Monte Alto Independent School District

Monte Alto Early College High 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.

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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?

LIFT, LIFT PLC Support

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

—

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

Region 1

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

2

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.

$25,000 - Extra Duty Pay
$20,000 - Professional Development - LIFT Wraparound
$10,000 - Supplies and Materials "

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

The campus will use Title I, Title II and other grants that are available.

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

To ensure that talent and resources are proportionately allocated to address this campus's specific needs, the district's creation of the LIFT Director position establishes a centralized leadership hub. Working in close collaboration with the Region One District Coach and the Curriculum & Instruction (C&I) Director, the LIFT Director will systematically redistribute expertise, time, and instructional support to the campus.
Professional Learning Communities (PLCs)
The Region One Coach will provide direct, elbow-to-elbow coaching to the Principal on how to effectively facilitate high-leverage PLCs. This includes training the Principal on guiding data-driven discussions, setting clear meeting outcomes, and keeping teams focused on student learning gaps.
Calibration via LIFT Observation Tools
The Region One Coach, LIFT Director, and Principal will conduct joint classroom walkthroughs using standardized LIFT observation tools. This ensures full alignment across campus and district leadership on instructional expectations, scoring, and identification of high-leverage action steps.
"Coach on How to Coach" Model: The Region One Coach will train the Principal on the exact mechanics of teacher coaching—how to deliver bite-sized, actionable feedback, model instructional strategies, and track teacher growth over time.

Performance Management & Talent Retention
Systematic Accountability: The LIFT Director will establish clear performance tracking metrics aligned with district goals to monitor teacher growth, student outcomes, and implementation fidelity across initiatives.
Differentiated Professional Development: Strategic PD and coaching resources will be deployed based on teacher evaluation data, routing extra instructional coaching and master-teacher mentoring to educators needing targeted support.
Strategic Staffing & Support: By closely tracking performance metrics across all three sites, leadership can dynamically deploy additional instructional aides, interventionists, or consulting resources where student performance data indicates the greatest need.

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

Not applicable

What new curriculum will be adopted for: 6-8 Math?

Not applicable

When will the district adopt the new curriculum for: 6-8 Math?

—

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)

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?

255

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

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 RLA?

Yes

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

255

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

Yes

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	District	Bi-Monthly	Teachers will analyze assessment results to guide instruction in the classroom and intervention practices.
Benchmark	District	Semester	Teachers will analyze assessment results to guide instruction in the classroom and intervention practices.

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

Student performance will be tracked by unit, module, and BOY/EOY assessments, with data disaggregated by subpopulations to monitor growth and instructional strategies. Administrators will ensure teachers and students consistently implement and utilize data trackers to drive instructional decisions and improve achievement.

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

Students who did not Approach Grade-Level on STARR the previous year are scheduled in an Accelerated Instruction class within the school day. The campus is also utilizing IXL-Math to provide support and data for teachers. IXL allows for individualized student plans. For Emergent Bilinguals, teachers provide sentence stems, anchor charts, and support language development through Think Turn and Talk. Summit K-12 is also utilized to develop and monitor language growth. TELPAS camps are also provided to students. Inclusion Teachers co-plan with General Education Teachers and track the progress of students in the Special Education Program.

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.

How frequently will PLCs occur?

LIFT PLCs occur twice a week.

Who will facilitate PLCs?

PLCs are facilitated by the campus principal and instructional facilitator.

Who is required to attend PLCs?

All core and special education teachers are required to attend. At least one campus administrator (principal or instructional facilitator) will also attend.

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

We currently use the TEA LIFT PLC Protocols.

Upload PLC agenda (optional):

LIFT PLC Agenda Template & Protocol-Specific Templates.docx

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	Region One will deliver trainings on the modules below, with the Campus Principal and Instructional Facilitator attending all sessions. The LIFT Director (Principal Manager) will conduct targeted follow-ups with administrators to ensure campus-level fidelity. Math / RLA RBIS: strategies for math and RLA. Action Plan Design: Guides leaders in building data-driven improvement plans. Foundations of LIFT PLCs: Defines norms, structures, and data processes for PLC teams. Lesson Internalization: Deep analysis of lessons and units to align targets and anticipate misconceptions. Learning Readiness, Change Management & Observation: Navigates change and builds non-punitive walkthrough skills. School Improvement Orientation: Aligns campus needs with accountability standards. Classroom Observation Tool & Subject Action Steps: Calibrates leaders on rubrics and subject-specific action steps in Math and Reading. Coaching Conversations: Equips administrators to lead practice-based feedback sessions.	Region One/ Bluebonnet	Principal Manager

