

Cuero Independent School District

Cuero Junior High

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 26, 2026

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

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

Other

Please specify the other program:

FLIPS Coaching through Region 3 and TEA PREP Mentorship Program

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

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

Region 3, District Staff

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

3

What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.

Bill Hefner, Interim Superintendent, 25%
Kimberly Fleener, Deputy Superintendent, 50%
Melody Grigar, Consultant, 50%

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Bill Hefner, Interim Superintendent - Mr. Hefner successfully guided schools at the Elementary, Junior High, and High School levels in Rice CISD through the school improvement process in his role as the Assistant Superintendent.

Kimberly Fleener, Deputy Superintendent - Mrs. Fleener has been a part of successful school improvement as an Instructional Coach in Lamar Consolidated ISD and as the Principal at Cuero JH.

Melody Grigar, Consultant - Mrs. Grigar successfully guided schools at both the Elementary and Junior High level in Rice CISD through State and Federal Accountability school improvement.

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.

IXL — \$9,650; General Fund and Title I, Part A funds: Provides diagnostic and personalized skill-practice tools to identify student learning gaps, assign targeted practice, monitor progress, and support intervention planning in core content areas.

Access4All ePLC — \$500; Special Education funds: Provides professional learning and resources for general education teachers, special education teachers, and paraprofessionals to strengthen specially designed instruction, accommodations, inclusive practices, and progress monitoring.

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?

N/A

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

A new principal and assistant principal have been assigned to the campus. Teachers have been strategically moved on campus to ensure high quality, certified teachers in all tested subjects.

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

Bluebonnet Learning Math Grades 6-8

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

230

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

460

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

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?

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	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		Campus	Monthly	Results will be disaggregated by TEKS, student group, class/teacher, and individual student to identify strengths, unfinished learning, and priority skill gaps. Core teachers, instructional coach, and campus leaders will use the results during data meetings/PLCs to adjust reteach plans, plan targeted small-group instruction and interventions, monitor progress toward grade-level mastery, and identify students needing additional acceleration or support. Results will also be used to evaluate the effectiveness of instructional strategies and make timely adjustments before subsequent assessments.
Other	IXL Diagnostic	Campus	BOY/MOY/EOY	BOY results will establish baseline performance levels and identify individual and group skill gaps for instructional planning and intervention placement. MOY results will measure student growth, determine whether interventions and targeted practice are producing the intended results, and guide midyear adjustments to small-group instruction, tutoring, acceleration, and IXL skill assignments. EOY results will measure annual growth, evaluate the overall impact of the improvement strategy, identify remaining learning gaps, and inform planning for the following school year.

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

Each student will maintain a Student Data Tracker that is updated each six weeks with assistance of the student's designated teacher. CBA data in reading, mathematics, science, and social studies will be recorded each 6 weeks to make student growth visible over time.

Campus leadership and teachers will also maintain a whole-school data binder containing disaggregated assessment results from TEKS-aligned DMAC/Formative assessments, IXL diagnostics, CBAs, and STAAR data. The binder will include results by grade level, content area, teacher, student group, and individual student, as appropriate, to identify trends, monitor progress toward campus goals, and ensure that student groups receiving targeted support are making measurable growth.

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

Students performing below grade level will receive targeted, data-driven intervention designed to address identified TEKS and prerequisite-skill gaps. All seventh-grade students who earned Did Not Meet Grade Level on the 2026 Reading or Mathematics STAAR assessment will participate in a daily STAAR intervention class. Teachers will use STAAR, benchmark, CBA, IXL, course-grade, and student-tracker data to provide small-group instruction, reteach, targeted practice, tutorials, and acceleration.

General education teachers, special education teachers, and campus leaders will use the Access4All ePLC to strengthen implementation of specially designed instruction, accommodations, inclusive practices, and progress monitoring. Teachers will review student performance data routinely to ensure students have access to rigorous grade-level instruction with the appropriate supports and to adjust interventions when growth is not evident.

Emergent bilingual students will receive TEKS-aligned instruction that integrates the ELPS, appropriate linguistic accommodations, and intentional opportunities to develop academic language in listening, speaking, reading, and writing. Teachers will participate in ELPS lesson-planning training to strengthen the use of content and language objectives, scaffolds, and differentiated supports based on students' English-language proficiency levels. All EB students will participate in TELPAS practice sessions to build familiarity with the assessment format and language domains.

