Cedar Hill Independent School District

Lake Ridge Elementary School

2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

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

Yes

Please select the date of board approval for this plan:

October 19, 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, Texas 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.

Region 10, SustainED Leaders, The Commit Partnership

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

5

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.

Title I Funds for Tutoring-2,200
Instructional Specialist-$86,095

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?

Although grant funding provides an important resource for implementing this strategy, the district currently leverages Title I and Title II funds to support these efforts and provide targeted support to the campus. These federal funds help sustain the personnel, professional learning, instructional support, and other resources necessary to address identified student and campus needs. IMRA funds are also utilized to purchase and support the instructional resources necessary for implementation.

If the anticipated grant funding is not received, the district will prioritize available Title I and Title II funds to maintain the core components of the strategy, while continuing to use IMRA funds for instructional resources. In the event that federal funding is no longer available, the district will use local district funds to provide targeted support for the campus and sustain the most critical components of the strategy.

The district will prioritize resources based on identified needs, student outcomes, and the components of the strategy most critical to implementation and sustainability. This approach allows the district to continue supporting the campus and executing the strategy while adjusting the scale or scope of implementation based on available resources.

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

I have strategically placed teachers in their grade level and content areas based on identified student needs, teacher expertise, and the specific instructional demands of the campus. The teachers with stronger content knowledge and demonstrated instructional expertise are in grade levels and content areas with the greatest identified needs. In some cases, teachers have been reassigned to different grade levels to better align their skills and content expertise with student needs.

This approach ensures that students with the greatest academic needs have access to teachers with the content knowledge and instructional capacity necessary to accelerate learning. The principal will continue to monitor student achievement data, staffing needs, teacher effectiveness, and campus performance to determine whether additional adjustments in staffing or resources are needed.

The principal will also prioritize instructional resources, professional learning, intervention support, and other available resources based on the level of need across the campus. Resources will be intentionally aligned to areas of greatest need rather than distributed solely on an equal basis, ensuring that talent and resources are proportionately allocated to support improved student outcomes.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matematicas K-5, Edicion 1

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

Yes

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

500

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?

No

What new curriculum will be adopted for: K-5 RLA?

Other

When will the district adopt the new curriculum for: K-5 RLA?

June 1, 2027

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

780

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

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

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

170

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

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		District	Bi-Monthly	To measure students' mastery of the TEKS and determine whether instruction is effectively addressing grade-level standards. CBA data is used to identify gaps, group students for targeted support, adjust instruction, plan interventions, and monitor student progress toward mastery. Teachers use the results during PLCs to determine what students know, what they still need to learn, and the next instructional steps.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	NWEA MAP	District	BOY/MOY/ EOY	The goal is to use BOY, MOY, and EOY assessment data to identify learning gaps, monitor student growth, and adjust instruction to ensure students receive the support they need. NWEA MAP – Reading and Math (K–5) - BOY (Beginning of Year): Identify Needs. Review RIT scores, achievement percentiles, and learning continuum reports to identify students performing below grade level and pinpoint specific skill gaps. - MOY (Middle of Year): Monitor Progress. Compare growth to BOY data, evaluate intervention effectiveness, and adjust small groups and instructional strategies based on student progress. - EOY (End of Year): Evaluate Outcomes. Measure student growth, determine which students met projected growth, and use results to plan future interventions and instructional priorities. Intervention Application: Use MAP learning statements to group students by specific skill deficits, establish measurable growth goals, and monitor progress through targeted small-group instruction and supplemental practice.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
		District	BOY/MOY/ EOY	mCLASS – Reading (K–5) - BOY (Beginning of Year): Identify Reading Risk. Review composite scores, benchmark classifications, and individual reading measures to identify students below benchmark and determine specific foundational reading needs. - MOY (Middle of Year): Monitor Reading Development. Review progress-monitoring data to determine whether students are responding to intervention. Adjust instructional groups, intervention intensity, and targeted skills as needed. - EOY (End of Year): Evaluate Reading Growth. Review benchmark results, growth, and reading proficiency to determine intervention effectiveness and identify students needing continued support. Use mCLASS diagnostic and progress-monitoring data to target specific reading skills, such as phonemic awareness, phonics, decoding, fluency, vocabulary, and comprehension.

