East Central Independent School District

Heritage Middle 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.

No

Please upload artifacts demonstrating a robust observation and feedback system.

—

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

Yes

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

Yes

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

Yes

Please select the date of board approval for this plan:

November 17, 2026

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

—

SI Strategy

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

Intensive Curriculum & Instruction Improvements

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

System of Great Schools

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

System of Great Schools

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

Amplify, Region 20, Carnegie Learning

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

—

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.

—

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?

—

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

East Central utilizes the campus tiering and support framework from System of Great Schools. In this model, Heritage has additional time with Instructional Specialists, a turn around coach for the principal, and the highest frequency of Performance Management.

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

Carnegie Learning 6-12 Texas Math Solution

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?

245

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

Amplify Texas Literacy Program, Grades 6-8

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?

245

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)

Bluebonnet Learning, Secondary Mathematics Algebra 1/2/Geometry

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

Yes

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

245

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

Yes

Please select the adopted curriculum for: 9-12 RLA

Not applicable

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

175

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

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment	Campus	Weekly	Analyze CFAs, TEKS spirals, and classroom assessments to identify misconceptions, monitor student mastery, and plan targeted reteaching and small-group instruction during Teach 1 and Teach 2.
Benchmark	District	BOY/MOY/ EOY	Using BOY/MOY/EOY MAP we will establish student academic baselines, measure growth over time, identify students requiring additional support, and evaluate the effectiveness of interventions.
Interim	District	Semester	Analyze interim assessment results to measure progress toward STAAR expectations, identify instructional gaps, and adjust instruction and interventions for identified student groups.

Type of Assessment	Campus or District	Frequency	Purpose (how will these results be used)
STAAR Released Test	District	Semester	Measure student performance on released STAAR items, identify gaps in TEKS mastery, and guide instructional adjustments and targeted support before STAAR administration.

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

Heritage Middle School will implement a systematic approach to monitoring student achievement and academic growth using multiple data sources, including previous STAAR performance, NWEA MAP Growth assessments, District Formative Assessments (DFAs), Common Formative Assessments (CFAs), spiraled TEKS assessments, classroom grades, and student work.

Student performance will be tracked through the campus-managed data spreadsheet, which will include student-group identifiers, academic performance levels, assessment results, and progress toward established reading and mathematics goals. Additional identifiers for continuously enrolled and formerly identified special education students will strengthen the campus's ability to monitor these populations.

Designated campus case managers will monitor identified student populations: Evans (White students), Ramirez (emergent bilingual students), Craig (current and former special education students), White (economically disadvantaged students), and Chase (continuously enrolled students).

Case managers will collaborate with classroom teachers and the Instructional Leadership Team (ILT) to identify students who are not meeting academic expectations, review current instructional supports, and recommend adjustments based on student performance.

PLC teams will analyze CFAs, DFAs, classroom performance, and student work to determine instructional needs and plan targeted support during Teach 1 and Teach 2. MAP results will be reviewed at BOY, MOY, and EOY to evaluate academic growth over time.

The ILT will conduct regular data reviews to monitor progress toward campus and student-group goals, evaluate the effectiveness of instructional interventions, and determine necessary adjustments. East Central ISD's Curriculum, Instruction, and Assessment (CIA) Department will support the campus in establishing student-group targets and determining the number of students needed to meet identified accountability goals.

This process will ensure that student performance data consistently informs instructional decisions and that students requiring additional academic support are identified, monitored, and supported.

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

Heritage Middle School PLCs will follow a structured collaborative planning and data-analysis protocol focused on improving Tier 1 instruction, strengthening student achievement, and ensuring appropriate instructional responses to student needs.

Will the campus implement a PLC structure?

Yes

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

Heritage Middle School PLCs will be organized primarily by grade level and content area to support collaborative instructional planning, curriculum alignment, and analysis of student learning.

PLC teams will focus on internalizing grade-level curriculum, analyzing student performance, identifying instructional gaps, and planning appropriate instructional responses.

Special education and emergent bilingual teachers will collaborate with content-area teams to support differentiated instruction and the academic needs of identified student populations.

Campus instructional leaders and district CIA personnel will provide additional support based on identified instructional priorities and student performance needs.

How frequently will PLCs occur?

PLCs will meet weekly during designated collaborative planning times. Additional data-focused meetings will occur following district formative assessments, common formative assessments, and other significant assessment checkpoints.

The campus will also use scheduled Data Days and ILT meetings to examine broader student performance trends, evaluate instructional effectiveness, and monitor progress toward campus improvement goals.

