

White Settlement Independent School District



Liberty Elementary

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

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

Yes

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

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27.

Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TIP is likely to be denied.

Yes

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

Yes

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

Yes

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

Yes

Please select the date of board approval for this plan:

November 23, 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?

Our campus is not engaged in a TEA program

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

Our campus is not engaged in a TEA program

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

Other, Region 11

Please specify the other organization:

instructALL - Dr. Whitney Clark

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

6

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.

Frank Molinar, Superintendent - 5%
Crystal Intfen, Director of Secondary Education - 20%
Kerry Cooper, Director of Elementary Education - 20%
Emily Estes, Coordinator of Data & Strategic Initiatives - 10%
Dr. Whitney Clark, InstructALL Consultant - 50%
Amy Ferguson, Multilingual Programs Direct 10%
Courtney Berry, Director of Special Education - 10%

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).

Dr. Whitney Clark of instructALL Educational Consulting will support our ongoing turnaround and campus improvement efforts. Dr. Clark has led school turnaround work in Fort Worth ISD (LAN) for the last decade and has experience working with similar school populations. She will work alongside our leadership team, teachers, and staff to help us strengthen the systems and practices already identified within our campus improvement planning.

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.

InstructAll - \$49,111 for Liberty
ESC Flips - \$4,635
Ruby Payne training was \$7,000

If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

These strategies are funded through existing data resources.

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

White Settlement ISD has intentionally redistributed human capital to prioritize Liberty Elementary over non-TIP campuses for the 2026–2027 school year, focusing talent directly on Tier 1 instruction and PLC growth:

- **Prioritized Instructional Coaching:** The district has adjusted its coaching deployment to ensure that district instructional coaches prioritize Liberty Elementary as their primary focus. Rather than splitting their time equally across schools, these coaches dedicate their schedules to Liberty to lead lesson internalization, HQIM implementation, and Daily Mastery Check (DMC) data analysis.
- **Strategic Staff Reassignment:** The district HR department reassigned two "Distinguished" rated classroom teachers from high-performing WSISD campuses to Liberty. They are embedded as leaders within the Grade 3 and Grade 4 PLCs to stabilize instruction and build capacity in tested grade levels.
- **Hiring Priority:** The district granted Liberty an exclusive 30-day priority hiring window ahead of all other campuses, allowing Alex Croft, Kaycee Blevins, and Juan Rodriguez to secure top regional talent before other schools could interview them.
- **District-Led Administrative Relief:** The district's Student Support Services department provides prioritized consulting for tier-three student behavior trends. This direct district support reduces the operational burden on campus administrators, protecting their time for mandatory weekly walkthroughs and T-TESS calibration cycles.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

STEMscopes Texas Math

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

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?

166

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		District	Quarterly	CBA data will drive PLC planning and enable each grade level to target high-priority TEKS.
Benchmark		District	Quarterly	Benchmark tests are a more in-depth assessment compared to CBAs. This data will drive PLC planning and enable each grade level to target high-priority TEKS.
Other	Daily Mastery Checks	Campus	Daily	This data will drive each grade level to target high-priority TEKS for common misconceptions. Each grade level also tracks these TEKS to spiral back and reteach (whole-group, intervention, 1-on-1 support).

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

Liberty Elementary will implement a consistent, campuswide data-monitoring system to track individual student growth and drive data-informed instructional decisions. The school will document and update student progress quarterly in grade-level and content-area spreadsheets. During regular PLC meetings, teachers will analyze student performance, identify learning gaps, and adjust instructional strategies and interventions to ensure all students make progress toward mastery.

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

Liberty Elementary monitors student growth using data spreadsheets that are updated and reviewed during PLCs. Teachers use common assessments to identify student needs and specific TEKS for reteaching. This data drives Tier Time and small groups, with intervention time built into the master schedule. PLC teams regularly review progress, adjust student groups, and modify instruction based on data to ensure students receive targeted support.

Will the campus implement a PLC structure?

Yes

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

PLCs are organized by grade level.

How frequently will PLCs occur?

Weekly for 45 minutes

Who will facilitate PLCs?

Administrators, Instructional Coaches & Teachers

Who is required to attend PLCs?

Administrators, Instructional Coaches & Teachers

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

PART I: ANALYZE STUDENT DATA: Confirm the high-priority TEKS or standard from the previous week. Clarify the learning target and success criteria.

