

Richardson Independent School District



Northwood Hills Elementary 2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

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

Yes

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

Yes

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

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

Yes

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

Yes

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

Yes

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

Yes

Please select the date of board approval for this plan:

November 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?

LIFT

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

LIFT

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

Region 10

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

4

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.

Staffing: Academic Success Coach (\$\$ Salary) is funded through Title I.
Leadership coaching support is funded through the LIFT Grant and Region 10 leadership coaching partnership.
Materials and training costs (\$\$) including HQIM materials (Bluebonnet Learning Math, HMH Into Reading/Lectura if you purchased supplemental resources) and any additional training (\$\$\$).

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?

If LIFT Grant funding or Region 10 coaching support is not received, WDM and Lesson Internalization/WPM routines would continue under existing PLC Facilitator (Academic Success Coach, Principal, Assistant Principal, etc), but leadership-level coaching calibration (currently supported by the LIFT/Region 10 partnership) would be reduced in frequency and absorbed into existing campus administrator coaching cycles.

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

The campus has designated PLC Facilitators (Principal, APs, Success Coaches) at each grade level to lead weekly Lesson Internalization/WPM and WDM routines. The district has restructured the roles of Success Coaches to better align to the district's Instructional Priorities.

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?

450

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

Yes

Please select the adopted curriculum for: K-5 RLA

Other

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

Yes

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

600

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

Yes

Please select the adopted curriculum for: 6-8 Math

Other

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?

450

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

Yes

Please select the adopted curriculum for: 6-8 RLA

Other

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

Yes

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

450

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

Yes

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

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

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

179

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	Quarterly	Quarterly Common Interim Assessments (CIAs) serve as benchmark checkpoints designed to measure student mastery of grade-level TEKS and evaluate academic growth each quarter of the school year. The purpose of CIAs is to generate timely, high-leverage performance data that directly drives PLC weekly data meetings where teachers and ASCs collaboratively identify standard-level gaps and share effective instructional strategies. CIAs ensure that educators can immediately target intervention and reteach efforts during dedicated What I Need (WIN) time and targeted tutoring sessions. This continuous assessment cycle creates a responsive instructional framework, allowing campuses to track progress toward targeted improvement goals and make proactive adjustments well before end-of-year summative evaluations.

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

The campus maintains a systematic process for tracking student progress through weekly Professional Learning Community (PLC) data meetings, using a campus data tracker to continuously evaluate item-level mastery on Curriculum-Based Assessments (CBAs) and short formative checks (exit tickets). Data collaboration allows teachers and campus administration to monitor growth trajectories, evaluate the impact of Tier 1 core instruction, and immediately respond to the formative data based on real-time performance trends.

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

All student interventions are based on monitoring the outcomes of Weekly Planning where we address student and teacher gaps before the delivery of Tier One instruction. The campus protects dedicated daily intervention time within the master schedule to ensure uninterrupted, targeted support for all students. Utilizing the outcomes of the Weekly Data Meeting (analysis of weekly formative and assessment data) students are grouped by their specific mastery gaps and matched with specialized instructional personnel, including Academic Success Coaches, Language Acquisition Teachers, and Bilingual Interventionists, to receive tailored Tier 2 and Tier 3 acceleration aligned with their language and academic needs.

Will the campus implement a PLC structure?

Yes

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

Professional Learning Communities (PLCs) are organized by grade level in Pre-K through 2nd grade and by content area in grades 3 through 6. This structure allows PK–2 teams to focus on foundational, cross-curricular early childhood development, while 3–6 teams engage in deep, discipline-specific TEKS alignment, data analysis, and targeted instructional planning.

How frequently will PLCs occur?

Weekly

Who will facilitate PLCs?

Campus Administrators, Academic Success Coaches, Language Acquisition Teacher

Who is required to attend PLCs?

All core classroom teachers (Reading Language Arts, Math, Science, and Social Studies) and Special Education teachers are required to attend scheduled Professional Learning Community (PLC) meetings.

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

Weekly Data Meeting, See it, Name it, Do it protocol (Observation/Feedback), Weekly Planning Meeting (WPM) and the weekly HQIM Lesson Internalization Protocols.