Who will facilitate PLCs?

PLCs will be facilitated by designated campus instructional leaders, including Academic Deans, department leaders, and other assigned instructional support personnel.

Campus administration will monitor PLC implementation, provide instructional guidance, and collaborate with district CIA personnel to support effective planning and data-driven instructional practices.

Who is required to attend PLCs?

All teachers assigned to the respective grade-level or content-area PLC will be expected to participate.

Special education and emergent bilingual teachers will participate in collaborative planning with content-area teams as appropriate to support instructional alignment and the needs of students receiving specialized services.

Campus instructional leaders, intervention personnel, and district instructional support staff will participate as needed based on PLC focus areas and identified student needs.

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

Heritage Middle School PLCs will follow a structured collaborative planning and data-analysis protocol focused on improving Tier 1 instruction, strengthening student achievement, and ensuring appropriate instructional responses to student needs.

1. Curriculum Internalization and Instructional Planning

Teachers will review upcoming TEKS, instructional objectives, curriculum resources, and assessment expectations to ensure alignment between curriculum, instruction, and student learning outcomes.

2. Student Performance Analysis

PLC teams will analyze common formative assessments, district formative assessments, spiraled TEKS assessments, and student work to identify mastery levels, common misconceptions, and specific instructional needs.

3. Instructional Response — Teach 1

Teams will determine how to address identified gaps through intentional spiraling, reteaching, checks for understanding, and adjustments to grade-level instruction during Teach 1.

4. Targeted Intervention — Teach 2

Teachers will use assessment results to establish flexible small groups and plan targeted instruction for students requiring additional support. Instruction will focus on specific TEKS and identified skill gaps.

5. Monitoring Identified Student Populations

PLC teams will review the progress of students within identified accountability populations and collaborate with designated case managers and instructional support personnel to ensure appropriate instructional strategies are implemented.

6. Review of Student Learning and Instructional Effectiveness

Teams will review subsequent assessment results and student work to determine whether instructional adjustments and interventions have improved student mastery. When students are not demonstrating expected progress, PLC teams will identify additional instructional responses.

7. Documentation and Follow-Through

PLC teams will document instructional priorities, identified student needs, planned instructional responses, responsible staff, and follow-up actions.

Campus instructional leadership will monitor PLC implementation through collaborative planning participation, PLC documentation, classroom walkthroughs, and student performance data. District CIA personnel will provide additional instructional support and coaching aligned to identified needs.

The overall purpose of the PLC process is to ensure that collaborative planning results in meaningful instructional adjustments and measurable improvements in student learning.

Upload PLC agenda (optional):

—

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	Instructional leadership, analysis of Domain 3 student-group performance, TIP implementation, progress monitoring, and evaluating instructional effectiveness.	District leadership, CIA	Principal
Other Campus Admin (Assistant Principals, Instructional Coaches)	Data-driven instructional leadership, case-management monitoring, PLC facilitation, classroom walkthroughs, and providing actionable teacher feedback.	Principal, CIA	Associate Principal, Assistant Principal, Academic Dean
Teacher	Curriculum internalization, TEKS alignment, Teach 1 spiraling, Teach 2 targeted small-group instruction, CFA/ DFA analysis, and differentiated instruction.	CIA, Academic Deans, department leaders	RLA and mathematics teachers, including co-teachers
Teacher	Structured academic conversations, language-development strategies, and effective implementation of Summit K-12 targeted support.	District Bilingual Department, Principal, APs. Academic Dean	Content-area teachers, EB support teachers, intervention personnel
Teacher	Specially designed instruction, accommodations, co-teaching, and progress monitoring for students receiving special education services.	District Special Education Department, campus SPED facilitator, APs	General education and special education teachers

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

Heritage Middle School will differentiate professional development and coaching based on staff experience, identified instructional needs, classroom observation evidence, and student performance data.

Teachers with fewer than two years of experience will receive additional support through curriculum internalization, collaborative planning, instructional modeling, and targeted coaching from campus instructional leaders and district support personnel.

Teachers demonstrating areas of instructional concern will receive individualized coaching focused on specific needs identified through SPOT walkthroughs, T-TESS observations, and student performance data. Support may include co-planning, instructional modeling, observation of effective practices, and follow-up feedback to monitor improvement.

Professional development and coaching will be adjusted based on demonstrated instructional needs, with follow-up observations and student learning evidence used to evaluate effectiveness.

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?

Heritage Middle School will use SPOT classroom walkthroughs, T-TESS observations, PLC documentation, and instructional coaching records to monitor the implementation of professional development and its impact on classroom instruction.