PART II: INTERNALIZE THE LESSON: Review the curriculum for the upcoming week. Identify high-priority/essential TEKS to focus on. Review historical STAAR performance or TEKS frequency information, when relevant. Review the common exit ticket or formative assessment aligned to the upcoming high-priority TEKS. Create or refine the exemplar, rubric/scoring protocol, and success criteria. Anticipate possible misconceptions before instruction. Use the anticipated evidence to strengthen lesson planning and checks for.

PART III: COMMIT TO ACTION & FOLLOW-UP: Record specific action steps, owner(s), and due dates. Identify what evidence will be brought to the next PLC. Capture additional items that require administrator, coach, or team follow-up. Confirm the focus of the upcoming PLC.

Upload PLC agenda (optional):

[Liberty PLC 26-27.pdf](#)

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal Manager	Instructional Coaching with InstructALL	Whitney Clark	Kerry Cooper and Crystal Intfen
Principal	Instrucional Coaching with InstructAll, Effective Schools Framework, FLIPS Coaching	Region 11 and Whitney Clark	Alex Croft, Crystal Intfen, Kerry Cooper
Teacher	Classroom Instruction, Collective Commitments, and Using Accelerated Learning.	Whitney Clark, Accelerate Learning, Alex Croft	All Teachers
Other Campus Admin (Assistant Principals, Instructional Coaches)	Instructional Coaching with InstructAll, Accelerate Learning, Collective Commitments	Whitney Clark, Accelerate Learning, Director of Elementary Instruction	All Instructional coaches and Assistant Principals

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

In addition to our regular professional development opportunities, first- and second-year teachers participate in our Developing Distinguished Educators (DDE) program. This program provides dedicated time during the school day for teachers to engage in targeted professional learning focused on establishing effective classroom systems, strengthening instructional practices, and implementing high-impact strategies that ensure all students are learning at high levels.

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?

Classroom walkthroughs aligned with the district’s Collective Commitments will be used to monitor and evaluate the implementation and effectiveness of professional learning, identify areas for continued growth, and guide ongoing support.

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?

White Settlement ISD provides ongoing professional development, instructional coaching, and collaboration to build the capacity of teachers and administrators to support students in special populations.

Special Education: The district's Special Education Instructional Coach supports teachers through instructional planning, modeling strategies, and individualized student support. Monthly PLC meetings with special education teachers, related service providers, and diagnosticians provide opportunities for professional learning, collaboration, and problem-solving.

Emergent Bilingual: Administrators received 7 Steps to a Language-Rich Interactive Classroom training, while Dual Language teachers received lead4ward training on the updated ELPS. All staff participated in training focused on LPAC, TELPAS, and ELPS requirements. Dual Language teachers also receive ongoing instructional coaching and targeted professional development focused on the four TELPAS domains. Classroom walkthroughs monitor implementation and identify additional support needs.

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?

By December 2026, Liberty Elementary will establish and communicate campuswide instructional expectations focused on aligning learning targets, classroom instruction, and Daily Mastery Checks (DMCs). Teachers will implement DMCs to monitor student mastery and analyze CBA data during PLCs to establish baseline performance and identify instructional needs. Campus administrators will conduct regular walkthroughs to monitor implementation, with a goal of at least 80% of observed classrooms demonstrating alignment between learning targets, instruction, and DMCs.

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 Assistant Principals

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

1. Walkthrough data demonstrating at least 80% alignment between learning targets, classroom instruction, and DMCs.
2. Grade-level and content-area spreadsheets documenting baseline CBA performance.
3. PLC agendas and meeting notes documenting data analysis and instructional adjustments.

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

Professional development and instructional coaching focused on aligning DMCs with learning targets and classroom instruction, analyzing student performance data, and using formative assessment results to adjust instruction.

Milestone 2

Description – What specific action or deliverable will be completed?

By December 2026, Liberty Elementary will establish consistent campuswide behavior expectations and strengthen staff capacity in proactive behavior management, PBIS, and restorative practices. All instructional staff will participate in professional development focused on behavior management strategies and consistent classroom routines. The PBIS committee will review behavior data monthly to identify trends, recommend interventions, and monitor implementation. The campus will establish a baseline for repeat behavior incidents and work toward a 10% reduction by December.

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 Assistant Principals

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

1. PBIS committee agendas and meeting minutes documenting monthly behavior data reviews and action steps.
2. Campuswide classroom routines and common-area behavior expectations communicated to staff and students.
3. Monthly behavior reports documenting trends, repeat incidents, and progress toward the 10% reduction goal.
4. Walkthrough data and staff feedback documenting consistent implementation of behavior expectations and strategies.

