dive Protocol support
Materials internalization and alignment support

Milestone 4

Description – What specific action or deliverable will be completed?

Campus staff will implement systems for identifying and monitoring At-Risk students using Branching Minds and student learning platforms, including Amira, Magma Math, Progress Learning, and Lift-Off. Additional Branching Minds groups will be created as needed to monitor student progress and inform instructional decisions.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Instructional Coaches, Teachers

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

Branching Minds groups are established and updated.
At-Risk students are identified and progress is monitored.
Usage/data from Amira, Magma Math, Progress Learning, and Lift-Off is reviewed.
Evidence from PLC/data meetings that student data informs instructional decisions.

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

Branching Minds implementation support
Training on Amira, Magma Math, Progress Learning, and Lift-Off
Weekly Data Meeting Protocol training provided by Relay GSE
Instructional Coach support
Data analysis support

Milestone 5

Description – What specific action or deliverable will be completed?

Sheffield Elementary will implement and sustain a tutoring/intervention system designed to provide additional support to students identified through campus and district assessment data.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Instructional Coaches, Teachers

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

Tutoring/intervention groups are established based on student need.
Student participation and progress are monitored.
District End of Unit, MAP growth, MAP fluency
Evidence of adjustments to intervention based on student performance.

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

Tutoring resources
Instructional Coach support
Data analysis support
Branching Minds
Student learning platforms

Milestone 6

Description – What specific action or deliverable will be completed?

Campus and district leaders will establish a consistent cycle for reviewing student achievement data through District End of Unit Assessments, MAP Assessments in Reading/ Math/Science, and bi-weekly data meetings. Data will be used to identify trends, determine instructional responses, and monitor progress toward end-of-year goals.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Instructional Coaches, Teachers, School Improvement Officer

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

9-week data meeting documentation.
PLC/ weekly data meeting agendas and student data.
MAP and End of Unit assessment results.
Documented instructional adjustments based on data.

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

Data analysis support
Weekly Data Meeting Protocol training provided by Relay GSE
Weekly School Improvement Officer support
Quarterly campus data meetings
District assessment resources

Milestone 7

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Description – What specific action or deliverable will be completed?

Sheffield Elementary will sustain implementation of schoolwide instructional and culture systems, including Fundamental 5, Relay Observation and Feedback, Weekly Data Meetings and Schoolwide Culture Routines, ensuring that expectations are consistently implemented across classrooms.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Instructional Coaches, Teachers, School Improvement Officer

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

Campus walkthrough data demonstrates sustained implementation.
Relay O/F tracker reflects ongoing observation and feedback cycles.
Schoolwide culture routines are observable across classrooms.
Staff PD and implementation records are maintained.
Evidence of continued teacher development/tiering.

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

Quarterly Safe and Civil Schools training
Relay GSE coaching
Campus Playbook
Fundamental 5 resources
Weekly district support

Milestone 8

Description – What specific action or deliverable will be completed?

Sheffield Elementary will establish and maintain consistent communication and engagement opportunities with families and community stakeholders through regular campus newsletters, campus events, and Campus Improvement Committee (CIC) meetings. The campus will use these opportunities to communicate campus priorities, celebrate progress, gather stakeholder feedback, and engage families and community members in campus improvement efforts.

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Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Campus Improvement, Committee Family/Community Engagement Staff

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

Regular campus newsletters are published and distributed to families/stakeholders.
Campus events are planned and implemented with documented participation.
CIC meetings occur as scheduled with agendas, sign-in/attendance records, and meeting notes.
Evidence that stakeholder feedback is collected and considered in campus improvement planning.
Increased participation/engagement data is monitored throughout the year.

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

District support for family and community engagement
Communication/newsletter resources and templates
Support with planning and promoting campus events
CIC meeting protocols and resources
Campus leadership support to analyze stakeholder feedback and incorporate it into improvement efforts.

Milestone 9

Description – What specific action or deliverable will be completed?

Establish and maintain consistent classroom learning environments that support high-quality Tier 1 instruction. Classrooms will include purposeful visuals, academic vocabulary, and instructional resources that are aligned to current standards and learning expectations. Teachers will intentionally reference and utilize these resources during instruction to support student understanding and access to grade-level content.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Campus Leadership Team, Instructional Specialists, Campus Deans, and Teachers

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

Classroom visuals and resources are aligned to current Tier 1 content and standards.

Academic vocabulary is visible, current, and connected to the learning.

Teachers intentionally reference visuals, vocabulary, models, exemplars, or other classroom resources during instruction.

Students use academic vocabulary and classroom resources to support discussion, reading, writing, and problem-solving.

Classroom environment reflects the current unit/learning rather than materials being displayed solely for compliance.

Classroom walkthrough and Relay GSE observation/feedback data demonstrate increased consistency in implementation across classrooms.

