

Texarkana Independent School District



Digital Academy of Texas 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 17, 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.

Improve Graduation Rate

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

Our campus is not engaged in a TEA program

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

Our campus is not engaged in a TEA program

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

Region 8

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.

\$52,436 which is to staff a graduation counselor focused on the additional supports needed to impact our school improvement for graduation.

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?

N/A. We are not leveraging grant funds to support this improvement plan.

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

We did not hire additional support staff for this. We have created an intentional plan with the current staff we have and reprioritized the role of a current counselor position.

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

Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edición 1

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?

450

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

Bluebonnet Learning Math Grades 6-8

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?

300

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?

300

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

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?

300

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?

240

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?

176

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

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Curriculum Based Assessment		Campus	Bi-Monthly	Curriculum-based assessments are administered regularly to measure student mastery of priority standards and identify areas requiring additional support. Teams analyze assessment results during Student Work Protocol PLCs to examine standards mastery trends, identify learning gaps, and make informed instructional adjustments, including reteach plans, differentiation, and targeted interventions. Ongoing monitoring of assessment data enables educators to track student progress over time, evaluate the effectiveness of instructional strategies, and ensure all students are progressing toward grade-level proficiency.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Interim		Campus	Semester	Interim assessment results will be used to monitor student progress toward grade-level standards, identify strengths and learning gaps, and evaluate readiness for STAAR. Teachers and leaders will analyze interim data to determine which standards require reteaching, adjust instruction, and provide targeted interventions or enrichment based on student needs. Results will also be reviewed alongside IXL Diagnostic and prior-year STAAR data to monitor growth trends, measure the effectiveness of instructional practices, and ensure students remain on track to meet academic growth and achievement goals.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	IXL BOY, MOY, EOY	Campus	BOY/MOY/EOY	The purpose of the IXL BOY, MOY, and EOY Diagnostic is to measure student growth over time, identify strengths and skill gaps, and monitor progress toward grade-level standards. BOY results establish a baseline for each student and are used to identify students performing in the lowest mastery tiers so that Tier 2 and Tier 3 interventions can begin immediately. In addition to providing growth data, IXL generates individualized learning plans aligned to each student's needs. Students are provided dedicated time to work on these personalized skill recommendations to address learning gaps and build mastery. MOY results are used to evaluate growth, adjust instruction, and refine intervention plans, while EOY results measure annual growth and overall mastery of grade-level expectations. The campus uses these data to monitor individual and group progress, evaluate the effectiveness of interventions, and ensure students receive timely support to meet growth and achievement goals.

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

The campus monitors student growth using BOY, MOY, and EOY IXL Diagnostic assessments and fall and spring interim assessments. Results are compared to prior-year STAAR performance to identify growth trends, measure progress toward grade-level expectations, and determine student needs. Teachers and leaders review data during PLCs to identify students demonstrating low growth, backward-sliding, expected growth, or accelerated growth and place students in targeted intervention or enrichment groups. Ongoing data reviews will be used to adjust instruction, monitor progress, and ensure students are on track to meet growth and achievement goals.

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

DATX provides a comprehensive system of support for students who need academic intervention, fall behind on credits, or demonstrate decreased engagement. Through its MTSS framework, student performance is regularly monitored using course completion data, assessment results, attendance, participation, and graduation progress indicators. Students needing academic support receive targeted interventions such as individualized learning plans, small-group instruction, tutorials, and skill-based practice designed to address learning gaps and accelerate mastery of grade-level standards. Equally important, DATX prioritizes students who are off track for graduation by closely monitoring credit attainment, course pacing, and engagement. Counselors, graduation specialists, teachers, and campus leaders collaborate to identify students at risk of credit deficiencies and implement personalized plans that may include credit recovery, schedule adjustments, academic coaching, frequent progress monitoring, and outreach to students and families. Regular data reviews ensure interventions are adjusted based on student needs, while proactive engagement strategies help reconnect students to their learning and maintain progress toward graduation. This comprehensive approach allows DATX to provide both academic and graduation-focused supports that keep students engaged, successful, and on track to earn a diploma.

Will the campus implement a PLC structure?

Yes

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

PLCs at DATX are organized by grade level and content area, with teachers, leaders, counselors, and support staff participating in a shared continuous improvement process.

How frequently will PLCs occur?

