

Goose Creek Consolidated Independent School District

GCCISD Virtual Academy

2025-2026 CIP Periodic Update - November 2025



Mission Statement

The mission of GCCISD Virtual Academy is to provide a rigorous, flexible, and supportive online learning environment where every student is empowered to take ownership of their education, achieve academic success, and prepare for college, career, and life — because here, every Warrior rises.

Value Statement

At PEH Empower Academy, we uphold the **SEAL of a Warrior** as the foundation of all we do:

- **S – Safety:** We create a safe, supportive environment where every Warrior feels secure and respected.
- **E – Educated:** We commit to rigorous, personalized learning that equips every Warrior for college, career, and life.
- **A – Accountable:** We take responsibility for our learning, our choices, and our future.
- **L – Love:** We foster a culture of care and belonging, ensuring every Warrior knows they are valued.

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Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data

Goals

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 1: The English Language Arts, Math, Science, and Social Studies Campus Accountability Action Plan (CAAP) for the 2025 - 2026 school year will increase student achievement by providing rigorous learning opportunities and curricula that meets students' needs for achieving exemplary academic and post-secondary success.

Evaluation Data Sources: STAAR Results, Benchmark Assessments, CBA Data, PLC and CFA data, Universal Screeners, and TELPAS Results

Strategy 1 Details	Formative Reviews		
Strategy 1: Teams will review current curriculum being used by the virtual academy and compare to the GCCISD curriculum and supplement curriculum that is not provided in the current curriculum to maintain the high quality and rigor of GCCISD. Strategy's Expected Result/Impact: Students will have the same curricular opportunities as those in a traditional campus allowing ease of transition for a student that would go back to a traditional campus. Staff Responsible for Monitoring: Campus Administrator	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Analyze assessment data for students and develop and implement targeted activities for our face to face whole group accelerated instruction sessions to strengthen the academic program. Strategy's Expected Result/Impact: Student success to increase in student scores in all instructional areas including GT, Emergent Bilingual, and Special Education to provide a well-rounded education to all students. Staff Responsible for Monitoring: Campus Administrator	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Ensure proper placement and programming for all students and provide assistance and remediation for students who are unsuccessful in the program to help them progress. Strategy's Expected Result/Impact: All students will make at least one year's growth in Reading and Math and/or Improve state assessment scores. Staff Responsible for Monitoring: Campus Administrator	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: STRATEGIC PLAN: ACADEMIC PERFORMANCE

Performance Objective 2: The College, Career, and Military Readiness (CCMR) Campus Accountability Action Plan (CAAP) for the 2025-2026 school year is to increase the percentage of Virtual Academy graduates meeting CCMR indicators from 50% in 2025 to 60% or higher by expanding IBC offerings, increasing TSI readiness and retesting opportunities, and providing targeted advising through 15 Minutes of Fame and Lynx Labs.

If the campus successfully implements instructional practices and supports that lead to improved postsecondary readiness for all students, demonstrated by growth in TSI performance, dual credit completion, IBC attainment, and military enlistment verifications, THEN, by achieving stronger CCMR outcomes across these indicators, the campus will directly contribute to raising Domain 1 Student Achievement and improving overall accountability ratings.

High Priority

Evaluation Data Sources: TSI assessment and retest data

Dual credit enrollment and completion records

IBC exam results and certification counts

Military enlistment verifications

Graduation cohort tracking (SIS/PEIMS)

Goal 2: STRATEGIC PLAN: COMMUNITY ENGAGEMENT

Performance Objective 1: Facilitate a partnership between home, school, and community by providing on-going communication and opportunities for involvement that educates and informs students, teachers, and parents.

