

**Austin Independent School
District**

Menchaca Elementary

**2025-2026
Campus
Improvement Plan**

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Goals

Goal 1

Austin ISD Stronger Together

By fostering a culture of high expectations and collective ownership, Austin ISD can create an environment where every student and staff member thrives.

Performance Objective 1 High Priority Dual Capacity/Caregiver Engagement Goal

(CPM 2.1) Enhance community collaboration by developing strategies to implement the Dual Capacity Building Framework for Family-School Partnerships.

Evaluation Data Source: Plan4Learning

Performance Objective 2 High Priority HB3 Goal

(TEC) Campuses will implement the required coordinated school health activities, using data to demonstrate measurable gains in student and staff well-being, directly contributing to campus improvement goals.

Evaluation Data Source: Coordinated School Health Survey

Resources: <https://drive.google.com/file/d/1VGjS7cB8AxChWm5DoMS-O1wc3vEHa6T5/view?usp=sharing>

Performance Objective 3 High Priority

(TEC) 100% of campuses will conduct discipline review meetings with Student Discipline Office and document strategies and methods for violence prevention. Campuses will implement, at minimum, one violence prevention strategy before the end of the 2025-2026 academic year.

Evaluation Data Source: Resources: Character Strong
Frontline SIS

Performance Objective 4 High Priority

(CPM 1.1) The percentage of students experiencing chronic absenteeism will decrease from 13% during SY 24-25 to less than 12% by July 2026.

Evaluation Data Source: Frontline SIS

Performance Objective 5 High Priority

(CPM 5.2) The percent disproportionality in discipline for African American students will maintain at the current level of no disproportionality.

Evaluation Data Source: Frontline SIS.

Performance Objective 6

(CPM 3.2) The number of walkthroughs scoring on track in the language of instruction domain of the locally developed Dual Language Data Collection Tool Rubric will increase from 1.8 (developing) in June 2025 to at least 2.4 (on track) at June 2026.

Evaluation Data Source: Dual Language Data Collection Tool

Performance Objective 7

(CPM 3.3) The representation index between African American students identified as gifted and talented and the total African American student enrollment will increase from 0.38 in June 2025 to 0.46 by June 2026. (% of AA students identified GT / % of AA students on campus. Greater than or equal to 0.08 - minimum goal)

Evaluation Data Source: Gifted and Talented Office

Performance Objective 8

(CPM 5.1)The average campus score on indicators 4, 8, and 9 (Professional Learning to Strengthen Staff Expertise, Transformative SEL-Integrated Instruction, Cultural Responsiveness) on the SEL and CP&I implementation measurement tool will increase from 2.6% in June 2025 to 3% by EOY.

Evaluation Data Source: SEL and CP&I implementation measurement tool

Goal 2

Early Learning

The Early Learning District Initiative positions Austin ISD as a leader in early childhood education by ensuring equitable, high-quality learning experiences for children from birth to grade 2. This initiative addresses foundational literacy and numeracy to close achievement gaps and prepare students for long-term academic success.

Performance Objective 1 High Priority HB3 Goal

(SC Goal 1) The percentage of 3rd-grade students earning meets grade level or above on the STAAR Reading Assessment in English or Spanish will increase from 42.4% in June 2025 to at least 50% by June 2026.

Evaluation Data Source: Progress Monitoring: NWEA MAP assessment STAAR projected proficiency values.
Source data: 3rd Grade Reading STAAR Assessment

Performance Objective 2 High Priority HB3 Goal

(SC Goal 2) The percentage of 3rd-grade students earning meets grade level or above on the STAAR Mathematics Assessment in English or Spanish will increase from 44.7% in June 2025 to at least 50% by June 2026.

Evaluation Data Source: Progress Monitoring: NWEA MAP assessment STAAR projected proficiency values.
Source data: 3rd Grade Math STAAR Assessment.

Performance Objective 3 High Priority

(GPM 5.1) The percentage of 5th-grade students enrolled in dual language who earn a proficiency level equivalent to level 1 high school credit in the TEKS on the Avant STAMP4S dual language proficiency assessment for partnered language will increase from 76.2% in June 2025 to 84.0% by June 2026.