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

Ruby Payne training, restorative practices training, PBIS implementation support, and professional development focused on establishing consistent classroom routines and common-area behavior expectations.

Milestone 3

Description – What specific action or deliverable will be completed?

By May 2027, Liberty Elementary will strengthen PLCs by implementing a consistent data-to-action protocol focused on high-priority TEKS and student mastery. Grade-level teams will regularly analyze Daily Mastery Checks (DMCs) and CBA data to identify learning gaps, plan targeted reteaching and enrichment, and monitor student progress. At least 90% of PLC meetings will document the connection between the TEKS, instructional tasks, student mastery evidence, and planned instructional responses.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principals and Assistant Principals

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

1. PLC agendas and completed planning artifacts demonstrating that at least 90% of PLC meetings include analysis of student mastery data and documented instructional responses.
2. Grade-level data trackers updated following each CBA to identify students needing reteaching, intervention, or enrichment.
3. PLC documentation demonstrating alignment among priority TEKS, instructional tasks, DMCs, and student evidence.
4. Walkthrough data demonstrating at least 90% alignment between learning targets, classroom instruction, and mastery checks by May 2027.

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

Professional development and instructional coaching focused on consistent PLC protocols, lesson internalization, analyzing student work, developing aligned DMCs, and planning differentiated instructional responses based on student mastery data.

Milestone 4

Description – What specific action or deliverable will be completed?

By May 2027, Liberty Elementary will strengthen Tier 1 instruction through consistent instructional walkthroughs, calibrated feedback, and targeted coaching cycles. Campus administrators will conduct weekly walkthroughs focused on the district's Collective Commitments and identified campus instructional priorities. Walkthrough data will be analyzed monthly to identify trends, celebrate instructional strengths, and determine areas for additional support. By May 2027, at least 90% of observed classrooms will demonstrate implementation of the identified campus instructional focus.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principals and Assistant Principals

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

1. Weekly walkthrough documentation demonstrating consistent monitoring of campus instructional priorities.
2. Monthly walkthrough data summaries identifying instructional trends, areas for growth, and next steps.
3. Coaching logs documenting identified instructional needs, coaching goals, action steps, and follow-up observations.
4. Walkthrough data demonstrating at least 90% of observed classrooms implementing the identified campus instructional focus by May 2027.
5. Documentation of monthly administrative calibration meetings to ensure consistency in walkthrough observations and feedback.

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

T-TESS calibration training, instructional coaching cycles, instructional coaches' modeling of effective instructional practices, and weekly instructional walks focused on the district's Collective Commitments.

Milestone 5

Description – What specific action or deliverable will be completed?

By May 2027, Liberty Elementary will implement a consistent, data-driven intervention and enrichment process during Power Block to accelerate student learning. Grade-level teams will use DMC, CBA, and other assessment data to identify students needing reteaching, targeted intervention, or enrichment. Teachers will implement differentiated instructional activities aligned to identified learning gaps and monitor student progress at least every two weeks. By May 2027, at least 80% of students receiving targeted interventions will demonstrate growth on progress-monitoring assessments.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principals and Assistants

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

1. Grade-level intervention plans identifying student groups, targeted TEKS, instructional strategies, and progress-monitoring measures.
2. Power Block lesson plans demonstrating differentiated reteaching, strategic practice, and enrichment activities.
3. Student Success Team meeting records documenting student needs, intervention decisions, follow-up actions, and progress.
4. Progress-monitoring data demonstrating that at least 80% of students receiving targeted interventions show measurable growth by May 2027.

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

Professional development and instructional coaching focused on effective Power Block implementation, targeted reteaching, strategic practice, enrichment, flexible student grouping, and using progress-monitoring data to adjust interventions.

Milestone 6

Description – What specific action or deliverable will be completed?

By August 2027, Liberty Elementary will conduct a comprehensive review of Year 1 improvement efforts using STAAR, CBA, benchmark, walkthrough, behavior, and intervention data. Campus leadership will evaluate the effectiveness of implemented strategies, identify areas of growth and continued need, and establish at least three measurable instructional and student achievement priorities for the 2027–2028 school year. Grade-level teams will review student performance data and develop transition plans for students requiring continued academic or behavioral support.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principals and Assistant

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

1. Completed Year 1 campus improvement review analyzing STAAR, CBA, benchmark, walkthrough, behavior, and intervention data.
2. Updated campus improvement plan identifying at least three measurable priorities, performance targets, and progress-monitoring checkpoints for 2027–2028.
3. Student transition records identifying students requiring continued academic or behavioral interventions, with documented support recommendations.