Evaluation Data Sources: sign-in sheets and communication logs

Strategy 1 Details	Formative Reviews		
Strategy 1: Parents, students, and campus counselors must attend the orientation meeting with the principal to learn and understand the expectations and goals of the program when students apply for admittance to the campus. Strategy's Expected Result/Impact: Communication of procedures, expectations, and goals. Staff Responsible for Monitoring: Campus Administrator	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Parents and students will meet with the campus to discuss daily plans and long term goals upon admission to the school. Strategy's Expected Result/Impact: Both families and students are aware of needs and requirements for course progression, face-to-face tutoring, and graduation. Staff Responsible for Monitoring: Campus Administrator	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct parent/student orientation for all new students entering GCVA during enrollment periods. Strategy's Expected Result/Impact: Program requirements are communicated Students rate of remaining is high Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Conduct ongoing informational meetings and individual parent meetings to address student engagement and attendance. Strategy's Expected Result/Impact: Increase engagement in course progression and increased attendance. Staff Responsible for Monitoring: Campus Administrator	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: STRATEGIC PLAN: OPERATIONAL EXCELLENCE

Performance Objective 1: The campus will maintain high expectations, processes, and operations for a safe and structured school environment to improve academics, promote positive student behavior, high attendance percentages, and elevate morale for all students and staff.

Evaluation Data Sources: Staff Development, daily engagement logs, award ceremony data.

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide materials, technology, and online effective teaching strategies for all students to achieve in our academy. Strategy's Expected Result/Impact: All students will make at least one year's growth in Reading and Math. Staff Responsible for Monitoring: Campus Administrator	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Students are communicated with by phone daily before the end of the school day if no progress has been shown in their courses. Strategy's Expected Result/Impact: Increase daily student engagement therefore increasing attendance rates. Staff Responsible for Monitoring: Campus Administrator	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Individual and small group learning sessions will be required once a student shows a decrease of course engagement of more than 10%. Strategy's Expected Result/Impact: Increase engagement in course progression and increased attendance. Staff Responsible for Monitoring: Campus Administrator	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Incorporate student talk and student participation in morning meetings in order to promote a safe and secure online culture. Strategy's Expected Result/Impact: Students will engage through verbal communication or chats in the morning announcements to increase their comfort and safety level of sharing with others. Staff Responsible for Monitoring: Campus Administrator	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: Weekly Breakfast with Books will promote Character Education and positive behavior. Strategy's Expected Result/Impact: Increased recognition of students who are meeting character and behavior expectations. Staff Responsible for Monitoring: Campus Administrator	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: Provide access to live and virtual field trips, guest speakers, and discussions for career and post-secondary success and opportunities. Strategy's Expected Result/Impact: Students will attend at least one live or virtual opportunity to begin the discussion of career or college plans. Staff Responsible for Monitoring: Campus Administrator	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide attendance incentives to all students. Strategy's Expected Result/Impact: Increase daily student attendance and progression in courses. Staff Responsible for Monitoring: Campus Administrator	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Provide individual and small group tutorials to target identified students who are failing assessments and courses and/or not making progress asynchronously. Strategy's Expected Result/Impact: Improve performance on course progress, Overall Grades, MAPS, and EOC scores Staff Responsible for Monitoring: Campus Administrator	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: STRATEGIC PLAN: ORGANIZATIONAL DEVELOPMENT

Performance Objective 1: The campus will recruit, develop, and retain highly effective personnel by implementing strategic hiring practices, providing ongoing professional development, and fostering a supportive and collaborative work environment.

Evaluation Data Sources: Certification attainment, staff development

Strategy 1 Details	Formative Reviews		
Strategy 1: Campus staff will be assigned to a teaching assignment utilizing certification information in order to provide a highly effective instructional setting for all students. Strategy's Expected Result/Impact: Increase in student achievement from prior year. Staff Responsible for Monitoring: Campus Administrator	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Continue to recruit new and current teachers to attend professional development on effective online teaching strategies. Strategy's Expected Result/Impact: 100% of the teaching staff will have no less than 6 hours of effective online teaching strategies professional development each year. Staff Responsible for Monitoring: Campus Administrator	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Utilize daily PLC planning and weekly team meetings to discuss best practices, teacher and student growth and stretches. Strategy's Expected Result/Impact: All students will make at least one year's growth in Reading and Math. Staff Responsible for Monitoring: Campus Administrator	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Educational Technology Instructional Specialists will provide training on tools and apps to demonstrate understanding of an essential standard in creative ways. Strategy's Expected Result/Impact: Increase in teacher and student proficiency with technology Staff Responsible for Monitoring: Campus Administrator	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
Strategy 5: Implementation of feedback from Ed Elements and TEA coaching. Strategy's Expected Result/Impact: By aligning campus practices to Ed Elements and TEA coaching recommendations, the Virtual Academy will increase academic growth, improve Closing the Gaps performance, and raise overall accountability ratings from a D to a C or higher. Staff Responsible for Monitoring: Campus Admin	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 1: The campus will align all campus activities to support the district Strategic Plan to maintain a 25% or more operating reserve budget and maintain a AAA or higher rating.