Upload PLC agenda (optional):

[Lesson Internalization Template.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
Other Campus Admin (Assistant Principals, Instructional Coaches)	Calibrating as a leadership team is an anchor, given that the principal is in year three at Northwood Hills Elementary and leading a continued push for instructional growth. Ensuring teachers receive aligned, high-leverage feedback is crucial. The leadership team completed BOY training based on TNTP research on trajectory-changing schools to stay aligned on campus priorities and instructional look-fors.	Principal	Counselors, Campus Administration, Academic Success Coaches, Language Acquisition Teacher, Library Information Technology Specialist
Teacher	Management Trajectory (adapted from BRES and Bambrick): Systems for Tier 1 classroom management. How to Internalize (adapted from Bambrick): Anticipate, Activate, Adjust. Curriculum Rollout: HMH Into Reading/ ¡Arriba la Lectura! components and instructional routines. Campus Routines: Building consistency in behavioral and academic expectations. Data-Driven Instruction: What Does It Look Like at Northwood Hills Elementary? (Analyzing MAP and MTSS progress monitoring data). Goal Setting and Monitoring for Students: What Does It Look Like at Northwood Hills Elementary? Observation and Feedback: What Does It Look Like at Northwood Hills Elementary?	Campus Administration	All Instructional Staff (General Education Teachers, Special Education Teachers, Dual Language Teachers, Specialists)

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

We are creating tight systems around monitoring implementation expectations. Rather than focusing solely on teacher years of experience, support is based on a teacher's demonstrated ability to meet instructional targets. For inexperienced teachers, campus leaders are proactive in setting up foundational routines, while frequent monitoring and coaching ensure immediate support across all classrooms.

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?

Implementation is evaluated using tools aligned with TNTP and Leveraging Leadership frameworks. Look-fors focus on Tier 1 lesson alignment, explicit ELPS language supports, student engagement, and implementation of real-time coaching feedback.

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

Other

Please describe the observation frequency:

Observation cadence is determined by teacher need. Teachers requiring additional instructional support receive weekly walkthroughs and feedback cycles, while teachers demonstrating consistent proficiency are observed on a biweekly or monthly cadence. (This structure supported our campus-wide increase from 98 to 165 observation/feedback cycles).

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

Special population teachers (SpEd and 51.8 % Emergent Bilingual) actively participate in daily PLCs (e.g., HQIM internalization, Weekly Planning Meetings, Weekly Data Meetings, Classroom Observation/Feedback) and campus MTSS meetings alongside general education teams to add value through analyzing, anticipating, and adjusting instruction to meet the needs of each student. Targeted student interventions are based on students' misconceptions within Tier 1. Administrators and Academic Success Coaches engage in walkthroughs and feedback cycles to ensure accommodations, scaffolded Tier 1 instruction, and intervention practices are implemented with fidelity and teachers receive feedback and action steps to improve their practice within one week. Teacher leaders and district coordinators provide ongoing professional development throughout the year that is directly responsive to student learning needs and walkthrough observation trends.

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?

Tier 1 Differentiation for Emergent Bilinguals

K-6 classroom teachers will integrate ELPS strategies and scaffolded grade-level rigor into daily Tier 1 reading and math instruction, targeting the campus's Domain 2A Academic Growth gap (D grade) and the 51.8% of students who are Emergent Bilinguals. By December 2026, 100% of K-6 teachers will demonstrate consistent ELPS-aligned scaffolding during Tier 1 instruction, as measured by walkthrough data.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Classroom Teachers, Academic Success Coaches, Language Acquisition Teacher, Campus Administration

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

Walkthrough data (Eduphoria) shows 100% of K-6 classrooms demonstrating ELPS-aligned scaffolding during Tier 1 instruction. MAP Growth data shows continued upward movement in Reading and Math percentiles (from BOY baselines of 41st and 50th) at the December check.

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

PD on integrating ELPS strategies into Tier 1 instruction, led by the Language Acquisition Teacher. Ongoing coaching from Academic Success Coaches during weekly PLCs to model scaffolding.

Milestone 2

Description – What specific action or deliverable will be completed?

HQIM Fidelity

K-5 teachers will internalize and deliver Bluebonnet Learning Math and HMH Into Reading/ Lectura with fidelity. By December 2026, PLC facilitators will confirm 100% of K-5 teachers are engaging in weekly lesson internalization aligned to the HQIM scope and sequence.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Classroom Teachers, PLC Facilitators, Academic Success Coaches, Campus Administration

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

PLC agendas and HQIM resources for K-5 teachers. Walkthrough data confirms HQIM materials are used as designed, with standards-aligned rigor.