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

The campus monitor student growth through a systematic data analysis and progress-monitoring process. Within 48 hours of each assessment, teachers will complete a data analysis protocol to identify student strengths, areas for growth, and opportunities for reteaching. Teachers calculate and monitor STAAR Domain 1 and Domain 2 scores to track progress toward campus and student achievement goals.

Assessment data is tracked on a campus spreadsheet for each assessment and displayed in the PLC room to promote ongoing data visibility and collaboration. Teachers present assessment results and reteaching plans to administrators during PLCs and data meetings. Administrators monitor implementation and student progress, while the principal shares campus-level data and progress with district leaders. This cycle of assessment, analysis, reteaching, and progress monitoring will ensure that instructional decisions are responsive to student needs.

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

The campus uses the Multi-Tiered System of Supports (MTSS) framework to identify and address student academic needs. Research-based screeners, benchmark assessments, and ongoing progress-monitoring data are used to identify skill deficits and determine appropriate interventions. Students identified as Tier 2 or Tier 3 receive targeted math and/or reading interventions based on their identified areas of need.

Teachers and the instructional specialist provide small-group intervention at least five times per week to students performing below grade level. Intervention groups are aligned to identified skill gaps and monitored regularly to determine student progress and adjust instruction as needed.

In addition to MTSS interventions, students who are below grade level and students in special populations receive targeted support through a learning platform aligned to their individual skill deficits and benchmark data. Students work through personalized pathways focused on specific skills and are expected to master at least two targeted skills per week to demonstrate accelerated growth.

The campus also provides targeted support for special populations. Emergent Bilingual (EB) students receive support from certified personnel and engage with a learning platform for at least 30 minutes per week to strengthen reading, writing, listening, and speaking skills. Students receiving Special Education services receive instruction and accommodations aligned to their IEPs, which are implemented with fidelity. Their progress is monitored regularly to ensure supports are effective and responsive to their individual needs.

Finally, the campus will provide 12 after-school tutoring sessions using available funds to provide additional support in math numeracy and reading fluency. Progress monitoring, exit tickets, and student performance data will be used throughout the intervention cycle to measure growth and inform next steps.

Through these layered supports, the campus provides students with multiple opportunities for targeted intervention, progress monitoring, and accelerated growth based on their individual needs.

Will the campus implement a PLC structure?

Yes

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

PLCs are organized by content area for 3rd-5th grade and by grade level for PreK-2nd grade.

How frequently will PLCs occur?

Once a week

Who will facilitate PLCs?

Principal, Assistant Principal, and Instructional Specialist

Who is required to attend PLCs?

All PreK-5th grade teachers, administrators and instructional specialist

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

The campus does not currently use one specific PLC protocol across all teams. In previous years, the campus utilized School Reform Initiative (SRI) protocols to structure PLC conversations focused on analyzing student work, examining common assessments, conducting data analysis, professional learning, and engaging in tuning protocols.

Currently, PLCs are responsive to campus and district priorities, student data, and identified instructional needs. Campus leaders and instructional staff use trends identified through weekly classroom walkthroughs, student performance data, and teacher feedback to determine the focus and appropriate protocol for each PLC. Campus or district-developed protocols are then used to facilitate collaborative planning, data analysis, instructional problem-solving, and professional learning.

This approach allows PLCs to remain focused, relevant, and responsive to the needs of teachers and students, while maintaining a consistent emphasis on improving Tier I instruction and student outcomes. PLC agendas and supporting protocols are used as evidence to document the focus, learning, and action steps from each PLC.