PLCs occur twice each week. One PLC focuses on student work analysis, where teams review academic performance, engagement, credit attainment, and graduation progress to identify trends, determine student needs, and develop targeted interventions. The second PLC focuses on lesson and unit internalization and lesson rehearsal. In addition, campus leaders participate in a weekly calibration PLC that includes observation of PLCs and classroom instruction to ensure consistent implementation.

Who will facilitate PLCs?

PLCs are facilitated by trained instructional coaches, assistant principals, department leads, and principals who serve as PLC activators. These leaders guide teams through student work analysis, lesson internalization, lesson rehearsal and action planning to ensure discussions remain focused on improving student outcomes. Facilitators use the LIFT action steps and companion guides to drive deeper conversations, strengthen data analysis, and support effective implementation of instructional practices.

Who is required to attend PLCs?

All staff who serve students in an instructional capacity are required to attend their assigned PLC.

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

DATX utilizes the LIFT PLC framework and the PLC+ The Texas Way protocols to drive continuous improvement in instruction and student outcomes. PLCs are structured around student work analysis, lesson/unit internalization, and lesson rehearsal using the LIFT Action Steps, Companion Guides, and PLC Observation Tools. Teams analyze evidence of student learning, engagement, credit attainment, and graduation progress to identify needs, determine root causes, and plan targeted instructional responses and interventions.

Instructional coaches, assistant principals, department leads, and principals facilitate PLCs and receive ongoing training on the Attributes of Effective PLCs and LIFT protocols. Campus leaders participate in weekly calibration meetings to strengthen implementation and ensure consistency across teams.

Upload PLC agenda (optional):

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Grad Rate

Please describe the overall strategy to improve the graduation rate at this campus.

DATX's overall strategy to improve graduation rates centers on early identification, targeted intervention, continuous monitoring, and shared accountability. The campus proactively identifies students who are off cohort, enroll behind in credits, demonstrate signs of disengagement, or are significantly overage for their grade level. These students receive individualized support plans designed to address academic, engagement, attendance, and graduation barriers before gaps widen. Students are monitored monthly through reviews of engagement data, course passing rates, credit attainment, graduation progress, and Future-Ready indicators to ensure interventions are effective and students are progressing toward graduation milestones.

Students who are significantly behind are provided enhanced credit recovery opportunities and access to structured schoolwide recovery programs designed to accelerate credit attainment while maintaining rigorous expectations. In addition, campus leaders participate in monthly Graduation and CCMR PLCs where individual student outcomes and campuswide trends are reviewed, barriers are identified, and action plans are developed and monitored. This process ensures timely intervention and promotes shared ownership for improving graduation outcomes.

To maintain a clear focus on accountability improvement, DATX has established three campus SMART goals aligned to district strategic priorities and statewide accountability measures, including a goal of achieving a 98% graduation rate. These SMART goals are placed at the forefront of campus meetings, PLCs, leadership discussions, and decision-making processes to ensure that implementation efforts remain aligned to desired outcomes. By consistently monitoring progress toward these goals and adjusting supports based on student needs, DATX creates a culture of continuous improvement focused on increasing graduation rates, improving CCMR outcomes, and ensuring every student remains on a pathway to earning a diploma.

What student level data points will the campus track?

DATX will monitor several key student-level data points to identify students in need of support and evaluate the effectiveness of interventions. These data points provide a comprehensive view of both academic progress and graduation readiness, allowing staff to intervene early and adjust supports as needed.

Student-Level Data Points Monitored:

Student Engagement: Participation in coursework, attendance at live sessions, communication responsiveness, and overall engagement indicators.

Credit Status: Credits earned compared to credits needed for on-time graduation.

Course Pass Rates: Progress and success in current courses to identify students at risk of failing or falling behind and identify courses that may cause students to struggle and .

Cohort Status: Alignment between a student's expected graduation cohort and current grade-level standing, including identification of off-cohort and overage students.

Credit Recovery Participation and Completion: Enrollment, engagement, progress, and successful completion of credit recovery opportunities.

In addition to reviewing student-level outcomes, DATX will monitor course-level pass rates to identify patterns and determine whether specific courses may be creating unintended barriers to student success, credit attainment, or graduation progress. This analysis allows campus leaders and teacher teams to identify areas where curriculum, instruction, pacing, or student supports may need adjustment.