Evaluation Data Source: Elevation

Performance Objective 4

(CPM 4.1) The percentage of early education (PK-2) teachers averaging at least a 3.5 overall observation score on formal observation portion of the Instructional Practices (aligned to developmentally appropriate practices) section of the Professional Pathways for Teachers (PPfT) Appraisal System will increase from 87.5% in June 2025 to 88% by June 2026.

Evaluation Data Source: PPfT Appraisal System

Goal 3 Austin ISD will ensure compliance with all requirements as identified in the TEA Agreed Order, including the Strategic Plan for Special Education (English, Spanish). All referenced documents are included in the Policies section.

2025-26 AISD Campus On-Site Needs Assessment Requirement

Under Texas Education Code (TEC) Section 39A.053, an on-site needs assessment is a formal evaluation conducted by a Campus Intervention Team (CIT) to "determine the factors resulting in the campus's low performance and lack of progress, including the contributing education-related factors."

[For more information, please click here.](#)

For assistance with this document or the data elements requested in the subdivisions please contact Christopher Hanson

Directions:

Complete assessment items 1-10 with your CIT.

Column A is pre-filled with Subdivision guidance.

Column B are resource links (if available).

Column C is where you will enter your analysis based on the prompt. Yellow cells indicate that a response is needed. All information should be in text format (no images, but can include links).

Enter Campus Name	Menchaca Elementary	
First and Last Names of CIT Members (eg. Mary Smith, Paul Rodriguez)	Kristi Campbell, Melanie Lowery, Veronica Hammond, Patricia De Luna	
Subdivision	Resources	CIT Analysis and Assessment Information
1a - An assessment of the staff to determine the percentage of certified teachers who are teaching in their field;	20250916_EmployeeCertificationAISD	An assessment of the staff determined that 100% of certified teachers are teaching within their certification field.
1b - An assessment of the staff to determine the percentage of teachers who are certified;	AISD Teacher Certifications - 9-17-25.pdf	An assessment of the staff determined that 84% of teachers are certified
1c - An assessment of the staff to determine the number of teachers with more than three years of experience;	20250918_Accessing txschools.gov for OSNA	An assessment of the staff determined that 73.4% of teachers have more than three years of experience.
1d - An assessment of the staff to determine the rate of teacher retention.	20250922_2024-25 Teacher Retention by Campus.pdf	Last year, our staff retention rate was 69%. We had 17% resignation rate, following a complete change in leadership (all three new administrators and two new counselors).
2 - A determination of compliance with the appropriate class-size rules and the number of class-size waivers received;	20250918_AISD Class Size Waiver	For the 24-25 school year, we had no class size waivers. For the 25-26 school year, we have class size waivers for four classes of ESL fourth grade (25 each).
3 - An assessment of the quality, quantity, and appropriateness of instructional materials, including the availability of technology-based instructional materials;	Austin ISD Elementary High-Quality Instructional Materials (HQIM)	All teachers in grades K-5 utilize the district curriculum materials as follows: Reading- HMH, Science- McGraw Hill, Math- StemScopes, Social Studies- Social Studies Weekly. Tier 2 and Tier 3 intervention materials are also designated by the district. Pre-K uses the district curriculum with a foundation in FrogStreet.
4 - A report on the parental involvement strategies and the effectiveness of the strategies;	Local Data	We have a strong, supportive PTA with many active members. Additionally, we hold monthly parent-principal coffees (topics include assessment, dyslexia, mental health, reading strategies, etc.), as well as parent-teacher conferences twice a year. We have Back to School Night where parents come to learn directly from their child's teacher about the content and expectations of the upcoming year.
5a - An assessment of the extent and quality of the mentoring program provided for new teachers on the campus;	AISD Mentor Program (site)	Each teacher with two or less years of experience is assigned a mentor. We hold monthly mentor/mentee meet ups on timely topics and review of needs. Opportunities are provided for new teachers to observe experienced teachers in the areas of reading, math and science.
5b - An assessment of the extent and quality of the mentoring program provided for experienced teachers on the campus who have less than two years of teaching experience in the subject or grade level to which the teacher is assigned;		Last year, while our instructional coach was focused on supporting teachers in their first three years of teaching, coaching and feedback was offered to any teacher. Additionally, each classroom teacher participated in PLCs on a weekly basis where we discussed instruction and analyzed data.
6 - An assessment of the type and quality of the professional development provided to the staff;	20250926_OSNA_Austin ISD Professional Development Resources	While we've shown improvement in the way teachers rate "The work environment at my school supports my ongoing professional growth." since Fall 2023, we are still behind the broader district scores in this area.
7 - A demographic analysis of the student population, including student demographics, at-risk populations, and special education percentages;	20250918_Accessing txschools.gov for OSNA	A demographic analysis of the student population reveals that 62.12% of students are Hispanic, 25.30% are White, 4.42% are African American, 2.14% are Asian, and 4.82% represent two or more races. Among the student body, 58% are considered "at risk," and 19.95% receive special education services.