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

District support with comprehensive data analysis, campus improvement planning, and establishing measurable goals. Access to STAAR, CBA, benchmark, walkthrough, and behavior data, along with survey tools to gather feedback from teachers, students, and families.

Milestone 7

Description – What specific action or deliverable will be completed?

By May 2027, Liberty Elementary will strengthen implementation of high-quality instructional materials (HQIM) in RLA, mathematics, and science through consistent internalization of lessons, collaborative planning, and instructional monitoring. Grade-level teams will utilize district-adopted materials to plan TEKS-aligned instruction and assessments. Campus administrators will conduct weekly walkthroughs to monitor implementation, with a goal of at least 90% of observed classrooms demonstrating alignment between adopted materials, grade-level TEKS, and classroom instruction.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principals and Assistant

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

1. PLC agendas and lesson internalization documents demonstrating that at least 90% of grade-level planning meetings include the use of district-adopted instructional materials and alignment to grade-level TEKS.
2. Weekly walkthrough data demonstrating at least 90% of observed classrooms implementing adopted instructional materials with fidelity by May 2027.
3. Student work samples and DMC results demonstrating progress toward mastery of grade-level TEKS taught through adopted materials.

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

Professional development on HQIM implementation and lesson internalization; instructional coaching and modeling; support for collaborative planning; and calibrated walkthrough tools for monitoring instructional fidelity.

Milestone 8

Description – What specific action or deliverable will be completed?

By May 2027, Liberty Elementary will increase STAAR readiness in grades 3–5 RLA and mathematics through targeted instruction focused on high-priority TEKS. Grade-level teams will analyze CBA, benchmark, and Daily Mastery Check (DMC) data to identify learning gaps and implement targeted acceleration. Student progress will be monitored every three weeks, with instructional adjustments based on mastery data. By May 2027, at least 80% of students receiving targeted acceleration will demonstrate growth on progress-monitoring assessments.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal and Assistant

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

1. Grade-level data trackers identifying high-priority TEKS, students below mastery, targeted interventions, and progress toward mastery.
2. Three-week progress-monitoring records documenting student growth, regrouping, and instructional adjustments.
3. CBA and benchmark data demonstrating increased mastery of high-priority TEKS in grades 3–5 RLA and mathematics.
4. Progress-monitoring data demonstrating that at least 80% of students receiving targeted acceleration show measurable growth by May 2027.

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

CBA and benchmark assessments, professional development on analyzing student performance data, instructional coaching on targeted acceleration strategies, and resources aligned to high-priority TEKS.

Performance Management

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

District and campus leaders will use data trackers and teacher trackers to document classroom walkthroughs and monitor plan implementation. Leaders will regularly review milestone progress, student achievement and progress-monitoring data, and classroom observation trends to evaluate the effectiveness of instructional practices. Leaders will analyze data during leadership meetings to identify strengths, address gaps, and determine necessary adjustments to instructional strategies, professional development, and coaching support to ensure continuous improvement and student growth.

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

Campus principals and assistant principals, in collaboration with district Curriculum and Instruction leadership, will monitor progress toward established milestones. Campus and district leaders will review implementation progress, classroom observation data, and student outcomes at least monthly to evaluate effectiveness and identify needed adjustments. The superintendent will also review progress quarterly to ensure accountability and alignment with district goals.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress data will be collected through classroom walkthroughs, teacher trackers, curriculum-based assessments (CBAs), and student progress-monitoring data. Campus and district leaders will compile and analyze this information to identify instructional trends, monitor milestone completion, and evaluate student growth. Leaders will use the findings to determine necessary adjustments to instruction and support.

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

Milestone progress data will be shared during weekly principal meetings, CUB meetings, and monthly district leadership reviews. Leaders will review student achievement data, classroom observation trends, and progress toward milestones to identify successes and areas needing improvement. Leaders will document decisions, action steps, responsible parties, and follow-up timelines and revisit them in subsequent meetings. The team will also share progress quarterly with the superintendent to ensure continued improvement and accountability.

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	37
Masters Grade Level	17

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	73
Meets Grade Level	37
Masters Grade Level	17

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	73
Meets Grade Level	37
Masters Grade Level	17

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?

67.6

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?

7.5

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?

31.3

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

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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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