How frequently will student level data be reviewed and who will review the data?

Student-level data will be reviewed through multiple monitoring structures to ensure timely intervention and continuous progress toward graduation. Campus leaders, teachers and intervention staff will review engagement, course performance, and credit recovery progress weekly to identify students showing early signs of risk. Campus leaders, counselors, and intervention teams will conduct monthly data reviews focused on student engagement, credit status, cohort alignment, course pass rates, credit recovery participation, and Future-Ready indicators. In addition, student outcomes will be reviewed in PLCs, Graduation and CCMR PLCs, and leadership meetings to evaluate the effectiveness of interventions and determine next steps.

What training will campus staff or mentors receive?

Campus staff will receive ongoing training focused on improving graduation outcomes and ensuring timely support for students at risk of falling behind. Training will include strategies for the early identification of students who may not graduate on time, including the use of engagement, credit attainment, course performance, and cohort status data to drive intervention decisions. Staff will also receive professional learning on the RBIS framework and LIFT Observation Tools to strengthen instructional practices, PLC implementation, and student support systems. Throughout the year, instructional coaching will provide job-embedded professional learning based on campus data trends, observation evidence, and student outcomes to address identified needs. In addition, all staff will participate in accountability training to build a shared understanding of graduation rate calculations, cohort monitoring, CCMR indicators, and the role each adult plays in improving student success and on-time graduation.

What is the attendance rate at the campus?

93.9

What strategies will the district implement to improve student attendance?

DATX will implement a comprehensive attendance and engagement strategy focused on proactive monitoring, early intervention, and relationship-building. Student engagement data will be reviewed weekly to identify students showing signs of disengagement or inconsistent participation before attendance concerns become significant barriers to success. Specialized support staff, including Engagement Specialists and Family Ambassadors, will use research-based engagement and re-engagement strategies to connect with students and families, address barriers, and promote consistent participation in learning.

To support long-term success, all new students will participate in an onboarding process that establishes expectations and builds the skills, routines, and behaviors necessary for success in a virtual learning environment. The campus will also provide student incentives and recognition programs to encourage consistent engagement, attendance, course completion, and academic progress.

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	Leadership development in LIFT protocols: teacher observations using the LIFT Observation Tools, PLCs using the Attributes of Effective PLCs, LIFT PLC Observation Tool, LIFT PLC Companion Guide, LIFT PLC Action Guide	MoakCasey	Executive Director, School Director
Principal	Leadership development in LIFT protocols: teacher observations using the LIFT Observation Tools, PLCs using the Attributes of Effective PLCs, LIFT PLC Observation Tool, LIFT PLC Companion Guide, LIFT PLC Action Guide. Calibration on each tool and how to support instructional adjustments.	Director of Accountability and Instruction and Instructional Coach Manager	K-12 Principals
Principal	Future Ready Guiding Coalition: development on understanding Texas accountability and how to lead schoolwide strategic goals that move student outcomes. Focused on CCMR and graduation rate.	Director of Accountability and Instruction	K-12 Principals, Counselors, Assistant Principals, Academic Coaches, Executive Director, School Director
Teacher	Research Based Instructional Strategies for ELAR and Math	Region 7	Teachers, Principals, Assistant Principals, Instructional Coaches, Academic Coaches, Executive Directors
Teacher	development in LIFT protocols: observations using the LIFT Observation Tools, PLCs using the Attributes of Effective PLCs, LIFT PLC Observation Tool. How each tool is used to improve instruction and student outcomes.	Instructional Coaches	Teachers, Interventionists, Support Instructional Staff

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

New-to-virtual teachers and leaders participate in a structured onboarding program designed specifically for the virtual learning environment. This onboarding includes training on virtual instructional best practices, student engagement strategies, effective use of instructional technology, progress monitoring systems, compliance requirements, and expectations for high-quality online instruction. New staff members also receive mentoring support from experienced teachers and leaders and participate in more frequent check-ins during their first year to ensure successful implementation of campus and district initiatives.

Teachers and leaders identified as needing additional support through observation data, student performance indicators, or instructional practice reviews receive targeted, differentiated professional development aligned to their specific improvement areas. Support includes individualized coaching, modeling of effective practices, co-planning opportunities, data analysis sessions, and more frequent instructional observations followed by actionable feedback. Progress is monitored throughout the semester through coaching cycles, implementation checks, and growth measures to ensure continuous improvement and increased 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?