Role	Training/PD Description	Delivered By	Attended By
Principal	Region One will deliver trainings on the modules below, with the Campus Principal and Instructional Facilitator attending all sessions. The LIFT Director (Principal Manager) will conduct targeted follow-ups with administrators to ensure campus-level fidelity. Math / RLA RBIS: strategies for math and RLA. Action Plan Design: Guides leaders in building data-driven improvement plans. Foundations of LIFT PLCs: Defines norms, structures, and data processes for PLC teams. Lesson Internalization: Deep analysis of lessons and units to align targets and anticipate misconceptions. Learning Readiness, Change Management & Observation: Navigates change and builds non-punitive walkthrough skills. School Improvement Orientation: Aligns campus needs with accountability standards. Classroom Observation Tool & Subject Action Steps: Calibrates leaders on rubrics and subject-specific action steps in Math and Reading. Coaching Conversations: Equips administrators to lead practice-based feedback sessions.	Region One	Principal

Role	Training/PD Description	Delivered By	Attended By
Other Campus Admin (Assistant Principals, Instructional Coaches)	Region One will deliver trainings on the modules below, with the Campus Principal and Instructional Facilitator attending all sessions. The LIFT Director (Principal Manager) will conduct targeted follow-ups with administrators to ensure campus-level fidelity. Math / RLA RBIS: strategies for math and RLA. Action Plan Design: Guides leaders in building data-driven improvement plans. Foundations of LIFT PLCs: Defines norms, structures, and data processes for PLC teams. Lesson Internalization: Deep analysis of lessons and units to align targets and anticipate misconceptions. Learning Readiness, Change Management & Observation: Navigates change and builds non-punitive walkthrough skills. School Improvement Orientation: Aligns campus needs with accountability standards. Classroom Observation Tool & Subject Action Steps: Calibrates leaders on rubrics and subject-specific action steps in Math and Reading. Coaching Conversations: Equips administrators to lead practice-based feedback sessions.	Region One	Instructional Facilitator

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

The campus will differentiate training for inexperienced teachers through targeted coaching, mentoring, and job-embedded professional development. New teachers will receive additional PLC support, instructional coaching, classroom management training, and frequent feedback through walkthroughs and observations. Professional learning will be tailored to individual needs based on classroom data, observation trends, and student performance to ensure timely support and continuous growth.

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?

TEA Math Observation Tool & Companion Guide
LOOK-Fors
* Routines & Management: Efficient execution of routines and transitions to maximize instructional time, along with quick, discreet behavior redirection that minimizes disruption.

* Pacing & Explicit Modeling: Purposeful pacing aligned to student mastery and explicit think-aloud modeling of mathematical reasoning using Concrete-Representational-Abstract (CRA) representations.
* Academic Language & Rigor: Precise mathematical language and symbols used consistently by teachers and students; tasks target conceptual understanding, procedural fluency, and application.
* Practice Quality: Frequent practice opportunities using varied engagement strategies (e.g., turn-and-talk, whiteboards) where all students actively reveal their mathematical reasoning.
*Monitoring & Responding: Intentional checks for understanding (CFUs) at strategic lesson points, active circulation to observe written/verbal reasoning, and real-time scaffolding to clear up misconceptions.

TEA Content-Agnostic Classroom Observation Tool & Companion Guide
LOOK-Fors:
* Routines & Management: Seamless, independent student transitions with zero lost instructional time and proactive, non-disruptive behavior management.
*Pacing & Explicit Model: Well-timed pacing driving toward mastery and step-by-step strategy modeling with think-alouds explaining what to do, why it works, and when to use it.
*Academic Language & Rigor: Teacher and unprompted student use of precise content vocabulary alongside standard-aligned tasks that build deep understanding.
*Practice & Cognitive Lift: Multiple engagement strategies ensuring all or nearly all students actively participate and engage in the full cognitive demand of the task.
* Monitoring & Responding: Multiple strategic CFUs aligned to objectives, active circulation tracking student understanding of concepts, and real-time targeted scaffolds.