Will the campus implement a PLC structure?

Yes

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

PLCs will be organized by content area and grade level to provide focused collaboration around curriculum, instruction, assessment, and student growth. Core-content teachers will meet, with support from the instructional coach, to analyze TEKS-aligned assessment data, identify student learning gaps, plan reteach and intervention, develop common instructional strategies, and monitor the effectiveness of supports for all students and student groups. PLCs will occur during teachers' scheduled conference periods, designated staff-development days, and working lunches as needed to ensure teams have regular opportunities to review data and respond promptly to student needs.

How frequently will PLCs occur?

Each core-content PLC will meet for at least one protected 45-minute session weekly in year one. The campus will explore options for adding an additional PLC each week for year two. PLC membership will include core-content teachers and the applicable special education and emergent bilingual staff who support students in that grade level or content area. Additional collaboration will occur through working lunches and staff-development days.

Who will facilitate PLCs?

PLCs will be facilitated by Jessica Wyatt, Instructional Coach and LPAC Coordinator, or another designated staff member with demonstrated content and curriculum expertise. The principal and/or assistant principal will use the district coaching tool to ensure the use of lesson internalization/ lesson planning protocols, active participation of instructional leaders and teachers, inclusion of special populations instructional staff, and use of data to make instructional decisions.

Who is required to attend PLCs?

Instructional coach, assistant principal and/or principal, all core-content teachers and the applicable special education and emergent bilingual staff.

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

PLCs will use a common, data-driven protocol focused on improving Tier 1 instruction and providing timely support for students who are not yet demonstrating mastery.

During each PLC, teams will:

- 1) review the most recent TEKS-aligned assessments
- 2) identify priority TEKS, trends, and students requiring reteach, intervention, acceleration, or additional progress monitoring
- 3) collaboratively internalize upcoming units and lessons; identify the lesson objective, success criteria, anticipated misconceptions, rigorous student task, and aligned checks for understanding; rehearse key teacher moves and student discourse; and analyze representative student work to determine next instructional steps.
- 4) verify implementation of accommodations, specially designed instruction, and ELPS-aligned supports for special populations
- 5) document assigned action steps, responsible staff members, evidence to be reviewed, and a follow-up date.

The instructional coach, principal, and assistant principal will review PLC documentation and provide coaching and support as needed.

Upload PLC agenda (optional):

[PLC Meeting Agenda Template 26.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	ELPS Lesson Plan writing and implementation training - Teachers of emergent bilingual students will participate in ELPS lesson-planning and implementation training designed to strengthen language development across all content areas. During the training, teachers will analyze prior-year TELPAS results for their current students, chart individual and group performance by language domain—listening, speaking, reading, and writing—and identify priority language-development needs. Teachers will use this analysis to select targeted language objectives, appropriate scaffolds, linguistic accommodations, and opportunities for students to practice academic language within TEKS-aligned instruction. Training will also include incorporating ELPS and measurable content and language objectives into daily lesson plans, planning purposeful student discourse and writing tasks, and monitoring progress so instructional supports can be adjusted based on student growth.	Jessica Wyatt, Jennifer Voges	All teachers of EB students.
Teacher	Bluebonnet Math Collaboration Sessions	Region 3	New Bluebonnet teachers
Principal	IXL Live: Administrator Edition is a workshop designed specifically for school and district leaders to share creative ways to elevate IXL implementation.	IXL	Jennifer Voges, Principal
Teacher	Standards Based IEP training	Region 3	new special education case managers

Role	Training/PD Description	Delivered By	Attended By
Other Campus Admin (Assistant Principals, Instructional Coaches)	From Systems to Students-MTSS for Behavior and Wellness: This workshop focuses on strengthening Multi-Tiered Systems of Support (MTSS) through a mental and behavioral health lens. School counselors and campus leaders will explore how to effectively integrate evidence-based practices across all three tiers of support. Participants will examine practical, ready-to-use tools and strategies for Tier 1 universal supports, Tier 2 targeted interventions, and Tier 3 individualized intensive services. Emphasis will be placed on early identification, data-driven decision-making, and aligning behavioral and mental health supports with academic outcomes. Attendees will leave with concrete resources, implementation strategies, and a clearer framework for strengthening student behavior, wellness, and school-wide systems of support.	Region 3	Megan Castillo, Counselor
Other Campus Admin (Assistant Principals, Instructional Coaches)	Texas Mentorship Training Pathway: This session highlights using strategies, tools, and personnel that facilitate student learning, promote higher-order thinking, including personalized teaching, technological resources, data-driven decision making, and specialized support.	Region 3	Jessica Wyatt, Instructional Coach
Teacher	RBIS Training	Region 3	All core-content teachers