Implementation of professional learning will be evaluated through LIFT Observation Tools, T-TESS and P-TESS appraisal systems, leadership coaching tools, and BOY/MOY/EOY surveys. The LIFT Observation Tools serve as the primary mechanism for monitoring implementation and driving continuous improvement for both teachers and leaders. Observation data are used within an ongoing coaching cycle that includes observation, feedback, goal setting, action planning, implementation, and follow-up observations to measure growth over time.

The look-fors embedded within the LIFT Observation Tools are intentionally aligned to the indicators and domains found in both T-TESS and P-TESS, creating a coherent system of support and accountability. Key look-fors include standards-aligned instruction, clear learning objectives and success criteria, student engagement, effective use of digital learning platforms and instructional technology, differentiated instruction, formative assessment practices, data-driven decision making, progress monitoring, and evidence of a positive learning culture.

For leaders, look-fors include instructional leadership practices such as data analysis, coaching effectiveness, professional learning implementation, monitoring of instructional quality, and systems that support student achievement. Observation and survey data are reviewed regularly to identify strengths, determine areas for growth, and provide targeted coaching and professional development. This integrated approach ensures that professional learning translates into improved instructional practice, stronger leadership behaviors, and increased student outcomes.

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

Other

Please describe the observation frequency:

Based on teacher effectiveness: tier 2/3 teachers weekly, others are bi-weekly

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

Teachers and administrators will receive ongoing professional development and capacity-building support focused on meeting the academic, behavioral, and social-emotional needs of students in special populations. Training will include differentiated instruction, accommodations and modifications, implementation of Individualized Education Programs (IEPs), English language acquisition strategies, culturally responsive teaching, and the use of data to monitor student progress. Staff will also receive guidance on identifying student needs, connecting families with appropriate resources, and collaborating with special education staff, counselors, interventionists, and other support personnel. Ongoing coaching, professional learning communities, and progress-monitoring meetings will help ensure that instructional practices are effective and that all students have equitable access to high-quality instruction and opportunities for success.

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?

Develop and launch a Graduation Tracker process to identify off-cohort students, students enrolling behind in credits, disengaged students, and students who are overage for grade level. Create intervention tiers and assign case management responsibilities.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Counselor

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

Completed tracker

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

Training on cohort tracking, graduation requirements, and intervention protocols

Milestone 2

Description – What specific action or deliverable will be completed?

Establish monthly Graduation and CCMR PLC focused on reviewing individual student graduation progress, credit attainment, engagement, and Future-Ready indicators.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Director of Accountability and Instruction, Executive Director

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

PLC agenda and meeting notes, calendar of entire year

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

PLC facilitation support with LIFT protocols, graduation and CCMR data dashboards

Milestone 3

Description – What specific action or deliverable will be completed?

Implement weekly engagement monitoring processes using campus engagement indicators and establish referral protocols for students showing signs of disengagement.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Engagement Specialists, Family Ambassadors, Teachers, Counselors

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

Weekly engagement reports, outreach logs, progress monitoring tracker

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

Training on engagement monitoring and re-engagement strategies

Milestone 4

Description – What specific action or deliverable will be completed?

Launch enhanced onboarding for all new students to build expectations, engagement habits, and graduation awareness from enrollment.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal, Assistant Principal, Engagement Specialist, Family Ambassador, Teachers

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

Onboarding materials, completion records, student participation data

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

Onboarding resources and family communication materials

Milestone 5

Description – What specific action or deliverable will be completed?

Implement Bluebonnet Learning and HQIM instructional supports to strengthen grade-level instruction and increase course success rates. PLCs will monitor student performance and identify courses that may create barriers to credit attainment and graduation.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Teachers, Instructional Coaches, Principal

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

Curriculum maps, PLC artifacts, classroom observations, course pass rate data

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

HQIM training, RBIS training, PLC and LIFT training, instructional coaching

Milestone 6

Description – What specific action or deliverable will be completed?

Conduct a midyear evaluation of graduation interventions by analyzing engagement, pass rates, credit attainment, cohort status, and credit recovery outcomes. Adjust campus action plans based on findings.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Executive Director, Principal, Assistant Principal, Counselors, Intervention Staff

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

Data tracker: graduation plan monitoring, pass rates, credit recovery attainment, and engagement

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

Leadership coaching

Milestone 7

Description – What specific action or deliverable will be completed?