Identified gaps are addressed through coaching, modeling, and follow-up observations.

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

Tier 1 Classroom Environment Training
Modeling and Classroom Exemplars
PLC/Lesson Internalization Support
Relay GSE Observation & Feedback Coaching
Differentiated Coaching
Leadership Calibration Walks

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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 combination of ongoing campus-level monitoring, routine data reviews, walkthroughs, and formal milestone checkpoints. Campus leaders will monitor implementation of the plan through PLC observations, classroom walkthroughs, Relay Observation and Feedback (O/F) trackers, coaching/action-step documentation, student data meetings, and intervention monitoring. These processes will provide frequent evidence of whether the actions identified in the milestones are being implemented with fidelity and are producing the intended instructional and student outcomes.

Each milestone will be reviewed at the identified December, May, and August checkpoints using a standardized milestone progress-monitoring form. The review will document the current status of the milestone, evidence of completion, evidence of impact, identified strengths and gaps, barriers to implementation, and the action steps needed before the next checkpoint. Progress will be categorized as Complete, On Track, Needs Attention, or Not Started.

The monitoring process will focus on both implementation and impact. For example, PLC milestones will be monitored through agendas, Data Dive documentation, Essential Standards alignment, student work analysis, and instructional responses. Observation and Feedback milestones will be monitored through the Relay O/F tracker, walkthrough evidence, teacher action steps, coaching documentation, and follow-up observations. Student data and intervention milestones will be monitored through MAP, District End-of-Unit Assessments, intervention platform data, and documented instructional adjustments.

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

The Principal and Campus Leadership Team will have primary responsibility for monitoring implementation at the campus level. The Principal, Instructional Specialist, Campus Deans, and designated teacher/grade-level leaders will review evidence connected to the milestones within their areas of responsibility.

At the district level, the School Improvement Officer, Principal Manager, and DCSI will provide oversight and review milestone progress with campus leadership. These district leaders will participate in formal milestone reviews, examine evidence submitted by the campus, provide feedback, identify barriers, and determine what additional district support is needed.

The responsible roles identified within each milestone will collect and maintain the evidence associated with that milestone. For example, PLC-related milestones involve the Principal, Instructional Specialist, Campus Deans, Grade-Level Team Leads, and teachers; Observation and Feedback milestones involve the Principal, Campus Leadership Team, School Improvement Officer, Principal Manager, and instructional support staff; and student data milestones involve campus leaders, instructional staff, teachers, and the School Improvement Officer.

How frequently will progress toward milestones be reviewed?

Per Semester

DRAFT

How will milestone progress data be collected?

Milestone progress data will be collected through multiple sources so that implementation is measured through both artifacts and observable evidence. Each milestone will have identified evidence of completion and evidence of impact that can be reviewed at the established checkpoints.

Primary data sources will include:
PLC documentation: agendas, protocols, Data Dive documents, Essential Standards identification, Week-at-a-Glance lesson planning, student work analysis, and documented instructional responses.
Observation and Feedback data: Relay O/F trackers, classroom walkthroughs, teacher action steps, coaching records, follow-up observations, and evidence of differentiated observation and feedback.
Leadership capacity evidence: coaching session documentation, implementation support visits, side-by-side walkthrough records, and evidence that leaders can identify instructional gaps and provide actionable next steps.
Student achievement data: District End-of-Unit Assessments, NWEA MAP data, grade-level performance data, and evidence of instructional adjustments resulting from data analysis.
Intervention data: Branching Minds, Amira, Magma Math, Progress Learning, Lift-Off, tutoring/intervention participation, and student progress toward identified goals.
Milestone progress-monitoring forms: checkpoint date, reviewers, evidence reviewed, progress status, overall progress percentage, strengths, gaps/barriers, next actions, responsible person, due date, and support needed.

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

Progress data will be shared with district leadership through a structured milestone-monitoring cycle. Campus leaders will maintain the evidence and update the milestone progress-monitoring forms at each designated checkpoint. The Principal and Campus Leadership Team will review the evidence first, identify the current milestone status, document strengths and gaps, and determine the action steps required before the next checkpoint.

The School Improvement Officer, Principal Manager, and DCSI will then review the milestone evidence and progress with campus leadership. District leadership will receive a consolidated view of milestone status, including the evidence reviewed, progress toward completion, evidence of impact, barriers, required next steps, and any additional district support needed.

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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	73
Meets Grade Level	50
Masters Grade Level	26

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

Performance Level	EOY Goal (%)
Approaches Grade Level	65
Meets Grade Level	40
Masters Grade Level	20

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

Performance Level	EOY Goal (%)
Approaches Grade Level	63
Meets Grade Level	42
Masters Grade Level	22

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

14

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

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

14

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

6

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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