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

Teachers who are uncertified or inappropriately certified will receive certification support through the TeachUs Program, as appropriate. Brand new teachers will receive differentiated support through the TEA PREP Mentorship Program. These teachers, along with teachers identified as Tier 2, will be assigned campus mentors, weekly coaching, lesson-plan review, co-planning during PLCs, curriculum and assessment training, classroom-management support, non-evaluative mentor walkthroughs, and follow-up monitoring of implementation and student outcomes. Campus leaders will maintain individualized support plans and review progress every six weeks.

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?

Teachers will be placed in to Tier 1 (universal support), Tier 2 (targeted support), and Tier 3 (extensive support). The tiering criteria will be revisited every six weeks and teachers will be re-evaluated based on the previous 6 week's observations. The campus will use the Instructional Insights App/Texas Exchange as the primary observation and feedback tool. The LIFT Classroom Observation Tool will be used until the app is available. Non-evaluative walkthroughs will support Tier 2 teachers, Tier 3 teachers and beginning teachers. Walkthrough look-fors will include TEKS-aligned objective and task, use of high-quality instructional materials, student engagement, checks for understanding, classroom organization and routines, behavior-management practices, bell-to-bell instruction, small-group/targeted support, progress monitoring, implementation of accommodations and specially designed instruction, and ELPS-aligned language supports for emergent bilingual students.

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

Other

Please describe the observation frequency:

Tier 1 teachers will receive documented walk-throughs and feedback at least once every two weeks; Tier 2 teachers will receive documented walk-throughs and feedback at least weekly; Tier 3 teachers will receive documented walk-throughs and feedback bi-weekly.

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

Teachers and administrators will use Access4All ePLC subscription to strengthen implementation of specially designed instruction, accommodations, inclusive practices, and progress monitoring. Teachers and administrators will participate in ELPS lesson-planning training to strengthen the use of content and language objectives, scaffolds, and differentiated supports based on students' English-language proficiency levels.

Milestones

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

Milestone 1

Description – What specific action or deliverable will be completed?

Establish and implement a campus-wide teacher tiering, walkthrough, and coaching-feedback system. The campus leadership team will use student-performance data, classroom walkthrough evidence, lesson-plan implementation, classroom routines, behavior management, student engagement, and teacher-support needs to identify Tier 1, Tier 2, and Tier 3 teachers.

100% of Tier 1 teachers will receive walkthroughs and feedback weekly and 100% of Tier 2 teachers will receive walkthroughs and feedback at least bi-weekly. 100% of Tier 3 teachers will also receive individualized intensive services.

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, instructional coach

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

Completion will be verified by:

- Teacher Tier 1/Tier 2/Tier 3 roster with criteria and review dates
- Tiered walkthrough and feedback calendar
- Walkthrough records and documented coaching feedback
- Instructional Insights App reports, once available
- Interim Google Form or email feedback documentation until the app is available

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

Protected administrator walkthrough time, leadership planning time, Instructional Insights App training and access, interim feedback templates or Google Form, Region 3 support, and coaching resources for classroom management, student engagement, curriculum implementation, accommodations, specially designed instruction, and ELPS integration.

Milestone 2

Description – What specific action or deliverable will be completed?

Finalize, communicate, and begin implementing the campus-wide data-driven intervention and progress-monitoring plan. The plan will define procedures for daily STAAR intervention, TEKS-tagged CBAs, IXL diagnostics, benchmark assessments, student data trackers, whole-school data binder, PLCs, and intervention monitoring.

-STAAR intervention class assignment and assessment plan will be distributed to the intervention teachers at the beginning of each 6 weeks.

-All core teachers will administer at least one TEKS-tagged CBA every 6 weeks.

-Student data trackers will be completed the first day of each 6 weeks with students' 6th period teacher.

-The school data binder will be updated and shared with teachers at the beginning of each 6 weeks.

-The assessment calendar will be set and the BOY assessemnt will be given by October 15.