Walkthrough look-fors will align with campus instructional priorities and include:

TEKS-aligned, grade-level instruction and appropriate academic rigor.

Intentional spiraling of previously taught TEKS during Teach 1.

Targeted small-group instruction during Teach 2 based on student performance data.

Frequent checks for understanding and instructional adjustments in response to student needs.

Student engagement, academic discourse, and structured academic conversations.

Differentiated instruction, accommodations, and supports for students receiving special education and emergent bilingual services.

Evidence of student learning through classroom tasks, student work, and formative assessments.

Following the October professional development on Structured Conversations, this practice will be a targeted look-for during SPOT walkthroughs beginning after Thanksgiving Break.

Campus instructional leaders will provide specific, actionable feedback and conduct follow-up walkthroughs to monitor implementation. PLC documentation, coaching records, and student assessment results will provide additional evidence of instructional improvement.

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

Biweekly

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

Heritage Middle School will collaborate with East Central ISD's Special Education, Bilingual, and Curriculum, Instruction, and Assessment (CIA) Departments to strengthen instructional practices and improve academic outcomes for students within identified special populations.

Special Education: Teachers and administrators will receive targeted support in specially designed instruction, accommodations, differentiation, co-teaching, and monitoring academic progress. General education and special education teachers will collaborate during instructional planning to strengthen grade-level instruction and targeted interventions during Teach 1 and Teach 2.

Emergent Bilingual Students: Teachers will receive professional development and coaching focused on structured academic conversations, language development, and integrating language supports into content instruction. Structured Conversations were reviewed during Faculty Class on October 13, 2026, with district Bilingual Department follow-up on October 14, 2026. Implementation will be monitored through SPOT walkthroughs beginning after Thanksgiving Break.

The campus will also coordinate with the Bilingual Department to strengthen Summit K-12 pullout sessions, ensuring language-development instruction addresses identified student needs.

Economically Disadvantaged Students and Other Identified Student Groups: campus instructional leaders will support teachers in analyzing student-group performance, identifying academic gaps, and planning differentiated instruction and targeted interventions.

Leadership and Case Management: Campus leaders will use a designated case-management system to monitor student performance across identified populations. Evans will monitor White students, Ramirez will monitor emergent bilingual students, Craig will monitor current and former special education students, White will monitor economically disadvantaged students, and Chase will monitor continuously enrolled students.

Case managers will collaborate with classroom teachers and district support departments to review student performance, monitor instructional supports, and identify necessary intervention adjustments.

The effectiveness of capacity-building supports will be evaluated through classroom walkthroughs, PLC documentation, student work, CFA and DFA results, MAP growth, and progress toward established student-group goals.

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?

Review 2026 STAAR and BOY MAP data and establish reading and mathematics performance goals.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, ILT Team

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

Completed STAAR and BOY MAP data analysis, established campus and student-group performance goals, and documented instructional priorities. Data analysis will be used to identify students requiring targeted support, determine priority TEKS for reteaching and spiraling, and guide Teach 1, Teach 2, and intervention planning. Evidence will include updated campus data spreadsheets, student-group targets, and PLC instructional action plans.

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

CIA data support - coaching

Milestone 2

Description – What specific action or deliverable will be completed?

Update the HMS data spreadsheet to identify students in monitored groups and assign case managers.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, ILT

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

Updated HMS Managed Data Spreadsheet identifying students within monitored populations, designated case-manager assignments, and individual academic needs. Evidence will include initial student performance reviews, identified intervention priorities, and documented communication with teachers regarding students requiring additional support.

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

CIA Data Support

Milestone 3

Description – What specific action or deliverable will be completed?

Use PLC meetings to review CFA and DFA results and identify TEKS for reteaching during Teach 1 and Teach 2.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

ILT, Teachers

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

Standardized PLC agendas and documented instructional plans demonstrating lesson internalization, lesson rehearsal, and student work analysis. PLC documentation will identify priority TEKS, instructional adjustments, spiraled skills for Teach 1, and targeted small-group instruction for Teach 2. Evidence will include completed PLC agendas, student work analysis, and instructional follow-up actions.

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

CIA support and planning time

Milestone 4

Description – What specific action or deliverable will be completed?

Identify students needing additional academic support and develop targeted intervention plans, including morning intervention opportunities.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Instructional Leadership Team, Teachers

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

Student intervention lists, instructional plans, and schedule

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

Teachers, CIA, instructional resources

Milestone 5

Description – What specific action or deliverable will be completed?