Evaluation Data Sources: Campus budget reviews, operating expenditures per student, instructional expenditures per student, staffing reports, and compliance documentation

Strategy 1 Details	Formative Reviews		
Strategy 1: Routinely monitor campus budget accounts. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Monitor staffing position inventory to ensure accurate data for personnel budgeting. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Align Campus Improvement Plan with financial stewardship goals. Staff Responsible for Monitoring: Campus Principal	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: STRATEGIC PLAN: FINANCIAL STEWARDSHIP

Performance Objective 2: The campus will meet all state and federal program elements, funding, and compliance requirements.

Evaluation Data Sources: Campus documents related to State Accountability, State Allotment Reports, TEA Random Validations, TEA Federal Fiscal Monitoring, TEA Program Monitoring, etc.

Strategy 1 Details	Formative Reviews		
Strategy 1: The campus is currently only funded through district funds; however, the budgets will be monitored to align to support the needed state accountability requirements. Strategy's Expected Result/Impact: Improve Student state testing percentages Staff Responsible for Monitoring: Campus Principal District Assessment and Accountability Director Funding Sources: All Campus Costs are Locally Funded - Coordination of Local and State Funds - All Local Funds - \$715,000	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	1	All Campus Costs are Locally Funded	All Local Funds	\$715,000.00
Sub-Total					\$715,000.00

Campus: Goose Creek CISD Virtual Academy TAP - Turnaround Action Plan

School System Name	Goose Creek Virtual Academy	
Name of the staff member employed by the school system completing this plan submission:	James Husband	
Email:	James.husband@gccisd.net	
What role applies to the person completing this submission?	District Coordinator of School Improvement	
Please select the plan type you are submitting.	Turnaround Plan for one or more campuses	
I assure that the district provided notice to parents, the community, and stakeholders that each campus received an unacceptable performance rating for two consecutive years and is required to submit a campus turnaround plan and requested assistance from parents, the community, and stakeholders in developing the campus turnaround plan(s).	Yes	
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 turnaround plan, and the board posted the plan(s) on the district website prior to the hearing.	Yes	
Board approval date	11/10/2025	
Please indicate the type of needs assessment conducted for each SI-identified campus in the school system following the release of 2025 preliminary state and federal ratings.	ESF Diagnostic and Local Classroom Review	
Enter the campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	55%	
Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	46%	
Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	50	
Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	50	
Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	100	
Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.	50	