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, instructional coach, and core department heads

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

-Written implementation plan with dates

-Staff meeting agenda and sign-in sheet

-Assessment calendar

-Intervention schedule

-PLC calendar

-Completed student data tracker

-Completed Whole-school data binder

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

-Leadership planning time

-Access to STAAR, benchmark, attendance, discipline, and course-performance data

Milestone 3

Description – What specific action or deliverable will be completed?

Establish and implement content-area and grade-level PLC structures that provide each core-content team at least one protected 45-minute PLC session weekly. PLC participation will include core-content teachers and applicable special education and emergent bilingual staff. Additional collaboration will occur through working lunches and staff-development data-review days.

-PLC protocols, including documented weekly intervention plans, will be established and implemented by October 1.

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, instructional coach, and core department heads

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

- PLC calendar
- PLC agendas
- Minutes, including data reviewed, decisions made, person responsible, and a follow-up date
- Attendance records
- Action-step logs
- Documented reteach and intervention plans

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

- Protected collaboration time
- Common PLC templates
- Instructional-coaching support
- PLC leaders when multiple content areas meet at the same time

Milestone 4

Description – What specific action or deliverable will be completed?

Identify all seventh-grade students who earned Did Not Meet Grade Level on the 2026 Reading and/or Mathematics STAAR assessment, and create STAAR class rosters.

- All STAAR rosters will be set by the first day of school.
- STAAR intervention class assignment and assessment plan will be distributed to the intervention teachers at the beginning of each 6 weeks.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal and counselor

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

- 2026 Reading and Mathematics STAAR Did Not Meet roster
- Daily STAAR intervention-class rosters
- Master schedule/student schedule verification

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

Master-schedule flexibility
Counselor and principal collaboration time

Milestone 5

Description – What specific action or deliverable will be completed?

Train staff on use of the Student Data Tracker, whole-school data binder, assessment calendar, data-entry procedures, and expectations for responding to academic, attendance, behavior, and assignment-completion data.

- All staff will understand their data responsibilities at the conclusion of the September Faculty Meeting.

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, instructional coach

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

- PD agenda and materials
- MobileMind sign-in record
- Completed sample trackers and student instruction distribution
- Binder workflow created and shared
- Data-update schedule

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

Dedicated staff-development time

Milestone 6

Description – What specific action or deliverable will be completed?

- Complete BOY - IXL Level Up Benchmark in ELAR and Math.
- Teachers will use Benchmark results to create student groups and assign targeted IXL practice.

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, instructional coach, and core teachers

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

- IXL reports
- Benchmark reports
- Updated student trackers
- Data-binder entries
- Student IXL assignments
- Updated intervention rosters

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

- IXL licenses
- Student Chromebooks and chargers
- Assessment calendar
- Staff training on data interpretation

Milestone 7

Description – What specific action or deliverable will be completed?

Each core-content team will administer the scheduled CBA every six weeks, analyze results in the next scheduled PLC, and document reteach, intervention, tutoring, or acceleration actions by the next scheduled PLC.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Core teachers, instructional coach, principal, assistant principal

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

- CBA administration records
- DMAC/Formative reports
- PLC minutes
- Reteach plans
- Updated intervention rosters

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

DMAC/Formative access and training

Milestone 8

Description – What specific action or deliverable will be completed?

- Complete MOY IXL Snapshot, 8th grade science and social studies common assesement, and TELPAS practice test.
- Use results to create spring intervention rosters.
- Review lesson plans for ELPS evidence.
- Review TELPAS practice session rosters.

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/LPAC Coordinator, core teachers of EB students, campus principal, assistant principal, and applicable special education teachers.

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

- MOY IXL reports
- TELPAS practice test results
- Updated intervention rosters
- ELPS documentation
- TELPAS practice logs

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

- TELPAS release test
- Leadership data-review/planning time

Milestone 9

Description – What specific action or deliverable will be completed?

Conduct a midyear data review following MOY benchmark/IXL snapshot by February 15. Identify students not making expected progress who will receive revised intervention placement, tutorial assignments, and documented family contact.

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, instructional coach, counselor, core teachers, special education teachers

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

- Midyear data-meeting agendas and minutes
- BOY-to-MOY growth reports
- Revised student-support plans
- Updated intervention rosters
- Family-contact logs

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

- Protected data-review time
- Family-engagement resources

Milestone 10

Description – What specific action or deliverable will be completed?