8 - A report of disciplinary incidents and school safety information;	Click to access a folder of discipline reports from 24-25. If a campus does not have a file then the data was not available. 24-25 Discipline Incidents OSNA Campuses	Data from 24-25 school year indicates we had 43 disciplinary referrals, with three incidents reaching elevated seriousness (D): one fight, one physical aggression and one inappropriate conduct.
9 - Financial and accounting practices;	Local Data	Our financial and accounting processes consistently follow the district policies and procedures.
10 - An assessment of the appropriateness of the curriculum and teaching strategies;	Local Data	Routine classroom walkthroughs, instructional rounds and feedback sessions indicate we are making progress in the use of the district curriculum, with work to do in the areas of using the curriculum as intended and maximizing time on grade level standards (using scaffolding strategically).
Items 1-10 are to be completed by October 14, 2025. Item 11 (below) is to be completed by the CIT by October 22, 2025. Use the 2025-26 Campus OSNA Folders to compare to other campus(es).		
Subdivision	Resources	CIT Analsis and Assessment Information
11 - A comparison of the findings from Subdivisions 1 through 10 to other campuses serving the same grade levels in the school district;	CIT Assessment of this document and a "comparable" campus. 2025-26 Campus OSNA Folders	In our review, Houston Elementary is one of the more comparable schools in some areas, but there is not another school in school improvement with our close demographics in terms of eco dis and emergent bilingual percentages. . In a contextual analysis, we have a similar staff retention rate and both have recent changes in administration. Both schools use HQIM designated by the district and are working with teachers on how to utilize the curriculum as intended and to the level of rigor of the state standards. Both campuses are working on reducing the number of significantly disruptive behaviors. Both campuses are emphasizing professional development and coaching of teachers.
Item 12a and 12b are optional.		
Subdivision	Resources	CIT Analsis and Assessment Information
12a - Any other research-based data or informatin obtained from ta data collection process that would assist the campus intervention team in recommending an action under Section 39A.054	https://statutes.capitol.texas.gov/Docs/ED/htm/ED.39a.htm#:~:text=(b)%20The%20commissioner%20may%20impose.with%20high%20dropout%20rates:%20and	Type response here.
12b - Any other research-based data or information obtained fdrom a data collection process that would assist the campus intervention team in executing a targeted improvement plan under Section 39A.059.		Type response here.

Additional Information

Thank you for your submission. You will receive a PDF copy via email of your submitted plan(s).

Additional Information



Targeted Improvement Plan and Turnaround Plan Form 25–26: School Year 2025–26

Before you begin, please ensure:

- You've completed the [Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25–26](#) for all campuses required to submit a Targeted Improvement Plan or Turnaround Plan.
- You've completed the [Targeted Improvement Plan and Turnaround Plan Form: Closure/ Reassign Form for School Year 25–26](#) for all campuses that are choosing Closure/Reassign as the school improvement strategy.

Please complete this form by **5 pm on November 21, 2025**. The survey should take approximately **30–90 minutes to complete**.