Campus: Goose Creek CISD Virtual Academy TAP - Turnaround Action Plan

Also affecting the school outcomes will be that this year the virtual academy will have CCMR and Graduation rate affecting their accountability. Last year this was not the case. They have 100% CCMR from last year and a 100% graduation rate which means that they will already going into the year know that they have 60% of their D1 already accounted for. To which campus or campuses does this strategy apply?	Goose Creek Virtual Academy	
Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.	Intensive Curriculum & Instruction Improvements	
Will this campus/these campuses engage in a different strategy in the 2026-2027 and/or 2027-2028 school years?	No	
Which, if any, grants has your school system been awarded to support this strategy?	None	
Please name any organizations you are currently working with to build capacity and support strategy implementation.	Region IV for ESF Diagnostic & Virtual Hybrid Program Accelerator	
Please select the adopted curriculum in use at the campus for the 25-26 school year.	Edgenuity	
Will the school system adopt and implement new curriculum in 25-26, 26-27, or 27-28?	No	
How many instructional days are included in the 2025-2026 calendar?	178	
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?	N/A	
Please describe the assessment plan for the impacted campus(es).	Using the Module and End of Module Assessments in Edgenuity. Also using the district calendar for the administration of Screeners and STAAR Interims in the FALL	
Will the campus(es) implement a PLC structure?	Yes	
How will PLCs be organized (by grade level, content area, etc.)?	Each grade level and content area has their own PLC	
How frequently will PLCs occur?	1-2 times per week	
Who will facilitate PLCs?	Content area leads with support from ILT	
Who is required to attend PLCs?	Content area lead, all content area teachers for that grade level, AP assigned to that content area	
Please describe the PLC protocol to be used.	Lesson internalization PLCs: Understand the lesson purpose and objectives, Understand the sequence and pacing of activities, Activity deep dive, Resource Organization	
Campus principal name	Alicia Brooks	
Years of experience as a campus principal	3	
Campus principal turnaround experience	0	
Principal Manager name	Sandy Conklin	

Campus: Goose Creek CISD Virtual Academy TAP - Turnaround Action Plan

Years of experience as a principal manager	6	
Principal manager turnaround experience	2	
% of teachers on the campus who: -have more than 2 years experience -are certified -are TIA designated teachers	More than 2 years' experience: 100% Certified: 100% TIA designated: 0%	
Please describe your planned training/PD sessions (and who delivers and attends) for: @Principal manager @Principal @Other campus admin (assistant principals, instructional coaches) @Teachers	District Leadership (Principals and Aps) receive professional development twice a month in the form of a Principal Operational meeting and a Principal PLC meeting. These meetings are structured in such a way that they are then turned around to the Campus AP's as well as the Campus Instructional Coaches. Also during district PLC days training is offered by the district personnel to develop the district leaders. The principal coach also receives professional development monthly from Region IV as part of the ESF Grant for another school that he supervises. This PD is geared to equipping the principal supervisor to lead the principals more effectively.	1:1 Coaching (Principal Supervisors) * 9 sessions * each session held virtually/F2F scheduled from July 2025 through June 2026 * Principal Supervisor Training – A refresher session designed to strengthen coaching practices for principal supervisors, with a specific focus on supporting the effective implementation of action steps by campus leaders.
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?	TTESS Walkthrough tool, Programmatic Framework for Virtual Academies (VHPA)	
How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	Inexperienced Staff (<2 years): Training for this group will focus on foundational skills, including classroom management, instructional planning, and implementation of the campus instructional framework. Staff will receive scaffolded support through mentoring, modeling of best practices, guided observations, and hands-on workshops. Ongoing coaching and formative feedback will ensure that these staff members build confidence and competence while gradually increasing instructional autonomy.	
What capacity building supports related to supporting students in special populations will teachers and administrators receive?	TTESS Walkthrough tool, Observation and Feedback Virtual Visits with Rubric	

Campus: Goose Creek CISD Virtual Academy TAP - Turnaround Action Plan

Please share the key milestones for this strategy through August 2026.

9/22: Attend ESF Diagnostic Overview Training with Region IV
 10/3: BOY Screener (K-5 RLA Amira, K-5 Math NWEA, 5th Science District created) ends 10/31
 10/10: BOY Screener data to campuses to review with campus ILT
 10/10: ESF Diagnostic Previsit Consultation- Region IV
 10/21: BOY Screener data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I)
 10/24: ESF Diagnostic
 10/28: ESF Diagnostic Post Visit
 10/29: TAP Stakeholder feedback meeting
 11/10: TAP Board Approval
 11/18/26: Principal PLC to review data up to this point with principal, principal supervisor, DCSI, and Assistant Sup of C&I
 12/2/2026: 3-5 RLA Benchmark (TFAR), 3-5 Math (TFAR), 5 Science (TFAR)
 12/9/26: Benchmark data to principals to review with campus ILT
 12/16/26: Benchmark data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I)
 1/7/26: MOY Screener (K-5 RLA Amira, K-5 Math NWEA, 5th Science District created) ends 1/23
 by 1/26: mid-year IA step back
 1/30/26: MOY Screener data to campuses to review with campus ILT
 2/10/26: MOY Screener data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I)
 2/19/26: 3-5 RLA Benchmark (STAAR Interim), 3-5 Math (STAAR Interim), 5 Science (STAAR Interim)
 2/27/26: Benchmark data to principals to review with campus ILT
 3/3/26: Benchmark data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I)
 4/20: EOY Screener (K-5 RLA Amira, K-5 Math NWEA, 5th Science District created) ends 5/8
 5/15/26: EOY Screener data to campuses to review with campus ILT
 5/19/26: EOY Screener data reviewed at principal PLC (principal, principal supervisor, DCSI, Assistant Superintendent of C&I)
 5/28: Virtual end of year IA step back
 August 2026 (date TBD): Refresh training for returning teachers
 August 2026 (dates TBD): New training for new teachers