Upload PLC agenda (optional):

Copy of 26-27_ PLC Agenda Week of September 21- K-5th.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	Backwards Planning-Teachers will learn how to plan instruction by starting with the desired student learning outcome, identifying evidence of mastery, and designing engaging learning experiences aligned to the written, taught, and assessed curriculum.	September 30, 2026	All kindergarten through fifth grade teachers
Other Campus Admin (Assistant Principals, Instructional Coaches)	Student Engagement-Teachers will explore strategies to increase active cognitive engagement, participation, collaboration, and student ownership of learning while maintaining alignment to the lesson objective.	September 30, 2026	K-5th Grade and Specials Teachers
Principal	Lesson Internalization-Teachers will identify and utilize targeted intervention resources aligned to specific student needs. Progress-monitoring strategies will be used to measure student response to intervention and determine whether instructional adjustments are needed.	August 30, 2026	K-5th Grade Teachers
Principal	Data Tracking-Teachers will learn systems and processes for consistently tracking student performance and progress toward learning goals. Data will be used to monitor individual students, student groups, and campus goals.	September 30, 2026	K-5th Grade Teachers
Principal	Data Analysis-Teachers will analyze assessment data to identify student strengths, gaps, trends, and instructional priorities. Teachers will use data to determine reteach, intervention, and enrichment needs.	September 30, 2026	K-5th Grade Teachers
Principal	Feedback – John Hattie-Teachers will learn how to provide timely, specific, and actionable feedback that moves learning forward and helps students understand their current performance and next steps.	October 30, 2026	K-5th Grade and Specials Teachers

Role	Training/PD Description	Delivered By	Attended By
Principal	Teacher Clarity – John Hattie-Teachers will explore the impact of teacher clarity and learn strategies for communicating clear learning intentions, success criteria, and expectations so students understand what they are learning and what success looks like.	September 30, 2026	K-5th and Specials Teachers
Principal	Analyzing Student Work-Teachers will examine student work to determine the level of mastery, identify misconceptions and patterns of errors, and use evidence from student responses to adjust instruction.	September 30, 2026	K-5th Grade Teachers
Principal	Intervention Resources & Progress Monitoring-Teachers will identify and utilize targeted intervention resources aligned to specific student needs. Progress-monitoring strategies will be used to measure student response to intervention and determine whether instructional adjustments are needed.	October 30, 2026	K-5th Grade Teachers

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

LRE will differentiate professional learning based on staff experience, identified areas of need, and evidence of instructional effectiveness. Inexperienced teachers and leaders (less than two years in role) will receive additional modeling, guided practice, coaching, mentoring, and opportunities to observe effective instructional practices. Professional learning will focus on foundational practices such as lesson internalization, teacher clarity, classroom management, effective questioning, checks for understanding, and using data to plan instruction.

Teachers and leaders who demonstrate identified areas of ineffective practice will receive more intensive, job-embedded support based on specific needs identified through classroom walkthroughs, student data, and evaluation/coaching feedback. Supports may include targeted professional development, individual coaching cycles, modeling, co-planning, observations of effective practice, and frequent follow-up walkthroughs to monitor implementation and growth.

Administrators and instructional staff will use walkthrough data, student performance data, and Sibme coaching/evaluation data to identify areas of need and adjust support. Training will be differentiated through small-group or individual support when appropriate, with clear action steps and follow-up opportunities. This approach ensures that staff receive the right level of support at the right time to strengthen instructional practice and improve student outcomes.

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 campus will use targeted classroom walkthrough tools, student performance data, and Sibme, the district's instructional evaluation and coaching platform, to evaluate the implementation and impact of professional learning. Walkthrough tools will be aligned to the specific focus of the training and will be used to monitor implementation across classrooms.

For Example Key look-fors will include clear and posted learning objectives and success criteria, alignment between instruction and the intended learning, checks for understanding, evidence of student engagement and higher-order thinking, effective questioning, appropriate instructional strategies, and implementation of accommodations and interventions when applicable. Student data and progress-monitoring results will also be reviewed to determine whether implementation is translating into improved student outcomes.