To avoid losing progress, please set aside enough time to complete the submission in one sitting. If you have questions, please contact the School Improvement Division at SIDivision@TEA.Texas.Gov. Thank you for taking the time to engage in this submission and provide the requested information.

Additional Information

for your records. TEA will upload your responses into ISAM on the submissions table for your campus(es).

Reminder:

- Maximize your browser window for the best experience
- Complete the form in one sitting to avoid losing progress.

0.0. Will you be completing a Targeted Improvement Plan (TIP) or a Turnaround Plan (TAP) submission?

Targeted Improvement Plan (TIP)

Turnaround Plan (TAP)

Additional Information

campus(es) you are submitting the Targeted Improvement Plan (TIP) for.

Note: All stakeholder engagement requirements and board-approval for the TIP(s) are due board approval by **March 31, 2026.**

If you intend to submit one plan for multiple campuses, they must all implement the same school improvement strategy. If your district has different school improvement strategies for different grade bands, or for particular campuses, you must submit multiple forms until all required campuses are included.

Additional Information

- Please press and hold the CTRL key to select multiple campuses

- Please ensure, once you have selected all campuses to click the 'Save Selection' button.

Region: 1 ▾

District: BROWNSVILLE ISD-031901 ▾

- BRITE EL-031901140
- CANALES EL-031901101
- DEL CASTILLO - MORNINGSIDE EL-031901129
- GARCIA MIDDLE-031901053
- PERKINS MIDDLE-031901046
- PUTEGNAT EL-031901108
- STELL MIDDLE-031901044

Campus (select multiple):

Save Selection

Additional Information

campus(es) CDCN number in the fields below.

Please, ensure the CDCN number is complete with leading zeros when applicable.

Example: Campus 235467 should be entered as 00235467

CDCN 1

CDCN 2

CDCN 3

CDCN 4

CDCN 5

CDCN 6

CDCN 7

CDCN 8

CDCN 9

CDCN 10

Additional Information

Kristi Campbell

1.3. Please enter your email.

kristi.campbell@austinisd.org

1.4. Please select your role:

- Superintendent
- District Coordinator of School Improvement
- other**

Principal

Additional Information

Stakeholder Engagement assurances (items 2.1–2.6) must be marked **"Yes."**

If any of these items are marked **"No,"** you will be redirected to the end of the survey and must restart the submission once assurances 2.1–2.6 can be confirmed as **"Yes."**

2.1. I assure that all campuses named in this plan have conducted an on-site needs assessment that meets the requirements in [Section 39A.053](#) of the Texas Education Code. (For example: Texas Strategic Leadership Landscape Analysis, Effective Schools Framework Diagnostic, or a local needs assessment.)

Yes

No

2.2. I assure that all locally conducted needs assessments met the requirements in [Section 39A.053](#) of the Texas Education Code, and the results of the local needs assessment are available upon request.

Yes

No

Additional Information

2.3. I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan/Turnaround Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.

Yes

No

2.4. I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.

Yes

No

Additional Information

2.5. I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each plan, and the board posted the plan(s) on the district website prior to the hearing.

Yes

No

2.6. Has the board approved this plan(s)?

Yes

No

Additional Information

2.7. Please select the date of board approval:

	Month	Day	Year
Please Select:	March ▾	26 ▾	2026 ▾

Additional Information

'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26' must be completed first, so assurance 3.1 can be marked '**Yes**'. If you have not completed the 'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26', please do so before returning to complete the 'Targeted Improvement Plan and Turnaround Plan Form: School Year 25-26'.

If '**No**' is marked for item 3.1 you will be redirected to the end of the survey and must restart the submission once assurance item 3.1 can be confirmed as "**Yes.**"

3.1. I assure that all campuses included in this plan have set campus-wide goals for ELA/Reading and Math STAAR performance rates and scaled score goals for Domain III components (Academic Achievement, Growth Status, ELP Status, and Student Success Status) for the 2025-2026 school year.

Yes

No

Additional Information

for the 2025–2026 school year.