Provide professional development on structured academic conversations and targeted instructional strategies.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Instructional Leadership Team

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

Faculty Class agenda, PD materials, and attendance records

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

Bilingual Department and CIA - Summit K 12 support, Collaborative SPOT walks and PLC Training to target Structured Conversations

Milestone 6

Description – What specific action or deliverable will be completed?

Review student progress using MOY MAP, CFAs, DFAs, and classroom grades and document needed instructional adjustments.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Instructional Leadership Team, Teachers

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

Identified student needs will be incorporated into PLC planning, Teach 1 spiraling, Teach 2 small-group instruction, and targeted interventions. Data trends will also inform adjustments to professional development and instructional coaching. Evidence will include revised PLC action plans, intervention groupings, and follow-up assessment results.

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

CIA and case managers

Milestone 7

Description – What specific action or deliverable will be completed?

Conduct SPOT walkthroughs to monitor implementation of Teach 1, Teach 2, and structured academic conversations.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Instructional Leadership Team

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

SPOT walkthrough records and teacher feedback will be regularly reviewed and monitored to evaluate instructional effectiveness and its impact on student growth. Progress will be measured using the district dashboard, which tracks the percentage of teachers demonstrating effective instructional practices.

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

SPOT observation dashboard, continued calibration during monthly Leadership meetings

Milestone 8

Description – What specific action or deliverable will be completed?

Review 2027 assessment results and identify instructional priorities for the 2027–2028 school year.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principal, ILT

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

Completed annual TIP implementation evaluation documenting milestones achieved, instructional practices demonstrated to be effective, areas requiring continued improvement, and recommendations for the 2027–2028 school year. Evidence will include a summary of implementation strengths, remaining instructional and student-support needs, stakeholder feedback, and identified priorities for the next campus improvement cycle.

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

—

Performance Management

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

Heritage Middle School campus leadership will collaborate with East Central ISD's Curriculum, Instruction, and Assessment (CIA) Department to monitor implementation of the Targeted Improvement Plan.

The principal and Instructional Leadership Team (ILT) will review progress toward established milestones through regularly scheduled leadership meetings, PLC documentation, student performance data, and classroom walkthroughs.

Monitoring will focus on implementation of instructional strategies, student case management, targeted interventions, professional development, and progress toward reading and mathematics goals.

Campus and district leaders will review evidence of implementation, identify areas requiring additional support, and make adjustments as needed to improve student outcomes. Performance management will occur during monthly Accountability Support Meetings where campus and district leaders review goals, milestones, and progress toward goals.

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

The campus principal will be responsible for overseeing and reviewing progress toward TIP milestones, with support from the Instructional Leadership Team (ILT), Academic Deans, and East Central ISD's Curriculum, Instruction, and Assessment (CIA) Department.

Designated case managers will monitor progress within their assigned student populations and share relevant information with campus leadership.

The principal will coordinate milestone reviews, monitor completion of action items, and communicate progress and identified needs to district leadership.

District leadership including the superintendent, Chief Instructional Officer, Director of Accountability and School Transformation, and Director of Curriculum and Instruction will monitor progress.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress will be documented using existing campus records and data systems, including the HMS Managed Data Spreadsheet, ILT and PLC agendas, assessment reports, intervention records, professional development documentation, and SPOT walkthrough records.

Campus leadership will review these artifacts to determine whether milestones have been completed and whether instructional strategies are being implemented as planned.

Progress will be documented through milestone status updates, supporting evidence, identified needs, and next steps. Student achievement data from STAAR, MAP, DFAs, CFAs, and classroom grades will also be used to evaluate the effectiveness of improvement strategies.

At the district level, the superintendent will monitor quarterly. Other district leaders including the Chief Instructional Officer, Director of Accountability and School Transformation, and Director of Curriculum and instruction will progress will monitor monthly.

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

The principal will share TIP milestone progress with district leadership through scheduled accountability support meetings, Plan4Learning updates, and district reporting processes.

The Instructional Leadership Team will review progress during campus leadership meetings and communicate relevant instructional priorities and next steps to teachers through PLCs and staff meetings.

Parents and other stakeholders will receive appropriate updates on campus improvement efforts through campus communications, stakeholder meetings, and required public reporting.

Updates will highlight completed milestones, student progress, identified challenges, and adjustments being made to strengthen implementation and student outcomes.

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	77
Meets Grade Level	45
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	68
Meets Grade Level	40
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	66
Meets Grade Level	43
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?

54

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?

59

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

38

Additional Info

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

—

Upload additional documents (optional):

—