Expand and monitor enhanced credit recovery programming for students significantly behind in credits, including ongoing reviews of participation, engagement, and completion rates.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Executive Director, Principal, Assistant Principal, Counselor, Intervention Staff

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

Credit recovery enrollment, completion reports, student progress monitoring tracker

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

Progress monitoring tracker

Milestone 8

Description – What specific action or deliverable will be completed?

Implement a comprehensive EOC monitoring process focused on English I, English II, Biology, and U.S. History. Campus teams will review EOC readiness data, participation, and performance after each testing administration (December, Spring, and June) and develop targeted intervention plans for students who have not yet met graduation requirements. PLCs will use EOC results to identify instructional strengths, learning gaps, and opportunities to improve student preparation and pass rates.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Executive Director, Principal, Assistant Principal, Intervention Staff, Teachers, Instructional Coaches, Counselors

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

EOC Pass Rates

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

Graduation tracker by cohort, IGC tracker

Milestone 9

Description – What specific action or deliverable will be completed?

Evaluate progress toward the campus SMART goals, including the 98% graduation rate goal, and develop sustainability plans for SY27-28. Results will be reviewed with staff and incorporated into campus improvement planning.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Executive Director, Principal, Campus Leadership Team

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

SMART goal progress reports, graduation rate analysis, campus improvement plan updates

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

Accountability support

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 a structured cycle of data reviews, PLC observations, leadership meetings, and progress monitoring aligned to the campus SMART goals. Leaders will review engagement, credit attainment, course pass rates, cohort status, credit recovery participation, EOC performance, CCMR indicators, and graduation progress on a monthly basis to evaluate the effectiveness of interventions and determine needed adjustments. Campus leaders will conduct regular observations of PLCs and instructional practices using the LIFT observation tools to ensure consistent implementation of instructional and intervention strategies. Progress toward milestones will be reviewed at key checkpoints throughout the year, with evidence collected through data dashboards, intervention trackers, PLC artifacts, observation data, and student outcome measures. District leaders will partner with campus leadership to provide feedback, coaching, and support to ensure implementation remains aligned to the campus goal of achieving a 98% graduation rate.

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

Responsibility for reviewing milestone progress will be shared between district and campus leadership teams. The principal will oversee overall implementation and monitor progress toward campus SMART goals. Assistant principals, counselors, instructional coaches, engagement specialists, family ambassadors, and department leads will be responsible for monitoring milestone-specific actions and student outcome data within their areas of responsibility. Progress will be reviewed through monthly Graduation and CCMR PLCs, leadership meetings, and district accountability reviews. The Director of Accountability and Instruction, district leadership, and campus administrators will use milestone evidence, implementation data, and student outcome measures to evaluate progress, identify barriers, and determine next steps needed to improve student engagement, credit attainment, EOC success, CCMR outcomes, and graduation rates.

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Milestone progress data will be collected through the campus Future Ready Tracker, which serves as the central monitoring tool for implementation and student outcomes. Campus leaders will collect and review data related to engagement, credit attainment, cohort status, course pass rates, credit recovery participation and completion, EOC performance, CCMR indicators, and graduation progress. Additional evidence will include PLC artifacts, intervention trackers, observation data, and implementation monitoring tools. Data will be reviewed monthly to assess progress toward milestone completion, evaluate the effectiveness of interventions, and determine necessary adjustments.

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

Milestone progress data will be shared through a monthly scorecard aligned to the campus SMART goals and key implementation milestones. The scorecard will include updates on graduation rate progress, student engagement, credit attainment, EOC performance, credit recovery outcomes, CCMR indicators, and milestone completion status. Campus leadership will review the scorecard with district leaders during regular meetings to identify successes, address barriers, and determine next steps. Findings will also be shared with campus staff to ensure transparency, shared accountability, and alignment of improvement efforts.

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	92
Meets Grade Level	60
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	85
Meets Grade Level	40
Masters Grade Level	15

Enter your overall goal for 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	20

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

26

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

4

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?

13

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

83

What was your CCMR percentage for your 2025 graduation class?

85

We did not have a 2025 graduating class

No

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

90.6

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):

—