Sibme will provide an additional layer of support by allowing administrators and instructional staff to record instruction, analyze instructional practices, engage in coaching conversations, identify areas for growth, and schedule follow-up observations or coaching sessions. This process will allow the campus to monitor implementation over time, provide timely feedback, and determine the effectiveness of professional learning in improving instructional practice and student outcomes.

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?

Teachers and administrators will receive ongoing capacity-building support to effectively meet the needs of students in special populations. Administrators will ensure teachers have a clear understanding of students' individual needs by reviewing multiple sources of student data, including assessment results, progress-monitoring data, and information outlined in student support plans.

Teachers will receive support in implementing appropriate accommodations, IEP services, and 504 supports with fidelity. Administrators and instructional staff will regularly monitor student progress through the campus data portal and use the data to identify areas of need, adjust instruction and interventions, and determine additional supports when necessary.

Additionally, teachers and administrators will receive targeted professional development and coaching from district coordinators and directors focused on high-quality instruction, effective intervention practices, and strategies for supporting students in special populations. These ongoing supports will build staff capacity to provide high-quality Tier I instruction and targeted interventions daily, ensuring that students receive the appropriate level of support to access grade-level content and demonstrate academic growth.

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?

Backwards Planning-Teachers will backward-plan lessons by identifying the TEKS, learning objective, success criteria, and evidence of mastery.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Kinder-5th Grade Teachers

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

Completed lesson plans/internalization documents aligned to TEKS and learning outcomes.

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

Backward-planning training, planning templates, and coaching support. Content support for the TEKS.

Milestone 2

Description – What specific action or deliverable will be completed?

Internalization-Teachers will internalize upcoming HQIM lessons by identifying key content, misconceptions, instructional moves, and checks for understanding.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

K-5th Grade Teachers

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

Completed internalization documents uploaded to internalizations folder weekly and evidence during lesson walkthroughs

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

HQIM resources, internalization protocols, PLC support, and coaching.

Milestone 3

Description – What specific action or deliverable will be completed?

Teacher Clarity-Teachers will establish and communicate clear learning intentions and success criteria during instruction.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

K-5th Grade Teachers

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

Walkthrough data-learning objectives posted and stated, success criteria posted and referenced by students to support mastery of learning objective, at least 50% of students at the meets performance level on daily exit tickets.

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

Teacher clarity training, exemplars, walkthrough feedback, and coaching.

Milestone 4

Description – What specific action or deliverable will be completed?

Feedback-Teachers will provide timely, specific, and actionable feedback that identifies student progress and next steps.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

K-5th Grade Teachers

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

Student work showing feedback and walkthrough evidence of feedback practices.

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

Academic Feedback training, exemplars, coaching, and collaborative practice.

Milestone 5

Description – What specific action or deliverable will be completed?

Data Analysis-Teachers will analyze assessment data to identify strengths, gaps, and students requiring reteach, intervention, or enrichment.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

K-5th Grade Teachers

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

Completed data-analysis protocols and documented instructional response plans. Evidence of reteach, progress monitoring, and STAAR Domain I and Domain 2 calculated for each assessment.

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

Data protocols, assessment reports, PLC support, and data coaching.

Milestone 6

Description – What specific action or deliverable will be completed?

Analyzing Student Work-Teachers will analyze student work to identify mastery, misconceptions, and instructional next steps.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

K-5th Grade Teachers

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

Annotated student work and documented reteach or instructional adjustments.

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

Student-work protocols, exemplars, collaborative PLC analysis, and coaching.

Milestone 7

Description – What specific action or deliverable will be completed?

Data Tracking-Teachers will consistently track student performance and progress toward identified learning goals.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

K-5th Grade Teachers

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

Updated data trackers, student progress-monitoring records, and data walls/dashboards.

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

Data-management systems, tracking templates, and support from instructional leaders.

Milestone 8

Description – What specific action or deliverable will be completed?

Student Engagement-Teachers will implement strategies that increase active participation, cognitive engagement, collaboration, and student ownership of learning.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

K-5th Grade Teachers

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

Walkthrough evidence, student work, and observation data demonstrating active engagement.