LIFT PLCs Observation Tool
Look-Fors
1. Unit/Module Internalization
Readiness & Agenda:** All teachers (including SpEd/Bilingual) complete prework annotations, and the facilitator leads a structured agenda.
*Goals & Learning Arc: HQIM-aligned unit goals, assessment dates, pacing, and multi-week lesson progressions.
*Supports & Outcomes:** Collaborative planning of student scaffolds and unified, actionable next steps.

2. Lesson Internalization
*Objectives & Rigor: Pre-annotated target lessons, completed exit tickets, and shared clarity on success criteria.
* Pacing & Misconceptions: Thoughtful activity sequencing, mapped student misconceptions, and planned Checks for Understanding (CFUs).
* Resource Staging: Materials and manipulatives staged in advance to eliminate lost instructional time.

3. Lesson Rehearsal
*Focus & Role-Play: Rehearsal of a high-leverage lesson segment with peers role-playing realistic student thinking and misconceptions.
* Feedback & Refinement: Actionable, HQIM-grounded feedback driving immediate re-practice and single-adjustment commitments.

4. Student Work Analysis
*Exemplars & Sorting: Pre-analyzed teacher exemplars and student work samples sorted by proficiency.
*Trends & Action: Evidence-based trend analysis resulting in targeted, grade-level re-teaching plans.

LIFT Coaching Template
*Prepare: Review evidence (lesson plans, observation notes, student data) to select one high-leverage, bite-sized action step using observation tools and action step guides.
*See It (2–8 min): Review recent progress (1 min), present an exemplar model of strong practice (3–5 min), and guide the coachee to analyze and name the gap between the model and their current practice (3–5 min).
*Name It (2 min): Coachee names the action step stamped in precise WHAT + HOW language, followed by a check for understanding.
* Do It (Remaining Time): Coachee scripts the plan, practices multiple rounds of role-play with immediate feedback, locks in commitments, and sets follow-up observation expectations.

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

Monthly

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

Administrators received the following professional development sessions through our LIFT Partner (Region One): LIFT Observation/Feedback Classroom Observation Tool, Unit/Module Lesson Internalization, School Improvement Orientation, LIFT Observation/Feedback Math High Leverage Action Steps, LIFT Observation/Feedback Reading High Leverage Action Steps, LIFT Coaching Conversations

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?

Campus Leadership Team (CLT) members will participate in professional learning focused on PLC foundations, lesson internalization, data analysis, instructional planning, and continuous improvement. The principal and instructional facilitator will provide coaching and support to ensure CLT members can effectively facilitate PLC meetings using a structured agenda. Beginning in September 2026, CLT members will lead PLC meetings within their assigned departments and utilize established protocols to guide lesson internalization, data analysis, intervention planning, and progress monitoring. Progress will be monitored monthly through reviews of PLC agendas, meeting minutes, action plans, walkthroughs, observations, and coaching conversations. Monitoring data will be used to identify support needs and strengthen PLC implementation.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District Administrator- LIFT Director

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

Presentation Slides/Agendas and Certificates

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

Ongoing Support, protocols and exemplars

Milestone 2

Description – What specific action or deliverable will be completed?

Following PLC training, Campus Leadership Team (CLT) members will facilitate Professional Learning Community meetings within their assigned departments using a structured PLC agenda and established protocols. The principal and instructional facilitator will provide ongoing coaching and feedback focused on facilitation skills, lesson internalization, data analysis, instructional planning, intervention planning, and collaborative problem-solving. Implementation will be monitored monthly through PLC meetings, coaching conversations, agendas, meeting minutes, action plans, and implementation evidence. CLT members will refine facilitation practices based on feedback and demonstrate increasing proficiency in leading PLC discussions that result in actionable instructional decisions and documented 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?

Region One LIFT Campus Coach

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

Coaching Feedback Documentation

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

Continuous Support throughout the year on PLC Implementation

Milestone 3

Description – What specific action or deliverable will be completed?

Campus Leadership Team (CLT) members will receive training on the Observation and Feedback Cycle, including conducting classroom observations, collecting evidence of instructional practices, and providing timely, actionable feedback to teachers. CLT members will apply the Observation and Feedback Cycle during classroom walkthroughs and coaching conversations. Implementation will be monitored through observation records, feedback logs, and leadership team reviews.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Region One LIFT Team

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

Presentation Slides/Agendas and Certificates

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

Ongoing Coaching

Milestone 4

Description – What specific action or deliverable will be completed?