- Accelerating Campus Excellence (ACE) Model
- Closure/reassign
- Improve Graduation Rate
- Intensive Curriculum & Instruction Improvements**
- School Model Change (excluding ACE)
- Turnaround Partnership (SB 1882)

Additional Information

- Strong Foundations Implementation (LASO 3)
- Strong Foundations Implementation School Improvement PLC (LASO 3)
- Instructional Leadership (LASO 3)
- ESF- Focus Support Grant 24-26
- School Action Fund Planning (Restart)
- School Action Fund Implementation (Restart)
- School Action Fund Planning (Reassign)
- School Action Fund Implementation (Reassign)
- School Action Fund Implementation (Redesign)
- School Action Fund Planning (Create New)
- School Action Fund Implementation (Create New)
- Our school system has not been awarded a grant to support this strategy**
- Other (must enter grant into text box)

Additional Information

- LIFT
- LIFT PLC Support
- School Improvement Curriculum and Instruction Support Grant
- School Action Fund Planning (Restart)
- School Action Fund Implementation (Restart)
- School Action Fund Planning (Reassign)
- School Action Fund Implementation (Reassign)
- School Action Fund Implementation (Redesign)
- School Action Fund Planning (Create New)
- School Action Fund Implementation (Create New)
- Our school system does not intend to apply for a grant to support this strategy**
- Other (must enter grant into text box)

Additional Information

[SAPL List for LASO 3](#)

[SAPL List for LASO 4](#)

External Vendor on the State Approved Provider (SAPL) list

ESCs

District Staff

Other (must include name)

4.5a. How many district staff members will you be reporting capacity building information for?

Additional Information

is dedicated to supporting implementation of the school improvement strategy?

Name

Role

Percent

Additional Information

- Not applicable
- Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matemáticas K-5, Edición 1
- Eureka Math TEKS Edition
- STEMscopes Texas Math**
- Progressions by Alba Math
- Texas i-Ready Classroom Mathematics
- IM360 Texas powered by Kiddom
- Teacher created
- District created
- Other

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

- Yes**
- No

5.5. How many instructional minutes per week are required/recommended for implementation of this curriculum?

Additional Information

minutes meet the required/recommended number of minutes?

375

Additional Information

- Not applicable
- Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edición 1
- Amplify Texas Elementary Literacy Program in English and Spanish
- Texas myView Literacy
- 95 Phonics Core Program Classroom Kit
- Texas Magnetic Reading Foundations
- SPIRE Program
- Reading Horizons Discovery
- IMSE Comprehensive Orton-Gillingham Plus
- Just Right Reader English Decodables
- Structured Literacy with E.A.S.E. Second Edition
- Bridge to Reading
- Pioneer Valley Educational Press (Stepping Together, Phonics Launch, In Tandem)
- Ready4Reading
- From Phonics to Reading
- Wilson Language Training
- Teacher created Curriculum
- District created

Other

HMH

Additional Information

Yes

No

5.11. How many instructional minutes per week are required/recommended for implementation of this curriculum?

550

5.12. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

550

Additional Information

Not applicable

- Bluebonnet Learning Math Grades 6–8
- Carnegie Learning 6–12 Texas Math Solution
- STEMscopes Texas Math
- Agile Mind (Texas Mathematics)
- Cosenza & Associates, LLC
- Texas i-Ready Classroom Mathematics
- IM360 Texas Math powered by Kiddom
- Teacher created
- District created
- Other

5.19. Please select the adopted curriculum for: **6–8 RLA**

Not applicable

- Amplify Texas Literacy Program, Grades 6–8
- Odell Education
- Teacher created
- District created
- Other

Additional Information

Not applicable

Bluebonnet Learning, Secondary Mathematics Algebra 1

Carnegie Learning 6–12 Texas Math Solution

STEMscopes Math Texas

Agile Mind (Texas Algebra 1, Texas Algebra 2, Texas Geometry)

Bedford, Freeman & Worth Publishing Group LLC (Statistics and Probability with Applications (High School) 4E)