Please share the key milestones for this strategy for the period between September 2026 through August 2027.

All components of the Implementation plan are implemented with fidelity when the school year starts

Please share the key milestones for this strategy for the period between September 2027 through August 2028.

All components of the Implementation plan are implemented with fidelity when the school year starts

Campus: Goose Creek CISD Virtual Academy TAP - Turnaround Action Plan

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

District and campus leaders will ensure the successful implementation of this plan through systematic monitoring and accountability structures. Monitoring will occur through scheduled data analysis meetings, formal walkthroughs, and progress checks aligned to district and state performance indicators.

Campus leaders will be responsible for collecting and analyzing evidence of implementation, including instructional practices, professional development participation, and student outcome data. Findings will be documented and reported regularly to district leadership.

District leaders will review campus reports, conduct joint monitoring visits, and facilitate leadership meetings to ensure fidelity to the plan. Adjustments will be made based on evidence from formative assessments, performance trends, and stakeholder feedback.

This multi-level monitoring system will provide consistent oversight, promote alignment across campuses, and ensure that both district and campus leaders are accountable for achieving the identified goals.

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

Campus Principal, Principal Supervisor, DCSI

How frequently will progress toward milestones be reviewed?

Monthly

Campus: Goose Creek CISD Virtual Academy TAP - Turnaround Action Plan

How will milestone progress data be collected?	Data will be collected through multiple sources to ensure accuracy and alignment with the plan's objectives. Student Achievement Data: Collected from state assessments, district benchmarks, progress monitoring tools, and classroom-based assessments entered into the district's data management system. Instructional Practice Evidence: Gathered through scheduled classroom walkthroughs, formal observations, and implementation checklists completed by campus administrators. Professional Development Participation: Tracked through sign-in sheets Progress Monitoring Reports: Compiled by campus leaders using attendance records, intervention logs, and curriculum pacing guides. Stakeholder Feedback: Collected through staff surveys, parent/community input forms, and focus groups when applicable. All data will be centralized in the district's reporting system, reviewed during scheduled leadership meetings, and used to guide continuous improvement efforts.	
How will milestone progress data be shared with district leadership and other relevant stakeholders?	Milestone progress data will be shared with district leadership and relevant stakeholders through structured and transparent communication processes. Campus principals will submit scheduled progress reports aligned to established milestones, which will be reviewed during district-led leadership meetings to analyze data trends, address challenges, and plan next steps. Within the campus, progress will be communicated to staff during faculty meetings and professional learning communities (PLCs) to ensure teachers receive timely updates and can make necessary instructional adjustments. At the district and community level, summarized updates will be presented in board reports, newsletters, and campus communications to promote accountability and transparency. Parents and families will also be informed of milestone progress through parent-teacher conferences, school websites, and family engagement events. This comprehensive approach ensures that all stakeholders remain informed and engaged in supporting the successful implementation of the plan. The campus principal, principal supervisor, DCSI, and Assistant Superintendent of Curriculum and Instruction will review the data once a month during the Principal PLC to ensure that the campus is on track to meet their goals set.	
Please share the required costs to implement plan and source of funds:	Locally funded	