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

Engagement strategies, modeling, coaching, and feedback from walkthroughs.

Milestone 9

Description – What specific action or deliverable will be completed?

Intervention and Resources-Teachers will implement targeted interventions using appropriate resources and regularly monitor student response to intervention.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

K-5th Grade Teachers

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

Intervention plans, progress-monitoring data, student work, and documented adjustments.

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

Intervention resources, progress-monitoring tools, MTSS support, and coaching.

Performance Management

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

District and campus leaders will monitor successful implementation of the Campus Improvement Plan (CIP) through ongoing data review, progress monitoring, and leadership collaboration. Campus leadership will participate in monthly data meetings with the Chief Academic Officer to review progress toward CIP goals, discuss trends, identify barriers, and determine necessary adjustments or additional supports.

At the campus level, the leadership team will conduct regular reviews of CIP formative data, including student achievement and growth data, intervention progress, attendance, walkthrough data, and other identified performance indicators. Data will be reviewed at established checkpoints throughout the year to determine whether action steps are being implemented with fidelity and whether they are producing the intended impact on student outcomes.

Additionally, campus leaders will monitor implementation through classroom walkthroughs, PLC reviews, coaching cycles, and follow-up observations. Evidence from these monitoring processes will be used to provide timely feedback, celebrate progress, identify areas requiring additional support, and adjust strategies as needed.

District and campus leaders will use a continuous improvement cycle of monitoring, analyzing, responding, and adjusting to ensure that the CIP remains an active working document and that resources and supports are aligned to the campus's identified needs and student outcomes.

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

The Principal, Assistant Principal, Instructional Specialist, and Chief Academic Officer will be responsible for reviewing progress toward the identified milestones. Campus leaders will monitor implementation and student outcome data regularly, while the Chief Academic Officer will provide district-level oversight and support through monthly data meetings.

The campus leadership team will analyze milestone data, identify trends and areas of concern, monitor the implementation of action steps, and determine necessary adjustments or additional supports. Progress will also be reviewed quarterly with the Site-Based Decision-Making (SBDM) Committee to ensure shared accountability and stakeholder input throughout the continuous improvement process.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress data will be collected through instructional walkthroughs, classroom observations, common formative assessments, student work, and data management systems such as Sibme and Edugence. Administrators and instructional leaders will conduct walkthroughs to monitor implementation of instructional practices and provide feedback. Teachers will enter and analyze assessment and student performance data within the campus/district data systems to monitor progress toward established milestones. Data will be reviewed during PLCs, coaching cycles, and leadership data meetings to identify trends, determine instructional adjustments, and monitor progress toward campus goals.

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

District and campus leaders will use a continuous improvement cycle of monitoring, analyzing, responding, and adjusting to ensure that the CIP remains an active working document and that resources and supports are aligned to the campus's identified needs and student outcomes.

District leaders will monitor successful implementation of the Campus Improvement Plan (CIP) through ongoing data review, progress monitoring, and leadership collaboration. Campus leadership will participate in monthly data meetings with the Chief Academic Officer to review progress toward CIP goals, discuss trends, identify barriers, and determine necessary adjustments or additional supports.

Additionally, milestone data will be shared and reviewed quarterly with the Site-Based Decision-Making (SBDM) Committee. This review will provide an opportunity for stakeholders to examine progress toward campus goals, discuss trends, celebrate successes, identify areas of concern, and provide feedback regarding adjustments to strategies and supports.

Lastly, relevant data and progress updates will also be communicated to staff through PLC meetings, leadership meetings, and other campus communication structures to ensure that stakeholders understand progress toward goals and their role in implementing the campus improvement plan.

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	80
Meets Grade Level	50
Masters Grade Level	20

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	80
Meets Grade Level	50
Masters Grade Level	20

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	80
Meets Grade Level	50
Masters Grade Level	20

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?

20

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?

4

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?

20

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

15

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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