Cosenza & Associates, LLC (Algebraic Reasoning)

Kiddom (Texas Math: Algebra 1, Algebra 2, Algebra Supports, Geometry)

Rice University OpenStax (Algebra 1)

Teacher created

District created

Other

Additional Information

Not applicable

Odell Education

Teacher created

District created

Other

5.37. How many instructional days are included in the 2025-2026 calendar?

5.38. If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?

Additional Information

Curriculum Based Assessments, MAP Growth, unit assessments

5.40. Will the campus(es) implement a PLC structure?

Yes

No

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

Our PLCs are organized by grade level and meet weekly to review student data as well as to review TEKS, lesson planning documents and assessments

5.42. How frequently will PLCs occur?

Weekly

5.43. Who will facilitate PLCs?

Principal (Kristi Campbell) and Asst. Principal (Melanie Lowery)

Additional Information

Grade level teachers as well as Special Education case managers

5.45. Please describe the PLC protocol to be used.

We use a "looking back" data review protocol as well as a "looking ahead" lesson internalization protocol.

Additional Information

Principal Manager

TNTP Lighthouse Learning Labs and monthly curriculum sessions

Principal

TNTP Learning Lab (monthly meetings) as well as Elementary Principal curriculum professional development with TNTP and Academics Team Leadership

Other Campus Admin
(assistant principal,
instructional
coaches)

Our AP attends the TNTP Learning Labs monthly, as well as ongoing curriculum professional development from the Academics and TNTP at the AP sessions.

Teachers

District-provided (academics team) sessions on curriculum, assessment and practices; campus-provided (admin and master teacher on lesson delivery, engagement strategies and data analysis)

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

We utilize a coaching model where each administrator is assigned a caseload of novice teachers, along with teachers who are less effective. This is in addition to differentiated offerings at the district and campus level PD days.

Additional Information

coaching tools)? What look fors will be included in this tool?

MTSS Walkthrough forms help us look for qualities of effective instruction as well as the specific components of the instructional blocks (i.e Math- numeracy, core, station) and differentiated by the Tiers of instruction.

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

Weekly

Bi-Weekly

Monthly

Other (please explain)

Frequency varies by teacher need (new and struggling teachers receive weekly or bi weekly observation and coaching, whereas master teachers receive monthly observation/feedback)

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

Strategies on implementing IEPs, accommodations, how to maximize inclusion support and work towards co-teaching where applicable, how to monitor progress of students towards their individualized goals.

Additional Information

12.1. Please share the key milestones for this strategy from August 2025 to August 2026 for **TIP**, key milestones from August 2026 to August 2028 for **TAP Development**, and key milestones from August 2025 to August 2027 for **TAP Development AND Implementation**. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.

Intensive curricular and instructional improvement would ensure that instruction and curricular materials are aligned to the new school model, creating coherence across classrooms. By focusing on high-quality instruction and rigorous, standards-based curriculum, teachers are better equipped to meet the needs of all learners within the new framework. This targeted improvement builds teacher capacity, strengthens instructional consistency, and supports effective school improvement.

Additional Information

Routine classroom walkthroughs, Instructional Rounds (campus, district and TNTP), review of student data and progress.

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

Kristi Campbell, Principal and Patricia De Luna, Executive Director

13.3. How frequently will progress toward milestones be reviewed?

- Weekly
- Bi-Weekly (Meets Expectation)**
- Monthly (Does not Meet Expectation)
- Other (Please Explain)

13.4. How will milestone progress data be collected?

Our walkthrough data is collected in Perform and our assessment data is collected in Eduphoria. Progress data is also collected through PLC minutes and the Learning Lab deliverables.

Additional Information

Summer Professional Learning Series MAP Growth Assessments (BOY, MOY, EOY)
Curriculum Based Assessments Learning Lab Series w/ The New Teacher Project MTSS
& Effective Schools Framework Development STAAR Assessments Campus Needs
Assessment

14.1. Please share the required costs to implement plan and source of funds:

n/a

14.2. 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

Additional Information

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

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

Drop files or click here to upload