Campus Leadership Team (CLT) members will participate in coaching sessions focused on the effective implementation of the Observation and Feedback Cycle. Coaching will include observation practices, evidence collection, feedback delivery, and reflective conversations that support teacher growth. Progress will be monitored through coaching logs, observation records, and leadership team reviews.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Region One LIFT Team

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

Coaching Feedback Documentation

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

Ongoing Coaching

Milestone 5

Description – What specific action or deliverable will be completed?

Campus administrators will conduct weekly walkthroughs and observation/feedback cycles to monitor PLC implementation, lesson internalization, instructional delivery, and the use of agreed-upon instructional practices. Trends identified through walkthroughs and observations will be documented using a campus tracking tool and reviewed regularly with Campus Leadership Team members. Monitoring data will be used to provide targeted support, coaching, and follow-up actions to strengthen implementation and improve instructional effectiveness.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Leadership Team

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

T-TESS, PLC Agendas, Observation and Feedback Cycle Forms

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

Ongoing support

Milestone 6

Description – What specific action or deliverable will be completed?

Campus Leadership Team (CLT) members will utilize curriculum walkthrough tools, scope and sequence documents, lesson plans, and classroom observations to monitor curriculum implementation, instructional alignment, and pacing. Campus leaders will review implementation data on a regular basis to identify strengths, areas for support, and potential gaps in curriculum delivery. Findings will be discussed during leadership team meetings and used to guide coaching, planning, and instructional support.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Leadership Team

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

T-TESS, Lesson Plans, Scope and Sequence Documents

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

Ongoing support for observation feedback cycle

Milestone 7

Description – What specific action or deliverable will be completed?

Interim assessment data, benchmark results, common formative assessments, and other leading indicators will be reviewed regularly during PLC and Campus Leadership Team (CLT) meetings. Student performance data will be analyzed by student subgroup to identify strengths, areas of need, and achievement gaps. PLC teams will use the data to make instructional adjustments, develop intervention plans, monitor student progress, and evaluate the effectiveness of instructional strategies. Progress will be monitored through PLC documentation, data reviews, and intervention tracking.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Leadership Team

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

Data Trackers,

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

ongoing support from Region One and District Leadership Team

Milestone 8

Description – What specific action or deliverable will be completed?

District leadership will facilitate monthly meetings with campus administrative teams focused on PLC foundations, effective PLC facilitation practices, instructional leadership, walkthrough trends, and data analysis. During these meetings, campus leaders will review implementation evidence, discuss successes and challenges, analyze student performance data, and identify next steps to strengthen campus improvement efforts. Progress will be monitored through meeting reviews, implementation trackers, walkthrough data, and campus action plans.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District Leadership Team

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

Meeting Agendas, Data Trackers,

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

Ongoing Support from Region One LIFT Team

Performance Management

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

District and campus leaders will monitor implementation through monthly review meetings that include analysis of walkthrough data, PLC observation data, coaching logs, student achievement data, intervention effectiveness, and milestone tracking tools. Leadership teams will use this information to identify successes, address implementation barriers, and determine next steps to ensure progress toward campus improvement goals.

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

The District Leadership Team, campus administration, instructional facilitator, and Campus Leadership Team (CLT) will be responsible for reviewing progress toward milestones, monitoring implementation fidelity, and providing support and accountability to ensure goals are met.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress data will be collected through implementation trackers, PLC documentation, coaching logs, classroom walkthrough data, professional development attendance records, student performance data, intervention monitoring tools, and meeting agendas/minutes.

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

Milestone progress data will be shared monthly through leadership meetings, campus improvement plan progress reports, data review presentations, and updated tracking tools. Findings and next steps will be communicated to district leadership, campus staff, and other relevant stakeholders to ensure accountability and alignment with improvement goals.

Student Outcome Goals

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

Performance Level	EOY Goal (%)
Approaches Grade Level	76
Meets Grade Level	52
Masters Grade Level	14

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	90
Meets Grade Level	60
Masters Grade Level	22

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	81
Meets Grade Level	49
Masters Grade Level	15

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?

18

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?

100

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

No

Did your school have a graduation class for the 2025-2026 school year?

Yes

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

92

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

100

What was your CCMR percentage for your 2025 graduation class?

98

We did not have a 2025 graduating class

No

What was your graduation rate percentage for your 2025 graduating class?

93

We did not have a 2025 graduating class

No

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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