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

PLC facilitator training on leading lesson internalization protocols and ensuring. Protected weekly PLC time on the master schedule. Academic Success Coaches co-plan and calibrate with facilitators.

Milestone 3

Description – What specific action or deliverable will be completed?

Lesson Internalization

K-6 teachers will strengthen weekly PLC structures by executing district-aligned HQIM lesson internalization protocols, ensuring rigorous, standards-aligned delivery across all classrooms. Teachers will internalize each week's upcoming lessons collaboratively, anticipating student gaps and planning instructional adjustments before delivery. By December 2026, PLC Facilitators will confirm 100% of K-6 teachers are engaging in this weekly protocol.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Classroom Teachers, PLC Facilitators, Campus Administration

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

PLC agendas and lesson internalization artifacts on file for 100% of K-6 teachers weekly, showing anticipated student gaps and planned instructional adjustments for the upcoming week's HQIM lessons.

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

PLC Facilitator training on leading lesson internalization protocols. Protected weekly PLC time on the master schedule.

Milestone 4

Description – What specific action or deliverable will be completed?

Weekly Data Meetings (WDM)
K-6 PLCs will implement a systematic Data-Driven Instruction protocol through weekly data meetings, analyzing student artifacts and assessment data to identify learning gaps and plan targeted re-teach lessons. By December 2026, PLC Facilitators will confirm 100% of K-6 PLCs are holding weekly data meetings with documented re-teach plans.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

PLC Facilitators, Classroom Teachers, Campus Administration

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

Weekly data meeting logs/agendas show 100% of K-6 PLCs analyzing student artifacts and documenting a targeted re-teach plan each week.

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

PLC Facilitator training on leading the WDM/DDI protocol. Protected weekly PLC time on the master schedule, distinct from lesson internalization time.

Milestone 5

Description – What specific action or deliverable will be completed?

Leadership Coaching & Observation Feedback Cadence

Campus administrators will deliver targeted, bi-weekly coaching cycles built around T-TESS to strengthen classroom culture and high-yield instructional practices. By December 2026, every teacher will have received at least one documented coaching cycle every two weeks, with feedback tied to T-TESS dimensions and campus instructional priorities.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Administration, Academic Success Coaches

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

T-TESS appraisal and coaching logs show every teacher received a documented bi-weekly coaching cycle, with feedback aligned to T-TESS dimensions and instructional priorities.

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

Calibration training for administrators on the coaching model and feedback protocol. Weekly administrator meetings to review coaching completion and adjust caseload coverage.

Milestone 6

Description – What specific action or deliverable will be completed?

Tier 1 Behavior Expectations & Culture

In response to staff-reported inconsistency in discipline enforcement, the Campus Culture Team will implement clear, campus-wide Tier 1 behavior expectations and a discipline management plan using Capturing Kids' Hearts processes and Emergent Tree Core Values. By December 2026, all classrooms will implement the shared expectations with fidelity, targeting a reduction in Tier 1 discipline referrals.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus Administration, Dean of Students, Campus Culture Team, Classroom Teachers

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

Campus discipline data (PEIMS) shows a reduction in Tier 1 referrals from the BOY baseline. Walkthrough data confirms consistent use of shared behavior language and Capturing Kids' Hearts practices.

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

Staff training on Capturing Kids' Hearts processes and Emergent Tree Core Values at BOY. Consistent, visible campus-wide messaging (signage, morning meetings) reinforcing shared expectations.

Milestone 7

Description – What specific action or deliverable will be completed?

Student Goal Setting & Growth Monitoring

All students will identify a MAP growth goal and a graduate-profile (life-ready) goal, submitting quarterly evidence of progress in digital growth portfolios (Seesaw for PK-2, Schoology for 3-6). By May 2027, 100% of students will have an active, teacher-conferenced goal on file with progress updates logged at each quarterly checkpoint.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Classroom Teachers, Campus Administration, Counselors, Academic Success Coaches

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

Seesaw and Schoology portfolio completion reports show 100% of students with a documented MAP growth goal and graduate-profile goal, with quarterly progress artifacts logged at each of the plan's own formative review points (November, January, March).

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

Standardized goal-setting protocol and conferencing expectations for all teachers. Training on Seesaw/Schoology growth portfolios. Academic Success Coaches support first-quarter goal-setting conferences.

Milestone 8

Description – What specific action or deliverable will be completed?