- Complete an end-of-year review using STAAR, EOY IXL, CBA, course-performance, attendance, discipline, and survey data.
- Identify successes, improvement needed, and next steps.
- Finalize Year 2 intervention procedures, PLC/data calendar, staff-training plan, and 2027–28 goals.

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, instructional coach, counselor

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

- EOY data analysis
- Year 1 reflection
- Revised implementation procedures
- 2027–28 assessment/PLC calendar
- Year 2 goals/milestone document
- August leadership meeting agenda

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

Leadership planning time

Performance Management

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

District leaders and Region 3 will support the campus leadership team in establishing routines, calendars, delegation structures, and office processes that protect regular classroom observation and coaching time for the principal and assistant principal. Leadership team meetings will include review of teacher-tiering data, walkthrough completion, coaching-feedback trends, PLC implementation, student-performance data, and needed teacher supports. The principal and assistant principal will conduct regular classroom walkthroughs and use the results to prioritize coaching, professional learning, and resource allocation.

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

Region 3
Melody Grigar
Kim Fleener
Jennifer Voges

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

- Student Data Trackers will be used with students to monitor individual goals and growth every 6 weeks
- The whole-school data binder will be maintained by campus leadership and PLC teams to monitor trends by grade level, content area, teacher, student group, and intervention group weekly.
- The Teacher Observation Tracker will be maintained by principal and assistant principal to track walkthrough/feedback completion, teacher coaching, and action-step completion and growth.
- All data will be reviewed at teacher, team, campus, and district levels.

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

Monthly School Board Meetings
Monthly Cabinet Meetings
Monthly Principal Meetings

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	76
Meets Grade Level	49
Masters Grade Level	24

Not applicable: RLA STAAR goals (SY 26-27)

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	63
Meets Grade Level	33
Masters Grade Level	8

Not applicable: Math STAAR goals (SY 26-27)

No

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

Performance Level	EOY Goal (%)
Approaches Grade Level	67
Meets Grade Level	40
Masters Grade Level	16

Not applicable: overall STAAR goals (SY 26-27)

No

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

14

Not applicable: Academic Achievement goal (SY 26-27)

No

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

3

Not applicable: ELP Component goal (SY 26-27)

No

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?

14

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)

Needs Assessment Findings and Alignment to School Improvement Strategy

The Cuero Junior High needs assessment identified inconsistent implementation of rigorous, TEKS-aligned Tier 1 instruction; uneven use of formative and benchmark data to identify unfinished learning and adjust instruction; and a need to strengthen classroom routines, student engagement, and the consistent implementation of accommodations, specially designed instruction, and ELPS-aligned supports. These root causes contribute to gaps in student mastery and growth, particularly for students performing below grade level and students in special populations. Therefore, Cuero Junior High selected the Intensive Curriculum & Instruction Improvements strategy. The strategy directly addresses these needs through implementation of high-quality instructional materials, protected weekly PLCs, lesson internalization and rehearsal, tiered observation and coaching cycles, TEKS-aligned assessment and progress-monitoring systems, targeted interventions, and differentiated professional learning for teachers and leaders.

Student Outcome Goal Rationale and A–F Estimator Analysis

The campus used the TEA A–F Estimator Tool, prior-year accountability data, student-level STAAR performance data, and current campus assessment information to establish the 2026–2027 student outcome goals. The campus goals of 67% Approaches Grade Level, 40% Meets Grade Level, and 16% Masters Grade Level represent ambitious but attainable improvement targets and reflect an increase from the 2026 performance levels of 62% Approaches, 36% Meets, and 14% Masters. The A–F Estimator projects that these targets will result in a Student Achievement Domain scaled score of 73, a School Progress Domain scaled score of 70, and a Closing the Gaps Domain scaled score of 75, resulting in an overall scaled score of 74 and a C rating. The projected Closing the Gaps outcome includes goals of 14 of 32 component points for Academic Achievement, 14 of 32 component points for Growth, 3 of 4 component points for English Language Proficiency, and 8 of 16 component points for Student Success. These goals will be supported through the Intensive Curriculum & Instruction Improvements strategy, including consistent TEKS-aligned Tier 1 instruction, protected PLCs, frequent use of formative and benchmark data, targeted intervention, tiered observation and coaching cycles, and focused supports for emergent bilingual students and students receiving special education services. Campus and district leaders will monitor progress monthly and adjust instruction, intervention, and professional learning when data indicates that performance is off track.

Upload additional documents (optional):

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