Family Engagement: Spanish-Speaking Families & New Family Transitions

In response to identified gaps, limited event advertising, insufficient interpreter access for Spanish-speaking families, and unfamiliarity among new/transitioning families the campus will expand bilingual outreach and welcoming supports. By May 2027, all major family events will have bilingual advertising with interpreters confirmed in advance, and new families will receive a structured welcome/orientation to campus culture.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Family Engagement Liaison, Campus Communications Designee, Bilingual/Front Office Staff

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

ParentSquare communication logs and sign-in sheets show bilingual advertising and confirmed interpreter coverage for 100% of family events. New-family orientation logs show every new student/family received a structured welcome within their first two weeks of enrollment.

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

A standing interpreter-request process for family-facing events. A new-family welcome packet/orientation protocol (transportation info, campus traditions, key contacts), developed by the Family Engagement Liaison.

Performance Management

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

District and campus leaders will monitor implementation using a multi-layered data tracking system aligned with campus priorities. Key monitoring mechanisms include:

Instructional Coaching & Walkthrough Logs: Campus administrators and coaches will utilize standardized walkthrough tools (TNTP/Leveraging Leadership aligned) to track the frequency and alignment feedback cycles, specifically monitoring Tier 1 instruction, ELPS linguistic accommodations, and HMH/Arriba la Lectura implementation.

MTSS & Intervention Progress Monitoring: Campus leadership and Academic Success Coaches will monitor Tier 2 and Tier 3 student movement during scheduled MTSS data sweeps following BOY, MOY, and EOY assessment windows to ensure continued reduction in intervention needs.

Language Acquisition Progress Tracking: The Dual Language Academic Success Coach and Language Acquisition Teacher will conduct ongoing reviews of formative speaking and writing assessments to track Emergent Bilingual progress toward the target of 40% annual growth on TELPAS.

Attendance & Culture Monitoring: Attendance committees will review bi-weekly attendance data (aiming to maintain gains above 95.15%), while leadership tracks staff culture indicators and climate survey feedback.

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

Campus Administration: Principal (Year 3) and Assistant Principal(s).

Campus Instructional Leadership Team (CILT): Academic Success Coaches, Dual Language Academic Success Coach, and Language Acquisition Teacher.

District Leadership: Executive Director / Area Superintendent and District Academic Specialists.

Campus Site-Based Decision-Making Committee (SBDM) / Stakeholders: Teachers, counselors, library media specialist, and parent/community representatives.

How frequently will progress toward milestones be reviewed?

Other

Please describe the review frequency:

While high-frequency instructional walkthroughs and attendance tracking occur weekly/bi-weekly, formal reviews of milestone progress, MTSS tier movements, and formative assessment data will occur on a quarterly cadence during CILT and CPC meetings. Comprehensive milestone reviews will align with district benchmark windows (BOY, MOY, EOY)

How will milestone progress data be collected?

The Campus Leadership Team will meet monthly to review student learning data, monitor TAP milestone completion, and evaluate the overall effectiveness of instructional strategies to accelerate student learning gains. Milestone progress, assessment trends, and implementation data will be shared with the Superintendent quarterly, Area Superintendent, and Executive Cabinet at the end of each grading period during Cabinet meetings as well as maintaining progress as a regular talking point on Cabinet agendas. Additionally, the campus is tracking culture data points quarterly with the Assistant Superintendent.

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

District Leadership: quarterly executive summaries and data review meetings with the Area Superintendent/District Leadership, highlighting progress toward Domain 2 growth, MTSS tier reductions, and TELPAS growth targets.

Campus Staff & PLCs: Monthly grade-level PLC data meetings and campus-wide staff meetings to review MAP growth, tier movements, and instruction-aligned walkthrough data.

Parents & Community: Shared through Campus Site-Based Decision-Making Committee (SBDM) meetings, PTA meetings, family newsletters, and annual state accountability reporting.

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	72
Meets Grade Level	46
Masters Grade Level	20

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

Performance Level	EOY Goal (%)
Approaches Grade Level	70
Meets Grade Level	42
Masters Grade Level	18

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

Performance Level	EOY Goal (%)
Approaches Grade Level	71
Meets Grade Level	45
Masters Grade Level	20

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

43.8

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

75

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?

43.8

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

37.5

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):

[1B--Weekly Data Meetings One-pager 26-27 v1.pdf](#)
[1A--Weekly Planning Meeting One Pager 26-27 v1.pdf](#)
[HMH Lesson Internalization Guide \(No Text Boxes\).pdf](#)
[BLMath_K-5_TLI_ENG.pdf](#)